

# Tewksbury Public Schools

**2017-2018 Year End Summary**

**2018-2019 District Goal Review  
& School Improvement Plans**

School Committee Retreat Workshop  
August 15, 2018





# Agenda

1. Superintendent: Christopher Malone
2. Assistant Superintendent: Brenda Theriault-Regan
3. Director of S.T.E.M. & Technology: Jason Stamp
4. Director of Student Services: Richard Pelletier
5. Business Manager: David Libby
  - a. Transportation: David Libby
  - b. Food Services: Deb Mugford
6. Community Services: Cindy Basteri
7. Dewing, Heath Brook, North Street, Trahan: Terry Gerrish, Alexis Bosworth, Felicia Wettstone, Karen Cronin, Jay Harding
8. Ryan: Judi McInnes & William Hart
9. Wynn: John Weir & Andrew Long
10. TMHS: Kristen Vogel, Eileen Osborne, & Sean O'Leary
11. Athletic Director: Ronald Drouin

# Superintendent of Schools

**2017-2018: Year in Review**

**2018-2019: Focus Areas**





# District 2017-2018 Year End Summary

New Positions

Snow Day DESE Waiver

Capital Projects

Parent Outreach

Reorganization of DLT

Security / DST

ESBC

Planning for new DESE Accountability

Contracts

Pathways Grant



# 2018-2019 Focus Areas

Superintendent's Goals

Technology Infrastructure / Reconfiguration

Community Services

ESBC

Positions to Enhance Instruction

Security Enhancement



**Tewksbury Public Schools**  
**District Strategy:**

The Tewksbury Public Schools community believes that our educational program will encompass a 21st century teaching and learning approach that promotes consistent growth among our students and staff to achieve academic, social, and emotional success for all students.



## 2018-2019 Theory of Action

If Tewksbury Public Schools prioritizes a growth mindset amongst all stakeholders while providing quality professional development and a professional culture grounded in collaboration, **then** all students will experience innovative, student centered instruction prioritizing positive outcomes.



# 2018-2019 Superintendent Goals

**Professional Practice Goal:** During the 2018-2019 school year the Superintendent will develop practices within the District Leadership Team that promote quality supervisory feedback specific to the goals of the District Strategy.

Action Plan:

- ❑ Shift DLT structure to promote professional learning culture based on quality feedback and supervision.
- ❑ Provide DLT with resources and PD to prioritize continuous improvement of instruction.
- ❑ Model collaborative practice through interactions and structures between the district leadership, staff, students, parents, and the community.





# 2018-2019 Superintendent Goals

Student Learning Goal: Continue to develop a 21st century learning environment of all students.

Action Steps:

- ❑ Support the instructional needs of students with appropriate resources for teachers, leaders and other staff members.
- ❑ Ensure district level operations are synchronized to support student learning and professional growth.



# 2018-2019 Superintendent Goals

District Improvement Goal: Develop a system wide fusion of performance based on the District Strategy.

Action Steps:

- ❑ Promote district wide analysis of intent.
- ❑ Challenge leaders, staff, students, parents, and community members to think differently and ask the question “why?”.

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# Assistant Superintendent of Schools

**2017-2018: Year in Review**

**2018-2019: Focus Areas**

# 2017-2018 Year End Review Asst. Supt.




## MCAS Update

- Online Grade 3-8 NG MCAS Administration
- Final Legacy MCAS Grade 10
  
- New Accountability System
- Late September=Public Release
- Aligning our New District Strategy





# 2017-2018 Year End Review

**Progress:**


-  Most
-  Ongoing
-  Less



Journeys: Next Steps 

Mastery Connect...ongoing  
Stds. based alignment 


GoMath Updates & Fluency 

NG Science UBD Units 


New Curr. Frameworks & Stds. Vertical Alignment 

Instructional Technologies  
Google Sites & Class 




Coaching Model & Math PLC 

PD Planning Team 


Teacher Advisory Council 

Stds. Based Rep. Card Comm. 


Union Pilot-Lane Change 

Student Feedback Survey  
Committee 





MTSS / RTI / DI/ UDL 

West Ed: Inclusive Practice with  
Rigor 

Implementing SEL in the Class 

Behavioral Supports 

Opportunities Beyond the Classroom... 

St. Learning Feedback 

- PD Days
- Workshops
- 17-18 PD Plan
- Faculty Meetings
- Job Embedded
- Committees
- Leadership Teams
- CPT & PLC's
- Coursework
- Book Study Groups
- Mentoring
- ...and more

# 2017-2018 Year End Review

## The 17-18 PD and PLC Highlights (“The Who, How, & The Resources”)

### TMHS:

- Inclusive practice (Universal Design for Learning-UDL & WestEd)
- Improved instructional leadership (DH & LT Facilitator Training)
- Co-Teaching strategies (WestEd)
- Improved data analysis and lesson tuning (Mastery Connect & WestEd)

### Ryan & Wynn:

- New program implementation (*Journeys 2016, Go Math, CDSM, 6-8 iScience*)
- Developing PLC Facilitators for Dept. Work (WestEd)
  - Data Analysis: Mastery Connect
  - Sustaining Lesson Tuning Protocols: WestEd
- Improved math practices through coaching
- Improved tech infusion/integration (Google, Green Screen, AR/VR, MCAS practice)

### PK-4:

- New program implementation (*BigDayPK, Journeys 2016, Go Math, CDSM, Science Dimensions*)
- Guided Reading Libraries
- Data driven lesson tuning (improved benchmarking through PMT-GoMath & DIBELS, SN, & TC)
- Sustaining Co-Teaching practices
- Improved technology infusion
- Interdisciplinary STEAM programming

# 2017-2018 Year End Review

## The 17-18 PD and PLC Highlights (“The Who, How, & The Resources”)

### PK-12 Aides (Town and Delta-T):

- New and Veteran Aide Induction & Training
- Overview of the aides effectiveness in the classroom
- Disability specific training
- Behavior reinforcement strategies in the classroom
- How to facilitate inclusive practice in the general education classroom

### Administrator Training

- Collaborative problem solving & team-building
- Building a positive culture and morale (*FISH*)
- Inclusive practice leadership team (WestEd)
- **RIBAS Associates**
  - Incorporating Social Emotional Learning (SEL) strategies in the Classroom
  - Instructional Practices that Maximize Student Achievement
  - Teacher Supervision and Evaluation That Works

# 18-19 District-Wide C&I Goal

<https://youtu.be/NJwXYZ4GryA>

Why focus on Understanding?

Explain

Interpret

Apply

Have Perspective

Empathize

Have Self-Knowledge



Rethink teaching & learning success!



# Deeper Learning Schools: 4 Big Shifts

**1. Higher-level thinking.** Deeper learning schools are moving from an overwhelming emphasis on students mostly doing lower-level thinking tasks - factual recall and procedural regurgitation - to students more often engaging in tasks of greater cognitive complexity - creativity, critical thinking, problem-solving, and effective communication and collaboration. In other words, students are living more often on the upper levels of Bloom's taxonomy (or Webb's Depth of Knowledge wheel) than the lower ones.

**2. Student agency.** Deeper learning schools are moving from classrooms that are overwhelmingly teacher-controlled to learning environments that enable greater student agency - ownership and control of what, how, when, where, who with, and why they learn. Student agency allows for greater personalization, individualization, and differentiation of the learning process.

**3. Authentic work.** Deeper learning schools are moving from isolated, siloed academic work to environments that provide students more opportunities to engage with and contribute to relevant local, national, and international interdisciplinary communities. Students begin fostering active networks with individuals and organizations for mutual benefit.

**4. Technology infusion.** Deeper learning schools are moving from local classrooms that are largely based on pens/pencils, notebook paper, ring binders, and printed textbooks to globally-connected learning spaces that are deeply and richly technology-infused. The new affordances of mobile computing devices and online environments allow the first three shifts mentioned here to move into high gear.

# 18-19 District-Wide C&I Goal

## Student Learning & Professional Practice Goal “The What”

To develop *Deeper Thinking* grade level curriculum maps and units of study in all grade levels and all content areas using the *Understanding by Design (UBD)* protocol with a particular focus on the current *MA Curriculum Frameworks*, inclusive practice (*UDL & SEL*), student agency, and technology infusion.

Year 1 (of a multi-year plan):

- Vertically aligned and Standards Based Curriculum Overview Maps for all grades and content areas
- At least 1 fully developed curriculum unit that follows the *UBD* model
- Different entry points at different content/grade levels

# What is a Curriculum Overview Map?

**Curriculum Overview Maps** will be posted to the TPS website for public view

## **CDSM Grade 6 Overview**

### Narrative:

The sixth grade curriculum will focus on structure and function through analyzing the macro- and micro- scale of the universe. We will begin by learning Earth's place in the universe. We will explore the Earth's relationships in our universe that depend on the forces around us including gravity and energy. Students will then focus on Biological Evolution. This will enable students to develop an understanding of how organisms, environments, and Earth's surface have all changed over time. Students will discover the basic unit of life: cells. As students learn about the structure and function of the cell, they will transition to the organization of organisms and how body systems interact. Students will continue with the study of matter and its interactions, developing the tools and skills essential for inquiry based learning. Students will end the year with an understanding of the transfer of energy in the form of waves through different mediums.

<b>Unit name</b>	<b>Pacing</b> <i>Number of weeks proposed</i>	<b>Instructional Block</b> <i>Number of lesson</i>	<b>Standards and Scientific Practices</b>
1. Earth's Place in the Universe	4 weeks	20 lessons	<b>6.MS-ESS1-1a</b> <b>6.MS-ESS1-5 (MA)</b> <b>6.MS-PS2-4</b> <b>6.MS-ETS1-5 (MA)</b> <a href="#">6.W.1</a> <a href="#">6.W.9</a> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information
5. Matter: Properties and interactions	7 Weeks	35 lessons	

Curriculum Units  
will be posted in  
the New &  
improved  
TPSASCI site

## Stage 1 Desired Results

### ESTABLISHED GOALS

- MA CF Standards
- 21st Century Learning Goals
  - SEL Competencies
    - Self-Awareness
    - Self-Management
    - Responsible Decision Making
    - Social Awareness
    - Relationship Skills
  - Active Student Centered Instr. (Agency)
  - Purposeful Technology Infusion

### Transfer (T)

Students will be able to **independently use their learning to...**

*i.e.; Engage in sustained, complex and successful scientific inquiry.*

*Engage in public discourse of scientific and technical issues in the news or the community.*

### Meaning (So what...why do I need to know this?)

#### UNDERSTANDINGS (U)

Students will understand that...Ideas, inferences, larger concepts...?

*I.e.; Animals depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature.*

#### ESSENTIAL QUESTIONS (Q)

What thought-provoking questions will foster inquiry to help make meaning ...Not 1 answer.  
I.e.;

*What happens to animals when their habitats change?*

### Acquisition

#### Students will KNOW... (K)

Vocabulary, facts, basic concepts, & recall

#### Students will be SKILLED at... (S)

A set of discrete skills and processes

## Stage 2 - Evidence

### Evaluative Criteria

To evaluate that the desired results were met.

### Assessment Evidence to measure Transfer, Meaning (U, Q) Acquisition (K & S)

PERFORMANCE TASK(S): PBL, embedded performance, student-developed questions (KWL's)  
OTHER EVIDENCE: tests, quizzes

## Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Lessons, Activities, & Resources)



# 18-19 District-Wide C&I Goal

## Expected 3-year project with continuous auditing

Connects the WestEd prior work:

Co-Teaching, Data-driven lesson tuning, instructional rounds, instructional facilitators...etc.

Projected outcomes:

- Provides a consistent framework for teaching & learning expectations for all...same page...unified goals and desired outcomes...NEVER been done before with the whole District.
- **Think differently!...ask Why...Deeper Learning**
- Increased student agency, student centered thinking & learning, understanding & retention
- Improved SEL through embedding CASEL's 5 Core Competencies in content learning
- Help to audit and evaluate the effectiveness of our current curriculum resources/texts
- Improves collaborative practice amongst teachers, grade levels & depts., and students
  - Defines best teaching practices... empowers teachers with knowledge
  - Promotes self-reflection and peer observations
- Improved technology infusion
- Improved vertical alignment and preparedness for the district and for the new Gr. 2-4 school



**TEACHING &  
LEARNING**



**COLLABORATIVE  
PRACTICE**



**ALL MEANS  
ALL**

**District Curriculum Mapping  
& Vertical Alignment**

**UBD Units for all w/WE**

**Improved Instructional  
Technology Infusion**

**Coaching Model**

**PLC Facilitators**

**Instructional Rounds**

**SEL Focus in Curr. Mapping**

**ACE**

**Early College/Career Opps...**

**Teaching for Understanding  
Thinking Differently**

**Integrated STEAM & PBL**

**Authentic Learning**

**Ed. Eval Update**

**Stds. Based Rep. Card Comm.**

**New School Planning**

**Student-Centered &  
Student Agency**

**Behavioral Supports**

**All means all staff too.**

**18-19 PD Days  
Workshops  
PD Plan**

**Faculty  
Meetings**

**Job Embedded  
Coaching**

**Committees  
Leadership  
Teams**

**CPT  
PLC's**

**Coursework**

**Book Study  
Groups**

**Mentoring**

# 18-19 District-Wide C&I Goal

<https://youtu.be/NJwXYZ4GryA>

Using the [4-Shifts Protocol](#) to evaluate the curriculum units (new questions):

## A. Deeper Thinking and Learning ([4-Shifts pg. 2](#))

- *Domain Knowledge.* Is student work deeply rooted in discipline-specific and -relevant knowledge, skills, and dispositions?
  - Yes / No / Somewhat
- *Deeper Learning.* If yes, is student work focused around big, important themes and concepts

## B. Authentic Work ([4-Shifts pg. 3](#))

- *Authentic Role.* Are students asked to take on an authentic societal role as part of their learning?
  - Yes / No / Somewhat
- *Authentic Assessment.* Are students creating real-world products or performances for authentic audiences?
  - Yes / No / Somewhat

## C. Student Agency and Personalization ([4-Shifts pg. 4](#))

- *Learning Activity.* Who selected how it is being learned? Whose questions were incorporated into the lessons
  - Students / Teachers / Both
- *Talk Time.* During the lesson/unit, who is the primary driver of the talk time?
  - Students / Teachers / Both

## D. Technology Infusion ([4-Shifts pg. 5](#))

- *Collaboration Technologies.* Are digital technologies being used to facilitate collaborative processes?
  - Yes / No / Somewhat
  - If yes, in which ways? (circle all that apply)
    - Online office suites, email, texting, wikis, blogs, videoconferencing, mind mapping, curation tools, project planning tools, other



# 18-19 District-Wide C&I Focus Areas

## Additional Areas of Focus and Needed Program Improvement

- Guided math workshop model
- SEL & behavior management interventions
- Expanding on early college/career pathway opportunities in MS/HS
- Improved STEAM & Computer Science (CS) programs K-12
  - Accelerated pathways for MS gr. 6-8 math
  - Increase our teaching capacity in CS aligned to the new DESE CS Framework
  - Expand our integrated STEAM and Project-Based Learning (PBL) capacity in K-12
- Expand our civic engagement and service learning focus
- Preparation for new school resources in the new gr. 2-4





# 18-19 District-Wide C&I Focus Areas

## Additional Leadership Focus Areas

- **Teacher leadership and ongoing facilitator training to sustain:**
  - **Using lesson tuning and curriculum unit evaluation protocols for effective common planning & PLC practices**
  - **Inclusive practice**
- **Administrative leadership capacity for curriculum and instruction planning (MA CF's and 4-Shifts Protocol)**
- **Administrative calibration of effective supervision and teacher evaluation practices**



# 18-19 District-Wide C&I Program Goal

## Staffing Supports Needed K-12

- Curriculum Coaching
  - For focused sustainability (as seen in STEM focus)
- Highly Qualified Instruction in Computer Science
- Career & College Counseling
  - PK-12 counseling program alignment
- Assessment & appropriate alignment of before/after and summer school needs
- Centralized student registration for family support



# Curriculum & Instruction Supports STEM Director

**2017-2018: Year in Review**

**2018-2019: Focus Areas**



# STEM Year in Review (2017-2018)

## Science

- Implemented the Cross District Science Mapping (CDSM) pace and sequencing K-12

## Technology Integration

- Added 920 end user devices (Tablets, Laptops, Desktops)
- Evaluated the District Technology through a Tech Audit
- Hired an Additional Tech Coach
- Hired an Additional Support Tech
- Upgraded Network Infrastructure to support additional devices

## Engineering

- Procured a Grant from the Corning Foundation to use for STEM initiatives
- Initiated a new STEAM Lab for the Ryan School (Integrated Defined STEM Units)
- Initiated a Pilot to integrate STEM in all content for grades 5-6

## Mathematics (Impact on T&L)

- Increased Staff Utilization of the 3 District Math Coaches
- Lead the Math PLC to look at classroom, school and District data to determine areas for improvement
- Provided focused Mathematics Professional Development to help improve teaching strategies



# STEM Focus Areas (2018-2019)

## Science

- Continue to implement CDSM Units
- Identify Power Standards to use for Assessment Creation

## Technology Integration

- Procure District STEM/Maker Resources for Coaches to use with Teachers throughout the District
- Deploy ChromeBook Carts for all Math, Science, Social Studies and ELA Teachers at TMHS
- Deploy additional iPads per classroom for grades K-2
- Implement ClearTouch board pilot (in each school)
- Improve District and School Security Systems
- Upgrade Network Infrastructure at all of the schools

## Engineering

- Assist with the creation of Maker space at TMHS
- Conduct the STEM Integration Pilot (Ryan School) with Defined STEM and assess the results

## Mathematics

- Implement newly created Curriculum Overviews and Benchmark Assessments
- Create Understanding By Design (UBD) Curriculum units

# Director of Sp.Ed.

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**





# Focused Discussion

Supporting curriculum through:

- I. Social-emotional Learning (SEL)
- II. Behavioral Supports and Classroom Management
- III. Co-teaching and Differentiation of Instruction



# In-District Social-emotional Learning Behavior Supports

Year One: Behavior specialists assisted principals, teachers and students to stay on track by:

- Serving as coaches to principals, teachers, related service providers and staff;
- Developing and providing a continuum of services for students who require Tier 1, 2, and 3 supports;
- Creating comprehensive approach to behavior management (i.e., evaluation, data collection, interventions, regular monitoring, etc.);
- Consulting to teachers and principals for environmental improvements and recommendations for classrooms;
- Providing intervention for the most extreme disruptive behaviors.





# **In-District Social-emotional Learning Behavior Supports continued. . .**

- Progress monitoring for moderate special needs teachers, related service providers, and general education teachers;
- Continue to provide consistent system-wide protocols for referral process, MTSS services, functional behavioral assessments and eligibility for behavioral services;
- Provide training, feedback and support through consultation as well as professional development;
- Provide classroom and student specific consultation to the Developmental Learning Centers (DLC's) and inclusion classrooms.



# 2018-2019 Focus: WestEd Consultation & Scope of Work

Scope of Work: Supporting Co-teaching and Differentiation Through Instructional Planning and Progress Monitoring

- Administrative Coaching for PLCs
- Curriculum Development
- Coaching and Support for VITAL Collaboration in PLCs (THMS)
- District Leadership Team Meetings
- District Special Education Leadership Team Meetings
- Curriculum Planning with District, Site, and Teacher Leaders
- Individualized Site-Based Administrator PLC Coaching



# **2018-2019 Focus: WestEd Consultation & Scope of Work (continued)...**

Elementary, Middle and High Schools:

- Curriculum Development Workshops
- Individualized Site-Based Administrator PLC Coaching
- Full Day Professional Development for High School Staff
- Co-Teaching Team Training
- PLC Supports to Content Area Teams Using VITAL Processes
- School-District Leadership Supports



## **2018-2019 Focus: Professional Development, Progress Monitoring and Curriculum**

- Audit of IEPs for content, measurability, transition planning, etc.
- Alan Blume training on IEPs for content, goals/objectives, etc.
- Implementation of Universal Design for Learning (UDL) in the district-wide curriculum mapping.
- Autism Curriculum Encyclopedia (ACE) training and implementation for system-wide DLC programs for lesson planning and more time spent instructing students
- Implementation of iPad devices for Home Service instruction and training, e.g., more efficient data processing and collection, timeliness of service provision, reduced paper waste, etc.
- TalkTrac software data collection pilot for SLP's, OT's, PT's and other related service providers for progress monitoring of service delivery for IEP's, RTI/MTSS, 504, etc.
- TeachTown: Transition to Adulthood pilot program for supplemental online integrated curriculum, lesson plans and progress monitoring using technology

# Business Manager

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**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**



## **2017-18 Accomplishments**

- **FY18 balanced vs. budget**
- **Capital Improvements/Projects**
  - Completed Projects
  - In Process Projects

■Dewing School

*-Heating Controls – In process Spring 2019*

*-Install 15 Air Conditioners DONE*

*-Install Wall & Cubicles DONE*

*-Front Entrance Landscape - In Process*

■Heath Brook School

*-Heating Controls - In process Spring 2019*

*-Roof Work – End of week*

*-Painting - DONE*

*-Front Entrance Landscape - DONE*

■North Street School

*-Fire Alarm Panel Upgrade - DONE*

*-Security Door - Today*

*-Abatement of Floor - DONE*

*-New Tile down hallways – End of week*

*-Reconfigure Special Ed areas – In Process*

■Trahan School

*-Repair Sewer Line - DONE*

■Ryan School

*-Heating Controls - In process Spring 2019*

*-New Scoreboard - DONE*

*-New Carpets in Main Office - DONE*

*-Painting of Gymnasium – DONE*

*- Exterior Lights repaired in Parking lot and installed on parking lot side of building - DONE*

*-AC in RM 114 – DONE*

*-Visually impaired update - DONE*

■Wynn School

*-Heating Controls - In process Spring 2019*

*-Roof Work – end of week (weather)*

*-New Scoreboard - DONE*

*-New Gymnasium Curtain – Shipping 8/29*

*-AC Rooms 103 & 105 – DONE*

*-Retaining Wall & Stairway for staff - DONE*

■Tewksbury Memorial HS

*-New Security Vestibule – Waiting on Glass*

*-Additional Security Work - DONE*

*-New Directional Signage – DONE*

*-Tennis Courts Power washed - DONE*

■Center School

*--New Computers – In process*

■Strong Field

*-Painting sheds - DONE*

*-Painting Dugouts - DONE*

■Doucette Field

*-Bleacher Repairs - DONE*

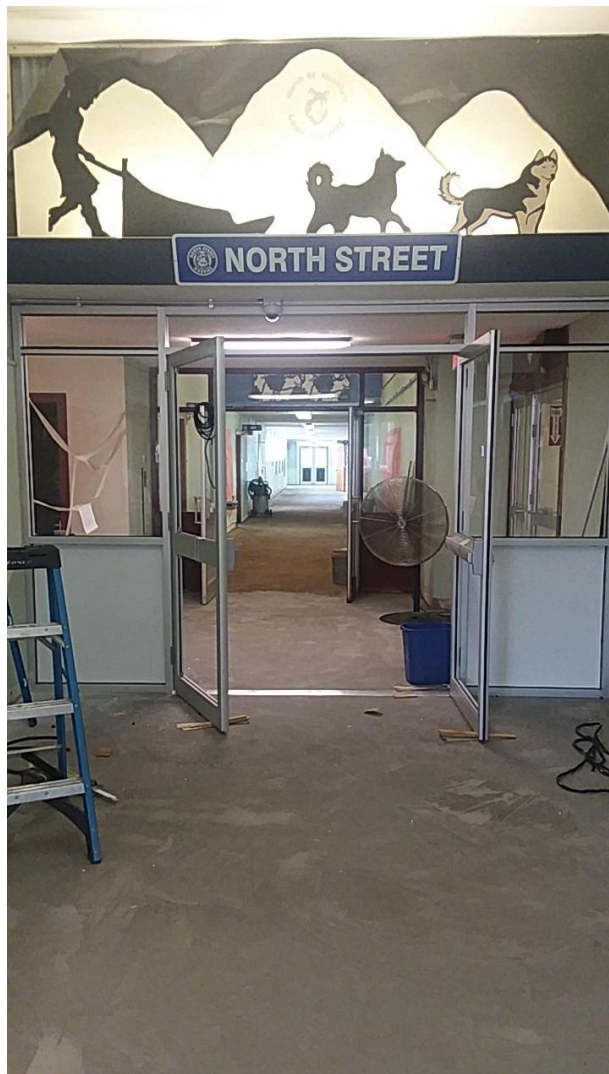
■Conlon Field

*-Re-Grading Soccer Field – DONE*

■System-wide

*-Move and install SMARTBoards & ClearTouch Boards – In Process*

*-Miscellaneous Roofing, Plumbing & Electrical Repairs - DONE*









FICTION  
KNO-MOR



## **2018-19 Goals**

- **Entry Plan**
  - Hire new Assistant Business Manager
  - Evaluate Roles & Responsibilities
  - Automate PO process
- **Capital Improvement List**
  - October Town Meeting Request



# Transportation

## FY 18 Highlights

- After School Buses
- District owned vans
  - 299 trips taken in SY17-18
  - Saved \$60,000 in costs



# Transportation

## FY 19 Goals

- Cross Training on software
- Evaluate New School's impact

# Food and Nutrition Services

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**





## 2017-18 Year End Summary

- New refrigerated van enabled us to procure local (fruits, vegetables and beef)
- Increased revenue by approximately \$20,000 through new vending at TMHS (all product is Smart Snack/USDA compliant)
- Installed digital menu boards at the Ryan and Wynn Schools to provide, menu, nutritional information as well as promote wellness.

- Successful 2nd Annual Free Pre-K and Kindergarten Lunch Day enables us to promote nutrition education, increase participation and provide a comfortable atmosphere for students.
- Introduced new scratch cooking recipes - Kid approved!
- Payment for Food Services Policy revised and submitted
- Successful March Madness Nutrition Education Campaign throughout the district.
- Ryan School recognized by SNA & DESE for the Breakfast Challenge



School Nutrition Association North East  
Roberta Waldrip  
Heath Brook Elementary School



# Initiatives SY 2018-2019

- Meal prices - NO change
- Trendy menu marketing
- PCS RightNow and Aspen automatic database integration
- Update and maintain website and FB page
- UML Public Health Interns
  - Nutrition Education PreK
- Increase PreK-Kindergarten parent communication
- Taste it Thursday
- Vending at Wynn School
- Implement Professional Development Plan

# Community Services

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**





## Interim Director of Community Services 17-18 Year In Review

- Appointed Interim Director in the fall of 2017
- Reactive approach in overseeing before school, after school, vacation and summer Extended Day programming, all after school and summer enrichment classes, Community Services Preschool at the Heath Brook and Dewing Schools, academic middle and high school summer school, and adult education courses
- Worked with administration to begin the process of reviewing policies, procedures and tuition income vs. expenses for all Community Services programs

### *Key accomplishments include:*

- Reorganized the Extended Day Summer Leaders In Training (LIT) program
- Aligned the Dewing and Heath Brook preschool programming for consistent delivery of services
- Instituted an after school academic support program at the Wynn Middle School
- Implemented and applied for a number of competitive grant funded initiatives



## Interim Director of Community Services 2018-2019 Focus Areas


- Proactive vs. reactive approach in overseeing before school, after school, vacation and summer Extended Day programming, all after school and summer enrichment classes, Community Services Preschool at the Heath Brook and Dewing Schools, academic middle and high school summer school, and adult education courses
- Community Services Preschool will be implementing preschool curriculum for 3 year olds and a Pre-K curriculum for 4 year olds using MA Frameworks as a guide
- Continue to work with the administration to review policies, procedures and tuition income vs. expenses for all Community Services programs
- Collaborate with all stakeholders to review the data that has been and will be gathered to continue to improve all aspects of Community Services programs
- Grants implementation to include newly approved Innovation Pathways Final Designation, High Quality Instruction, and After School and Out-of-School Time (ASOST) Quality Service Learning initiatives

# PK-12 Goals

During the 2018-2019 school year...



## **Professional Practice Goal**



During the 2018-2019 school year, principals will support teachers' consistent use of SEL strategies throughout instructional practices by the use of targeted feedback and recommendations, as measured by the district evaluation process.

### **All Means All**

- Inclusive practices across all domains
- All staff (gen ed, spec ed, unified arts, CIA, related service providers, ancillary/support staff)
- Administrator Committee to enhance and revise Teach Point forms

### **Teaching and Learning**

- Provide resources to district personnel
- embedded into content areas
- Principal attendance at CPT's/PLC's/department meetings

### **Collaborative Practice**

- Principals meet three times per year to calibrate feedback
- Principals engage in instructional rounds three times per year

Common Resources: Bill Ribas and associates, Educator Effectiveness Guidebook for Inclusive Practices, CASEL, WestEd consultancy model



## **Student Learning Goal**

During the 2018-2019 school year, students will, through the consistent and complex use of technology, be able to demonstrate their own learning, including higher order thinking skills, communication skills, critical thinking and creativity. This will be measured by a variety of projects, formative/summative assessments and/or benchmark data.

### **All Means All**

- Implementing a 21st century learning environment in every classroom
- Supporting diverse learning needs through diverse use of technology

### **Teaching and Learning**


- Utilizing instructional technologies including ClearTouch boards district pilot
- Access STEM and other district curricular resources

### **Collaborative Practice**

- Promote best instructional practices utilizing technology
- Perform leadership walkthroughs to observe use of technology in the classroom

Common Resources: Google Suite, STEM resources, school and district meetings & professional development, classroom observations

## **School Improvement Goal**



During the 2018-2019 school year, principals will begin the implementation of a cohesive, vertically aligned curriculum map for grades PK-12 through creation of curriculum overviews

### **All Means All**

- Ensure equity among all grade levels and subject matter
- Provide professional development opportunities

### **Teaching and Learning**

- Provide PLC opportunities
- Use department meetings
  - building-based
  - District-wide
- Implement CDSM Science Units (K-8)

### **Collaborative Practice**

- Use the following West Ed protocols:
  - Lesson Tuning and Planning
  - Standard Review
  - Assessment Validation
- Create district-wide curriculum template, broken down by grade and content discipline

Common Resources: WestEd Assessment Validation Protocol, UBD Resources



# **PK - 4 Elementary Team**

## **Grades PK-2**

**Loella F. Dewing & Heath Brook Schools**

## **Grades 3-4**

**North Street & Louise Davy Trahan Schools**

**2017-2018: Year in Review**

**2018-2019: Focus Areas**



# Grades PK-4 Highlights & Accomplishments

**17-18 Overarching School Improvement Goal: Design and implement best instructional practices to maximize student growth at the PK-4 Level**

**Student Learning Goal:**

**Goal: By June of 2018, all students will demonstrate one year's growth in literacy/ELA achievement using the following benchmark assessments:**

1. Use of Scholastic Guided Reading Assessment/ DIBELS/Journeys at all schools
2. On-going analysis of data by teachers
  - a. creation of SMART goals to improve student learning and professional practice within the Educator Evaluation cycle.

# **Grades PK-4 Highlights & Accomplishments**

## **17-18 Professional Practice Goals**

**Goal: To provide school-based professional development on differentiated practices in literacy and math using workshop/guided practice/small group/centers models.**

1. School and district-sponsored professional development given in Journeys and GOMath to improve and extend professional practice
  - a. This allowed teachers to explore and utilize the expanded resources, calibrate their instructional strategies, and reflect and adjust to best practices

**Goal: To collaborate as a team of elementary principals by establishing an Elementary Principal PLC to strengthen team knowledge base and positively impact instructional practice through staff development.**

1. Our team met bi-weekly to explore SEL resources, utilized practices learned from Bill Ribas training, and provided calibrated school-based training

# Grades PK-4 Highlights & Accomplishments

## 17-18 School Improvement Goal

**Goal: The STEM curriculum will be expanded to include Next Generation Science Standards (NGSS) and follow the new 2016 DESE Science Curriculum Frameworks in all grade levels**

1. Next Generation Science Standards - CDSM Units implemented in all schools
2. Integration of Technology
  - a. Assessments for Journeys and GOMath completed online
  - b. Online resources accessed for both Journeys and GOMath
3. STEAM Labs implemented at Trahan and North Street schools



# PreK - Grade 4 Elementary Schools

## 18-19 Administrative Action Plan

### Professional Practice Goal

- Jessica Minahan and The Behavior Code PD for all PK-2 staff; expand to 3-4 as resources allow
- Behavior specialists for all schools (consistency, coherence and collaboration)
- Support and cultivate SEL practices through observations/feedback cycle
- Align SEL instructional practices to DESE/state expectations
- Commitment to instructional rounds
- Regular participation in DLC and K-4 Principal PLC

### Student Learning Goal

- Consistent student use of iPads/Laptops across content areas
- Clear Touch Pilot (2 per school)
- Dedicated “Tech Talks” during school-based PD
- Leadership instructional rounds to gain understanding of common teacher/student practices around technology implementation

### School Improvement Goal:

- Grade level teachers will participate with administrators to begin alignment of curriculum district-wide
- Elementary Principal liaison for each content area
  - ELA: Ms. Wettstone Science: Mr. Harding Social Studies: Mrs. Cronin Mathematics: Mrs. Gerrish
- Use of West Ed protocols and consultancy tools
- Development of curriculum template

# Ryan School

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**



## 2017-2018 Ryan School Highlights and Accomplishments:

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- ❑ Implementation of Next Generation Science Standards
  - ❑ New science curriculums in 5th and 6th Grade
- ❑ Increased targeted feedback in the teaching and learning cycle.
- ❑ Developed consistent school-wide expectations and norms as a part of SEL education
- ❑ Created “Growth Rally” to celebrate development of a growth mindset.
- ❑ Completed major facility improvement projects including:
  - ❑ Stage 1 of Courtyard beautification project
  - ❑ Teach led creation of hallway mural
  - ❑ Initiated a recommissioning of the Ryan School building
- ❑ SEL Parent workshops
- ❑ Creation of *iSTEM* Lab
- ❑ Created new schedule



## 2018-2019 Ryan School Administrator Action Plan:



### Professional Practice Goal:

- Utilize resources and district provided personnel (instructional rounds, UDL)
- PLC's and Common Planning: Curriculum mapping and protocols

### Student Learning Goal:

- Devices available in all classroom settings
- iSTEM specialist classes for all students
- Create opportunities to share out best technology practices with Ryan staff

### School Improvement Goal:

- Curriculum alignment teacher leaders
- Utilize Google "Team Drives" to share work





# Wynn Middle School

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**





## **2017-2018 Wynn School Highlights and Accomplishments:**

- ❑ Implemented new science text and resources in 7th and 8th Grade**
- ❑ Increased targeted feedback in the teaching and learning cycle**
- ❑ Adopted Naviance Program for 7th and 8th Grade to align with high school preparation for college and career**
- ❑ Completed first two year cycle of alternating career fair and college fair**
- ❑ Utilized math coach to support instruction and technology specialist to implement new tech: Google Virtual Reality Expeditions, Green Screen, Augmented Reality Apps and Materials**
- ❑ Coordinated with Dr. Basteri to create new after school program to address academic performance and decrease students requiring summer school**
- ❑ Expanded orientation program for Ryan School students**
- ❑ Expanded department meeting schedule**
- ❑ Created additional school-wide Student Success Team**
- ❑ Developed “Pineapple Chart” program for teachers to observe each other’s classes**



## **2018-2019 Wynn School Administrator Action Plan:**

### **Professional Practice Goal:**

- Pilot Service Learning Program**
- Organize PLC's and Common Planning for curriculum mapping and protocols with focus on embedding Social and Emotional Learning (SEL)**
- Utilize resources and district provided personnel (instructional rounds, Universal Design for Learning-UDL)**

### **Student Learning Goal:**

- Implement additional new technologies such as robotics and 3D Pens,**
- Create opportunities to share best technology practices: e.g., faculty meeting, shared drives, "pineapple chart"**
- Explore development of a makerspace**

### **School Improvement Goal:**

- Guide teacher leaders through curriculum alignment process**
- Utilize Google "Team Drives" to share work**
- Develop schedule to allow for additional department time for the purpose of implementing WestEd protocols, curriculum development, calibration and sharing of best practices**

# Tewksbury Memorial High School

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**



# Tewksbury Memorial High School

## 17-18 Accomplishments and Highlights



### Social Emotional Learning and Growth

- Challenge Day- October 2nd. 100 students 25 staff.
- Second Annual Mental Health Fair for the school community-
- 7 staff members trained as Mental Health First Responders.
- GLICA presented to the entire freshman class.

### College and Career

- 120 juniors attended the National College Fair in Boston
- 118 seniors participated in Senior Project during 4th quarter of 2018
- Global Competency certificate starting with the class of 2021
- Seal of Biliteracy- 6 students recognized
- AP Participation over 5 years- 46% increase. 67% of students earned a 3 or above over the past 5 years.

### The Achievement/Opportunity gap

- Use of Mastery Connect monitored by Department heads/lead teachers.
- PD for Co-Teachers
- AP Participation numbers
- Senior Project
- Co-planning
- Instructional Rounds with Department Heads with a focus on engagement

### Best Practices around Teaching and Learning

- West ED Protocols for Lesson Tuning
- Common Summer Reading Book- Teach Like A Pirate
- Instructional walkthroughs with Dept. Head/Lead Teachers

# Tewksbury Memorial High School

## 2018-19 Administrator Action Plan



### Professional Practice Goal

- Challenge Day- All Sophomores/ 50 Staff
- Project Adventure training for 6 staff and use with groups of students
- Department Head/Lead Teacher Retreat- August
- West Ed PD for facilitators- Dept. Heads/Lead Teachers
- Support teachers around grouping practices and strategies in the classroom
- Expand Senior Project to more students

### Student Learning Goal

- Access to devices for all students in all core content area classes as well as most elective content areas
- Use building based meeting time for modeling of exemplar lessons, promote teacher access of Instructional Technology Coaches
- Classroom walkthroughs with department heads and lead teachers
- Use of Mastery Connect by all teachers

### School Improvement Goal:

- West Ed PD for all teachers around examining student data to inform instruction- connect to Mastery Connect- building PD- department work
- Department meeting work and professional development time work- common time for department meetings across the school.

# Tewksbury Athletics

**2017-2018: Year in  
Review**

**2018-2019: Focus Areas**





# Athletic Director

## 17-18 Year In Review

1. Tewksbury Memorial High School Student/Athletes occupied 1,153 Roster Spots

Fall	398	44%
Winter	380	42%
Spring	370	41%
2. TMHS competed in over 800 MIAA sponsored contests
3. TMHS competed in over 80 State Tournament and N.E. Tournament events.
4. 20 of 27 Varsity Teams reached Post-Season play.
5. 13 Athletes achieved Boston Globe/Boston Herald All-Scholastic status
6. 31 Athletes achieved Lowell Sun 1st Team All Star
7. 4 Merrimack Valley Conference Championships
8. 2 Merrimack Valley Conference Sportsmanship Awards
9. 12 State Champions and All State Champions
10. 1 Unified Sports Basketball Championship
11. 1 State Finalist/1 Sectional Champion
12. Through inventory, we have gotten Varsity Uniforms on a 3 year cycle
13. Student/Athletes attended the MIAA Sportsmanship Summit at Gillette Stadium and 3 Day MIAA Leadership Conference at Worcester State
14. 70 Student/Athletes are in our Captains Council





# Athletic Director

## 2018-2019 Focus Areas

1. Continue to use the MIAA as an Educational Resource
2. Work to create a Coaches Handbook
3. Continue to use R-School as a database for current Coaching Certifications
4. Work with Principal and Athletic Trainer on our Emergency Plan for TMHS and Athletics
5. Finish Classes towards my CAA