

UXBRIDGE SCHOOL COMMITTEE
MEETING OF NOVEMBER 13, 2012
MCCLOSKEY SCHOOL LIBRARY

Posted by
Uxbridge
Town Clerk

JAN 24 '13 PM 12:43

School Committee Members in Attendance:

	<u>Present</u>	<u>Absent</u>
Ernest Esposito, Chair	<u> X </u>	<u> </u>
Michelle Taparowsky, Vice Chair	<u> X </u>	<u> </u>
Eileen Gorman, Secretary	<u> X </u>	<u> </u>
Mason Seagrave, Member	<u> X </u>	<u> </u>
Mary-Meg Walsh, Member	<u> X </u>	<u> </u>
John Higgins, Member	<u> X </u>	<u> </u>
Jane, Keegan, Member	<u> X </u>	<u> </u>

2.) Public Comment

The Chair thanked the class of Lauren Bouchard for their involvement at the November election.

3.) Student Reports

Student activities during the month included: Halloween trick or treat for canned goods for the Food Pantry, organizing a blood drive and other activities.

4.) Superintendent Recognition of Achievement

The Superintendent reported that on October 28 at a NEASC meeting, it was voted to remove Uxbridge from probation and continue its accreditation. It was also reported that Uxbridge is one of 46 districts in the state to be recognized for AP District Honors, meaning we have scored a 3.0 or higher.

5.) MCAS Presentation

The Principals from the four buildings presented to the Committee the MCAS 2012-2013 Action Plan. Copy of the Action Plan is attached to the minutes.

6.) FY13 Budget Report

The Business Manager gave an overview of the current budget. Mary-Meg Walsh, Chair of the Budget Sub-Committee gave the Committee copies of budget information that was discussed at the Budget Sub-Committee meeting. The Superintendent will be conducting a budget overview for the public at the High School at 9:30 a.m. on December 8, 2012.

7.) Policy Sub-Committee First Reading

The Policy Sub-Committee had a first reading for Executive Session, Gender Identity Anti-Discrimination, and Michael's Law. These policies were read with minor additions. Second reading will be voted on at the January meeting.

8.) 2011-2012 Annual Report

The motion was made by Michelle Taparowsky, second by Eileen Gorman, to approve the Annual School Report. Vote 7-0 in favor.

9.) Maintenance Worker

The motion was made by Eileen Gorman, second by Mary-Meg Walsh, to approve the new position. Vote 7-0 in favor.

10.) PreK ABA Technicians

The motion was made by Michelle Taparauskys, second by Eileen Gorman, to approve the new ABA position. Vote 7-0 in favor.

11.) Superintendent Goal Approved

The motion was made by Jane Keegan, second by Michelle Taparauskys, to approve the four goals for the Superintendent. A copy of the goals is attached to the minutes. Vote 7-0 in favor.

12.) Superintendent Update

The Superintendent will report on his Entry Plan at the next School Committee meeting.

The Superintendent will be holding a budget overview for the public on December 8, 2012 at 9:30 a.m. in the Uxbridge High School auditorium.

13.) Minutes

The motion was made by Eileen Gorman, second by Mary-Meg Walsh, to approve minutes of October 2, 2012. Vote 6-0- 1 in favor. (Ms. Keegan abstained)

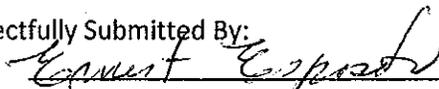
14.) Old/New Business

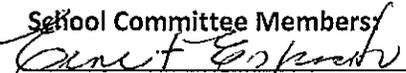
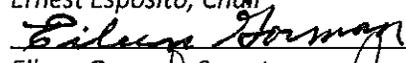
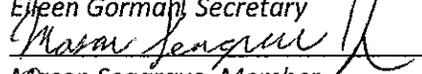
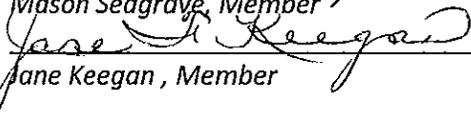
The Committee agreed that the next School Committee meeting would be on January 8, 2013.

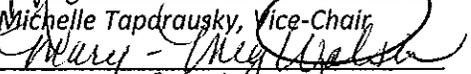
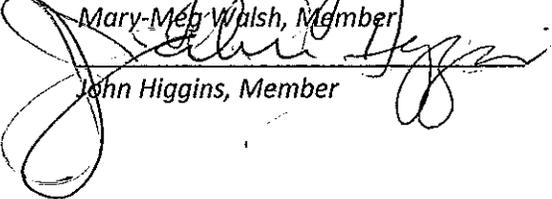
15.) Adjournment

At 8:40 p.m. the motion was made by Jane Keegan, second by Michelle Taparauskys to adjourn the meeting. Vote 7-0 in favor.

Respectfully Submitted By:


Ernest Esposito, Chair

School Committee Members:

Ernest Esposito, Chair

Eileen Gorman, Secretary

Mason Seagrave, Member

Jane Keegan, Member


Michelle Taparauskys, Vice-Chair

Mary-Meg Walsh, Member

John Higgins, Member

Superintendent Evaluation

Guideline for Year 1

Goal 1: District Improvement (Effective Entry & Direction Setting)

Goal 2: District Improvement (Establish specific, measureable district and school goals and establish a monitoring system with administrators to analyze goal attainment).

Goal 3: Superintendent Professional Practice (Participate in New Superintendent Induction Program and earn at least *Proficient* ratings on each major assignment)

Goal 4: Educator and Staff Evaluations (Establish a shared understanding of what classroom instruction entails and when it is being done at the *Proficient* level. Ensure that all staff will participate in the formal evaluation process.)

Goal 1: Effective Entry and Direction Setting. By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Actions

1. By mid-August,² present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations.
2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By March, propose key strategies to improve student learning and other district systems of support.
4. By April, collaborate with school committee to identify three to five student learning and district improvement goals.
5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks

1. Presentations completed on schedule (process).
2. Goals adopted (process).
3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

² This timetable applies to superintendents who begin July 1; it will need to be adapted for those starting at other times.

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. Within six weeks, complete with all principals and district administrators Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).
2. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the superintendent supervises.
3. By late spring, conduct at least three school and classroom visits to each school.³
4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

Benchmarks

1. Completed Educator Evaluation Plans (process).
2. Log demonstrating at least three visits per school (process).
3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least *Proficient* ratings on each major assignment.

Key Actions

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

The superintendent and school committee may consider a fourth goal. Pursuing this goal will help a district implement the new educator evaluation system at the same time as the district leadership team is strengthened in ways that will lead to improvements in teaching and learning districtwide.

³ In districts with more than 10 schools, responsibility for school visits may need to be shared with one or more assistant superintendents.

Goal 4: Fair, Effective Classroom Teacher Evaluation. By June, principals' and district administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

Key Actions

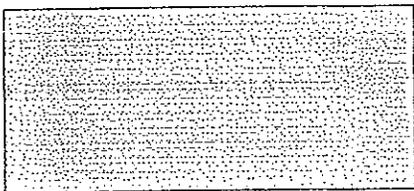
1. Monitor the frequency of principal visits to classrooms and review the quality of their feedback to teachers.
2. Devote time at five leadership team meetings to viewing digital recordings of teaching and sharing conclusions about the level of practice observed.
3. During school visits, observe classrooms with the principal and share conclusions about the level of practice observed.

Benchmark

June administrator ratings of selected digital recordings of classroom instruction are comparable (outcome).

UPS MCAS 2012-2013 ACTION PLAN

NOVEMBER 13, 2012



WHAT IS DRIVING OUR INSTRUCTIONAL DECISION MAKING?

- MCAS Data
- Internal Assessment Data
- Common Core Curriculum Standards
- New Evaluation System That Stresses Standards-Based Unit Design
- Preparing for the Partnership for the Advancement of Readiness for College and Career (PARCC) Alignment.

COMMITTED TO COLLABORATION

- The Director of Curriculum and all four principals in the district are working together to target critical learning skills across the grade levels.
- We are clear about our learning objectives and there is a concerted effort to align our improvement plans.

AREAS IN NEED OF IMPROVEMENT ACROSS THE DISTRICT

- Writing practice that requires logic and reasoning responses
- Reading Instruction that requires students to infer, or draw conclusions.
- Literacy Skill Development in All Curricula (especially Mathematics)
- Improvement of common assessment tools that drive and/or adjust instruction

ACTION STEPS TO CLOSE THE ACHIEVEMENT GAP

Standards Based Units

- Align our curricula to the Common Core (especially K-8 Mathematics)
- Balance audio/visual instruction for clarity of lesson expectations
- Post and refer to Essential Lesson Questions throughout daily lessons to make connections (MS/HS)
- Post and refer to lesson objectives throughout daily lessons to make connections (MS/HS)
- Post Detailed Lesson Agendas (All Levels)

ACTION STEPS TO CLOSE THE ACHIEVEMENT GAP

Common Assessments

- Examine available diagnostic assessment tools in math, ELA, and science to gather data to drive instruction and curricula decisions
- Develop, review, and implement common pre/post assessments
- Increase use of formative assessment to gauge student comprehension
- Develop common writing prompts that probe students to use rigorous academic language and provide responses using evidence from the text

ACTION STEPS TO CLOSE THE ACHIEVEMENT GAP

Comprehension

- Evaluate current practices and programs in academic support classes with the focus on skills for organization, problem solving strategies, and time management
- Increase opportunities to build knowledge through the use of content –rich nonfictional text
- Increased use of complex text structures and academic language
- Reading, speaking, and writing using text-based questions

ACTION STEPS TO CLOSE THE ACHIEVEMENT GAP

Writing Skills

- Increase writing expectations in each content area across the district
- Vary writing prompts for students
- Re-evaluate writing rubrics and incorporate rubrics into assessments across the curricula
- Reading, speaking, and writing grounded in evidence from the text

ACTION STEPS TO CLOSE THE ACHIEVEMENT GAP

Examine Our School Structures

- Our school models need to be designed to ensure that our identified subgroup students are receiving the supports that they need to succeed (Core subject placement/adequate pull out service if necessary)
- Our schools need to be designed to ensure that teachers are able to:
 - collaborate to build standards-based units
 - build and expand common assessments
 - examine student work
- structure lessons to better meet the diverse needs of all students

TEXT-BASED EXAMPLES

Two standards are always being considered in all reading and writing items:

Reading- Standard One (Use of Evidence)

Reading- Standard Ten (Complex Text Structure)

A grade 7 PARCC prototype:

Task 1: Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

www.achievethecore.org

PARCC PROTOTYPE
CONTINUED

- **Task 2:** You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person.
- **Consider the argument each author uses to demonstrate Earhart's bravery. Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.**

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SPRING 2012
GRADE 7 WRITING PROMPT

- Imagine that for one day you could trade places with anyone you choose. The person could be real or imaginary, from the past or from the present.
- In a well-developed composition, identify the person you would want to trade places with, explain why you would like to trade places with this person, and describe how your day would be different as this person.

INTERVENTIONS TAFT ELEMENTARY

- Increase frequency of DRA2 assessments to three/year for grade 1 & 2, 2/year for grade K
- K implemented a writing workshop model
- Title 1 tutoring to be taught by Taft school teachers
- Read to the Principal Friday
- Development of “Writing Buddies” program with McCloskey MS

INTERVENTIONS WHITTIN SCHOOL

- Art, Music, PE, & Computer classes integrate writing
- Professional Development in Empowering Writers Workshop which focuses on narrative & expository grade level writing
- Expository writing lessons by Grade 3 for monthly Fire Safety Education
- Weekly Book Club for Advanced Readers in Grades 3, 4, 5
- Math 1 Ready: Grade 5 Universal Screening/DORA assessment to form Math Grouping and RTI
- Grade 3, 4, 5 collaboration and alignment to Common Core Standards

INTERVENTIONS

MCCLLOSKEY MS

- Faculty meetings dedicated to discussions, examples of varied teaching strategies
- Writing across the curriculum – all subjects
- I-Ready used in grade 6 as math diagnostic, Assistments used in grade 7, Common Assessments used uniformly across grade and subject areas to drive instruction
- Implementation of improved non-fiction reading component
- Discussion and review of learning strategies with Special Education students
- Development of “Writing Buddies” program with Taft Elem.

UXBRIDGE HIGH SCHOOL

INTERVENTIONS

- Incorporate writing assessments in all departments
- Increase rigor of curriculum through adoption of Common Core Curriculum
- Include MCAS prep for all students; review material presented at start of year closer to test date
- Create blog/website with test information for students
- Create video spots that tape various concepts
- Investigate co-teaching opportunities
- Continue “Best Practices” during faculty meetings

SYSTEM WIDE WRITING INITIATIVE

“Orange You Glad You Are Writing”

Day – January 25, 2013

On Friday, January 25th a district-wide writing prompt will be administered. The prompt will be grade appropriate. The theme will focus around the new buildings that each school embraced this year....