

**TOWN OF UXBRIDGE
UXBRIDGE SCHOOL COMMITTEE
BUDGET SUB-COMMITTEE MEETING**

October 26, 2022 @ 5:30PM

**Uxbridge High School Library/Zoom
Hybrid Meeting**

<https://uxbridge-k12-ma-us.zoom.us/j/85891955522?pwd=a1Q1SmFkZ2lRT0E4bUhNdEY1L0J3QT09>

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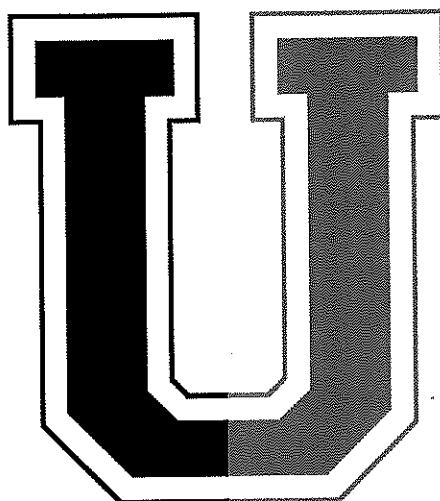
1. Call to order
2. Pledge of Allegiance
3. Introductions
4. Financial update – current year (FY23)
 - a. EOY report
 - b. Current budget status
5. FY 2024 budget calendar
6. FY 2024 budget goals
7. FY 2024 budget discussion
 - a. School Choice
 - b. ESSER
 - c. Efficiencies
 - d. Fee's
 - i. Athletic
 - ii. Facility
 - iii. Transportation
 - e. Other?
8. Next meeting date – November 16, 2022 @ 5:30PM
9. Adjournment



POSTED UXB TOWN CLERK
2022 OCT 25 AM 9:45

Strategy for District Improvement

District Plan | 2019 – 2022



Dr. Frank A. Tiano
Superintendent of Schools

Uxbridge Public Schools

9 North Main Street Uxbridge, MA 01569

Table of Contents

Executive Summary	3
Approach and Scope	3
Strategic Goals	4
Our Commitment	4
Strategy for District Improvement & UPS	4
Cohesion – Links between Plans	5
UPS District Plan	6

Executive Summary

In January 2019, Uxbridge Public Schools formally began the process to develop a multi-year district action plan that represents our community's values and the strategies that we believe best support student achievement. The initiatives, outcomes, accountability, and identification of resources of the Annual District Improvement Plan drives the implementation of and the reflection on the goals and initiatives of the multi-year plan.

We followed the Massachusetts Department of Elementary and Secondary Education (DESE) *Planning for Success* process recommended for district strategic planning and continuous improvement. Our facilitator worked with the designers of this process for DESE and has worked with over 100 school districts and superintendents in Massachusetts to develop their strategies for district improvement. Under her direction, we kept pace with our aggressive timeline while able to authentically engage with stakeholders from across our community to examine, not only our concrete practices and outcomes, but to also challenge our own beliefs around education and identify what we want for our children both in practical and aspirational terms.

The purpose of this work is two-fold: (1) to further develop a cycle of continuous improvement at all levels of the school district including identified focus areas, relevant data, and benchmarking the impact on student achievement and (2) to improve collaboration and communication within the school district and Uxbridge community as it relates to the education of our children.

APPROACH AND SCOPE

From the very beginning in January, there was an inclusive approach to the strategic planning process. By trying to build ownership and engagement at the outset, we were able to gain an objective look at our school district through the varying values, experiences, wants, and needs of our different stakeholder groups. Opportunities for parents, community members, students and staff were held throughout the winter and spring in addition to the numerous meetings and events that Superintendent Tiano conducted from June 2018 through March 2019 as part of his Entry Plan.

Dr. Tiano and Facilitator Dr. Patricia Grenier guided the work through two major groups, the Steering Committee and the Administrative Council. The Steering Committee was comprised of 22 key stakeholders, including teachers, administrators, parents, students, community members, and association representatives, who had and continue to have a vested interest in the delivery and outcome of this process. Meeting 6 times, including a full Saturday morning, the steering committee embraced their guiding principles of giving strategic direction by providing opinions, feedback, and advice while supporting the superintendent to ensure that the final product is relevant, meaningful, and engaging. The effort and passion of this collaborative group provided a diverse and insightful perspective by which many ideas were examined.

The Administrative Council was expanded this year to include all administrators to reflect the district's commitment to an inclusive, collaborative decision making and two-way communication. Meetings of this team were increased from one to two times per month from January to May, as well as three additional days in June and August. Over the summer, we refined the Strategic Goals and Initiatives and developed strategies and actions designed to provide direction for organizational improvement and growth. The 2019-2020 District Improvement Plan, which reflects year one of the strategic plan, includes the following components: action steps, resources needed to support implementation, expected outcomes, responsible staff, and timeframe. These elements will provide the means to monitor the plans and report both the progress and impact of the initiatives to the staff and public. Uxbridge Principals and Directors are in the process of developing their school/department-specific Improvement Plans for Success which they will bring back to the individual school councils and then to the School Committee this fall for approval.

STRATEGIC GOALS

The three priority areas that we believe will improve opportunities and achievement for our students are captured in these three goals :

District Strategic Goals
1. UPS will design coherent systems to achieve excellence in teaching & learning by ensuring that all students are exposed to a comprehensive curriculum that meets or exceeds content standards and is presented in a manner that maximizes all students' learning.
2.. UPS will ensure the purposeful use of information by implementing and using a meaningful and informative data management system that is consistent, student centered and identifies strengths and needs of all students.
3. UPS will develop an efficient and responsive culture by working in collaborative, committed and effective teams that share common goals.

OUR COMMITMENT

We are committed to Leadership, Shared Responsibility, and Professional Collaboration to drive a culture of continuous improvement for the betterment of our students and families

- *Administrators and teachers are jointly committed to and assuming shared ownership and collective responsibility for improving student achievement.*
- *Administrators and teachers actively monitor and assess the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.*
- *All stakeholders know and live the district core values and goals*

PLANNING FOR SUCCESS PROCESS & UPS

Our adoption of the *Planning for Success* process for developing district and school improvement plans achieves three key UPS objectives:

1| Creating a District Improvement Plan

- Connects Uxbridge's current initiatives with initiatives identified as central to realizing our mission, vision, and core values.
- Improves two-way communication and transparency with staff, parents, the community, and town officials

2| Developing the capacity of Uxbridge Professional and Support Staff

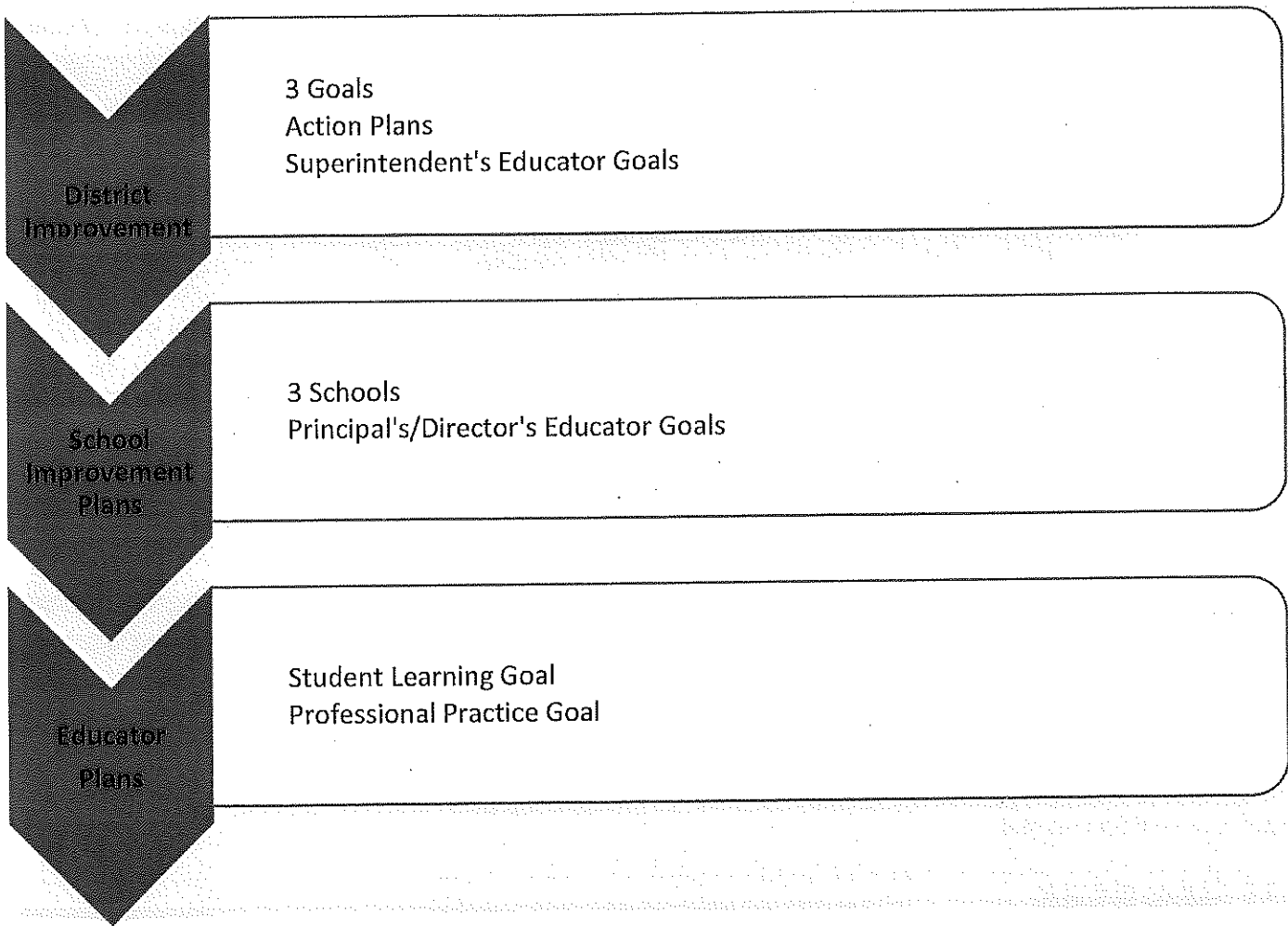
- Supports a culture of shared responsibility for student learning
- Increases and improves communication and collaboration amongst all levels and central office

3| Creating Coherence

- By linking the District Improvement Plan, School Improvement Plans, and the Educator Evaluation Plans.

- Through a system-wide focus on UPS goals

COHESION – LINKS BETWEEN PLANS



UPS Strategic Plan – 2019-2022

Vision

Uxbridge Public Schools in partnership with Parents, Guardians and the Community are dedicated to creating environments of continuous growth and learning that ensures ALL students become empowered and progressive learners, innovative problem solvers, flexible thinkers and responsible and respectful citizens.

Core Values

EQUITY

RESPECT

COLLABORATION

RESPONSIBILITY

Theory of Action

If UPS staff, parents, and community members work together to create a unified culture of excellence in teaching, learning, and working and we provide all students with learning experiences intentionally designed to meet their needs and we consistently use relevant data to monitor students' and our success, then a culture of teamwork will exist at all levels, all students will grow academically, socially, and emotionally, and all students will leave UPS with the tools required to be engaged and productive citizens.

Strategic Goals

Goal 1: UPS will design Coherent Systems to Achieve Excellence in Teaching and Learning by ensuring that all students are provided with a comprehensive curriculum that meets or exceeds content standards and is presented in a manner that maximizes all students' learning.

Initiative 1.1 - High Expectations for All Students

The district will ensure that all students receive researched-based, standards-aligned curriculum and instruction that is continuously reviewed and revised

Initiative 1.1 - Theory of Action

If we develop a common understanding of high quality instruction and standards-based content knowledge, then students will have equitable access to rigorous and engaging standards-based instruction to increase student achievement

Initiative 1.1 - Strategies

1.1.1 Review, Update and Implement Curriculum for All Content Areas at All Grade Levels

1.1.2 Identify and implement research based instructional practices to maximize student engagement and achievement

1.1.3 Identify criteria for student success and monitor students progress

Strategy: 1.1.1 Review, Update and Implement Curriculum for All Content Areas at All Grade Levels

Year 1 (2019-2020) Action Steps

- Develop a calendar for reviewing all content areas/programs.
- Develop a process for reviewing all content areas/programs, including digital literacy standards.
- Review SS (assess/pilot) curriculum to align with new frameworks
- Review (assess/pilot) Arts curriculum to align with new frameworks

Year 2 (2020-2021) Action Steps

- Implement SS curriculum to align with new frameworks
- Implement Arts curriculum to align with new frameworks
- Review content area curriculum based on Curriculum Review Calendar

Year 3 (2021-2022) Action Steps

- Analyze impact and effectiveness of SS curriculum
- Analyze impact and effectiveness of Arts curriculum
- Implement content areas reviewed in year 2
- Review content area curriculum based on Curriculum Review Calendar

Expected Outcomes (Program,Process, Teacher Learning/Practice, Student Learning)

- Documentation of curriculum status for all grade levels, content areas and programs.
- Establish Curriculum Review Cycle
- Evidence of implementation of updated curriculum in classrooms, including consistent use of materials, pacing and assessments.
- Cycle of curriculum review for planning and budgeting purposes.
- Budget that supports curriculum updates.

Strategy: 1.1.2 Identify and implement research based instructional practices to maximize student engagement and achievement

Year 1 (2019-2020) Action Steps

- Develop a districtwide understanding of effective strategies and practices
- Create a district-wide instructional technology team to identify current successful district practices and review new ones to inform PD/training for staff in relation to Digital Literacy Standards
- Create School Improvement plans which identify a focus strategy for each building based on DIP
- Identify and analyze data to monitor the implementation and impact of the targeted strategies

Year 2 (2020-2021) Action Steps

- Establish a practice of conducting learning walks with administrators and teacher leaders
- Establish plan to embed digital literacy standards within curriculum and identify teacher skills
- Teacher leaders identify a focus strategy for each building based on DIP and learning walk observations
- identify and analyze data to monitor the implementation and impact of the targeted strategies

Year 3 (2021-2022) Action Steps

- Teacher leaders identify a focus strategy for each building based on DIP and learning walk observations
- Identify and analyze data to monitor the implementation and impact of the targeted strategies
- Establish a practice of conducting peer observations to support individual growth

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- A common understanding of strategies and practices that maximize student engagement and achievement
- A system of identifying established and new instructional technology practices that meet Digital Literacy Standards that informs the 10-year Technology Plan and professional development
- Evidence of student-centered instruction which includes appropriately challenging experiences for all students,
- Observation or classroom evidence supporting integration of identified strategies.

Strategy: 1.1.3 Identify criteria for student success and monitor students progress

Year 1 (2019-2020) Action Steps

- Identifying priority standards in all content areas
- Review and adjust scope and sequences to ensure focus on priority standards

- Create benchmarks and common assessments to evaluate student progress toward the priority standards
- Develop protocols and processes for analyzing assessment data

Year 2 (2020-2021) Action Steps

- Review and adjust scope and sequences to ensure focus on priority standards based on data (MCAS, STAR, SAT, AP etc)
- Implement protocols and processes for vertical teams to analyze common assessments and benchmarks
- identify and implement intervention strategies for students who are not meeting the priority standards (see goal 2)

Year 3 (2021-2022) Action Steps

- Review and adjust scope and sequences to ensure focus on priority standards based on data (MCAS, STAR, SAT, AP etc)
- Continue using protocols and processes for vertical teams to analyze common assessments and benchmarks
- Monitor and revise intervention strategies for students who are not meeting the priority standards (see goal 2)
- Revise standards based report cards

Expected Outcomes (Program,Process, Teacher Learning/Practice, Student Learning)

- Priority standards identified for all content areas
- Common assessments and benchmarks aligned to priority standards for all content areas
- Scope and sequences that focus time on priority standards
- Intervention strategies (see goal 2)
- Purposeful use of common assessments that are standards based

Initiative 1.2 - Systems to Support Our Staff

Provide support and differentiated professional development to foster continuous growth for all staff to enhance student achievement.

Initiative 1.2 - Theory of Action

If we provide our staff with the opportunity to work together to reflect on their practice, student data, and educational research and practices, then we will have a continuous cycle of highly qualified and current staff engaged with our students

Initiative 1.2 - Strategies

1.2.1 Provide professional development for administrators aligned to the strategic plan

1.2.2 Develop a system that reviews and revises staff development in relation to district goals, student data, and educator feedback

1.2.3 Develop a system to review and revise the educator evaluation system with an emphasis on timely and meaningful feedback on goals and best practices

Strategy: 1.2.1 Provide professional development for administrators aligned to the strategic plan

Year 1 (2019-2020) Action Steps

- Conduct an administrator PD needs assessment as aligned to our strategic plan
- Develop administrator IPDPs
- Review budgeted amounts to support administrator IPDPs
- Create school and district professional development plan that includes administrator assignments to participate or lead.

Year 2 (2020-2021) Action Steps

- Provide administrator PD aligned to IPDPs
- Create and implement a schedule of doing administrator peer observations to measure the impact of PD and inform the adjustment of IPDPs
- Continue school and district professional development plan that includes administrator assignments to participate or lead.
- Continue to review budgeted amounts to support administrator IPDPs

Year 3 (2021-2022) Action Steps

- Continue administrator PD aligned to IPDPs
- Continue to implement a schedule of doing administrator peer observations to measure the impact of PD and inform the adjustment of IPDPs
- Continue school and district professional development plan that includes administrator assignments to participate or lead.
- Continue to review budgeted amounts to support administrator IPDPs

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Professional development plan for administrators
- Administrators leading and participating in teacher professional development
- Peer observation data for administrators

Strategy: 1.2.2 Develop a system that reviews and revises staff development in relation to district goals, student data, and educator feedback

Year 1 (2019-2020) Action Steps

- Reviewing the current tuition reimbursement process to ensure alignment to school and district goals and ensure a process for measuring impact
- Create a PD committee to review, revise and monitor PD for alignment to strategic goals and measure impact.
- Review the budget for focus on providing all staff PD aligned to the strategic goals

Year 2 (2020-2021) Action Steps

- Revise and monitor the tuition reimbursement process to ensure alignment to school and district goals and include a process for measuring impact
- PD committee continues to review, revise and monitor PD for alignment to strategic goals and measure impact.
- Continue to review the budget for focus on providing all staff PD aligned to the strategic goals
- Create and implement a schedule for conducting administrator learning walks with a focus on evaluating and informing PD
- Pilot collaborative PD using pineapple charts and peer observations

Year 3 (2021-2022) Action Steps

- Revise and monitor the tuition reimbursement process to ensure alignment to school and district goals and include a process for measuring impact
- PD committee continues to review, revise and monitor PD for alignment to strategic goals and measure impact.
- Continue to review the budget for focus on providing all staff PD aligned to the strategic goals
- Continue to conduct administrator learning walks with a focus on evaluating and informing PD
- Implement collaborative PD using pineapple charts and peer observations

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Professional development plan for staff aligned to the strategic goals
- Professional development plan that includes a process for follow-up and measuring student impact
- Administrator observation data of PD outcomes
- Process for tuition reimbursement that requires alignment to district and school goals.
- Pineapple charts being used for collaborative PD

Strategy: 1.2.3 Develop a system to review and revise the educator evaluation system with an emphasis on timely and meaningful feedback on goals and best practices

Year 1 (2019-2020) Action Steps

- Create and implement a schedule of meetings to calibrate observations and feedback
- Develop a schedule of meetings for the joint evaluation committee to review and recommend revisions to ed eval forms.
- Administrators create sample goals aligned to the district and school improvement plans.
- Create, implement and monitor a process for training and support for teachers on each part of the evaluation process

Year 2 (2020-2021) Action Steps

- Teacher leaders create sample goals aligned to the district and school improvement plans.
- Continue to implement a schedule of meetings to calibrate observations and feedback
- Develop a schedule of meetings for the joint evaluation committee, to continue to review and monitor the educator evaluation system (including state changes)
- Continue to provide training and support for teachers on each part of the evaluation process

Year 3 (2021-2022) Action Steps

- Teacher leaders create sample goals aligned to the district and school improvement plans.
- Continue to implement a schedule of meetings to calibrate observations and feedback
- Develop a schedule of meetings for the joint evaluation committee to continue to review and monitor the educator evaluation system (including state changes)
- Continue to provide training and support for teachers on each part of the evaluation process

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Joint evaluation team with teachers and administrators to review processes with regard to best practice, consistency, and continuity
- Calendar for formal and informal training/support on each part of the evaluation process for teachers
- Training/calibration for observations for administrators
- Training on providing appropriate feedback

- Specific teacher goals that reflect areas of personal professional growth, relation to school/district goals, and that maximize student achievement/benefit
- Consistency in teacher goals vertically and horizontally

Goal 2: UPS will ensure the purposeful use of information in order to teach all students by implementing and using a meaningful and informative data management system that is consistent, student centered and identifies strengths and needs of all students both academically and emotionally

Initiative 2.1 - Measured Accountability

Identify, collect and analyze a district-wide set of metrics to benchmark district goals encompassing student learning and growth, student well-being, and other strategic priorities

Initiative 2.1 - Theory of Action

If we create a system and culture of data-based assessment including analysis, reflection and feedback, then educators will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly

Initiative 2.1 - Strategies

2.1.1 Create and implement data dashboard for school/district use

2.1.2 Identify and implement data analysis norms to be used by all district teams

Strategy: 2.1.1 Create and implement data dashboard for school/district use

Year 1 (2019-2020) Action Steps

- Analysis of current information systems, data points, and capabilities
- Conduct data needs analysis
- Determination of system for implementation
- Training for administrative staff on current systems and assessment of fidelity/consistency
- Budget analysis for potential systems upgrades or integration
- Definition of data dashboard expectation

Year 2 (2020-2021) Action Steps

- Creation of procedures and policies regarding implementation
- Training on any current or additional systems (or new systems) procured
- Training and calibration of data expectations for all staff
- Deployment of data dashboard system for all district staff and schools

Year 3 (2021-2022) Action Steps

- Conduct ongoing needs analysis
- Assess effectiveness, use, and proper implementations
- Adjust and enhance procedures, protocols, and systems, as needed
-

Expected Outcomes (Program,Process, Teacher Learning/Practice, Student Learning)

- Implementation of data dashboard
- Development, implementation, and norming of district-wide assessment handbook, calendar, and expectations
- Integrated student information and student data system
- Identification and use of consistent data points and protocols by all teams

Strategy: 2.1.2 Identify and implement data analysis norms to be used by all district teams

Year 1 (2019-2020) Action Steps

- Teacher leader training on data protocols
- Teacher leader training on effective triangulation of data for implementation with teacher teams
- Teacher training on Data into Action cycle

Year 2 (2020-2021) Action Steps

- Teacher leader and educator training on analysis of data dashboard points
- Assessment of effective practices and resultant adaptations
- Communication of specific data points for families and community

Year 3 (2021-2022) Action Steps

- Teacher leader and educator training on analysis of data dashboard points

Expected Outcomes (Program,Process, Teacher Learning/Practice, Student Learning)

- Minutes and records of data team analysis, department meetings driven by data, etc.
- Observation of effective data use by teams
- Families and community members will have improved fluency with respect to specific data points

Initiative 2.2 - Data Informed Decision Making

Improve instructional, curricular, and assessment capacity of professionals using data effectively

Initiative 2.2 - Theory of Action

If we create a system and culture of data-based assessment including analysis, reflection and feedback, then educators will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly

Initiative 2.2 - Strategy

2.2.1 Educators examine data related to student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Strategy: 2.2.1 Educators examine data related to student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Year 1 (2019-2020) Action Steps

- Assessment of current status
- Professional development based on individual needs of schools or teachers

Year 2 (2020-2021) Action Steps

- Data protocol training
- Training on effective triangulation of data for implementation with teacher teams
- Creation of teacher and administrative feedback loops to drive coherent professional development

Year 3 (2021-2022) Action Steps

- Training on data protocols
- Training on effective triangulation of data for implementation with teacher teams
- Creation of teacher and administrative feedback loops to drive coherent professional development
- Assess effectiveness and revise college and career readiness standards according to data analysis

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Defined expectations for classroom and school data to be used
- Defined expectations for classroom and school data analysis processes
- Defined and continuous training and professional development in data analysis and application into teaching practice

- Educators leading this work with their peers
- Culture of inquiry and data driven decision making at the classroom and school levels

Initiative 2.3 - Tiered Support for Students

Students receive targeted and timely learning support based on their specific needs.

Initiative 2.3 - Theory of Action

When we deliver targeted supports and interventions using a data-driven approach, students needs will be met and success will be optimized.

Initiative 2.3 - Strategies

2.3.1 Create, review and revise district’s Multi-Tiered System of Support (MTSS) Framework/ evaluate and improve structures for student interventions

2.3.2 Develop and implement a plan to support teachers in the use of and consistent tracking of data surrounding the implementation of interventions

2.3.3 Employ a systematic use of appropriate data sources for academic needs

Strategy: 2.3.1 Create, review and revise district’s Multi-Tiered System of Support (MTSS) Framework/ evaluate and improve structures for student interventions

Year 1 (2019-2020) Action Steps

- Participation in state MTSS academies for SEL and PBIS
- Consistent implementation and structure for building-based Student Support Teams (SST)
- Research, identify, and evaluate current measures of MTSS in both academic and non-academic areas to improve structures for student interventions
- Identify areas that lack sufficient tiered areas of support
- Targeted professional development

Year 2 (2020-2021) Action Steps

- Participation in state MTSS academies for SEL and PBIS
- Consistent implementation and structure for building-based Student Support Teams (SST)

Year 3 (2021-2022) Action Steps

- Participation in state MTSS academies for SEL and PBIS
- Consistent implementation and structure for building-based Student Support Teams (SST)

Expected Outcomes (Program,Process, Teacher Learning/Practice, Student Learning)

- Identified good Tier 1 instruction
- Reduction in referrals to adjustment, substantially separate or OOD programs
- Increase in observations of MTSS-based practices in classrooms
- Consistent minutes and logs from SST at each building
- Improved metrics in chronic attendance, student retention/dropout, and student post-secondary persistence
- Documentation and evidence of range of intervention strategies for students and the process to identify and refer students who need additional assistance.

Strategy: 2.3.2 Develop and implement a plan to support teachers in the use and consistent tracking of data surrounding the implementation of interventions

Year 1 (2019-2020) Action Steps

- Determine data points, both qualitative and quantitative, for analysis, including both summative and formative assessments
- Develop professional development for educators on relevant data points and means for accurate disaggregation
- Provide teacher leaders with consistent professional development and connection of data to action

Year 2 (2020-2021) Action Steps

- Conduct professional development for educators on relevant data points and means for accurate disaggregation
- Determine data points, both qualitative and quantitative, for analysis
- Provide teacher leaders with consistent professional development and connection of data to action
- Evaluate effective data protocol implementation

Year 3 (2021-2022) Action Steps

- Conduct professional development for educators on relevant data points and means for accurate disaggregation
- Determine data points, both qualitative and quantitative, for analysis
- Provide teacher leaders with consistent professional development and connection of data to action
- Evaluate effective data protocol implementation

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Opportunities for professional development, coaching and other supports in the use of intervention strategies and data-based decision making
- Professional development opportunities related to data analysis and multi-varied groupings
- Professional development opportunities related to instructional strategies for learners of all abilities
- Evidence of consistent use of flexible and multi-varied groupings at all levels
- Evidence of increased use of interventions and other strategies to differentiate instruction for all learners

Strategy: 2.3.3 All students receive appropriate intervention strategies to support their academic, social, and emotional success, based on various data sources.

Year 1 (2019-2020) Action Steps

- Use of MyCAP and/or individual curriculum accommodation plans for students, 7-12
- SEL and mindfulness training as part of PBIS or SEL MTSS academy
- Training for all staff and teacher leaders on iCAP integration
- Enhancement of second step and advisory programs; regular meetings with students to provide personal, social, emotional, academic, career, and college counseling
- Review and establish consistent standard referral process for each building aligning with district needs
- Identification of diversity and cultural sensitivity needs for all grade levels

Year 2 (2020-2021) Action Steps

- MyCAP integration for grades 5-6
- Continued integration of curriculum accommodation to address student needs

Year 3 (2021-2022) Action Steps

- Revision of student referral processes and increased professional development and/or sharing of best practices

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Analysis and recommendations for model system of interventions for academic needs
- Increased response to student needs, including consistent use of district referral process
- Improved deployment, integration, and use of student individual CAP and MyCAP
- Improved student growth percentiles and reduction in disciplinary, out-of-classroom, and specialized program referrals

- Establishment of standard referral process for SST and special education services

Initiative 2.4 - Safe and Equitable Learning Spaces

Ensure that our buildings and grounds support strong instructional and extracurricular programs to meet all safety (and wellness) requirements

Initiative 2.4 - Theory of Action

If we provide students and staff with a positive, welcoming, and appropriate learning environment, then teaching and learning can be the only focus.

Initiative 2.4 - Strategies

2.4.1 Develop a system to continuously review and revise a capital improvement plan to ensure that all students have the same opportunities to work, learn, and play in clean, maintained, safe, and welcoming facilities

2.4.2 Ensure that school buildings and grounds are cleaned and maintained to support 21st century teaching and learning

2.4.3 Ensure that school buildings and grounds are maintained for student and staff safety

Strategy: 2.4.1 Develop a system to continuously review and revise a capital improvement plan to ensure that all students have the same opportunities to work, learn, and play in clean, maintained, safe, and welcoming facilities

Year 1 (2019-2020) Action Steps

- Accurate inventory of capital, furniture, technology
- Development of five-year capital improvement plan for all buildings
- Investigation and definition of facility needs relative to equitable access to programs, including cost analysis

Year 2 (2020-2021) Action Steps

- Evaluate progress and revise as needed

Year 3 (2021-2022) Action Steps

- Evaluate progress and revise as needed

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Capital, technology, and inventory done with accuracy.
- Record of capital needs being completed timely with accuracy and within budgetary constraints
- Facility enhancements defined for community approval
- Evidence of regular meetings between facilities administration and cleaning vendor
- Continuous cycle of review of physical plant with regard to school security

Strategy: 2.4.2 Ensure that school buildings and grounds are cleaned and maintained to support 21st century teaching and learning

Year 1 (2019-2020) Action Steps

- Analyze effectiveness of current facilities vendor and opening of bidding process for cleaning contract
- Regular walkthroughs and meetings between facilities administration and cleaning company
- Bidding process for cleaning vendor
- Plan for transition (if new vendor)
- Maintain consistent records of maintenance requests and repairs

Year 2 (2020-2021) Action Steps

- Established goals for cleaning schools with vendor and admin
- Prioritization of non-capital maintenance projects by building
- System of review for maintenance

Year 3 (2021-2022) Action Steps

- Evaluate progress and revise as needed

Strategy: 2.4.3 Ensure that school buildings and grounds are maintained for student and staff safety

Year 1 (2019-2020) Action Steps

- Identify/revise baseline needs for school security measures
- Revise Capital and Technology Plans as needed to meet identified needs
- Develop budget priorities with regard to school safety

- Continue close relationship with police and fire personnel through District Response Team and administration

Year 2 (2020-2021) Action Steps

- Evaluate progress and revise as needed

Year 3 (2021-2022) Action Steps

- Evaluate progress and revise as needed

Goal 3: UPS will develop an Efficient and Responsive Culture by working in collaborative, committed and effective teams that share common goals.

Initiative 3.1 - Growth & Learning Environments

The district will create and maintain environments of continuous growth & learning

Initiative 3.1 - Theory of Action

If we develop a culture of shared leadership, collaboration and professional growth across the district, then students will have equitable access to a consistently high level of teaching

Initiative 3.1 - Strategies

3.1.1 Provide Mentoring Program for teachers and administrators

3.1.2 Provide professional learning and opportunities for collaboration that improve educator practice for all stakeholders

Strategy: 3.1.1 Provide Mentoring Program for teachers and administrators

Year 1 (2019-2020) Action Steps

- Establish a research-based mentoring program

Year 2 (2020-2021) Action Steps

- Training for all mentors in the mentoring program

Year 3 (2021-2022) Action Steps

- Review and update mentoring program, as needed

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Highly trained professional educators providing continuous embedded support for new teachers in targeted areas of responsibility in all four standard areas.
- Identification of professional skills and habits for UPS teachers
- Retention of confident, reflective, and skilled new teachers who will continue to grow and want to share their talents and contribute to our learning community in Uxbridge for years to come

Strategy: 3.1.2 Provide professional learning and opportunities for collaboration that improve educator practice for all stakeholders

Year 1 (2019-2020) Action Steps

- Provide Professional Development on PLCs
- Establish Distributive Leadership Model throughout the district
- Embed Professional Development on cultural proficiency and growth mindset in faculty meetings

Year 2 (2020-2021) Action Steps

- Implement district-wide PLCs where all stakeholders are a part of a Professional Learning Community
- Regularly include school and grade-level leaders in district-wide decision making
- Observations/walk throughs with a focus on cultural proficiency and growth mindset

Year 3 (2021-2022) Action Steps

- Create a district-wide calendar system of peer to peer observation
- Reflect on the Distributive Leadership Model and change, as needed
- Include cultural proficiency and growth mindset in student advisories/open circle

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Clear and purposeful understanding of Professional Learning Communities
- Learning communities (vertical/horizontal -micro/macro) where professional discourse and taking responsibility for each other's learning is the norm
- Evidence of vertical alignment of curriculum and instructional practices
- Evidence of PLC work where teams have taken ownership of and responsibility for improving the achievement of all students.
- Active well-represented teams of teachers and administrators that purposefully work together on increasing student achievement and monitoring the implementation and use of strategies, practices, and resources.
- Collective sense of professional efficacy where staff members can contribute to and see the results of the work of the school district
- Evidence of shared decision making
- Evidence of aligned school improvement and educator goals with district goals to ensure ongoing improvement of student achievement

Initiative 3.2 -Consistent Communication Policies and Procedures

The district will provide consistent and proactive policies and procedures to ensure two-way communication and an informed and well-functioning school community.

Initiative 3.2 - Theory of Action

If we develop clear procedures and expectations for effective, differentiated, and timely communication, then students will have cohesive and equitable academic and non-academic opportunities.

Initiative 3.2 - Strategies

3.2.1 Establish a task force to review current external communication

Strategy: 3.2.1 Establish a task force to review current external communication

Year 1 (2019-2020) Action Steps

- Establish a task force
- Review and revise any and all procedures and policies.
- Determine best practices with regard to internal and external communication.

Year 2 (2020-2021) Action Steps

- Review and revise any and all procedures and policies.
- Implement district-wide communication system with staff, families, and community.

Year 3 (2021-2022) Action Steps

- Review and revise any and all procedures and policies.
- Review current communication system and revise as necessary.

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Knowledge base of current technologies for disseminating timely and relevant information to our stakeholders in a variety of ways
- Concise and consistent expectations and procedures for all staff with regard to communication
- Evidence of varied appropriate communication across the district
- Having internal and external handbooks and procedure guides at the start of every school year are in line with SC policy, federal and state laws and regulations, and best practices
- Providing immediate references for all stakeholders regarding operational expectations to improve efficiency, clarity, and ensure consistency of services
- Ensuring the safety of students and staff and providing legal protection for the town

Initiative 3.3 - Strengthen Family and Community Partnerships

The district will engage with every family within our schools and will foster partnerships with members of the Uxbridge community and those that serve the Uxbridge Community and community partnerships consistent and proactive policies and procedures to ensure two-way communication and an informed and well-functioning school community.

Initiative 3.3 - Theory of Action

Learning takes place everywhere, not just in the classroom. If we partner with families and members of the community, then we will maximize our opportunities to educate the children in our care.

Initiative 3.3 - Strategies

3.3.1 Expand opportunities for family and community engagement

3.3.2 Increase teacher/family communication

3.3.3 Enhance partnerships within the community

Strategy: 3.3.1 Expand opportunities for family and community engagement

Year 1 (2019-2020) Action Steps

- Assess current family engagement practices

- Establish a Superintendent's Council

Year 2 (2020-2021) Action Steps

- Implement parent and community district-wide trainings, workshops, and events

Year 3 (2021-2022) Action Steps

- Review current family and community engagement practices
- Revise, as indicated

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Established team of staff, parents, community members that meet (monthly, quarterly) to provide feedback to and engage in discussion with the superintendent on DIP and district processes, etc.
- Regularly scheduled district-wide trainings, workshops, and events
- Attendance at school events will increase by 20% from the baseline year

Strategy: 3.3.2 Increase teacher/family communication

Year 1 (2019-2020) Action Steps

- Assess use of the school/teacher communication tools (websites, notes, logs, iPass, Blackboard, Google: classroom, docs, forms, etc.)
- Provide opportunities for Professional Development of available communication technology
- Develop guidelines and procedures for family communication

Year 2 (2020-2021) Action Steps

- Update district website for ease of navigation
- Continuously update classroom websites
- Continue to personally reach out to each student's family on your class roster within the first 4 weeks
- Continue to maintain family communication logs (handwritten notes, google doc, google form, etc)
- Provide opportunities to access communication technology

Year 3 (2021-2022) Action Steps

- Maintain and continuously update website with current and relevant information.
- Continue to personally reach out to each student's family on your class roster within the first 4 weeks
- Continue to maintain family communication logs (handwritten notes, google doc, google form, etc)

Expected Outcomes

- All teachers will develop and maintain consistent means of communication as measured by communication guidelines
- Increase use of technology with family and community engagement (social media, podcasts, UCTV, etc)

Strategy: 3.3.3. Enhance partnerships with the community

Year 1 (2019-2020) Action Steps

- Create district-wide college and career readiness culture for all grade levels
- Continue partnerships with industry and post-secondary institutions
- Review DESE college and career readiness model

Year 2 (2020-2021) Action Steps

- Continue district-wide college and career readiness culture for all grade levels
- Continue partnerships with industry and post-secondary institutions
- Establish vertical articulation team for college and career readiness
- Increased participation in current career and college readiness events

Year 3 (2021-2022) Action Steps

- Implement district-wide planned career and college readiness events
- Review current practice and revise as needed

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Increase in student and family awareness of college and career opportunities
- Increase participation in Pathways, PLTW, etc
- Increase connection to job opportunities
- Decrease in student drop out rate
- Increase participation in early college
- educator observed /purposeful design of MYCAP grades 5-12

Initiative 3.4 - Health & Wellness of Staff

The district will create and maintain an environment where all staff feel supported and ensures mental and physical well-being of staff.

Initiative 3.4 - Theory of Action

If we support staff with their mental and physical well-being, then staff will be more available for, engaged in, and take ownership of their learning and growth

Initiative 3.4 - Strategies

3.4.1 Create a supportive and healthy environment for staff

Strategy: 3.4.1 Create a supportive and healthy environment for staff

Year 1 (2019-2020) Action Steps

- Establish a joint staff/administration task force
- Assess current mental well-being of UPS staff
- Research neighboring districts initiatives regarding staff mental health
- Determine best practice with implementing district-wide staff wellness initiatives

Year 2 (2020-2021) Action Steps

- Implementation of task force plan
- Provide experiences that are responsive to the social, emotional, and physical needs of staff

Year 3 (2021-2022) Action Steps

- Review implementation of plan and revise as needed

Expected Outcomes (Program, Process, Teacher Learning/Practice, Student Learning)

- Staff attendance rates will increase by 10%
- Survey results indicate an overall positive culture at UPS
- Increase in student achievement
- Increased parental satisfaction as evidenced by survey results

If we base our goals on the district strategic plan (dated but relevant), there are 10 options for us to choose from which are in the documents below and to help guide our discussion, I've selected a few that may serve as a good starting point for us. These were actually the same goals we used in the FY23 budget. We can certainly go in a different direction if that is the will of this sub-committee. I tried to pick a blend of well-rounded initiatives that are also aligned with the 4 core values of the district that touches on a) needs of students, b) needs of staff, c) equity for all, and d) using data to drive decisions and accountability.

1. Initiative 1.1: High Expectations For All Students – The district will ensure that all students receive **research-based, standards-aligned curriculum** and instruction that is continuously reviewed and revised.
2. Initiative 2.1: Measured Accountability – **Identify, collect and analyze a district-wide set of metrics** to benchmark district goals encompassing student learning and growth, student well-being, and other strategic priorities **to include improvement of Family & Community Engagement.**
3. Initiative 2.4: Safe and Equitable Learning Spaces – Ensure that our **buildings and grounds support strong instructional and extracurricular programs** to meet all safety and wellness requirements.
4. Initiative 3.2: Health & Wellness of Staff – The district will create and maintain an environment where all staff feel supported and ensure **mental and physical well-being** of staff.
5. Initiative 3.4: Data Informed Decision Making – **Improve instructional, curricular, and assessment capacity of professionals** using data effectively.

Uxbridge Public Schools FY24 Budget Calendar for all funds (Operating, Grant, Revolving)

DRAFT: 2022.09.20 APPROVED: XXXX.XX.XX

October T(TBD)	Budget Update at October Admin Council Meeting: Capital Budget Request Form distributed to Budget Managers that includes Capital Project Definition and Current List of UPS projects
October 19th	School Committee Reviews FY24 Budget Calendar
October 24-25	Superintendent, Business Manager and Director of Public Facilities Reviews Capital Proposals
October 25 (or TBD)	Budget Update at October Admin Council Meeting: Capital Proposals due; Budget Preparation Package/Instructions shared with Administrators; and Google Form link distributed with FY24 staffing requests
October 26	School Committee Budget Sub-Committee Meeting (5:30 p.m.)
October TBD	UPS/Finance Committee Liaison Meeting
November 9	Enrollment Data Provided to the School Committee and Town
November 7	SPED budget staffing meetings (Superintendent, Business Manager, Pupil Services Director and Building Principals)
November 11	Deadline for Budget (Staffing and Expenses) Requests to be returned to Central Office
November 14-18	Budget Meetings with Individual Principals
November 16	School Committee Budget Sub-Committee Meeting (5:30 p.m.)
November 16	Budget Priorities To Be Established by the School Committee; Recommended FY24 capital budget requests approved by the School Committee
November 17	Submittal of School Capital Requests to Town Manager and CIC (TM must submit CIP and hold public hearing prior to 1/31/23)
November 23 (or TBD)	Budget Update at November Admin Council Meeting: Capital project request discussion
November 21-22	Budget Meetings with Special Education, Technology, C&I and Facilities
November TBD	UPS/Finance Committee Liaison Meeting
November 30	School Committee Budget Sub-Committee Meeting (5:30pm)
December 13	Budget Update to Admin Council Electronically
December 20	Superintendent FY24 Budget Recommendation, Budget Book printing (no changes or edits)
December 21	Submit Legal Public Ad to Newspaper (Tribune) and Website
December TBD	CIP presentation to Uxbridge Town Manager & CIC by Superintendent, Business Manager and Facility Director

December TBD	UPS/Finance Committee Liaison Meeting
December 23 - January 3	School Vacation Week 2022-23
January 4	School Committee Meeting - Superintendent's Budget Presentation, Draft Budget distributed to School Committee and posted on website
January 5 or 6	Legal Public Hearing Ad Posted in Newspaper (Tribune)
January 6	Draft Budget Available to Public
January 18	School Committee Budget Sub-Committee Meeting (5:30pm)
January 18	School Committee Public Hearing and Discussion of the Superintendent's Recommended FY24 Budget, Fee Schedule for FY24 Approved by the School Committee
January TBD	UPS/Finance Committee Liaison Meeting
January TBD	Revenue Estimates Received by the State
January 24 (or TBD)	Budget Update at January Admin Council Meeting
February 1 (if needed)	School Committee FY24 budget discussions, possibly adopt FY24 Operating Budget (including fees/tuitions) and FY24 Capital Budget (if not, February 15th)
February 7 (or TBD)	Budget Update at February Admin Council Meeting
February 15 (if needed)	School Committee adopts FY24 Operating Budget (including fees/tuitions) and FY24 Capital Budget
February 23	Annual Town Meeting School Committee Fiscal Year 2024 recommended budget document finalized; School Committee Recommended Budget to Town Manager (Due to TM 75 days before SATM per Charter; Budget Document Distributed to Finance Committee; and Budget Document Posted on School District Website
March 2	Business Office releases to Human Resources Employee Action Forms for all newly funded positions.
March/April	SATM Budget Book printing (no changes or edits)
April	Budget presentation to Finance Committee by the Superintendent, Business Manager and School Committee Chair
May TBD	Budget presentation to Town Meeting by the Town Manager and Superintendent
June 1	School Operating Budget opens for entry of supply and services requisitions

SC Budget Dates subject to change

Budget Manager Dates

Capital Budget Process

Capital Budget Request Form distributed to Budget Managers
October (TBD)

Superintendent, Business Manager and Director of Public Facilities Reviews
Capital Proposals
October 24-25

Submission of School Capital Requests to Town Manager and CIC (TM must
submit CIP and hold public hearing prior to 1/31/23)
November 17

CIP presentation to Uxbridge Town Manager & CIC by Superintendent, Business
Manager and Facility Director
December TBD

School Committee FY24 FY24 Capital Budget (if not, February 15th)

February 1 (if needed)

School Committee adopts FY24 Capital Budget

February 15 (if needed)

Done 10/24/22 11:56
Am M