

UXBRIDGE SCHOOL COMMITTEE MINUTES

September 5, 2017

UXBRIDGE HIGH SCHOOL LIBRARY

School Committee Members in Attendance:

	Present	Absent
Matt Keane, Chair	X	
John Morawski, Vice Chair	X	
D. Brett Pomeroy, Secretary	X	
Stephanie Fernandez, Member	X	
Jen Modica, Member	X	
Debbie Stark, Member	X	
Heidi Happy, Member	X	

1. Call to Order - Matthew Keane called meeting to order at 7pm.
2. Student Updates - James Stark has minimal updates as it was a slow summer, but assures us that Homecoming will be awesome and well received as always.
3. Public Comment - Debbie Stark wanted to thank past members of the SC particularly Laura McGee and Charlene Miller.
4. Introduction of new UPS Educators-  
Kevin Carney announced new hires. Heidi Happy came into the meeting late at 7:07pm. Principal Sirosis introduced: Kristen Draineville as preschool director and out of district placements.  
Mrs. Fafard introduced two new special educators. Also introduced a PIERS teacher. Brandy Mullen is the new nurse at WES.  
Mrs. DeMarco introduced four new members to McClosky.  
Mr. Rubin introduced members as well including two new members of the Phoenix Program.
5. Curriculum Director's Update-Summer Staff Trainings:  
-Dr. Drolet explained trainings- 13 teachers worked on the ELA standards.  
Participated in Guided Reader's Workshops  
Compensated by a grant.  
-In August new teacher's participated in a program for new teacher's through mentorships.



Also, the reading specialist's received training on literacy coaching. This training would facilitate reading specialists to work as coaches.

-Taft/WES classroom teachers started a five day reading and recovery collaborative. Teacher's will be using reader's and writer's workshops.

-There is an increase in teachers taking graduate level courses.

-Mr. Borden was showcased in a video displayed throughout the district explaining grit and discipline in the classroom.

6. Superintendent's Update- Reporting on the opening of schools. Kids excited to be back.

8/21/17- BSC- met with the townspeople about the McCloskey Middle School Closing.

-Discussion of reviewing start and end times of school facilities and campuses.

-Working with BOS to form a task force on deciding what to do with the McCloskey building.

More to come based on the decision of SC.

-Status of Independence project- the only change is the kitchen and laundry facilities. It is not set up for cooking or laundry. They utilize the UHS kitchen and laundry facilities.

-BSG (8/21/17) will air and we will keep you posted.

-To close McCloskey - we need floor plans. Looking for these maps of schools to analyze to review to make sure we can accommodate the population. Looking to have MSBA out to look at UHS to confirm that 8th grade can be sustainable in the High School. There is a six month time line.

-Our current grant is in use through 2019

- Kevin Carney has been in contact with the MSBA leadership about grants in the final year of debt and the specific age of the McCloskey building. Kevin expressed confidence that MSBA would not recapture funds to the age of the building, the age of the grant, and the work that is necessary to repair.

-Cove building move has been helpful, working and is almost complete- still working on phone lines. Need tables (6) for conference room. Additional parking is available for library patrons.

7. SY17-18 District Goals and School Improvement Plans (A)- Discussed #7 out of order as a request from Kevin Carney.

School Committee Workshop was held in August with four SC members in attendance.

Over the next three years there are three objectives: 1. Educator Development 2. Student Development 3. Community Involvement

1. Educator Development-

-Developing reading and writing skills in early childhood specifically focusing on guided reading. Leslie coaches will be in throughout the year to offer coaching.

-Dr. Drolet discussed the enhancement of professional learning collaboration time. This is a time for teachers to get together with their peers to review data and strategies.

9/5/17



-Tech Carrousel - Teachers will teach their peers apps and other technological classroom models to their peers through times devoted to making technology a priority in the classroom.

-MassCue- conference explaining technology in the classroom- Uxbridge sends administration there to receive ideas and strategies to enhance technology in the classroom.

-Altas curriculum map links- new to the schools for parents to understand the maps of curriculum for their children. This map work would allow parents to follow along and gauge their child's growth for academic learning measured with the current curriculum in the classroom.

- Technology website- ongoing throughout this year through Patrick Mistler.

## 2. Student Development: Discussion on Social Emotional Development for students.

-Developing empathy and understanding of the stressors that children may be experiencing.

-Dr. Drolet mentioned that he wants to survey what is happening and decide how to meet the needs of all students.

-Dr. Drolet addresses creating a Social Emotional Task Force which will incorporate teachers, community members, parents, etc who will work together to see and understand the needs of the population to designate a plan for 2019 a plan or program to train the teachers.

- District goals - Motion to approve district plans Jen Modica moved the motion, Debbie Stark seconded the motion. Vote: 6-0, 1 abstain (John Morawski)

## 8. Consideration for Budget and Policy Subcommittee Meeting Dates:

-Kevin Carney suggested that the budget subcommittee meet prior to the second meeting of each month. He mentioned the policy subcommittee could meet prior to the first meeting of each month. If the subcommittees meet regularly then the topic will be fresh in the committee's brains prior to regularly scheduled meetings.

-Can the subcommittees be called to order during a regular meeting? Yes; however, the point is for the subcommittees take the time to review in depth the policies/budgets so that not the entire seven committee members concentrate on all the content- divide and conquer.

-Discussion of signing warrants and access to the new building.

## 9. School Liaisons:

-Jen Modica presented information surrounding other towns and how they appoint the liaisons. She recommended that we have school building liaisons based on the helpfulness, and consistency offered through having one person representing each building.

-Kevin Carney discussed the role of the liaison and expressed the importance of 'site-based' management. Liaison's are non voting members. Kevin also discussed making your presence known if it is as a parent or as a liaison.

-Proposal is for a liaison for the school including all organizations within each school.

-Proposal for the liaison to report back at the beginning of each month as an agenda item.



Matt appointed Stephanie Fernandez to Taft ELC, Brett Pomeroy and Debbie Stark to McCloskey, Heidi Happy to WES, John Morawski and Jen Modica to UHS.

- Subcommittee recommendation for a community liaison- Debbie Stark would like to volunteer to represent UPS in the community capacity.

10. Old/New Business-

-Add review of daycare to 9/19/17

-Capital Planning Discussion: Focus on the second part of the boiler and talking about it at Fall Town Meeting.

-Looking for more information on classroom sizes and staffing report.

-Explanation of FTE/.5 positions changes and the reality of staffing

-\$72,961.97 accounted for transportation and entered into the transportation revolving account.

-Email Matt with new news to add to agenda prior to Thursday before meeting.

- Uxbridge Basketball Organization would like to come to discuss using gymnasiums for their program. (next meeting 9/19/17)

11. Regular Minutes: 6/20/17 and 7/31/17

Voting on the 6/6/17- John Morawski made the motion to accept the minutes as written. Debbie Stark seconded the minutes. 7-0 Approved minutes

Voting on 6/20/17- Brett Pomeroy was absent. John Morawski moved to approve the minutes as amended. Jen Modica seconded the motion. 6-1 approved the minutes.

12. Next School Committee Meeting: 9/19/2017- 7pm UHS Library- Business Meeting

14. Executive Session- John Morawski made the motion to go into Executive Session with no business to follow. Roll call vote- Ms. Stark- yes, Ms. Modica- yes, Mr. Pomeroy- yes, Mr. Morawski- yes, Ms. Fernandez-yes, Ms. Happy- yes and Mr. Keane- yes, 7-0

Meeting was adjourned at 10:10 pm from executive session.

Respectfully Submitted,

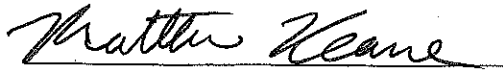
Stephanie Fernandez

9/5/17



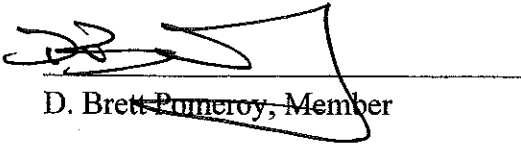


School Committee Members:



Matt Keane, Chair

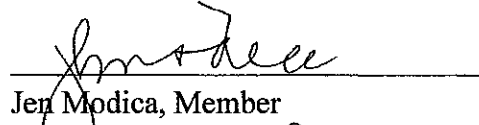
Stephanie Fernandez, Secretary



D. Brett Pomeroy, Member

Heidi Happy, Member

John Morawski, Vice Chair



Jen Modica, Member



Debbie Stark, Member



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# Uxbridge Public Schools

## 2017-18 District Goals

September 5, 2017

**GOAL 1: CURRICULUM DEVELOPMENT,  
LITERACY, AND TECHNOLOGY  
INTEGRATION**

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**We will provide professional learning opportunities that focus on enhancing literacy instruction. All educators will strengthen their instructional strategies, increase rigor, and strive to meet the learning needs of all students.**

# CURRICULUM DEVELOPMENT, LITERACY, AND TECHNOLOGY INTEGRATION

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## Action steps:

- Provide high-quality professional development and training of PK-5 educators to implement a comprehensive literacy action plan that focuses on strengthening instructional strategies across all disciplines
- Improve student writing-to-text skills through teachers utilizing common writing prompts and then analyzing student writing

## **CURRICULUM DEVELOPMENT, LITERACY, AND TECHNOLOGY INTEGRATION**

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### **Action steps (continued):**

- Develop and implement an aligned written, taught, and assessed curriculum and assessment system based on the Massachusetts Frameworks with an emphasis on literacy and writing
- Through technology integration, increase inquiry-based learning opportunities and provide additional varied learning experiences

# Progress of Goal 1 will be evidenced by:

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- Foundations (K-3) and Guided Reading (PK-5) training
- “Effective Literacy Coach” and “Literacy Leadership Team” training
- Teachers will implement common texts, assessments, and instructional strategies focused on literacy as evidenced in Atlas
- Teachers will collect data using common rubrics from common writing assignments to analyze student writing during PLC/CPT time
- Students in the special education subgroup scoring at the “warning” level will decrease (to no greater than 19%)
- Classroom observations (at least 95%) will indicate that instructional practices are aligned to their curriculum content maps and frameworks
- Teacher-leaders will facilitate at least one monthly PLC/CPT meeting focused on technology integration
- We will provide district-wide ½ day “Tech Carousel” PD focused on technology integration

## **GOAL 2: SCHOOL CLIMATE**

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**We will provide an inclusive educational environment that is supportive to all of our students.**

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# SCHOOL CLIMATE

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## Action steps:

- Provide inclusive learning experiences that are active, engaging, and responsive to the academic, behavioral, and emotional needs of all students
- Improve and enhance academic supports for all students
- Increase social-emotional learning experiences to promote health and safety for all students

# Progress of Goal 2 will be evidenced by:

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- We will examine social-emotional learning (SEL) practices/programming occurring throughout the district and begin an SEL Taskforce to include staff, parents, and community members
- We will select age-appropriate SEL materials/training to be utilized at each school during 2018-19
- Co-teaching and/or inclusive practices training will be provided, and co-teaching sections will be expanded at the secondary level
- Teacher PLC notes and logs will reflect evidence of using data from assessments to design and deliver instruction targeted at student learning gaps
- The number of special education students in pull-out services will decrease
- Each school will increase the number of directed academic interventions through the use of flexible scheduling

## **GOAL 3: COMMUNITY INVOLVEMENT AND COLLABORATION**

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**We will foster a shared responsibility with the community to ensure all students are prepared for college and the global workforce. We will do this through collaboration with students, staff, families, and community partners.**

# COMMUNITY INVOLVEMENT AND COLLABORATION

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## Action steps:

- Build and nurture a culture of high engagement and respectful collaboration to ensure effective two-way communication and pride in our district
- Cultivate innovative partnerships with members of our UPS staff and outside resources to facilitate innovation and provide increased learning opportunities involving science, technology, and engineering

# Progress of Goal 3 will be evidenced by:

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- We will develop marketing/messaging to celebrate success and future opportunities for students in the Uxbridge community
- We will assess current family engagement practices and work to expand opportunities for family engagement through school and district-wide events
- We will provide varied opportunities for families to engage in the planning process of the district reconfiguration
- We will complete an analysis of the strengths and weaknesses of STEM curricula in UPS based upon both subjective and empirical data collected from teachers, administrators, parents, and students
- We will enhance relationships with state and regional partners, such as MassSTEMHub, Quinsigamond Community College, and the Blackstone Valley Chamber of Commerce, in support of Early College and Innovation Pathways designations

*Of note: We are working to make teachers be part of a PLC*

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**“...the most promising strategy for substantive school improvement is developing the capacity for school personnel to function as a professional learning community (PLC).”**

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-Robert Eaker, Richard DuFour, and Rebecca DuFour, *Getting Started: Reculturing Schools to Become Professional Learning Communities*

## District and School Leadership

### The Effective Literacy Coach Training (Grades K-8)

This ten-day in-person professional development and eight two-hour online component session helps educators explore the multiple roles of the literacy coach and understand the overall importance of the literacy coach in a school. In this course, participants will:

- Identify the critical attributes of a healthy, professional learning community for adult learners and how to build it for their schools
- Examine the coach's partnership with school administrators to support teacher development
- Discuss coaching and professional development sessions
- Discover methods of organizing effective ongoing note-taking for coaches by setting up coaching notebooks and monitoring teacher development
- Design an effective coaching session with a teacher: pre-lesson conference, classroom visit, post-conference/coaching session
- Employ generative coaching to support teacher independence
- Learn how to use language that opens conversation and promotes the analysis of teaching and its effects on learning
- Use observational tools to sharpen the analysis of the teaching of reading and writing
- Select particular kinds of coaching to meet the needs of specific teachers: intervention, collaborative, and cluster coaching as well as individual coaching sessions
- Link coaching sessions to professional development to get a shift in teaching
- Analyze a coaching conversation before and after a lesson as well as the lesson itself to share with colleagues to get immediate and thoughtful feedback

#### Expectations for this Training

- This training includes many hands-on opportunities for trying out coaching scenarios through role-playing. For homework, you will try out a collegial interaction and record it. You will then bring the recorded clips to share as a part of the training. The presenters will provide you with details for this assignment during the first few days of training.
- Online component sessions are a critical part of coaching development. Your participation in the series of webinars is expected.

**Number of Days:** Ten in-person days and eight webinars

**Participant Minimum:** 25

**Participant Maximum:** 50

**Per Person Noncredit Fee:** \$2,950 (Graduate credit option available and will include additional fees and course assignment)

*School districts in the same geographical area may combine their resources to meet participant minimums for this training. Payment must be on one district's purchase order.*





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**Literacy Leadership Team Institute (Grades K-2 or 3-8)**

This institute is intended for school administrators and faculty members interested in learning more about working as a leadership team around effective programs as well as schools and districts interested in implementing a research-based model, such as Literacy Collaborative.

The institute is separated by grade level - Primary (K-2) or Intermediate/Middle School (3-8).

During the five-day institute you will:

- Develop a common vision of high quality literacy and learning
- Discuss the critical components of effective literacy programs
- Learn how to use *The Fountas and Pinnell Literacy Continuum* as a tool for planning, assessing, and assuring all students meet the competencies of the Common Core Standards
- Establish group norms and learn methods for working effectively as a team
- Build a common understanding of the goals of professional learning communities
- Explore the foundational theory and practices of readers' workshop, writers' workshop, and language/word study
- Learn how to create layers of intensified teaching as part of a Response to Intervention model
- Examine the roles of the literacy coach, administrator, and leadership team in developing in-school capacity for teacher development

**Suggested Composition of Teams**

- Principal
- Literacy coach
- Teachers at participating grade levels
- Reading or Intervention Specialist
- ELL teacher
- Special Education teacher
- Other literacy professionals

**Number of Days:** Five

**Participant Minimum:** 10 teams

**Per Team Fee:** \$5,000 per team of 6; \$800 per additional person

*School districts in the same geographical area may combine their resources to meet participant minimums for this training. Payment must be on one district's purchase order.*



### **Guided Reading: Differentiating Literacy Instruction (Grades 3-8)**

This five-day course will build your understanding of the reading process, changes in students' reading development over time, and effective small-group instructional practice. You will learn how to guide students in thinking within, about, and beyond the text in the context of small, guided reading groups. You will develop an understanding of a gradient of texts and matching books to readers for powerful instruction. The essential elements of guided reading instruction will be addressed. The course will help you understand how to assess students, form flexible guided reading groups, select appropriate texts, and plan guided reading lessons for effective instruction.

**Number of Days:** Five

**Participant Minimum:** 25

**Participant Maximum:** 35

**Per Person Noncredit Fee:** \$750 (Graduate credit option available and will include additional fees and course assignment)



### **Guided Reading in a Comprehensive Early Literacy Program (Grades K-2)**

This five-day course will take an in-depth look at how to use guided reading in the K-2 classroom. The course includes how to assess children, select leveled books, group students dynamically, and teach effective guided reading lessons in the primary classroom. It also addresses how to design and organize the learning environment to engage students in managed independent learning.

**Number of Days:** Five

**Participant Minimum:** 25

**Participant Maximum:** 35

**Per Person Noncredit Fee:** \$750 (Graduate credit option available and will include additional fees and course assignment)



Uxbridge Public Schools  
 District Goals 2017-2018 – DRAFT  
*Blueprint for Progress*

**GOAL 1: CURRICULUM DEVELOPMENT, LITERACY, AND TECHNOLOGY INTEGRATION: We will provide professional learning opportunities that focus on enhancing literacy instruction. All educators will strengthen their instructional strategies, increase rigor, and strive to meet the learning needs of all students.**

<b>Action Step</b>	<b>Progress as Evidenced By:</b>
<p>1.1 Provide high-quality professional development and training of PK-5 educators to implement a comprehensive literacy action plan that focuses on strengthening instructional strategies across all disciplines</p>	<ul style="list-style-type: none"> <li>• By May 2018 all teachers will be trained in Foundations (K-3) and Guided Reading (PK-5)</li> <li>• By May 2018 classroom observation walkthroughs will show that all PK-5 students are exposed to rigorous instructional practices/learning opportunities associated with the provided Foundations/Guided Reading training</li> </ul>
<p>1.2 Improve student writing-to-text skills through teachers utilizing common writing prompts and then analyzing student writing</p>	<ul style="list-style-type: none"> <li>• At least quarterly, all core teachers will implement common texts, assessments, and instructional strategies focused on literacy</li> <li>• At least quarterly, all teachers will collect data from at least one common writing assignment, then use common rubrics to analyze student writing</li> <li>• By September 2018, students in the special education subgroup scoring at the “warning” level will decrease to 19%</li> </ul>

<p>1.3 Develop and implement an aligned written, taught, and assessed curriculum and assessment system based on the Massachusetts Frameworks with an emphasis on literacy and writing</p>	<ul style="list-style-type: none"><li>• By May 2018, 95% of classroom observations will indicate that instructional practices are aligned to their existing curriculum content maps and frameworks</li><li>• By June 2018, grade-level (elementary) and subject area (secondary) common unit assessments will be created or refined</li></ul>
<p>1.4 Through technology integration, increase inquiry-based learning opportunities and provide additional varied learning experiences</p>	<ul style="list-style-type: none"><li>• At least monthly, Team Leaders/C&amp;I Leaders will conduct a PLC (professional learning community) or CPT (common planning time) meeting focused on technology integration</li><li>• On May 4, 2018, we will provide district-wide ½ day “Tech Carousel” PD focused on technology integration</li></ul>
<p><b>Notes:</b></p>	

**GOAL 2: SCHOOL CLIMATE: We will provide an inclusive educational environment that is supportive to all of our students.**

<b>Action Step</b>	<b>Progress as Evidenced By:</b>
<p>2.1 Provide inclusive learning experiences that are active, engaging, and responsive to the academic, behavioral, and emotional needs of all students</p>	<ul style="list-style-type: none"> <li>• By November 2017, we will examine social-emotional learning (SEL) practices/programming occurring throughout the district and begin an SEL Taskforce to include staff, parents, and community members</li> <li>• By January 2018, co-teaching and/or inclusive practices training will be provided, and co-teaching sections will be expanded at the secondary level</li> <li>• By April 2018, we will select age-appropriate SEL materials/training to be utilized at each school during 2018-19</li> </ul>
<p>2.2 Improve and enhance academic supports for all students</p>	<ul style="list-style-type: none"> <li>• By November 2017, teacher PLC notes and logs will reflect evidence of using data from assessments to design and deliver instruction targeted at student learning gaps</li> <li>• By June 2018, the number of special education students in pull-out services will decrease</li> <li>• By June 2019, each school will increase the number of directed academic interventions through the use of flexible scheduling</li> </ul>

<p>2.3 Increase social-emotional learning experiences to promote health and safety for all students</p>	<ul style="list-style-type: none"><li>• By June 2018 social-emotional programming will be revised to expand supports for targeted student populations</li><li>• By September 2018, teaching practices to support social-emotional learning will be embedded into classroom instruction district wide.</li><li>• By September 2018, students will establish at least 2 academic goals and revisit their goals with their educators at least twice during the school year</li></ul>
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**Notes:**



**GOAL 3: COMMUNITY INVOLVEMENT AND COLLABORATION: We will foster a shared responsibility with the community to ensure all students are prepared for college and the global workforce. We will do this through collaboration with students, staff, families, and community partners.**

<b>Action Step</b>	<b>Progress as Evidenced By:</b>
<p>3.1 Build and nurture a culture of high engagement and respectful collaboration to ensure effective two-way communication and pride in our district</p>	<ul style="list-style-type: none"> <li>• By November of 2017, we will develop marketing/messaging to celebrate success and future opportunities for students in the Uxbridge community</li> <li>• By November 2017, we will assess current family engagement practices</li> <li>• By January 2018, we will expand opportunities for family engagement through school and district-wide events</li> <li>• By June 2018, we will provide varied opportunities for families to engage in the planning process of the district reconfiguration</li> </ul>

<p>3.2 Cultivate innovative partnerships with members of our UPS staff and outside resources to facilitate innovation and provide increased learning opportunities involving science, technology, and engineering</p>	<ul style="list-style-type: none"><li>• By January 2018, we will complete an analysis of the strengths and weaknesses of STEM curricula in UPS based upon both subjective and empirical data collected from teachers, administrators, parents, and students</li><li>• By June 2018, we will enhance relationships with state and regional partners, such as MassSTEMHub, Quinsigamond Community College, and the Blackstone Valley Chamber of Commerce, in support of Early College and Innovation Pathways designations</li></ul>
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**Notes:**

# **Taft Early Learning Center DRAFT School Improvement Plan 2017-2018**

## **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 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.

## **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 2016-17**

Ms. Maria Sirois – Principal  
Ms. Kerrie Arsenault-Parent  
Ms. Erika Devlin – Teacher  
Ms. Holly Earl – Lead Teacher  
Ms. Jane Keegan-Community Member  
Ms. Erica Jennings-Parent  
Mrs. Emily Murray - Community Member  
Ms. Tracey Pomeroy-Parent  
Ms. Kerrie Russell-Teacher  
Ms. Jennifer Spiecker-Parent  
Mr. Matthew Keane-School Committee Liaison



UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
<b>School:</b>	Taft Early Learning Center		
<b>School Year(s):</b>	2016-2018		
<b>Goal Number:</b>	1 of 3		
<b>Goal Title:</b>	Educator Development: Developing interdisciplinary ELA and Science lessons based on newly revised integrated units of study		
<b>Strategic Plan Objective(s):</b>	<b>SMART Goal:</b>		
<b>Educator Development: Developing Curriculum and Improving Instruction Initiatives:</b> 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. 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.	By June 2018, all teachers, in collaboration with the Science and Literacy Curriculum and Instruction leaders, 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 the Lucy Calkins Units of Study as well as a district wide approved acronym (MEET) to guide students to organize their thoughts in response to text. Teachers will insure the integration of higher order thinking skills, technology and clearly defined learning expectations.		
<b>Benchmarks and Key Performance Indicators</b>			
<b>Present Status (Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Strategic Activities and Responsibilities</b>
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. End of year DRA2 data indicates that 89% Kindergarten students were at/above benchmark. In grade 1, 77% of students met benchmark and 88% of grade 2 students met or exceeded benchmark scores. Our Science common assessment data has shown that students are able to document their learning through	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.	1. Professional resources including close reading text set matching, Lucy Calkins writing resources, and district approved graphic organizers will be utilized for lesson development during common planning. 2. Science and Tech/Engineering lessons will be embedded with literacy skills. 3. Collaboration time for grades PK-5 will be given to insure continued vertical alignment.	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.



beginning research skills.

4. Through PD with Lesley University, A Literacy Leadership Team will be established to support the District's Literacy Action Plan as well as PD in the area of Reading Workshop and Guided Reading.  
5. PD for Wilson Fundations will be provided to staff so that the program will be taught with fidelity in the 17-18 school year.  
6. The MEET (Make a claim, Evidence, Evidence, Therefore statement) will be modeled in K and grade 1 classes and be an integral part of the response to text instruction in grade 2.





UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
<b>School:</b>	Taft Early Learning Center		
<b>School Year(s):</b>	2017-2019		
<b>Goal Number:</b>	2 of 3		
<b>Goal Title:</b>	Community Interest, Investment, and Ownership: Updating and Revamping the Taft ELC Website to improve support for educator development and student learning needs.		
<b>Strategic Plan Objective(s):</b>	SMART Goal:		
<b>Community Interest, Investment, and Development Initiative:</b>	By June 2019, The Taft ELC website will be a resource for all stakeholders insuring a clear understanding of the programming and community supports available to the children and families of the Taft ELC community. Teaching and Learning will be the focal point of the site with links to curriculum, programming, and resources.		
<b>Benchmarks and Key Performance Indicators</b>		<b>Strategic Activities and Responsibilities</b>	
<b>Present Status(Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Person(s)Responsible/Task/Timeline</b>
The current website has links to programs as well as a calendar of events. Teachers have had training with Google sites. Currently nine teachers have accessible websites on the school's website.	2017-2018 The Taft ELC website will be updated with 1. Principals monthly curriculum updates 2. Community opportunities for families 3. School wide updates PD in how to use technology as an effective communication tool. 2018-2019 1. Teacher Google Sites will be configured and updated annually 2. School Council will discuss key components to effective website communication and provide suggestions	2017-2018 1. Uxbridge HS students will work with Technology Director to revamp the school's websites. 2. Presentations for managing the site will be planned 3. Initial rollout will be communicated to stakeholders 4. PD will be provided to staff related to web development and maintenance. 2018-2019 1. Teachers will update and maintain Google Sites. 2. School Council will	2017-12018 1. Tech Director, HS students (Fall) 2. Tech Director, HS students, building principal (Fall) 3. Building principal (Winter) 4. Technology team, principal (By Spring)  2018-2019 1. Teachers, Technology team, principal (Fall) 2. School Council members (Winter) 3. Building principal (Spring)



		<p>review the website updates and elicit feedback from stakeholders through a parent survey. 3. Updates and additions will be made to the site.</p>	
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<b>UXBRIDGE PUBLIC SCHOOLS -</b>		<b>TAFT SCHOOL IMPROVEMENT PLAN</b>	
<b>School:</b>		Taft Early Learning Center	
<b>School Year(s):</b>		2017-2018	
<b>Goal Number:</b>		3 of 3	
<b>Goal Title:</b>		<b>Improving Student Learning: Increase student access to a rigorous mathematical learning environment</b>	
<b>Strategic Plan Objective(s):</b>		<b>SMART Goal:</b>	
<p><b>Improving Student Learning Initiative:</b>  Train educators in research-based, best practices of inclusion models that include differentiation strategies and tiered interventions</p> <p>Flexible scheduling time will be structured in all schools for educators and students to personalize learning for academic supports, social/emotional services, and other related services</p>		<p>Increase students' access to a more rigorous mathematical learning environment by focusing on differentiation, engagement and feedback. Focus team math coaching will be on the Standards for Mathematical Practice. Math intervention will focus on specific PK-2 students identified from the data compiled by grade level teacher teams.</p>	
<b>Benchmarks and Key Performance Indicators</b>		<b>Strategic Activities and Responsibilities</b>	
<b>Present Status (Data)</b>		<b>Strategies/Activities</b>	
<p>We are beginning year four of MIF implementation. Teachers have had common planning time to plan a common scope and sequence as well as common lessons at the K-2 levels. PK teachers established a common scope and sequence of instruction using the TSG program.</p> <p>End of year STAR assessment data indicates that 48 % of Kindergarten students reached a beginning of year grade 1 standard score. In grade 1 52% of students met EOY Benchmark according to PARCC criteria. Another 33% of grade 1 students scored in category 3-approaching proficiency. In grade 2, 52% of students met EOY Benchmark according to PARCC criteria. Another 21% of grade 2 students scored in category 3-approaching proficiency.</p>		<p>All classroom teachers will have one hour of uninterrupted math instruction daily to ensure maximizing time on learning for all students.</p> <p>Engage in Math walkthroughs focusing on understanding the developmental continuum of mathematics content and pedagogy PK-2.</p> <p>Provide Math coaching that encourages teachers to explore and implement a variety of mathematics assessment methods, such as: math interviews, math conferences and small group work.</p> <p>IXL will be available to all teachers and families to supplement the MIF program.</p>	
<b>Improvement Benchmarks</b>		<b>Person(s) Responsible/Task/Timeline</b>	
<p>1.Activity and assessment documentation in Rubicon Atlas connected to mathematical practices</p> <p>2.Common assessments that encourage the application of mathematical practice skills.</p> <p>3.RTI intervention data that reflects improved skill application in targeted areas PK-2</p>		<p>Principal, Curriculum Director, Math Coach, Teachers</p>	





**WHITTIN  
ELEMENTARY  
SCHOOL**

**SCHOOL  
IMPROVEMENT  
PLAN**

**2017-2018**





# 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 which includes competent readers, mathematicians and future scientists. 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 2016-2017

Lori J. Fafard – Principal

Adjustment Counselor:

Debra Dinoi

Technology Teacher:

Mary Ellen Jansson

Music Teacher:

Gretchen D' Andrea

Community Members:

Linda Boise, Melissa Silvestro, Joan Remillard

Parent:

Kevin Horgan

Parent:

Laura O'Connell

Parent:

Mary McDonald

Parent:

Erika Devlin

Parent:

Heidi Happy



School:	Whitin Elementary School		
School Year(s):	2017-2018		
Goal Number:	1 of 3		
Goal Title:	Educator Development and Improving Student Learning by Improving Literacy Teaching Strategies		
Strategic Plan Objective(s):	SMART Goal:		
<p><b>Educator Development and Improving Student Learning Initiatives:</b> Training will focus on strengthening instructional strategies in literacy across all disciplines, technology integration, enhancing students' critical thinking and organization skills, communication skills, problem-solving skills, and self-driven learning. Students will be provided with varied opportunities to target their individual learning needs and to build essential learning skills for the competitive workforce.</p>	<p>By June 2018, teachers will have been given learning opportunities that promote achievement in students' literacy and writing skills. Emphasis will be on guided reading and developing writing prompts for each grade level followed by analyzing students' written work during common planning times.</p> <p>By January 2018, 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.</p>	Benchmarks and Key Performance Indicators	Strategic Activities and Responsibilities
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Eight teachers were trained at Lesley University in the new literacy initiative.</p> <p>All teachers use the SRSD (MEET in ELA, POW in Math) graphic organizers for writing response to text for all students.</p> <p>Teachers have been trained &amp; used Math in Focus for three years.</p> <p>Teachers have taken the Next Generation Science Standards and mapped them out in Grades 3, 4, 5.</p>	<p>All teachers will use what they've learned from the literacy PD with their students to teach ELA.</p> <p>All teachers will continue to strengthen the SRSD (MEET in ELA, POW in Math) graphic organizer model for writing response to text.</p> <p>Math teachers will revisit the Math Curriculum Maps for instruction and pinpoint the grade level essential skills for students.</p> <p>Teachers will be able to engage students in science lessons that follow the new MA State Science Standards.</p>	<p>All teachers will be trained by in guided reading strategies &amp; literacy skills during PD and Half Curriculum Days. The literacy team will present best practices in engaging students in reading and writing for their colleagues.</p> <p>Teachers will collaborate and analyze student work/student writing protocols to measure open response, narrative, and analytical writing skills (LASW) at least quarterly.</p> <p>After the third year of implementation of the Math in Focus Program, teachers will engage in revising the maps for scope &amp; sequence of the math curriculum along with sharing best math practices.</p> <p>Teacher Teams will continue to build, revise, and instruct students in learning the skills outlined in the MA State Science &amp; Tech/Engineer Standards</p>	<p>The Curriculum Director, Curriculum &amp; Instruction leaders, Principal and outside consultants will conduct the training. Internal teacher leaders will conduct professional development and coaching.</p> <p>Math Specialist to meet with teachers of math to revise the curriculum maps after three years of implementing MIF.</p> <p>Principal and C &amp; I Science Leader</p>



<p>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.</p>	<p>Teachers will have a better understanding about RTI after they are given a review of the proper procedures when providing interventions to students.</p>	<p>Teachers will discuss and share new science standard lessons during common planning times</p>	<p>Teacher teams will collaborate with their grade level colleagues and interventionists about RTI and the sharing of students or groups of students requiring the same interventions. They will revisit the three Tiers of Intervention, analyze benchmark data (3 x yr) to adjust instruction based on the STAR results in both reading and math.</p>	<p>Special Education Staff and General Education Teachers</p>
<p>Teachers are given the preliminary MCAS Spring results at the Opening Day of School and then the Final Results in September.</p>	<p>Students will make growth in those areas of weakness as shown in the Spring 2017 results.</p>	<p>Instructional teams will be able to collaborate and analyze on student growth data and effectively adjust instructional practices to improve student learning outcomes.</p>	<p>Principal, C &amp; I Leaders and Team Grade Level Leaders, Curriculum Director, K – 5 Staff.</p>	
<p>The STAR MATH and READING Assessments were administered (3x Yr) to highlight student strengths and instructional needs. Data was analyzed and used to drive instruction.</p>	<p>Teachers and Interventionists will be able to examine the results of the STAR MATH and READING to adjust instruction that improves student outcomes.</p>	<p>Teachers will utilize integrated units, LLI, Foundations (Grade 3), Math in Focus, SRSD, Empowering Writers, and the Literacy Initiative PD to support instruction and assist student growth in literacy and math skills.</p>	<p>Principal, Curriculum Director, Literacy Team</p>	
<p>Writing Rubrics exist in all three grade levels.</p>	<p>Grade level teams will be able to revamp writing rubrics for narrative and expository writing including response to text.</p>	<p>Grade level teams will collaborate on revising writing rubrics and develop common writing prompts during common planning times.</p>	<p>Technology teacher, Technology Director, Librarian</p>	
<p>Students are involved in two computer classes a week that focus on keyboarding skills, research skills, and internet safety.</p>	<p>Students will get additional technology instruction by their classroom teacher to improve on keyboarding and writing skills.</p>	<p>Teachers will make use of the technology integration open times in the computer lab and library computer lab for their students' writing assignments. Teachers will have training in the Laptop Lab Carts prior to student use.</p>		





		2017-2018	
<b>Goal Number:</b>		2 of 3	
<b>Goal Title:</b>		Build a school infrastructure that can support social emotional learning at WES.	
<b>Strategic Plan Objective(s):</b>		<b>SMART Goal:</b>	
<p><b>Educator Development and Improving Student Learning:</b>  Initiative: All educators and support staff will strengthen instructional strategies in scaffolding to meet the learning needs of students within the classroom setting. Push in support services into the core academics will be increased.</p>		<p>By June 2018, all students will be provided with ongoing opportunities that can support social learning at WES. All students will set academic goals (2 or 3) that will be reviewed with their teachers three times a year.</p>	
<p>Benchmarks and Key Performance Indicators</p>		<p>Strategic Activities and Responsibilities</p>	
<b>Present Status (Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Person(s) Responsible/Task/Timeline</b>
<p>Students have been instructed to follow the PBIS rules for three years now.</p> <p>SWIS data has been collected and the behavioral referral forms gets recorded.</p> <p>Students have not established academic goals with their teachers in the past.</p> <p>Social Thinking classes are in full swing for those students whose goals</p>	<p>Students will be able to learn in a safe and comfortable environment throughout the school year.</p> <p>Students will receive RTI interventions for frequent behavioral issues.</p> <p>Teachers will instruct students to set academic goals (2 or 3) on the first two days of school and revisit them two more times during the year. (January, June).</p>	<p>All teachers will teach the PBIS lesson plans on the first two days of school throughout the school.</p> <p>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.</p> <p>Teachers will have students set academic goals for the school year in their classrooms on the first two days of school.</p>	<p>The Principal and PBIS Team will provide those teachers who are new to WES with the PBIS materials.</p> <p>The BCBA will monitor the SWIS data monthly to compare Office Discipline Referrals and consult with teachers about those students who need behavioral intervention.</p> <p>.WES Staff</p>



<p>are on their IEPs.</p> <p>Growth mindset philosophy has been taught to the teachers and students.</p> <p>WES follows an inclusion model that has special education students learning in the classroom but many are pulled out for services.</p>	<p>The goals of SEL are to improve all students' self-awareness, self management, social awareness, relationships, and responsible decision making skills.</p> <p>Students will improve their attitudes and beliefs about self, others and school.</p> <p>Students will be included in classrooms more with their peers instead of pull out services.</p>	<p>Parents will receive information on social emotional learning to help their child improve on self help skills that will assist them in becoming independent learners. SEL can be incorporated across subject areas, programs, and grades</p> <p>Teachers will review the "Growth Mindset" philosophy at the start of school and throughout the school year with students.</p> <p>Discussions at Team Meetings will focus more on keeping students in the classroom with inclusion strategies and services.</p>	<p>The Principal will train the WES staff on SEL.</p> <p>Principal and WES Staff</p> <p>Director of Pupil Services, Principal, Team Chairpersons, Special Ed and General Ed staff.</p>
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<b>School:</b>		Whitin Elementary School	
<b>School Year(s):</b>		2017-2018	
<b>Goal Number:</b>		3 of 3	
<b>Goal Title:</b>		Involve the Uxbridge community more in the education of the students at WES.	
<b>Strategic Plan Objective(s):</b>		<b>SMART Goal:</b>	
<p><b>Community Interest, Investment, and Ownership Initiative:</b> Stakeholder involvement with UPS will be expanded and differentiated to maximize interest and support for educator development needs and student learning opportunities.</p> <p>Benchmarks and Key Performance Indicators</p>		<p>By June 2018, WES will prepare students for college, society, and the workforce. Emphasis will be on including the Uxbridge community – business, town officials, seniors, parents, and teacher/parent talents.</p>	
<b>Present Status (Data)</b>		<b>Strategic Activities and Responsibilities</b>	
<b>Improvement Benchmarks</b>		<b>Strategies/Activities</b>	
<p>All students will be exposed to who and what is in their community and have a better understanding of them.</p> <p>All students will be able to learn from invited parents and people in the community that can highlight what they are reading through texts and special subject areas.</p> <p>All students at WES will be involved in the community project for Veterans' Day through a schoolwide spellathon.</p> <p>All students will be able to relate to what they're learning in math to those guest speakers whose jobs require</p>		<p>WES will continue to involve the community during the school year.</p> <p>Teachers will invite parents to their classrooms more than just for one day in January. Emphasis will be on matching a business, career, and/or job that intertwines with what students are learning in ELA and Math.</p> <p>A Veterans' Day committee will be formed by the Principal at the start of the school year for the Veterans' Spellathon Community Project.</p> <p>Teachers will invite those parents who use math in their daily jobs to come and speak to students about their careers.</p>	
<p>The following businesses and community involvement that takes place at WES are: WEE Deliver, Trading Pages, Buddy Bench, Go Green Team, Band/Chorus, unified arts, Girls on the Run, Play 60, etc.</p> <p>Spirit Days happen monthly including parental involvement on Career Dress Up Day in January.</p> <p>Grade 4 students learn about veterans and are involved in a community project with the DAV and USOT.</p> <p>Community Readers' Day, Friendship Week and Go Green Week are celebrated in November, February,</p>		<p>Person(s) Responsible/Task/Timeline</p> <p>Principal, all teachers and WES staff.</p> <p>Principal, WES Staff, community members and volunteers</p> <p>Principal, local veterans, Veterans' Day Committee</p> <p>Math Specialist, teachers, Principal</p>	



<p>and April. Parents come to Meet The Teacher Night, Concerts, etc.</p> <p>WES houses Grades 3, 4, 5.</p>	<p>math for their jobs and careers. Students will be reading their writing products to parents or guardians, and community members during school time.</p> <p>Teachers, students, parents will be involved with making a smooth transition for Grade 3 to move to TAFT ELC and to welcome Grades 6 and 7 to Whitin Intermediate School.</p>	<p>Teachers will inform students at the beginning of a writing assignment that they will have members of the community come to listen to their writing. Teachers will schedule these writing events by teams or individually.</p> <p>The entire WES community will be invited to transition meetings when and if the move is to take place in school year 2018-2010.</p>	<p>WES Staff and community members.</p> <p>WES and Uxbridge Community, Principal and Administration Team</p>
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**McCloskey Middle School  
Improvement Plan  
2017-18**



## **McCloskey Middle School Mission Statement**

Middle School is committed to working in partnership with parents to provide a high quality, developmentally responsive curriculum and experiences that 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 physically active, and intellectually reflective individuals who believe that life is enriched by learning.

Middle School believes that developmentally responsive middle level schools are characterized by: educators committed to young adolescents; a focus on learning for all; adult advocates for students; family and community partnerships; and a positive school climate.

The mission of the McCloskey Middle School to provide: curriculum that is challenging, integrative, and exploratory; varied teaching and learning experiences; a school environment that values all students; a curriculum that promotes learning; flexible organizational structures; programs and policies that foster health, wellness, and safety; and comprehensive services.

National Middle School Association. (1995). [This We Believe: Developmentally Responsive Middle Level Schools](#). Columbus, Ohio.

## **Uxbridge Public Schools Vision Statement**

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

### **Theory of Action**

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

## **McCloskey Middle School School Council Members 2015-16**

Mr. Marco – Principal  
Mrs. Eane – Teacher  
Mrs. [Name] – Parent

Mrs. Tracy Pomeroy – Parent  
Mrs. Jennifer Clark – Grade 7 Teacher  
Mrs. Christine Pelletier - Parent

Mrs. Karen Curley - Parent  
Mrs. Sharon Ross - Parent

**UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN**

		<b>McCloskey Middle School</b>	
		<b>2017-18</b>	
		<b>1 of 3</b>	
		<b>Improving Curriculum Design Strategies</b>	
<b>Objective:</b>		<b>SMART Goal:</b>	
<p><b>Development</b>                  Develop curricula and continue to design lessons/units to provide meaningful and relevant learning experiences that will engage students, include interventions and extensions to scaffold instruction of individual learners. Increase the use of instructional strategies to increase student learning and develop important skills. Creating opportunities for students to improve reading and writing skills across all disciplines will be emphasized.</p>		<p>By June 2018, all curriculum units will be redesigned to incorporate consistent standards including chronological scope and sequence, essential questions, enduring understandings, standards, content objectives, literacy objectives, and school-wide learning expectations.</p> <p>By June 2018, all teachers will have integrated school wide learning expectations and rubrics into the curriculum of all disciplines at McCloskey Middle School.</p>	
<b>Assessments and Key Performance Indicators</b>		<b>Strategic Activities and Responsibilities</b>	
<b>(Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Person(s) Responsible/</b>
<p>Students continue to show growth and learning is evident in direct instruction.</p> <p>Students do not feel overwhelmed; standards are being set in all areas.</p> <p>Parents/guardians report an increase in the student's use of technology within the classroom.</p>	<p>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.</p> <p>Math teachers will implement <i>Math in Focus</i> series (Grade 7: 2017-18; Grade 8: 2018-19). (Grade 6 implementation was 2016-2017)</p> <p>Science teachers will implement inquiry-based <i>Foss Science Kits</i> (Grade 6: 2015-16; Grade 7: 2016-17; Grade 8 2017-18).</p>	<p>A PLC model (adopted from the UHS 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.</p> <p>Staff will participate in professional development in the Fall/Winter of 2017 to define common assessments, share exemplars, and refine curriculum units/lessons.</p> <p>Staff will participate in professional development to implement the new <i>Math in Focus</i> series with fidelity.</p> <p>Algebra I will be offered to at least 75% of the 8<sup>th</sup> graders during the 2017-18 school year and in all years moving forward.</p>	<p>Grade-level and content team presentations for colleagues at faculty meetings.</p> <p>Administration and teacher leaders will meet monthly to monitor and determine curriculum units. Teacher leaders will develop guidelines for curriculum units.</p> <p>Math teachers will meet regularly for implementation of the math series, analyze data from pre-assessments to track student progress.</p> <p>On a monthly basis, Literacy Coach will assist teachers to help students use graphic organizers (MEET, CUBES), structure writing, extract key information from multiple text sets, and improve</p>

		<p>Instructional technology opportunities will be explored and infused into the classroom to enhance student learning and increase student engagement.</p>	<p>PLC groups will be formed to explore best practices for instructional technologies in blended learning, flipped classroom.</p> <p>Professional Development opportunities will be provided by teacher leaders, in the area of instructional technology.</p> <p>Administration will work with the Technology Department to purchase devices for student use in the classroom.</p>
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**UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN**

		<b>McCloskey Middle School</b>	
		<b>2017-18</b>	
		<b>2 of 3</b>	
		<b>Enhancing Academic, Social, and Emotional Well-Being of Students</b>	
<b>Objective(s):</b>		<b>SMART Goal:</b>	
<p><b>Student Learning</b>                  Provided with increased opportunities to receive interventions in math as well as enrichment extensions across all content area. Students will be exposed to an advisory curriculum and classroom lessons with guidance/adjustment counselors.</p>		<p>By June 2018, the McCloskey advisory program will be effectively carried out school wide with sessions every two weeks starting in September to meet the social-emotional needs of the students.</p> <p>By June 2018, McCloskey Middle School will close achievement gaps in ELA, Math, and Science and Student Growth Percentiles (SGP) as measured by the 2017 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 middle school and into high school.</p>	
<b>Indicators and Key Performance Indicators</b>		<b>Strategic Activities and Responsibilities</b>	
<b>Status (Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Person Responsible/Task/Timeline</b>
<p>McCloskey Middle School is a high needs cohort and needs to be closed.</p> <p>Quantitative data has shown that there is a need for intervention and support at McCloskey MS.</p> <p>There were slight increases in math scores within the high needs cohort. Increases in scores were inconsistent in other areas.</p>	<p>Students will be provided with further opportunities to access grade level curriculum in the inclusionary setting rather than sub separate classrooms.</p> <p>Students provided with math interventions will show growth and improved achievement by at least 10% on STAR math assessments.</p> <p>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</p>	<p>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.</p> <p>The Response to Intervention (RtI) team will meet every two weeks to identify students in need of interventions and develop targeted strategies for improvement. Action plans will be created to monitor the success of the interventions and determine next steps. Educators will work collaboratively to</p>	<p>Administration, the Math team, and ELA Team will analyze MCAS data from the Fall and STAR assessment results throughout the year.</p> <p>Administration will schedule Star screenings three times per year and ensure that all students are administered the assessment in the fall, winter and spring.</p> <p>Administration and math teachers will group students more heterogeneously and implement increased flexible grouping of students based on data.</p>

<p>         ws that students at          e School had either          change in all growth          n 2015/2016 MCAS       </p> <p>         e School          lvisory program in          · address the          eeds of the student          n, did meet regularly          June and student          ved that the majority          oyed the program and          to be meaningful.       </p> <p>         s of middle school          ew written          landards created by          nt of Ed. there is a          elop and strengthen          am at McCloskey       </p>	<p>         show increased involvement in higher          order thinking activities as part of their          Academic Enrichment time.       </p> <p>         Discipline data analysis will be done          quarterly to identify areas of concern.       </p> <p>         Counselors will teach 4 lessons in social          studies classes to expose students to a          relevant, social-emotional curriculum.       </p> <p>         Counselors will collaborate with the PE          and health teachers to implement the          guidance curriculum and          social/emotional standards within each          of their classes.       </p> <p>         A student advisory survey will          determine if the advisory program is          meeting student social-emotional needs.       </p>	<p>         provide increased enrichment learning          opportunities for all students.       </p> <p>         At least once a quarter teachers will use          rubrics to analyze student writing and          extract areas in need of improvement.       </p> <p>         Administrative follow-up will be done          based on the areas of concern identified          through the discipline data.       </p>	<p>         Teachers will be provided professi          development on differentiated          instruction strategies and co-teach          strategies to provide necessary          interventions within the classroom          setting.       </p> <p>         The RtI team will analyze data to          determine tiered interventions for          students to address obstacles.       </p> <p>         Advisory subcommittee will meet          revise, plan and implement the adv          program.       </p> <p>         All faculty, staff, support personne          administrators will lead advisory          groups.       </p> <p>         Administrators and guidance coun          will create actions steps to address          of concern as it pertains to discipli       </p>
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**UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN**

		<b>McCloskey Middle School</b>	
		<b>2017-18</b>	
		<b>3 of 3</b>	
		<b>Improve parent involvement and community interest in McCloskey Middle School.</b>	
<b>Objective(s):</b>		<b>SMART Goal:</b>	
<p><b>Interest, Investment, and Ownership of the Uxbridge</b></p> <p>Parent involvement within McCloskey Middle School will be differentiated to maximize overall community interest of MMS and to support student success at the middle</p>		<p>During the 2017-18 school year a McCloskey 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>	
<b>Measures and Key Performance Indicators</b>		<b>Strategic Activities and Responsibilities</b>	
<b>Status (Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Person Responsible/Task/Timeline</b>
<p>Low parent involvement</p> <p>Parents have difficulty understanding their child's grades and do not understand the program to track their progress throughout each year.</p> <p>Minimal parent/guardian involvement in the school community (PTO, conferences, principal and School Council)</p>	<p>Increase the opportunities for parent/guardians to become involved in the school community.</p> <p>Promote PTO sponsored events through the school website, weekly parent newsletters, morning announcements.</p> <p>Improve the parent weekly newsletters to mirror ones created by UHS.</p> <p>Improve participation on the School Council to include at least two parents</p>	<p><b>Parent Educational Outreach:</b> Resources, information, training and/or programs delivered to parents/guardians with the goal of reinforcing the guidance curriculum and increasing student outcomes.</p> <p><b>Develop curriculum nights:</b> Math Nights to inform parents of the math standards/frameworks and the <i>Math in Focus</i> program.</p>	<p>Administrators, teachers, counselors, service providers, community agencies will explore opportunities for special and community programs to come to the schools to educate parents on social/emotional stressors of middle school students.</p> <p>Administrators, teachers, paraprofessionals, students, PTO will collaborate to promote PTO sponsored events.</p>

<p>the School building take place over the 7<sup>th</sup> grade level most of the reconfiguration will be</p>	<p>from each grade level and two students from the 8<sup>th</sup> grade class.</p> <p>Uxbridge High School will collaborate with McCloskey Middle School on best practice for integrating grade 8 to UHS. Uxbridge High School in conjunction with the McCloskey Middle School will host regular parent nights to support family concerns, questions, and feedback regarding grade 7-8 transitions.</p>	<p>Literacy night to showcase student work and education parents on the writing standards.</p> <p>Provide demonstrations on accessing iParent and tracking students' progress. Demonstrations provided during 6<sup>th</sup> grade orientation and Meet the Teacher Night.</p>	<p>PLC groups and teams will collaborate to provide curriculum nights throughout the year.</p> <p>PLC groups along with the Tech department will collaborate to provide parents with opportunities to become familiar with iParent and Google Classroom as we move to enhance technology within the building.</p> <p>The Uxbridge High School Council and McCloskey Middle School Council will collaborate on next steps, in conjunction with teachers and administration.</p> <p>Central office, school administration and faculties will collaborate on all steps that will lead to a confident and smooth transition/integration.</p>
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**Uxbridge High School**  
300 Quaker Highway  
Uxbridge, Massachusetts 01569



**School Improvement Plan**  
**2017-18**  
**Michael D. Rubin, Principal**



## UXBRIDGE HIGH SCHOOL CORE VALUES AND BELIEFS ABOUT STUDENT LEARNING

A member of the Uxbridge High School Community:

**Shares responsibility for excellence and integrity**

**Perseveres through challenges and adversity**

**Accepts new ideas and thoughts**

**Respects self and others**

**Teaches effective communication, compassion, and balance**

**Accountable for a high standard of academics and behaviors**

**Nurtures personal independence and responsibility**

We believe:

- That our entire community **shares responsibility for high standards of excellence and integrity**. All members share a love and passion for learning together, while communicating respectfully with one another. All members are encouraged to set goals, to express themselves, to embrace and engage students, and to commit to a continuous cycle of growth. Through these, we will foster academic, social, linguistic, and physical progress within a safe atmosphere.
- That our entire community must **persevere through challenges and adversity**, and that this determination will foster and teach **grit, empathy, curiosity, and independence** to students of all abilities. We believe that growth occurs when we turn failures into successes, enabling our students to feel confident every day. Through a supportive and safe learning environment, our students will take academic risks, develop grit, set and achieve goals, allow for individual exploration and growth, and leave UHS as citizens ready to contribute to society at large.
- That our entire community should be encouraged to **accept new ideas and thoughts**, to appreciate the differences in culture and experiences each person brings, and to have tolerance for different points of view and individuals. We believe in challenging ideas, but doing so respectfully and in a way that encourages diversity of thought.
- That **respect for self and others** is the cornerstone on which an effective classroom and school community functions. Through mutual respect, flexibility, and kindness, our teachers, parents, and students can work together toward common goals, supporting each other and collaboratively engaging in the learning process and building toward student growth.
- That a primary responsibility is to **teach effective communication, compassion, and balance** between the mind, body, and spirit of our students. We believe learning has both a practical and authentic side, which we can differentiate to accommodate different student strengths. Students need to be able to use knowledge, both analytically and creatively, which will enable them to be successful after their time at UHS.
- In holding all members of our community **accountable to high standards of behavior and academics**. We believe in being flexible, embracing differences and challenges, and working together with optimism and patience toward common goals, be it in the classroom or through the extracurricular program. We believe individuals should take ownership and be responsible for their choices, actions, and achievement.



- In nurturing an environment that balances independence with collaboration, builds personal responsibility, and creates ownership of choices and achievement. In helping students achieve beyond what they think they can accomplish, all members of our community are expected to set challenging, attainable goals that continuously drive a pattern of self-improvement. We believe in teaching self-discipline, time management, and lifelong learning.

## 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  
2016-17**

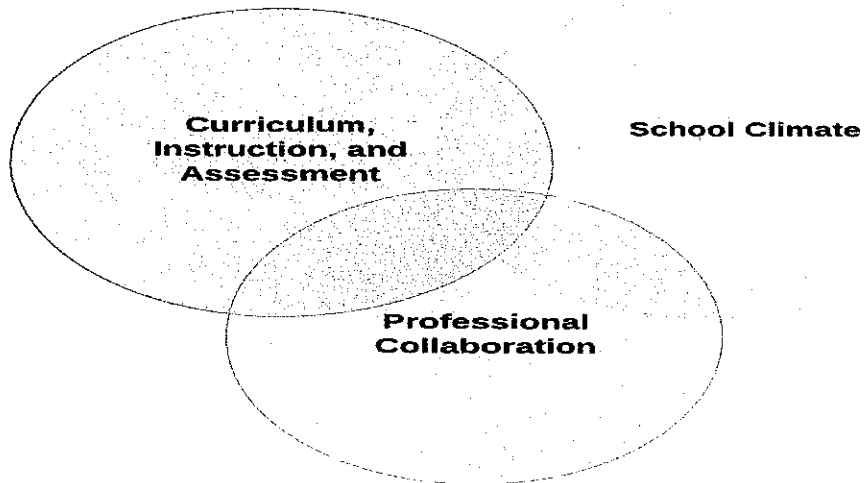
<b>MICHAEL RUBIN</b>	<b>PRINCIPAL, Co-CHAIR</b>
<b>EMILY LUURI</b>	<b>COMMUNITY MEMBER, Co-CHAIR</b>
<b>TONYA ALLEGREZZA P'18'21</b>	<b>PARENT</b>
<b>SUSAN BROMANN P'17</b>	<b>PARENT</b>
<b>MICHAEL CATALANO</b>	<b>FACULTY</b>
<b>MICHAEL DiMEGLIO</b>	<b>ASSISTANT PRINCIPAL</b>
<b>EMILY FERNANDES '18</b>	<b>STUDENT</b>
<b>MELISSA FISCHER P'19</b>	<b>PARENT</b>
<b>AMBER HAMPTON</b>	<b>FACULTY</b>
<b>EION GOULET '20</b>	<b>STUDENT</b>
<b>SUSAN HIRTLE P'18</b>	<b>PARENT</b>
<b>ANDY KUROS '17</b>	<b>STUDENT</b>
<b>DAVID LYMAN</b>	<b>FACULTY</b>
<b>JENNIFER MODICA P'08</b>	<b>SCHOOL COMMITTEE LIAISON</b>
<b>SONILA MURATI '20</b>	<b>STUDENT</b>
<b>JENNIFER PICOTTE P'19</b>	<b>PARENT</b>
<b>JACK SCHREIBER '18</b>	<b>STUDENT</b>
<b>MARY SHERLOCK P'09'11'14</b>	<b>COMMUNITY MEMBER</b>

**\*NOTE: THE SCHOOL COMMITTEE LIAISON AND ASSISTANT PRINCIPAL ARE NON-VOTING MEMBERS OF THE COUNCIL.**





# 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. Further, with the revision and establishment of UHS' Core Values and Beliefs About Student Learning, we wanted our goals to align with these statements. As the center of the diagram, where all categories meet and as driven by our Core Values, 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 supports for all students, and improving community investment in UHS through improved communication and collaboration, looking both at student and staff practice.



**2017-19 SUMMARY:**

**KEY STRATEGIES, IMPROVEMENT OBJECTIVES, AND ACTION PLANS**

UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN	
<b>School:</b>	Uxbridge High School
<b>School Year(s):</b>	2017-18
<b>Goal Number:</b>	1 of 3
<b>Goal Title:</b>	<b>Improving Curriculum Design Strategies</b>
<b>Strategic Plan Objective(s):</b>	<b>SMART Goals:</b>
<p><b>Improving Student Learning</b>                      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> <p>By June 2018, all teachers will have integrated schoolwide learning expectations and schoolwide rubrics into the curriculum of all disciplines at Uxbridge High School.</p>
<b>Benchmarks and Key Performance Indicators</b>	<b>Strategic Activities and Responsibilities</b>



Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>Uxbridge High School is a level 2 school: Meeting most gap-narrowing goals. High needs 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 skill work in terms of analytic, applied, and narrative writing skills across disciplines.</p> <p>Uxbridge High School will assess and report on student progress toward meeting schoolwide learning expectations. Schoolwide rubrics were designed and piloted in the spring of 2017.</p>	<p>All staff will be able to craft curricular documents, for 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>Specific assignments, projects, and/or assessments will integrate the schoolwide rubrics.</p> <p>All report cards will provide parents with individual student progress toward meeting and achieving schoolwide learning expectations. Composite data will be compiled to note school-wide progress.</p>	<p>Staff will participate in professional development in fall 2016 to define consistent curricular maps.</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"> <li>• Common Assessments (formative and summative)</li> <li>• Long and short-term planning</li> <li>• Fidelity to curriculum.</li> <li>• Analysis of Student Work</li> <li>• Development of Lessons/Lesson Analysis</li> </ul> <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>All course syllabi will be revised in accordance with focused schoolwide learning expectations. Individual assessments for teachers will incorporate schoolwide expectations.</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> <p>All teachers will participate in the integration of schoolwide learning expectations.</p>



**UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN**

<b>School:</b>	<b>Uxbridge High School</b>
<b>School Year(s):</b>	<b>2017-19</b>
<b>Goal Number:</b>	<b>2 of 3</b>
<b>Goal Title:</b>	<b>Enhancing Academic, Social, and Emotional Well-Being of Students</b>
<b>Strategic Plan Objective(s):</b>	<b>SMART Goal:</b>
<p><b>Teaching all students</b>  <b>Initiatives:</b> 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.</p> <p>By June 2019, 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.</p> <p>By June 2018, student attendance will improve by 5%.</p> <p>By June 2018, 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		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>Many students at UHS report that they have had multiple interruptions and inconsistencies with respect to post-secondary counseling.</p> <p>A guidance curriculum was implemented and piloted in 2016-17 for which additional assessment and student feedback is needed.</p> <p>Approximately 12-15% of seniors indicate "work" as a desired post-graduate option.</p> <p>Class rank is reported on the high school transcript, potentially hindering some students post-secondary plans.</p>	<p>All students will have met with their school counselor at least four times either individually or in small groups.</p> <p>All four grades will have had, minimally, one unit presented in a classroom setting. Said units will be revised following student feedback. Individual student learning plans will be piloted.</p> <p>At least two parent events will support guidance counseling curricular initiatives.</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. Zero students will have "no plan" or "no option" cited post-high school.</p> <p>Assessment of skills taken from guidance workshops will drive improvements to instructional strategies in 2017-18.</p> <p>The UHS School Council will make a formal recommendation regarding Class Rank, both in terms of keeping and reporting as a variable.</p>	<p>School counselors will be provided time for common planning of curricular implementation.</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. 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>The Uxbridge School Council will consider current research and trends relative to Class Rank. Others schools, higher education, and schools who have made similar recommendations will be consulted.</p>	<p>School counselors, team chairperson, and support personnel will collaborate on the development of a comprehensive guidance program.</p> <p>School administration will support and oversee the process.</p>



Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	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>In 2016-17, tiered interventions, entry and exit criteria, and student goals were incorporated and designed in advance of the Phoenix program's inception. These interventions and entry/exit criteria have been used sporadically.</p>	<p>Social-emotional and behavioral programming, once merged under one umbrella, will have two programs operating successfully, with appropriate integrations for all students.</p> <p>Individual student learning plans will be piloted.</p>	<p>Uxbridge High School will redesign its Mosaic program into the Phoenix program, and the Pathways program will be designed to support social-emotional learning.</p> <p>Tiered intervention services of newly identified students in fall 2017-18 will be discussed with parents/guardians and Phoenix Team to address issues and develop Student Success or Individual Learning Plans.</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>



Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<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. Approximately 22% of parents (72 respondents) indicate that they believe academic needs of students are not being met.</p> <p>Per DESE data, UHS did not meet all achievement gaps, but showed exceptional growth for students with high needs (&gt;60). While students are receiving services, academic rigor for all students is inconsistent.</p> <p>Approximately 15-16% of students at Uxbridge High School were considered "chronically absent" in 2014-15, which improved to 14% in 2015-16.</p>	<p>No more than 5% of all grades at UHS will be failing. 80% of students with average grades less than 70 in a specific class will receive targeted academic intervention in flex block.</p> <p>UHS will take steps to implement student learning expectations/standards to report on specific skills.</p> <p>UHS will meet all achievement gaps.</p> <p>Uxbridge High School will have no more than 12% of students considered chronically absent.</p>	<p>Departments will analyze data from the identified district determined measures 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 practice accordingly. Each staff member will collect data from a minimum of one (1) writing assignment per cycle.</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 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>



Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<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>Uxbridge High School has few (3 total) opportunities for co-taught classes, in which content teachers are partnered with special educators to facilitate higher rigor of learning for all students, with additional supports within the regular education classroom.</p>	<p>Uxbridge High School will take steps to implementing an advisory program, which will enrich school climate and culture. Flex block will be more formalized in the 2017-18 school year.</p> <p>By June 2018, Uxbridge High School will increase its co-taught offerings by 50-75%.</p>	<p>All students in grades 9 &amp; 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>Flex time will be formalized to include academic structures for which students in danger of failing will receive targeted interventions.</p> <p>Uxbridge High School teachers will implement co-taught offerings, based on research-based methods, and using data from special education, pre and post-test, common assessments, and social emotional surveys to plan appropriate academic interventions.</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 Phoenix/Pathways Teachers will analyze data to determine tiered interventions for students and address obstacles, which impede student success plans</p> <p>The team chair, pupil services director, individual teachers, and school administration will collaborate on ensuring the growth of co-teaching.</p>





**UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN**

<b>School:</b>				Uxbridge High School			
<b>School Year(s):</b>				2017-2019			
<b>Goal Number:</b>				3 of 3			
<b>Goal Title:</b>				Improve School Culture and Community Interest in Uxbridge High School.			
<b>Strategic Plan Objective(s):</b>				<b>SMART Goal:</b>			
<b>Community Interest, Investment, and Ownership:</b> Initiative: Design a plan for improving school culture and climate, as well as overall community interest and ownership in UHS.				<p>By June 2018, at least 90% of parents will express satisfaction with UHS as measured by district survey.</p> <p>By June 2018, at least 90% of staff will express satisfaction with the Common Planning model, as measured by staff survey.</p> <p>By June 2018, at least 90% of staff and families will express satisfaction with steps taken by the school, in advance of grade 8 joining UHS.</p>			
<b>Benchmarks and Key Performance Indicators</b>				<b>Strategic Activities and Responsibilities</b>			
<b>Present Status (Data)</b>		<b>Improvement Benchmarks</b>		<b>Strategies/Activities</b>		<b>Person Responsible/Task/Timeline</b>	
Uxbridge High School offers 16 interscholastic sports and approximately 10-12 clubs or activities.  Student council feedback overwhelmingly (88% of respondents)		By June 2018, at least two more student extracurricular organizations will be designed to support student involvement at UHS.		The athletic director, school council and faculty will explore improvements to the extracurricular program, including co-curricular clubs, additional sports, and		Administration, Athletic Director, faculty.	



that improvements to the extracurricular program are needed.		enhancements to current facilities, through June 2018.	
<b>Benchmarks and Key Performance Indicators</b>		<b>Strategic Activities and Responsibilities</b>	
<b>Present Status (Data)</b>	<b>Improvement Benchmarks</b>	<b>Strategies/Activities</b>	<b>Person Responsible/Task/Timeline</b>
McCloskey Middle School is going to close. Grade 8 students will need a home.	<p>Uxbridge High School will collaborate with McCloskey Middle School on best practice for integrating grade 8 to UHS.</p> <p>Uxbridge High School will host regular parent nights to support family concerns, questions, and feedback regarding grade 7-8 transitions.</p> <p>Uxbridge High School will take steps to ensure that grade 7 and 8 team strengths translate to and between the new grade configurations.</p> <p>Uxbridge High School and McCloskey Middle School</p>	<p>Vertical teams will collaborate on cultural, academic, and structural needs for the grade 8 integration.</p> <p>Student Handbook practices will be updated to include grade 8 expectations.</p> <p>Building master schedule, including physical plant, will be maximized to ensure fidelity to grade 8-12 needs and team structure.</p>	<p>The Uxbridge High School Council and McCloskey Middle School Council will collaborate on next steps, in conjunction with teachers and administration.</p> <p>Central office, school administrations, and faculties will collaborate on all steps that will lead to a confident and smooth transition/integration.</p>



Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>60% of parents (72 respondents) believe that UHS teachers set high standards for students. Only 45% of parents believe that homework helps students learn. 22% (an improvement over 2015-17) do not believe their child's academic needs are being met. 22% (a 10% improvement over 2015-16) do not feel as though teachers communicate assignments in a timely manner, and 19% (a 13% improvement) similarly indicate that teachers do not keep parents well-informed about progress.</p> <p>34% of parents (a 13% improvement) indicate that they do not believe teachers update grades/feedback in a timely manner.</p> <p>In 2016-17, more than 90% of the teachers expressed satisfaction with the current model for common planning/PLC and UHS blocks.</p>	<p>Teachers will continue to express satisfaction with the PLC model.</p> <p>By March 2018, no more than 18% of parents will indicate their child's academic needs are not being met, and no more than 12% will indicate that teachers do not communicate effectively.</p> <p>By June 2018, more than 50% of the staff will use Google classroom as a primary mode for provision of communication regarding classroom happenings.</p> <p>By June 2018, all standard committee reports will be completed to judge UHS' alignment to current NEASC standards, with our self-study complete.</p>	<p>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.</p> <p>Some common planning periods will be dedicated to family communication and community outreach.</p> <p>Some common planning periods will be dedicated to the integration and discussion of schoolwide learning expectations, the integration of grade 8 to UHS, and the continuous updates and revisions to curriculum maps.</p> <p>The NEASC self-study report will be completed by June 2018.</p>	<p>UHS administration, leaders, and professional staff will all share in this development and implementation.</p> <p>All staff, administration, and selected students and parents will collaborate on the NEASC self-study, including the administration of the Endicott Survey and completion of evidence gathering to support report-writing, including student work samples.</p>

*\*THE UXBRIDGE PUBLIC SCHOOLS' IMPROVEMENT PLANS HAVE BEEN MODELED AFTER THE HOPKINTON PUBLIC SCHOOLS IMPROVEMENT PLAN STRUCTURE.*

