

Superintendent Goals: 2016-2017

Goal 1 (District Improvement): Design a three-year (2017 – 2020) District Improvement and Strategic Plan. I will work with the administration team, staff leaders, community leaders, and families to establish a three-year plan to improve/enhance academic, co-curricular and extra curricular programming, professional development and training, and community ownership of the Uxbridge Public Schools. This Strategic Plan will include a facility study of the district's building needs, including technology infrastructure.

Key Actions:

1. By October 1, I will work with the School Committee to identify and establish a study group to determine the school building configuration needs of UPS. A meeting schedule will be determined by October 1.
2. By November 15, the Professional Development Committee will draft a three-year Professional Development Plan that addresses the instructional training needs for our educators. Specialized training for educators working in inclusion models will be a focus.
3. By December 1, feedback will be gathered from staff, students, and parents about co-curricular and extra curricular offerings and opportunities.
4. By January 15, I will work with School Councils and School Committee Liaisons to present academic improvement needs for the School Committee.
5. By April 2017 and based on the school building study recommendations, a technology infrastructure plan will be communicated to the public.

Key Benchmarks:

1. The School Building Configuration Study Group will make a recommendation to school and town boards regarding the facility needs of the district. Together, appointed and elected officials gain the support of the community for the facilities plan by June 2017.
2. The School Committee accepts the three-year Strategic Plan that targets program needs, professional development needs, facility needs, and technology needs.

Goal 2 (Student Learning): Improving student literacy and learning skills in all content areas I will continue to work with the Curriculum Director and Principals to oversee a formal literacy plan for teachers to best help students grow as readers and writers, measured by ongoing portfolio review, STAR Testing, and MCAS Open Response scores.

Key Actions:

1. A formal, rubric-assessed written paragraph will be expected of all students in Grades 6-12 in all content areas on a weekly basis. In Grades 3-5, a formal,

- rubric-assessed paragraph will be expected of all students in Mathematics and ELA. ELC students will write one narrative piece each week.
2. On a weekly basis, instructional leaders will collect student writing samples and review with departments/grade level teams for prompt and rubric on a monthly basis.
 3. At one administration meeting each month, the leadership team will commit 45 minutes to review student work and provide constructive feedback for improvement needs.
 4. District Leadership Team walkthroughs at each of our schools will have a focus on instructional strategies of inclusion programs to gather data for coaching and supervision needs, professional development needs, and program restructure options.

Key Benchmarks:

1. Educators will strengthen assessment skills to gauge students' progress on reading and writing tasks.
2. Educators will strengthen critical thinking questions and activities through writing prompt expectations.
3. The Professional Development Committee, in collaboration with Special Education leaders, will be able to identify and coordinate specialized training for educators working in inclusion models.
4. Pull-out instruction that is currently taking place in inclusion models will significantly reduce.
5. The district average on MCAS Open Response questions in ELA and Mathematics will be 2.5 or higher.

Goal 3 (District Improvement): Establish a College and Career Readiness (CCR)

Program Plan As part of the Strategic Plan, I will 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. By June 2017, students who enroll in post secondary education will reach 95% or better.

Key Actions:

1. By June 2017, I will work with central office and school leaders to revise a CCR implementation plan that will include classroom instructional units in the areas of personal readiness, academic readiness, career readiness, admissions readiness, and financial readiness for all grade levels.
2. College and Financial Planning presentations will be provided to families in grades 6-12 in the fall of 2016.
3. Partnerships with area colleges will be pursued to establish/maintain a dual enrollment program.
4. Each quarter in SY2016-2017, educators will address a CCR pillar to integrate learning skills in the content areas.

Key Benchmarks:

1. School and life planning become part of the instructional fabric for students in all grade levels.
2. “Transition teams” are formed to include students, educators, and parents to assist families in adjusting to changes in school environments and/or expectations.
3. Dual enrollment opportunities are expanded for students to pursue post secondary credits while still enrolled at UHS.

Goal 4 (Professional Practice): Improve School/District Culture and Community Support for UPS

I will improve the perceptions of school/district culture and community support for our schools by actively engaging our staff, administration, and stakeholders by offering two-way communication opportunities in an effort to better understand working conditions and professional expectations and requirements. The Culture Committee will present an improvement plan for the district by June 2017.

Key Actions:

1. An internal Culture Committee will be continued 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.
2. I will have open agenda, voluntary meetings with staff at each building on a rotating basis throughout the 2016-2017 school year.
3. “Listening Tours” (two-way communication opportunities) for citizens to speak with school officials will include meeting visits with parent affiliation groups and neighborhood/community visits between October 2016 – June 2017.
4. Building UTA representatives will meet with building principals bi-monthly to address labor/management issues.
5. The Culture Committee will present a mid year report to the School Committee in January 2017 to outline improvement efforts; a final report with next steps will be presented in June 2017.

Key Benchmarks:

1. Collaborative and distributed leadership among staff and administration is formulated for SY2017-18 and beyond.
2. 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.

