

UXBRIDGE PUBLIC SCHOOLS
DISTRICT IMPROVEMENT GOALS
2015-2016

Goal 1: Educator Development and Improve Student Learning by Improving Lesson Design Strategies and Standards-based Instruction

All educators will provide students with challenging and diverse learning experiences, articulated by rigorous, standards-based units, well-structured lessons, and common assessments. Curriculum maps in all content areas will be ready for review by June 2016.

Key Actions:

1. Two, full Professional Development Days and three In-Service Days will be committed to curriculum mapping for each content area.
2. Curricula will be realigned to meet new standards or reviewed based on qualitative and quantitative data.
3. The clarity concepts of lesson design (framing, presentation of information, student engagement, checking for understanding, and anchoring the learning) will continue through the 2015-2016 school year as the foci for supervision, instructional coaching, and evaluation.
4. Writing initiatives such as writing to process (for example, quick writes), writing to present evidence (for example, ORQs), and writing to exhibit mastery of content and process skills (for example, persuasive essay) will be incorporated into each content area.
5. Progress of model units and maps will be shared with educators and the school community in November, January, March, and May during the 2015-2016 school year.

Key Benchmarks/Outcomes:

1. Effective teaching strategies (clarity concepts) are observable in all classrooms throughout the district on a consistent basis.
2. Educators are successful in uploading and storing standards-based units into the Atlas Rubicon System.
3. Curriculum maps in all content areas that provide evidence of standards-based instruction and written assessments are ready for review by June 2016.

Goal 2: Educator Development to Strengthen 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. Emphasis will be placed on literacy skills growth in all content areas.

Key Actions:

1. By September 2015, the instructional leadership team will analyze and disseminate 2015 MCAS data that target improvement areas for students not achieving adequate growth as determined by Student Growth Percentile (SGP) scores.
2. By September 2015, 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 2015.
3. By October 2015, the Curriculum Director will work with building instructional leaders to establish literacy instruction and assessment strategies to be incorporated in all content areas, including the scope and sequence of writing tasks as well as the use of instructional rubrics in all content areas.
4. By October 2015, all teachers will administer a common assessment to address grade level/content skills and compare baseline common assessment data to related MCAS scores.
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/Outcomes:

1. The increase of reading and writing practices across the curricula will enhance comprehension, communication, and critical thinking skills.
2. Dissemination of MCAS data with improvement targets is provided to teachers by September.
3. Training for MCAS data analysis is completed by September with teacher development of action plans to address target areas. Specific instructional strategies will be incorporated into Atlas Rubicon curriculum maps.
4. External/internal common assessments (other than MCAS) quarterly reviews by teachers to measure student growth against the state standards are a common practice. Educators will utilize the “Looking at Student Work” (LASW) protocol.

Goal 3: Improving Student Learning and Improving Community Interest, Investment, and Ownership by Expanding Programs and Services to Address Individual Needs

The Uxbridge Public Schools will strengthen tiered instruction, increase enrichment and remediation opportunities, and build a secondary program of studies that meets or exceeds all MassCore recommendations and guidelines.

Key Actions:

1. Uxbridge High School will revise the Uxbridge High School Program of Studies and investigate adaptations to the Building Master Schedule, with the intention of providing greater opportunities and flexibility for learning in multiple disciplines for all students.
2. Uxbridge High School will formalize its Student Assistance Team processes, integrating Curriculum Accommodation Plans for regular education students with specific challenges, including behavioral, academic, organizational, or instructional, and thus formalizing dialogue among staff members to support all learners.
3. A Special Education Task Force, which will include representation from the Special Education Parent Advisory Council (SEPAC) will be established to review/evaluate elementary programming for students with emotional disabilities and provide recommendations to the Superintendent by June 2016.
4. McCloskey Middle School will add grade-level mathematics enrichment courses during the 2015-2016 school year.
5. Grade 5 educators will provide flexible grouping in Mathematics to improve tiered instruction.
6. Whitin Elementary School educators will integrate science and social studies into the ELA and Math instruction with an emphasis on expository writing.
7. Taft ELC staff will use data from common assessments to flexibly group students for instruction. Classroom teachers and support staff will collaborate to insure that benchmark goals are reached and exceeded.

Key Benchmarks/Outcomes:

1. The Program of Studies will be revised for accuracy with respect to any schedule changes recommended; Uxbridge High School graduates will have satisfied 100% of MassCore requirements.
2. The increase in SAT referrals will support special education pre-referral data.
3. SPED Report/Recommendations from the Special Education Task Force regarding programming for the students with emotional disabilities at the elementary level.
4. Increased mathematics enrichment opportunities will occur at the middle level
5. Increased ORQ (Open Response Question) MCAS writing scores at the middle level; increased writing rubrics at the middle level; Increased analysis of STAR data to improve student outcomes
6. Increased differentiated math instruction will occur at the Grade 5 level
7. Increased MCAS writing scores, ORQ-Open Response Questions in Grades 3-5, QRI-5 and increased STAR math data to improve student outcomes.
8. Increased Science and Social Studies instruction integrated into ELA and Math time to improve student outcomes.
9. Analysis of common assessments will show an increased number of students meeting and exceeding grade level benchmarks.
10. Support staff and classroom teachers will increase the resources they have for providing diverse instructional strategies to insure all learner needs are being met.

Goal 4: Improve Community Interest, Investment, and Ownership of the Uxbridge Public Schools by Developing a K-12 College and Career Readiness Program (CCR)

By June 2016, the Uxbridge Public Schools will design and articulate a program to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school. Citizens and parents of the school community will be utilized to help our students make connections between school, post-secondary opportunities, and the world-of-work.

Key Actions:

1. By June 2016, district Guidance Staff will outline the five pillars of College and Career Readiness and determine the appropriate instructional units for all grade levels in the areas of Personal Readiness, Academic Readiness, Career Readiness, Admissions Readiness, and Financial Readiness.
2. An internal CCR Committee will convene in October 2015 under the direction of the Curriculum Director to establish a four-year CCR implementation plan.
3. Professionals living and working in the community will be invited to participate in “Career Days” for students in Grades 5-12 that will take place in the spring of 2016.
4. College and Financial Planning presentations will be provided to families in grades 6-12 in the fall and/or spring semesters.
5. At least four college and career workshops will be provided to UHS students and parents during the 2015-2016 school year.
6. Partnerships with area colleges will be pursued to establish a dual enrollment program.

Key Benchmarks/Outcomes:

1. All UHS students will have accessed Naviance and been instructed as part of a comprehensive guidance curriculum.
2. Relationships with outside agencies and academic institutions will be formed, including Quinsigamond Community College (QCC), to support college and career readiness, as well as student emotional and physical health.
3. Dual Enrollment and Articulation agreements will allow students to pursue post-secondary credit for work completed as students of Uxbridge High School.
4. Grade-level transition efforts, enrichment opportunities, and course of study planning for high school and higher education will provide middle level students with a better understanding of personal strengths, responsibility, and ownership of lifelong learning.
5. Reading, writing, and communication skills will be augmented for students at the Whitin School by providing practical and relevant learning experiences through the community’s involvement in Career Dress Up Day, Grade 4 Veterans’ Day, Friendship Week, Go Green Week, and WEE Delivery.
6. Through a focus of Personal Readiness, Academic Readiness, and Financial Readiness within the instructional pillars of CCR, Taft ELC students will strengthen their abilities to read, write, and think critically. In preparing for financial readiness, we will seek community support to bring awareness to the topics of spending and saving.

Goal 5: Improve Community, Interest, Investment, and Ownership of the Uxbridge Public Schools by Strengthening School and District Culture

The Uxbridge Public Schools will establish a Culture Committee comprised of administrators and staff to strengthen a learning and working environment that promotes student learning, communication, collaboration in decision-making, safety, fairness, and a stronger understanding of district policies and procedures.

Key Actions:

1. By October 2015, the Culture Committee will be formed and charged to meet monthly during the 2015-2016 school year to address the key issues in Goal 5. A root cause analysis will be conducted.
2. Two-way communication opportunities to discuss key issues will be made available at School Councils throughout the year. District level administration will join designated meetings to participate in these discussions.
3. Each School Council will create student, staff, and parent surveys to address key issues. The survey will be distributed in April 2016. District-level questions will be incorporated into these surveys.
4. A mid year report will be presented to the School Committee in January to outline improvement efforts. A final report with next steps for 2016-2017 will be presented in June.

Key Benchmarks/Outcomes:

1. The Culture Council will be able to identify root causes of culture and morale issues and establish an improvement plan that will be shared among administration, staff, and students.