

UXBRIDGE PUBLIC SCHOOLS
DISTRICT IMPROVEMENT GOALS
2016-17

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

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

Key Actions:

1. Professional development opportunities, faculty meeting, and common planning times will be dedicated to teacher training, curriculum and instructional alignment and calibration, and the analysis of student work with respect to key literacy standards, in all disciplines.
2. Adjustments and additions to existing curriculum maps will be made based on teacher feedback.
3. Writing strategies (i.e. POW, MEEET, quick write, close reading etc.) and writing to exhibit mastery of content, process, and critical thinking skills will be incorporated into each content area.
4. Through the leadership of the Pupil Services Director, our Special Education Inclusion model will be analyzed by administration and the Special Education department to determine root causes for low proficiency rates among students in this subgroup. District Leadership Team classroom observations will focus on specialized instruction responsibilities and how “pull out” versus “push in” services are being delivered.

Key Benchmarks/Outcomes:

1. Effective literacy teaching strategies are observable in all classrooms throughout the district on a consistent basis.
2. Curriculum maps will be consistently written with Stage 1 information under review, in consultation with administration and teacher leaders.
3. Common rubrics assessing student writing, and protocols for analyzing student work, will be implemented for all teacher teams.
4. By February 2018, the Pupil Services Director will present an Inclusion Model for specialized instructional services that shows a reduction of “pull out” services from full class instruction.
5. Students in the special education subgroup scoring at the Warning level will decrease from 29% in 2016 to 23% in 2017, and to 19% in 2018.

Goal 2: Improving Mathematics Proficiency

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

Key Actions:

1. The instructional leadership team will compile a mathematics curriculum pacing guide for grades K-8.
2. Professional development opportunities, faculty meeting, and common planning times will be dedicated to teacher training, curriculum and instructional alignment and calibration, and the analysis of student work with respect to key mathematics standards.
3. Training for Grades 6-8 Math teachers and Special Education teachers in *Math In Focus* will occur in the 2016-2017 and 2017-2018 school years. The Curriculum Director, Middle School Principal, and Pupil Services Director will coordinate training schedule and budget needs.
4. Through the leadership of the Pupil Services Director, our Special Education Inclusion model will be analyzed by administration and the Special Education department to determine root causes for low proficiency rates among students in this subgroup. District Leadership Team classroom observations will focus on specialized instruction responsibilities and how “pull out” versus “push in” services are being delivered.

Key Benchmarks/Outcomes:

1. 100% of observations of K-8 mathematics classrooms will be aligned with fidelity to the Math in Focus curriculum guide.
2. By 2017-18, the number of students taking Algebra I in grade 8 will increase to $\frac{2}{3}$ of the grade 8 cohort. By 2018-19, the number of students taking Algebra I in grade 8 will increase to 83%.
3. By June 2018, all Uxbridge mathematics curriculum pacing guides for grade K-8 will be aligned and implemented with fidelity.
4. Training for MCAS data analysis is completed with teacher development of action plans to address target areas.
5. External/internal common assessments (other than MCAS) quarterly reviews by teachers to measure student growth against the state standards are a common practice. Educators will utilize the “Looking at Student Work” (LASW) protocol.
6. By February 2018, the Pupil Services Director will present an Inclusion Model for specialized instructional services that shows a reduction of “pull out” services from full class instruction.
5. Students in the special education subgroup scoring at the Warning level will decrease from 54% in 2016 to 43% in 2017, and to 19% in 2018.

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

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

Key Actions:

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

Key Benchmarks/Outcomes:

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

Goal 4: Strengthening Professional Culture

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

Key Actions:

1. The Uxbridge Public Schools will maintain a Culture Committee comprised of administrators and staff to strengthen a learning and working environment that promotes student learning, communication, collaboration in decision-making, safety, fairness, and a stronger understanding of district policies and procedures, and most importantly, student learning needs.
2. Two-way communication opportunities to discuss key issues will be made available at School Councils throughout the year. District level administration will join designated meetings to participate in these discussions.

3. All schools will implement common planning and/or Professional Learning Community time for staff members to amplify practices that work, focus on student learning, align professional practice, and increase collegiality.

Key Benchmarks/Outcomes:

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