

Uxbridge Public Schools

District Improvement Plan 2013 - 2016



**UXBRIDGE PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2013 – 2016**

The Uxbridge Public Schools are committed to providing our students with the best quality in education services, instruction, program offerings, and skills that will lead to independent, successful citizenship. If we as Uxbridge educators are successful in adhering to our school system's vision, we then understand that continuous improvement in our services for children is required to prepare them to meet the challenges of their adult lives. Improvements in service will always be necessary to meet the needs of *all* students and we gladly accept this responsibility.

July of 2012 marked the beginning of the district's fourth superintendent of schools in ten years. Direction setting was the priority focus for the School Committee. The Superintendent's Entry Plan Report, which was published in 2013 serves as the first analytical report of the Uxbridge Public Schools that summarized the community's impressions of the district. This report also included data analysis of student programs and achievement.

Following the Entry Plan, the Uxbridge Public Schools participated in the Department of Elementary and Secondary Education (DESE) Coordinated Program Review (CPR) for Special Education and English Language Learners services, as well as a review of all Civil Rights responsibilities for the district. This State review was followed by a Full DESE Program Review of the district that included an audit of: I. Leadership, Governance, and Communication, II. Curriculum and Instruction, III. Assessment and Effective Use of Data, IV. Human Resources and Development, V. Student Support, and VI. Financial and Asset Management.

The combination of the Entry Plan and DESE's audits of the district have narrowed the focus of the Uxbridge Public Schools strategic plan to three primary objectives for district improvement: Educator Development, Improving Student Learning, and Community Interest, Investment, and Ownership.

The following pages of the District Improvement Plan outline the Strategy Overview for the first two years of the three-year plan. It includes the specific action steps and benchmarks for district goals that align to School Improvement Plans, educator goals and objectives, and the new educator evaluation system.

It is our hope that you will see the synergic efforts to provide continuous and systemic improvements for the students of the Uxbridge Public Schools. This report is presented to you with tremendous appreciation for the educators and community stakeholders that contributed to this focus.

UXBRIDGE PUBLIC SCHOOLS
District Improvement Plan
2013 – 2016

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Uxbridge Public Schools – Strategy Overview 2013 - 2016

Vision		
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.		
Strategic Objectives		
Educator Development: PD will be structured to build teacher capacity for unit design as it relates to providing students with practical and relevant learning experiences that will enhance critical thinking skills, collaborative problem solving skills, and leadership skills, and students will be assessed against the standards	Improving Student Learning: Students will be provided with varied learning opportunities to develop important critical thinking skills, collaborative problem solving skills, and leadership skills that are practical and relevant learning experiences	Community Interest, Investment, and Ownership: Stakeholder involvement with Uxbridge Public Schools will be expanded and differentiated to maximize interest and support for educator development needs and student learning opportunities
Strategic Initiatives		
Build standards-based units that align to the new Massachusetts Curriculum Frameworks and address essential skills; identify resources	Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development	Design a plan for development and advancement of our district programs that is focused on future college and career readiness
Implement New Educator Evaluation System with all UPS educators and monitor progress	Provide a continuum of programs and services for at-risk students to succeed in intellectually and creatively stimulating learning environments to enhance important skills	Increase student and parent involvement with community relations and service
Develop a common assessment system that allows UPS to track the development of essential skills	Increase the use of instructional technology to enhance student learning in an intellectually and creatively stimulating environment that will enhance important skills	Increase communication efforts through a variety of outlets
Expand teacher leadership opportunities to assist with the implementation of state mandated initiatives, professional development, and data analysis	Build a partnership with area schools and agencies to include Vocational, Counseling, and Special Education joint programming	Explore new opportunities to bring new students and families to the Uxbridge Public Schools

UXBRIDGE PUBLIC SCHOOLS STRATEGY OBJECTIVES RATIONALE

Objective #1 Rationale: Educator Development

For students to be successful in the 21st century, educators are going to provide a learning environment that will enhance students' higher order and critical thinking skills, collaborative problem solving skills, and leadership skills. The Uxbridge Public Schools' professional development plan will focus on strengthening educator capacity in lesson and unit design that fosters the development of these learning skills.

Educators will develop an understanding of the new Massachusetts Educator Evaluation System. These standards emphasize the measurement of student learning skills for what educators must do to identify the essential standards and learning skills in all content areas, how student growth will be assessed, and what instructional adjustments will be made based on the analysis of student achievement data. In order to improve learning opportunities for all students, we need to establish collaboration structures for educators to examine student work against the standards and develop/revise assessments that are used to measure progress across all grade levels.

Objective #2 Rationale: Improving Student Learning

The most important value of the Uxbridge Public Schools is the belief that all students can and will learn. Support services for re-teaching opportunities, extensions beyond the standard curriculum, enhanced instruction through the use of technology, and exploratory course offerings will continuously be examined to ensure that we meet the needs of all learners. Learning expectations will be clearly defined through instructional and behavioral structures.

College and Career Readiness programming need to include the elementary and middle grade levels. The high school Program of Studies should include expansive elective courses that support the district's core curricula and align to the MassCore Program of Studies. This program foundation will ensure that students are prepared for four-year college coursework or have the opportunity to pursue career options following high school graduation.

Objective #3 Rationale: Community Interest, Investment, and Ownership:

Stakeholder involvement with Uxbridge Public Schools needs to be expanded and differentiated to maximize interest and support for educator development needs and student learning opportunities. For citizens to invest in the school systems and to help communicate the learning needs of students throughout the community, public involvement must expand beyond the traditional volunteer opportunities to serve on the School Committee, PTO, School Council, Education Foundation, Parent Advisory Council, Booster Club, and other parent organizations. Task forces will be formed to research effective programs for student learning opportunities and two-way communication efforts will be established to gain community interest, investment, and ownership.

SUMMARY OF DISTRICT IMPROVEMENT GOALS: 2013-2014

Goal 1: Educator Evaluation. By June 2014, all teachers and administrators will be able to describe effective teaching and learning practices as defined by Standards 1 and 2 of the DESE teacher evaluation rubric. All instructional staff will complete a full cycle of the evaluation system which includes: Self-Assessment, SMART Goals, at least four formal classroom walkthroughs within a school year, a Mid Cycle Formative Assessment, and a Summative Assessment.

District Goal 1 Summary: Educator Evaluation

This goal is aligned to the Strategy Objective #1 Educator Development as well as Standards 1 and 2 of the Educator Evaluation Framework. As a Race to the Top district, Uxbridge was required to implement the new system with 50% of our educators in the 2012-2013 school year. Full implementation with all educators began in the fall of 2013. Educators completed the self-assessment and goal setting components of the system in September and final goals were submitted to supervisors by October of 2013.

In January, all building administrators, the Director of Pupil Services and the Director of Curriculum finished the Research for Better Teaching “*Analyzing Teaching for Better Results*” course. The Educator Evaluation Facilitator (EEF) team met monthly with the leadership team to discuss implementation and to ensure clarity around procedures and expectations. To evaluate the success of the system, the EEF team conducted a survey three times during the 2013-2014 school year. Through analysis of both qualitative and quantitative data, the district refined the observation and evaluation form. Additionally, the EEF team has recommended changes to the mid-cycle and summative evaluation process that will promote reflection and continuous improvement on the part of the educator. These changes will allow for increased consistency, clarity and improvement in the 2014-2015 school year.

Goal 2: Standards-Based Unit Design. By June 2014, all teacher teams will complete Stage 1 of Project CONNECT curriculum mapping project by building standards-based units for current courses into the Atlas Rubicon web-based platform.

District Goal 2 Summary: Standards- Based Unit Design

This goal is aligned to the Strategy Objective #1 Educator Development as well as Standard I of the Educator Evaluation Framework. It was designed to ensure that all district level curricula were aligned to the 2011 English Language Arts and Math frameworks, and the most current frameworks available in other content areas. Of particular importance was the integration of literacy skills into non-English language arts courses. All teacher teams were able to work on Stage I: Desired Results of Project CONNECT during the 2011-2012 and 2012-2013 school years and aligned their units to the most current content frameworks. Final draft revisions were made throughout the 2013-2014 school year. As such, the Curriculum analytics shows that the district curriculum maps are 91 percent aligned to the 2011 frameworks in core classes. The Instructional Leadership Team will spend the summer of 2014 reviewing and approving the curriculum maps.

Goal 3: District Determined Measures. By June 2015, all teacher teams will complete Stage 2 of Project CONNECT by identifying Power Standards and creating Common Assessments to monitor student achievement of essential skills and standards. Assessments will be added to the Curriculum Maps in the Atlas Rubicon Web-based platform.

District Goal 3 Summary: District Determined Measures

This goal is aligned to the Strategy Objective #1 Educator Development as well as Standard I of the Educator Evaluation Framework. It was designed to create a comprehensive assessment system that would allow educators to use common data elements to improve instruction and student growth. Educator teams submitted Power Standards to the Instructional Leadership Team in January 2014. Using Professional Development time between January and May, educator teams developed common assessments for each Power Standard. Following supervisor approval, educator teams selected two of these common assessments to be the District Determined Measures for their educator evaluation. These were submitted to the Department of Elementary and Secondary Education on June 1, 2014.

Goal 4: Continuum of Specialized Instruction Services. By June 30, 2014, develop data measurement guidelines for the evaluation of skills in reading, writing, and mathematics for all special education pull out programs.

District Goal 4 Summary: Continuum of Specialized Instruction Services

This goal is aligned to Strategy Objective #2: Improving Student Learning. It is also aligned to Standards 1 and 2 of the new Educator Evaluation System. During Professional Development and Curriculum days, all staff identified the student learning skills that needed to be measured and which data measurements were already in use, such as the Diagnostic Reading Assessment (DRA)-2 for reading. Staff worked to explore options for missing data points. Commercial assessments that were chosen by groups were DRA-2, Quantitative Reading Inventory (QRI)-2, STAR math, Lindamood Bell Program Assessments, and iReady Language and Writing Rubrics. For writing, most groups created writing skill checklists, writing rubrics, or adopted the MCAS writing rubric.

Similar options were chosen for math where teachers created skill assessments and/or skill checklists. For our Life Skills and/or Job Skills programs, rubrics were developed to identify specific skills for baseline data and tracking progress. By May, all groups collected student achievement data and assessed how these new data measures were meeting their needs. We found that the Life/Job skill rubrics needed to be adjusted for specific students and for particular jobs. The teacher found the rubrics useful when assessing the progress of the students. Expectations were clearly stated and it was easy for the student to see areas for improvement. In other areas, teachers were able to use the assessment data to review how many students were making high growth, moderate growth or low growth. Teachers were able to adjust their practices for the students with low growth. These data measurement points have also become key in our IEP development and progress report writing.

Goal 5: Instructional Technology Integration: By June 2014, all teachers will incorporate technology to enhance research skills, problem solving skills, collaboration skills, and presentation skills.

District Goal 5 Summary: Instructional Technology Integration

This goal is aligned to Strategy Objective #1 Improving Student Learning as well as Standard 2 of the Educator Evaluation Framework. This goal was designed to meet the varied learning needs of our students and ensure that all students were able to develop critical technology skills. The Pk-12 Technology Team developed a list of assessable technology standards in the fall of 2013. These were provided to the Instructional Leadership Team members, who worked with teachers to integrate these skills into their class activities. Educator teams developed technology integration activities based on these skills, and implemented these activities throughout the 2013-2014 school year. The Instructional Leadership team and Technology team will work throughout the summer and fall of 2014 to develop common assessments that target the specific technology integration skills of digital citizenship and Internet safety, communication, including both written and visual communication, and information and media literacy skills.

Goal 6: MCAS Achievement and Growth: The Uxbridge Public Schools will meet projected Composite Performance Index (CPI) in ELA, Math and Science and Student growth Percentiles (SGP) targets in ELA and Math for the 2013-2014 MCAS in all sub groups.

District Goal 6 Summary: MCAS Achievement and Growth

The MCAS Achievement and Growth goal is aligned to Strategic Plan objective Educator Development as well as Standard 1 of the Educator Evaluation Framework. This goal was designed to ensure that Uxbridge Public Schools was meeting our growth targets as outlined by the Department of Elementary and Secondary Education. Educator teams analyzed MCAS data in the fall of 2013. The Instructional Leadership Team provided disaggregated data for “at-risk” and “all student” populations to educator teams. Educator teams used that data to create learning experiences that targeted the application of knowledge and skills identified in the initial data. The collection and analysis of data has begun at the team level. The Data Team will participate in the Research for Better Teaching “Power of Collaborative Inquiry course in June of 2014. This will allow them to lead the analysis of student data at the team and building level starting in the fall of 2014. Additionally the district completed the pilot of the diagnostic assessment tools and has decided to purchase the Renaissance Learning STAR Early Literacy, Reading and Math assessment tools. These tools will allow for increased monitoring of our “at-risk” population to ensure appropriate growth on the MCAS assessed skills.

**UXBRIDGE PUBLIC SCHOOLS
DISTRICT IMPROVEMENT GOALS
2014-2015**

Goal 1: Educator Development and Improving Student Learning by Improving Lesson Design Strategies

Classroom instruction will follow a lesson design structure to include the following five instructional elements: (1) Framing the learning, (2) Presentation of information, (3) Engagement of students, (4) Checking for understanding, and (5) Summarizing/anchoring the learning.

Teachers will focus on integration of higher order thinking skills, technology, and clearly defined learning expectations. Establish a rigorous classroom observation schedule and protocol with district and school leaders to monitor the lesson design structure and provide instructional coaching focused on lesson design and higher order thinking skills.

Key Actions:

1. In September 2014, educators in grades K-5 will implement the *Math In Focus* mathematics program that will: align the curriculum and lesson plan structure to address basic mathematic skills and higher order thinking skills; provide common assessments; and include training for the year and a professional development plan for successful implementation.
2. For the October 2014 Professional Development Day, Lesson Design training will be provided for all teachers district-wide.
3. By October 2014, all new teachers hired to the district as well as Curriculum and Instruction leaders will be enrolled in the “Response to Better Teaching” course for effective lesson design.
4. All monthly, building staff meeting agendas in 2014-2015 will include ongoing training and review of effective lesson design structures.
5. The district leadership team (“DLT” - central office administration, principals, and assistant principals) will meet at each school once per month. The clarity concepts of lesson design will be discussed and observed. The DLT then meets to discuss the instruction that was observed and measure collective progress against the standards.
6. The Instructional Leadership Team (ILT), led by the Technology Learning Coordinator, will conduct instructional rounds to assess the use of technology to enhance lesson design and student growth.
7. The ILT will use the data from the Instructional Rounds to design an action plan for increasing the effective use of technology to promote critical thinking, communication, and collaborative problem solving.
8. Throughout the year, the Taft, Whitin, and McCloskey schools will incorporate instructional strategies that address learning and behavioral expectations.
9. By January 2015, the Instructional Leadership Team (ILT) will create a logic model for the addition of Instructional Coaches to the UPS staffing infrastructure. The ILT will seek stakeholder support and provide updates to the building instructional staff, the Superintendent, and the School Committee by February 2015. The ILT will make recommendations for an instructional coaching model for the 2015-2016 school year.

Key Benchmarks:

1. All teachers and administrators can identify the five clarity concepts of effective lesson design by November 1, 2014.
2. All five clarity concepts of lesson design are evident in all lessons by November 15, 2014.
3. Through the use of a 1 – 4 rubric rating scale for lesson design (1 = not evident, 4 = always evident), data collected through district, classroom walkthroughs will show that the five clarity concepts of lesson design are evident most of the time (3).
4. All elementary and middle school educators possess a common understanding of learning and behavioral expectations in all areas of their school. All educators will be able to communicate, implement, and manage the defined positive behavior support system consistently throughout the schools.
5. Instructional staff, Uxbridge Teachers Association, administration, and School Committee support an instructional coaching model for the Uxbridge schools for the 2015-2016 school year.

Goal 2: Educator Development to Establish a Common Assessment and Data Analysis System

The Uxbridge Public Schools will meet projected Composite Performance Index (CPI) in ELA, Math, and Science and Student Growth Percentiles (SGP) targets in ELA and Math for the 2015-2016 MCAS in all sub groups. District determined measures, or common assessments, will be implemented in all content areas to monitor student growth of essential skills.

Key Actions:

1. By September 2014, the instructional leadership team will analyze and disseminate 2014 MCAS data that targets improvement areas for students not achieving adequate growth as determined by Student Growth Percentile (SGP) scores.
2. By September 2014, the instructional leadership team (C&I, Team leader, principals) will lead professional development during staff or team meetings on connecting the MCAS data to common assessments developed by teacher teams in 2014.
3. By October 2014, all teachers will administer a common assessment to address grade level/content skills and compare baseline common assessment data to related MCAS scores.
4. By November 2014, teacher teams will develop the meeting protocol to collectively examine student work. This will include: (1) Identifying students who are meeting grade level standards, (2) Identify students who are not meeting grade level standards and require re-teaching opportunities, (3) Identify students who require extensions above grade level standards, and (4) Establish learning plans to meet the needs of students.
5. Throughout the year, Principals will provide ongoing professional development time during team meetings, department meetings, faculty meetings or during professional development days for teacher teams to review common assessment data and use that data to improve student outcomes.
6. Using the STAR ELA and Math, authentic literacy assessments, and common assessment data, the District Data Team will quarterly analyze the growth of students on key standards identified above.

Key Benchmarks:

1. Dissemination of MCAS data with improvement targets is provided to teachers by September.
2. Training for MCAS data analysis is completed by September with teacher development of action plans to address target areas.
3. The “Professional Learning Community” structure is in place at all four schools that adheres to the four elements of the “Examining Student Work” protocol.
4. External/internal common assessments (other than MCAS) quarterly reviews by teachers to measure student growth against the state standards are a common practice.

Goal 3: Improve Community, Interest, Investment, and Ownership of the Uxbridge Public Schools by establishing a College and Career Readiness Task Force

The Uxbridge Public Schools will establish task forces to research and develop a College and Career Readiness Program that will be designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school. The CCR Task Force will review current college and career planning programs and services throughout the district.

Recommendations for programming and services will be made to the School Councils by March 2015.

Key Actions:

1. Establish a College and Career Readiness Task Force that to include faculty, business leaders, higher education representatives, students and parents. This task force will meet monthly between November and June.
2. Task force members will seek out CCR strategies being used or recommended by other districts, businesses, institutions of higher education.
3. Expand college and career readiness resources and structured activities to the middle and elementary level.
4. Task force will pursue a dual enrollment program with local colleges to provide an associates degree upon graduation from high school for interested students.
5. The Task Force will provide public updates to the School Committee in December and March. At that time, the Task Force will take recommendation from the School Committee as to how to proceed given current progress.
6. Establish a five-year CCR implementation plan for the Uxbridge Public Schools by June 2015 that will address key CCR goals in all grades Pk-12.

Key Benchmarks:

1. The CCR Task Force is established by November of 2014.
2. A dual enrollment program is established that provides opportunity to earn an associates degree upon graduation from high school.
3. All schools provide structured learning activities that involve grade and school transition, choosing the right program of studies and career pathways, and life planning after high school.
4. Publication of the Uxbridge Public Schools Five Year CCR plan.

UXBRIDGE PUBLIC SCHOOLS - TAFT SCHOOL IMPROVEMENT PLAN

School:		Taft Early Learning Center	
School Year(s):		2014-2015	
Goal Number:		1 of 3	
Goal Title:		Educator Development and Improving Student Learning by Improving Lesson Design Strategies	
Strategic Plan Objective(s):		SMART Goal:	
<p>Educator Development and Improving Student Learning Initiatives: Build standards-based units and lessons that align to the new Massachusetts Curriculum Frameworks and address essential skills. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase use of Instructional technology to enhance student learning in intellectually and creatively stimulating environments that will enhance important skills.</p>		By November 2014, classroom instruction will follow a lesson design structure to include the following five instructional elements: (1) Framing the learning, (2) Present information, (3) Engage students, (4) Check for understanding, (5) Anchoring learning. Teachers will focus on integration of higher order thinking skills, technology and clearly defined learning expectations.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Data sources, including district instructional rounds and walkthroughs from DESE show that teaching and learning in the Uxbridge Public Schools is predominantly direct instruction from teachers with rote learning expectations for students.</p> <p>Staff received PD on the 5 clarity concepts/lesson design in the spring of 2014.</p>	All staff will be able to identify, explain, and use strategies from professional development to create lessons that incorporate the 5 clarity concepts, higher order thinking, technology integration, and clear learning and behavior standards.	<p>Professional publications (i.e. journals and articles) and digital observations will be provided to staff during meeting times on the lesson design expectations. Staff meetings throughout the year will be structured to discuss and model what effective and ineffective lesson designs look like. The instructional technology teacher will coordinate with each team leader to identify and integrate appropriate technology to units at least once a trimester.</p> <p>The District Instructional Leadership team will analyze instructional round data and track the increased use of clarity concepts.</p>	<p>Curriculum Director, Curriculum & Instruction leaders, Principal and outside consultants will conduct the trainings during monthly faculty meetings and at the August, October and December Professional Development sessions. The Instructional Leadership team will conduct instructional rounds quarterly.</p> <p>Teacher teams and administration will analyze instructional data and student learning data at weekly team meetings.</p>

UXBRIDGE PUBLIC SCHOOLS - TAFT SCHOOL IMPROVEMENT PLAN

School:		Taft Early Learning Center	
School Year(s):		2014-2015	
Goal Number:		2 of 3	
Goal Title:		Educator Development to Establish a Common Assessment and Data Analysis System	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development Initiative: Develop a common assessment system that allows UPS to track the development of essential skills.		By June 2015, 90% of grade K and 80% of grade 1 and 2 of Taft School students will meet or exceed grade level benchmarks as evidenced by the Developmental Reading Assessment (DRA) 2 in Literacy and 80% will meet or exceed grade level benchmarks as evidenced by the STAR assessment in Mathematics. District Determined Measures, or common assessments, will be used in all subject areas to monitor growth of essential skills.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>All literacy benchmarks were increased in 2013-2014 based past data. Students were at benchmark based on their independent rather than instructional level scores.</p> <p>2013-2014 data shows that in that the following students were at or above benchmark in literacy: Grade K- 90 percent, Grade 1- 77 percent Grade 2- 7 percent.</p> <p>STAR math was piloted as a diagnostic assessment for the first time in 2013-2014.</p>	<p>Grade level teams will be able to implement a protocol with fidelity for examining student work that:</p> <p>(1) has teachers identify what students are expected to know and be able to do; (2) has teachers identify students who are not meeting grade level standards and require re-teaching, (3) has teachers identify students who are achieving above grade level standards and require extensions, and (4) has teachers develop differentiated instruction and assessment plans to meet student needs.</p>	<p>Teacher teams will track student growth on Power Standards using Common Assessments, Running Records, Fundation Assessments, Progress monitoring DRA2, and STAR data.</p> <p>Teacher teams will report on that growth quarterly to their principals and instructional leaders. The Instructional Leadership team will assist the Teacher Teams in using the data to adjust practice where necessary.</p>	<p>Principal, C&I Leaders, and teachers will engage in the examining student work protocol at weekly team meetings and during professional development time. External consultants and internal teacher leaders will conduct professional development and coaching.</p>

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Units have been designed to integrate science and social studies with literacy to promote authentic learning.</p> <p>There are diagnostic assessments in literacy and math that all students use.</p> <p>Response to Intervention (RTI) structures exist at Taft, so students receive additional instruction four to five times per week in literacy and three times per week in Math.</p>		<p>Between August and October, Teachers will be provided with 1.5 days of Professional Development on the Math in Focus program, provided by an external consultant from Houghton Mifflin. Between December and February, Teachers will be provided with 1 day of in district coaching by the external consultant and in-district teacher leaders.</p> <p>Teachers will analyze student work data and monitor students that require RTI four times per week in literacy and three times per week in Math for 30 minutes.</p> <p>Teachers will analyze benchmark data three times per year and adjust practice based on the results.</p> <p>Teachers will use Integrated units, Foundations, PALS, Math in Focus, and Dolch Word List, Writer’s Workshop and leveled books to scaffold instruction and assist student growth in literacy and math.</p>	<p>The Principal, Reading Specialist, C&I Leaders, and teachers will evaluate student growth during monthly RTI consult time.</p>

School:		Taft Early Learning Center	
School Year(s):		2014-2015	
Goal Number:		3 of 3	
Goal Title:		Improve Community, Interest, Investment, and Ownership of the Taft Early Learning Center by developing a K-12 College and Career Readiness (CCR) Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school.	
Strategic Plan Objective(s):		SMART Goal:	
Improve Community, Interest, Investment, and Ownership of UPS Initiatives: Design a plan for development and advancement of our district programs that is focused on future college and career readiness.		By November 2014, a College and Career (CCR) Task Force will be formed to research and develop a College and Career Readiness Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school. Recommendations for programming and services will be made to the School Council by March 2015.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
College and career readiness expectations are imbedded into classroom instruction and practices. Examples of this include instruction of collaborative problem solving skills in Open Circle and Project Based learning and Center time, career awareness through the Community Helpers program, and leadership training during All School Meeting Presentations by students. While these events occur, they are not formally part of a College and Career Readiness program.	Educators will be able to utilize College and Career Readiness resources as part of their curriculum and instruction planning to teach students life and career planning skills. The CCR Task Force successfully completes its review of current elementary college and college and career readiness practices; research of effective CCR models is shared with staff and School Council by February-March; recommendations for college and career programs and services are made to the School Council by March 2015.	Instructional leadership team will chart current CCR practices related to the College and Career Readiness Pillars. C & I and team leaders will assist teachers in developing one additional CCR activity per trimester Teacher surveys will be conducted in February to determine the current CCR activities. Current practices in Uxbridge will be compared with best practices in other communities and information will be presented to the elementary faculties and school councils in March.	Instructional Leadership team will provide documentation of current CCR practices by October of 2014. Teacher teams, assisted by C&I leaders will develop CCR activities each trimester. The CCR Task Force will make recommendations for college and career readiness programs and services to the School Council by March 2015.

Whitin Elementary School

Improvement Plan 2014-2015



Lori J. Fafard, Principal

Whitin Elementary School Mission and Vision Statement

Whitin Elementary School Mission Statement

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

Uxbridge Public Schools Vision Statement

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

Theory of Action

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

Whitin Elementary School
School Council Members 2014-2015

Lori J. Fafard – Principal

Adjustment Counselor:	Debra Dinoi
Technology Teacher:	Mary Ellen Jansson
Community Members:	Linda Boise, Melissa Silvestro
Parent:	Maria Turner
Parent:	Ann Caso

UXBRIDGE PUBLIC SCHOOLS - WHITIN ELEMENTARY SCHOOL IMPROVEMENT PLAN

School:		Whitin Elementary School	
School Year(s):		2014-2015	
Goal Number:		1 of 3	
Goal Title:		Educator Development and Improving Student Learning by Improving Lesson Design Strategies	
Strategic Plan Objective(s):		SMART Goal:	
<p>Educator Development and Improving Student Learning Initiatives: Build standards-based units and lessons that align to the new Massachusetts Curriculum Frameworks and address essential skills. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase use of Instructional technology to enhance student learning in intellectually and creatively stimulating environments that will enhance important skills.</p>		By November 2014, classroom instruction will follow a lesson design structure to include the following five instructional elements: (1) Framing the learning, (2) Present information, (3) Engage students, (4) Check for understanding, (5) Anchoring learning. Teachers will focus on integration of higher order thinking skills, technology and clearly defined learning expectations.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
Whitin Elementary School is a level 2 school: Not meeting gap-narrowing goals. Data sources, including district instructional rounds and walkthroughs from DESE show that teaching and learning in the Uxbridge Public Schools is predominantly direct instruction from teachers with rote learning expectations for students.	All staff will be able to identify, explain, and use strategies from professional development to create lessons that incorporate the 5 clarity concepts, higher order thinking strategies, technology integration, and clear learning and behavior standards.	Staff will participate in scheduled lesson design training provided by the district and school leaders in the Fall of 2014 that emphasizes inquiry based learning to promote higher order thinking, technology integration, and clear learning standards. Elementary teachers will receive 1.5 days of professional development in the <i>Math in Focus</i> program provided by the Houghton Mifflin Consultants.	The Curriculum Director, Curriculum & Instruction leaders, Principal and outside consultants will conduct the trainings during monthly faculty meetings and at the August, October and December Professional Development sessions. The Instructional Leadership team will conduct instructional rounds quarterly.

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
	Instructional teams will be able to analyze student growth data and effectively adjust instructional practices to improve student-learning outcomes.	<p>Administration, C&I and/or teacher teams will present a best practice in each of the five clarity concept areas at each faculty meeting during the 2014-15 school year.</p> <p>Analysis of student work related to Power Standards (common assessments) will take place at subject-area department meetings.</p> <p>Walkthrough data will be collected on the implementation of clarity concepts formally observed from September – November, 2014</p>	Teacher teams and administration will analyze instructional data and student learning data at weekly team meetings.
		<p>and shared at the December faculty meeting, then also collected January – April, 2015, and shared at the May faculty meeting.</p> <p>The District Instructional Leadership Team will conduct instructional rounds to track the integration of the clarity concepts into classroom practice.</p>	

School:		Whitin Elementary School	
Goal Number:		2 of 3	
Goal Title:		Educator Development to Establish a Common Assessment and Data Analysis System	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development Initiative: Develop a common assessment system that allows UPS to track the development of essential skills.		Whitin Elementary School will meet projected Composite Performance Index (CPI) and Student Growth Percentiles (SGP) in ELA, and Math for the 2015-2016 MCAS in all sub groups. District determined measures, or common assessments, will be implemented in all content areas to monitor student growth of essential skills.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Units have been designed to integrate science and social studies with literacy to promote authentic learning.</p> <p>There are diagnostic assessments in literacy and math that all students use.</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>Grade level teams will be able to implement a protocol with fidelity for examining student work that:</p> <p>(1) has teachers identify what students are expected to know and be able to do; (2) has teachers identify students who are not meeting grade level standards and require re-teaching, (3) has teachers identify students who are achieving above grade level standards and require extensions, and (4) has teachers develop differentiated instruction and assessment plans to meet student needs.</p>	<p>Teacher teams, with the assistance of the Instructional Leadership team, will create individual learning plans to meet the needs of each student. Teachers will continue to analyze student work data and monitor students that require RTI three times per week in literacy and two times per week in math for 30 minutes. Teachers will analyze benchmark data three times per year and adjust practice based on the results. Teachers will use Integrated units, LLI, Foundations, Math in Focus, and Empowering Writers to support instruction and assist student growth in literacy and math.</p>	<p>Principal, C&I Leaders, and teachers will engage in the examining student work protocol at weekly team meetings and during professional development time. External consultants and internal teacher leaders will conduct professional development and coaching.</p>

School:		Whitin Elementary School	
School Year(s):		2014-2015	
Goal Number:		3 of 3	
Goal Title:		Improve Community, Interest, Investment, and Ownership of the Whitin Elementary School by developing a K-12 College and Career Readiness (CCR) Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school.	
Strategic Plan Objective(s):		SMART Goal:	
Improve Community, Interest, Investment, and Ownership of UPS Initiatives: Design a plan for development and advancement of our district programs that is focused on future college and career readiness.		By November 2014, a College and Career (CCR) Task Force will be formed to research and develop a College and Career Readiness Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school. Recommendations for programming and services will be made to the School Council by March 2015.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
College and career readiness expectations are imbedded into classroom instruction and practices. Examples of this include instruction of collaborative problem solving skills in Open Circle and Project Based learning, career awareness through the Math Moves Us program with Raytheon, and cultural literacy through Artist in Residency program through the cultural council by students. While these events occur, they are not formally part of a College and Career Readiness program.	Educators will be able to utilize College and Career Readiness resources as part of their curriculum and instruction planning to teach students life and career planning skills. The CCR Task Force successfully completes its review of current elementary college and college and career readiness practices; research of effective CCR models is shared with staff and School Council by February-March; recommendations for college and career programs and services are made to the School Council by March 2015.	Instructional leadership team will chart current CCR practices related to the College and Career Readiness Pillars. C & I and team leaders will assist teachers in developing one additional CCR activity per trimester Teacher surveys will be conducted in February to determine the current CCR activities. Current practices in Uxbridge will be compared with best practices in other communities and information will be presented to the elementary faculties and school councils in March.	Instructional Leadership team will provide documentation of current CCR practices by October of 2014. Teacher teams, assisted by C&I leaders will develop CCR activities each trimester. The CCR Task Force will make recommendations for college and career readiness programs and services to the School Council by March 2015.



**McCloskey Middle School
Improvement Plan
2014-2015**

McCloskey Middle School Mission Statement

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

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

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

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

Uxbridge Public Schools Vision Statement

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

Theory of Action

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

**McCloskey Middle School
School Council Members 2013-2014**

Dr. Rich Drolet – Principal

Mr. Todd Kaplan – Assistant Principal

Mrs. Christine Martellio – Grade 8 Teacher

Mrs. Nadine Clifford – Special Education Teacher

Mrs. Kara Ekstrom – Math Specialist

Mrs. Caroline Zani – Health Teacher

Mrs. Cathy Chauvin – Paraprofessional

Mrs. Cari Robertson – Parent

Mrs. Cathy Sanford – Parent

Mrs. Becky Morganelli – Parent

Mrs. Donna Wilson – Parent

Mrs. Jennifer Lutton – Parent

Mrs. Melissa Fischnitz – Parent

UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN

School:	McCloskey Middle School		
School Year(s):	2014-2015		
Goal Number:	1 of 3		
Goal Title:	Educator Development and Improving Student Learning by Improving Lesson Design Strategies		
Strategic Plan Objective:	SMART Goal:		
Educator Development and Improving Student Learning Initiatives: Build standards-based units and lessons that align to the new Massachusetts Curriculum Frameworks and address essential skills. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase use of Instructional technology to enhance student learning in intellectually and creatively stimulating environments that will enhance important skills.	By November 2014, classroom instruction will follow a lesson design structure to include the following five instructional elements: (1) Framing the learning, (2) Present information, (3) Engage students, (4) Check for understanding, (5) Anchoring learning. Teachers will focus on integration of higher order thinking skills, technology and clearly defined learning expectations.		
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
The McCloskey Middle School is a level 2 school: Not meeting gap-narrowing goals. Data sources, including instructional rounds, walkthrough and Department of Elementary and Secondary Education Review show that teaching and learning in the Uxbridge Public Schools is predominantly direct instruction from teachers with rote learning activities for students. Improving the effectiveness of	All staff will be able to identify, explain, and use strategies from professional development to create lessons that incorporate the 5 clarity concepts, higher order thinking strategies, technology integration, and clear learning and behavior standards. Instructional teams will be able to analyze student growth data and effectively adjust instructional practices to improve student-learning outcomes.	Staff will participate in scheduled lesson design training provided by the district and school leaders in the Fall of 2014 that emphasizes inquiry based learning to promote higher order thinking, technology integration, and clear learning standards. Each department/team will present a best practice in one of the five clarity concept areas at a faculty meeting during the 2014-15 school year, and lead a discussion around the practice presented. Analysis of student work related to Power Standards (common assessments, if available)	Curriculum director, administration, and teacher leaders will provide professional development/training. Administration and instructional teams will prepare these presentations for monthly faculty meetings. Administration and staff will meet as instructional teams during common planning time at least monthly to collaborate, look at student work, and analyze common assessment data. Curriculum & Instruction leaders, staff, and

<p>teachers is the key to lifting student achievement.</p> <p>McCloskey staff received professional development on the 5 clarity concepts/lesson design in the Spring of 2014.</p>		<p>will take place at subject-area department meetings.</p> <p>Walkthrough data will be collected on the implementation of clarity concepts formally observed from September – November, 2014, and shared at the December faculty meeting, then also collected January – April, 2015, and shared at the May faculty meeting.</p> <p>The District Instructional Leadership Team will conduct instructional rounds to track the integration of the clarity concepts into classroom practice.</p>	<p>administration will present walkthrough data findings at faculty meetings.</p>
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UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN

School:		McCloskey Middle School	
School Year(s):		2014-2015	
Goal Number:		2 of 3	
Goal Title:		Educator Development to Establish a Common Assessment and Data Analysis System	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development Initiative: Develop a common assessment system that allows UPS to track the development of essential skills.		By June 2015, teacher teams will develop and implement a multi-tiered system of supports providing targeted intervention as well as increased enrichment opportunities to all students. This system will allow McCloskey Middle School to meet projected Composite Performance Index (CPI) in ELA, Math and Science and Student Growth Percentiles (SGP) on ELA and Math on the state assessment. District Determined Measures or Common Assessments will be used in all subject areas to monitor growth of essential skills.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>The McCloskey Middle School is a level 2 school: Not meeting gap-narrowing goals.</p> <p>Qualitative and quantitative data has provided evidence that there is a need for increased intervention and enrichment at McCloskey Middle School.</p> <p>Subgroup data shows that students at McCloskey Middle School had either declined or had no change in all categories but ELA growth that was improved, but still below target.</p>	<p>Students provided with interventions will show growth and improved achievement by at least 10% on STAR math assessments.</p> <p>Students will show increased involvement in higher order thinking activities.</p>	<p>At least 3X per year students will be assessed by the STAR assessment system, and grouped for intervention based on skill deficit. Progress monitoring for intervention should occur for students in tiers 1, 2, and 3.</p> <p>Educators will work collaboratively to provide increased inquiry-based learning opportunities for students, such as: McCloskey Enrichment Endeavor projects; participation in Nature’s Classroom; increased team-building activities; Exchange City; Math Team; National Junior Honor Society; School-wide math leveling; Grade 8 Algebra 1 class; and PBIS activities.</p>	<p>Administration, the math team, and the ELA Team will analyze MCAS data in the Fall and STAR assessment results throughout the year.</p> <p>Administration will group students into one of three math levels based on data at the end of each academic year. Students will continue to be grouped heterogeneously in ELA as the research recommends.</p>

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>Additionally our SGP- Student Growth Percentile shows that overall our students are growing at a rate of only 40% compared to their peers.</p>	<p>Educators will be able to implement a protocol with fidelity for examining student work that: (1) has teachers identify what students are expected to know and be able to do; (2) has teachers identify students who are not meeting grade level standards and require re-teaching, (3) has teachers identify students who are achieving above grade level standards and require extensions, and (4) has teachers develop differentiated instruction and assessment plans to meet student needs.</p>	<p>A “Looking at Student Work” protocol with a common rubric will be implemented during common planning time to look at student data to inform instruction, intervention, and enrichment.</p> <p>Common assessments will be developed, used, and analyzed with grade-level teams.</p>	

UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN

School:		McCloskey Middle School	
School Year(s):		2014-2015	
Goal Number:		3 of 3	
Goal Title:		Improve Community, Interest, Investment, and Ownership of the McCloskey Middle School by developing a K-12 College and Career Readiness (CCR) Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school.	
Strategic Plan Objective(s):		SMART Goal:	
<p>Community Interest, Investment, and Ownership of the Uxbridge Public Schools Initiative: Design a plan for development and advancement of our district programs that is focused on future college and career readiness.</p>		By November 2014, a College and Career Readiness Task Force will be formed to research and develop a program designed to develop life and career skills, academic knowledge, and career readiness. This will prepare students for grade and school-level transitions and help them choose the right program of studies and career pathways into high school. Current college and career planning, programs, and services at the middle level will be reviewed by the CCR taskforce. Recommendations for programming and service will be made to the School Council by March of 2015.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
Collaboration between McCloskey Middle School and UHS occurs to prepare students for the transition to high school, which includes Program of Studies presentations choosing courses for high school. Student transition meetings occur. Parent workshop for college planning.	Middle school educators will be able to use College and Career Readiness resources as part of their curriculum planning to assist students in developing life and career skills, academic knowledge, and career awareness.	Curriculum and Instruction Leaders and Team Leaders will assist teachers in developing one CCR activity per trimester. Teacher surveys will be conducted to determine current CCR activities. Current practices in Uxbridge will be compared with best practices in other communities and information will be presented to the middle school faculties and school councils in March.	Instructional Leadership Team will provide documentation of current CCR practices by October of 2014. Teacher teams, assisted by C&I leaders, will develop these activities each trimester.

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
	The CCR Task Force successfully completes its review of current middle level college and college and career readiness practices; research of effective CCR models is shared with staff and School Council; recommendations for college and career programs and services are made to the School Council by March of 2015.	<p>Student aptitude and interest surveys will be conducted to provide administration, guidance, staff, and the CCR Task Force will data for program and service recommendations.</p> <p>A “Career Day” in the Spring of 2015 will provide students increased exposure to current jobs and career opportunities.</p>	The CCR Task Force will make recommendations for college and career readiness programs and services to the School Council by March of 2015.

Uxbridge High School
300 Quaker Highway
Uxbridge, Massachusetts 01569



Improvement Plan
2014-2015
Tara B. Bennett, Principal
Michael DiMeglio, Assistant Principal

UXBRIDGE HIGH SCHOOL MISSION STATEMENT

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

UXBRIDGE PUBLIC SCHOOLS VISION STATEMENT

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

Theory of Action

IF we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities 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.

**SCHOOL COUNCIL MEMBERS
2013-2014**

TARA BENNETT	PRINCIPAL
SUSAN BROMANN	PARENT
ALLISON COTTER	STUDENT
MELANIE KING	PARENT
ALEX KUROS	STUDENT
CHRISTINE MARSHALL	FACULTY
MARY SHERLOCK	PARENT
PHYLLIS ROY	PARENT
RACHAEL CARDARELLI	STUDENT
JUSTIN POMINVILLE	FACULTY
SUE PRIORE	COMMUNITY MEMBER

UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN

School:		Uxbridge High School	
School Year(s):		2014-2015	
Goal Number:		1 of 3	
Goal Title:		Educator Development and Improving Student Learning by Improving Lesson Design Strategies	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development & Improving Student Learning Initiatives: Build standards-based units and lessons that align to the new Massachusetts Curriculum Frameworks and address essential skills. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase the use of instructional technology to enhance student learning in an intellectually and creatively stimulating environments that will enhance important skills.		By November 2014, classroom instruction will follow a lesson design structure to include the following five instructional elements: (1) Framing the learning, (2) Presentation of information, (3) Engagement of students, (4) Checking for understanding, and (5) Summarizing/anchoring the learning. Teachers will focus on integration of higher order thinking skills, technology, and clearly defined learning expectations.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
Uxbridge High School is a level 1 school: Meeting all gap-narrowing goals. Data sources, including district instructional rounds and walkthroughs from DESE show that teaching and learning in the Uxbridge Public Schools is predominantly direct instruction from teachers with rote learning expectations for students.	All staff will be able to identify, explain, and use strategies from professional development to create lessons that incorporate the 5 clarity concepts, higher order thinking strategies, technology integration, and clear learning and behavior standards. Departments/Teams will be able to analyze student growth data and effectively adjust instructional practices to improve student-learning outcomes.	Staff will participate in scheduled lesson design training provided by the district and school leaders in fall 2014 that emphasizes inquiry based learning to promote higher order thinking, technology integration and clear learning standards. Each department will present a best practice in one of the five clarity concept areas at a faculty meeting during the 2014-15 school year and lead a discussion around the practice presented.	Curriculum director, administration, and teacher leaders will provide the October 2014 training. Department teams will prepare these presentations for monthly faculty meetings Administration and staff will meet as departments monthly to analyze common assessment data collaboratively.

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>During the DESE program review, technology was observed being used by the teachers 40 percent of the time, and only 20 percent of the time by students.</p> <p>UHS staff received professional development on the 5 clarity concepts/lesson design in spring 2014.</p>	<p>UHS administration and staff will be able to demonstrate growth in the effective use of the 5 clarity concepts.</p>	<p>Analysis of student work related to Power Standards (common assessments) will take place at each monthly department meeting. Principal, Asst. Principal, C&I and/or data coach will assist the team in analyzing the student work.</p> <p>Walkthrough data will be collected on the implementation of clarity concepts formally observed from September – November 2014 and shared at the December faculty meeting January – April 2015 and shared at the May faculty meeting.</p> <p>The District Instructional Leadership Team will conduct instructional rounds quarterly to track the successful integration of PD concepts into classroom practice.</p>	<p>C/I leaders, staff, and administration will present walkthrough data findings at faculty meetings in November, February, April and June.</p>

UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN

School:		Uxbridge High School	
School Year(s):		2014-2015	
Goal Number:		2 of 3	
Goal Title:		Educator Development to Establish a Common Assessment and Data Analysis System	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development Initiative: Develop a common assessment system that allows UPS to track the development of essential skills.		Uxbridge High School will meet projected Composite Performance Index (CPI) in ELA, Math, and Science and Student Growth Percentiles (SGP) targets in ELA and Math by the 2015-2016 MCAS in all sub groups. District determined measures, or common assessments, will be implemented in all content areas to monitor student growth of essential skills.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
Data sources show that UHS is a level 1 school: Meeting all gap-narrowing goals. Each department has a professional practice goal in writing. The focus is to increase writing opportunities for students, collecting data, and then conduct analysis and reflection on this data to improve instruction.	By November of 2014 Analysis of 2014 MCAS data will be initially completed by administration with formal department collaboration to determine areas of strength and weakness. Departments will identify a writing common assessment measure to be used to support student growth in a critical Power Standard.	The STAR assessment will be used to identify students in need of extensions or interventions in the areas of math and literacy in grades 9 and 10. The assessment will be used to track progress of at risk students in grades 11 and 12. MCAS data will be shared and analyzed with the science, technology, math, guidance, special education, social studies and ELA departments in August. Preliminary analysis of data will be provided by administration by September. Formal analysis of MCAS data will be done at the September department meeting.	UHS administration and teacher leaders will provide MCAS analysis in September and October. Staff and administration will collaborate to approve goals by October 1, 2014. Administration and teacher leaders will create a common template for data collection by October 2014 and lead development and discussion of student work analysis at monthly department meetings.

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>By November 2014, all departments will have developed a common student achievement SMART goal that evaluates student-writing growth.</p> <p>Educator teams/departments will be able to implement a protocol with fidelity for examining student work that: (1) has teachers identify what students are expected to know and be able to do; (2) has teachers identify students who are not meeting grade level standards and require re-teaching, (3) has teachers identify students who are achieving above grade level standards and require extensions, and (4) has teachers develop differentiated instruction and assessment plans to meet student needs.</p>	<p>Departments will select, identify or develop a common assessment that uses written communication to evaluate one or more Power Standards</p> <p>Student assessment will be analyzed at monthly department meetings with specific focus on analyzing writing assessments in the November and March meetings. 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 two (2) writing assessments per semester. A common template will be used by all staff to compile individual student growth.</p> <p>All students in grades 9 & 10 will be assessed three times a year to evaluate student growth on key skills. Teacher teams will use this data to create learning plans to address the needs of each group of students.</p> <p>Student identified as at risk in spring of 2014 will meet with parents and Mosaic Team (Teachers, Team chair, counselor) meet with student to specify issues and develop student success plan Mosaic team members will meet quarterly to review progress of the Student Success Plans and the revise program structures and documents based on that data.</p>	<p>Department teams will discuss student data at their monthly department meetings. Data team will provide support for data analysis and development of plans during department meetings and/or department release time.</p> <p>Special Education, Science, Social Studies, Math and English Departments will conduct this analysis after each assessment. Data team will support analysis and development of 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>

UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN

School:		Uxbridge High School	
School Year(s):		2014-2015	
Goal Number:		3 of 3	
Goal Title:		Improve Community, Interest, Investment, and Ownership of Uxbridge High School by developing a K-12 College and Career Readiness (CCR) Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school.	
Strategic Plan Objective(s):		SMART Goal:	
<p>Community Interest, Investment, and Ownership: Initiative: Design a plan for development and advancement of our district programs that is focused on future college and career readiness.</p>		<p>By November 2014, a College and Career (CCR) Task Force will be formed to research and develop a College and Career Readiness Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school. Current college and career planning, programs, and services at UHS will be reviewed by the CCR Task Force. Recommendations for programming and services will be made to the School Council by March 2015.</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 provides information sessions in financial aid and the college application process to parents/guardians.</p> <p>Uxbridge High School has developed a college and career readiness pathway and is coordinating an organized method of presenting pertinent information to students, staff, and the community on college and career readiness.</p>	<p>UHS educators use College and Career Readiness resources as part of their curriculum to assist in student research of college and career planning, student goal setting, and evaluation of student goals.</p> <p>A minimum of four college and career workshops is provided to students and parents during the 2014-2015 school year.</p>	<p>A training to all UHS staff will occur in September regarding available Naviance resources to staff and students and how these resources can be used within the lesson structure and curriculum.</p> <p>Student aptitude and interest surveys and surveys will be conducted over the course of the school year to provide administration, guidance staff, and the CCR Task Force with data for program and service recommendations.</p>	<p>Guidance Counselors, Curriculum & Instruction Leaders, and Administration will have trainings and help sessions launched by November.</p> <p>Counselors will schedule quarterly sessions based on student interest data by September 2014. Counselors, administration, and the CCR Task Force will analyze survey data at the conclusion of each workshop of college and career planning session.</p>

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
	The CCR Task Force successfully completes its review of current UHS college and college and career planning practices; research of effective CCR models is shared with staff and School Council by February-March; recommendations for college and career programs and services are made to the School Council by March 2015.		The CCR Task Force will make recommendations for college and career readiness programs and services to the School Council by March 2015.

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