

# Tewksbury Public Schools

**2018-2019 Year End Summary**

**2019-2020 District Goal Review  
& School Improvement Plans**

School Committee Retreat Workshop  
August 14, 2019





# 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. [Dewing, Heath Brook, North Street, Trahan: Terry Gerrish, Alexis Bosworth, Felicia Wettstone, Karen Cronin, Jay Harding](#)
6. [Ryan: Judi McInnes & William Hart](#)
7. [Wynn: John Weir & Andrew Long](#)
8. [TMHS: Kristen Vogel, Eileen Osborne, & Sean O'Leary](#)
9. [Athletic Director: Ronald Drouin](#)
10. [Business Manager: David Libby](#)
  - a. [Transportation: David Libby](#)
  - b. [Food Services: Deb Mugford](#)
11. [Community Services: Cindy Basteri](#)

# Superintendent of Schools

**2018-2019: Year in Review**

**2019-2020: Focus Areas**





# District 2018-2019 Year End Summary

New Positions

Capital Projects

Security / DST

Summer Camps

ESBC

Planning for new DESE Accountability

Contracts

21st Century Learning Grant



## **2019-2020 Focus Areas**

Superintendent's Goals

Community Services / AlphaBEST

ESBC - Design Phase / Construction Phase

Positions to Enhance Instruction

Security Enhancement

Comprehensive Capital planning and Maintenance



# 2019-2020 Superintendent Goals

**Professional Practice Goal:** During the 2019-2020 school year, the Superintendent will ensure that both the Elementary School Building Project Design and Initial Construction Phases reflect the District Strategy, to promote positive outcomes for students.

## Action Plan:

- ❑ Be an active advocate for educational programming in the design of the new elementary school building.
- ❑ Ensure the safety and continuous educational experience for Ryan School students during the construction phase.
- ❑ Promote sound educational decision making as a member of the Elementary School Building Committee



# 2019-2020 Superintendent Goals

**Student Learning Goal:** Initiate Professional Learning Communities process as negotiated with the Tewksbury Teachers Association.

Action Steps:

- ❑ Provide high impact professional development to selected PLC facilitators and administrators to set goals, norms and expectations for contractual PLC time.
- ❑ Promote quality professional collaboration to improve instruction and produce positive outcomes for students.



# 2019-2020 Superintendent Goals

## District Improvement Goal:

- District Strategy
- Theory of Action





Tewksbury Public Schools  
**2019-2020 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.



Tewksbury Public Schools  
**2019-2020 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.

# Assistant Superintendent of Schools

**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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# 2018-2019 Year End Review

## NG MCAS Update




- **Improved Online Grade 3-8 NG MCAS**
  - Administration Team
  - IT & Digital Coach Support Systems
- **NG MCAS Grade 10 (ELA & Math)**
- **New Accountability System**
  - Participation Updates
  - Discrepancy Reporting (8/6)
- **Late September-Public Release**












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# 2018-2019 Year End Review





**Progress:**

-  Significant
-  Still Ongoing
-  Not yet






-   District Curriculum Mapping & Vertical Alignment
-   UBD Units for all w/WE
-   Improved Instructional Technology Infusion
-  Teaching for Understanding Thinking Differently
-  Integrated STEAM & PBL
-  Authentic Learning



-  Coaching Model
-  PLC Facilitators
-  Instructional Rounds
-  Ed. Eval Update
-  Stds. Based Rep. Card Comm.
-  New School Planning



-  SEL Focus in Curr. Mapping
-  ACE
-  Early College/Career Opps...
-  Student-Centered & Student Agency
-  Behavioral Supports
-  All means all staff too.



# 2018-2019 Year End Review

## The 18-19 PD and PLC Highlights

### Deeper Thinking & Learning Lesson Planning Grades PK-12:

- Learning the UbD Curriculum Mapping Process Year 1 (w/WestEd)

#### TMHS:

- Improved Lesson Tuning through Peer Observation (VITAL Training WestEd)
- Co-Teaching strategies (WestEd)

#### Ryan & Wynn:

- 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:

- Guided Reading Libraries Updated K-4
- Data driven lesson tuning (improved online math benchmarking, Personal Math Trainer-GoMath, DIBELS, Scholastic Next & ThinkCentral)
- Sustaining Co-Teaching practices
- Improved technology infusion in the classroom
- Interdisciplinary STEAM programming Grades 3-4

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# 2018-2019 Year End Review

## The 18-19 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*)
- Leading the UbD process for curriculum mapping (WestEd)
- **RBT Jon Saphier**
  - PLC Facilitator “Getting Ready to Lead Training”
- **RIBAS Associates**
  - Instructional Practices that Maximize Student Achievement
  - Teacher Supervision and Evaluation That Works

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# 19-20 District-Wide C&I Focus Areas



DEEPER THINKING involves engaging in tasks of greater complexity, creativity, critical thinking, problem-solving and collaboration...**more than recall & regurgitation**

UNDERSTANDING means the ability to think and apply knowledge and skills flexibly - *“So what...why do I need to know this?”*

STUDENT AGENCY means giving students greater ownership and control of what, how, with whom and why they learn in order to increase engagement and personalization.

AUTHENTIC LEARNING is designed to engage students, career professionals and communities (local, national, international) to collaborate on solving real-world issues

TECHNOLOGY INFUSION uses computer, mobile and online tools in order to connect the learning community to facilitate all of the above

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# 19-20 District-Wide C&I Focus Areas

Professional Practice Goal:

## Year 2 of 3-Year Curriculum Mapping Project

To build upon the curriculum planning and instructional leadership practices within our faculty and administrative team.

- **UbD: Consultant**
  - Administrative leadership capacity for curriculum, instruction, and assessment planning
  - Assess and guide curriculum planning process with PLC facilitators and staff
- **RIBAS: Administrative calibration of effective supervision and teacher evaluation practices towards instruction**

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# 19-20 District-Wide C&I Goal



## 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...Teach for Deeper Learning vs. recall and memorization**
- Increased student agency, student centered thinking & learning, understanding & retention
- Improved SEL through embedding CASEL's 5 Core Competencies in content learning
- Improves collaborative practice amongst teachers, grade levels & depts., and students
  - Defines best teaching practices... empowers teachers with knowledge
  - Promotes self-reflection and peer observations
  - Audit and evaluate the effectiveness of our current curriculum resources/texts
- Improved technology infusion
- Improved vertical alignment and preparedness for the district and for the new Gr. 2-4 school

# 19-20 District-Wide C&I Focus Areas



## Student Learning Goal:

To provide high quality PD & planning to support the use of focused standards based data to guide curriculum and instructional decision making towards student achievement

- PLC Facilitator Training
  - Research for Better Teaching (RBT): *“Coaching High Impact Teacher Teams: Four Steps to Increasing Student Achievement”*
    - Data analysis protocols to plan instruction
- Pilot standards-based digital assessments & progress reports through in K-12 math 2020
  - Otus (New Platform to replace MasteryConnect SY 2021)



# 19-20 District-Wide C&I Program Goal

## District Improvement Goal:

To initiate, provide, and develop new focused support personnel, systems, and programs that support student achievement in both academic and counseling needs at school.

- **Director of Student & Family Support:** *Karen Baker-O'Brien*
  - Year 1 Focus Areas
    - Centralized Student Registration Service
    - Expand Career & College Counseling & Programming
    - Identify PK-12 Guidance & Counseling Program Alignment Needs
- **Director of Literacy:** *TBD*
  - Prioritize Literacy Needs PK-12 & Develop *District Literacy Plan*
- **Administrative Assistant to Supt/Asst. Supt. Office:** *Maria Cutelis*

# 19-20 District-Wide C&I Program Goal

## District Improvement Goal:

To initiate, provide, and develop new focused support personnel, systems, and programs that support student achievement in both academic and counseling needs at school.

- **Improved STEM Programming**
  - Implement K-4 guided math workshop model
    - Pilot new K-4 math resources
  - Implement new Gr. 5-12 math program *Envision*
  - K-4 STEAM & CS program improvement (3 New Teachers)
  - 7-8 Expansion of Defined STEM Program
  - TMHS Maker Space
- **New DESE History Social Studies, & Civic Engagement Needs**
  - Implement new Gr. 6-8 History & Social Studies Curricular resource
  - Explore options towards new required DESE Civics Project (Gr. 8 & HS)
  - Participate in Gr. K-12 H/SS CDHM project
- **Continue preparation for new Grade 2-4 school resources**
- **Prepare for the DESE Program Monitoring(TFM): ESL & Civil Rights**

Improving Student Experiences  
Through

# 2019-2020 PD Focus Areas



District Curriculum Mapping & Vertical Alignment

Course reconfiguration & new resources (H/SS-Math)

Finish UBD Units

Integrated STEAM & PBL (K-4, 7-8, HS)

Improved Instructional Technology Infusion

Expand on Authentic Learning Experiences



Expand Coaching Model (Literacy & ELE)

TPS Ed. Eval Update w/TTA

**PLC Facilitator Model (RBT:TEAMS)**

**Stds. Based Data Analysis & Reporting (OTUS)**

Collaborative Walkthroughs

New School Planning



**Inclusive Practice for all (SEL, PBIS, UdL, MTSS)**

Student Agency

**Expand Specialized Instr. Screening & Practices (SPIRE ...ACE)**

Behavioral Support Job Embedded PD

Expand MS Early College/Career Opps.

All means all staff too.



# Curriculum & Instruction Supports STEM Director

**2018-2019: Year in Review**

**2019-2020: Focus Areas**

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# STEM Year in Review (2018-2019)

- Eliminated the barriers to Tech. Integration
- Developed a proactive approach Tech. Support and Integration
  - Created and Implemented an evaluation system for IT Staff
    - Hired well qualified staff and cancelled expensive service contracts.
    - Improved the collaboration between the IT Technicians and the Tech Integration Coaches
  - Developed Tech. reporting data collection tool
    - [Restructured IT Department](#)
      - Over \$100,000 saved in salaries and service contracts
  - Developed a new inventory data collection tool
    - Identified devices that are end of life and created a Capital Plan tied to the District's Vision
    - Updated/replaced/recycled all End of Life machines
  - Updated all Infrastructure including Wireless Access Points
  - Added STEM Resources throughout the District

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# STEM Focus Areas (2019-2020)

- Infuse technology in a meaningful way to support Standards Based Curriculum and Assessment
  - Use data tools (OTUS) to identify standards that need to be supported
    - Math Coaches create Formatives and Benchmarks
    - Tech Coaches track standards when providing supports
  - Continue to develop/revise UbD Curriculum Units (Math, Science)
    - Assess current documents and make revisions
      - Coaches work with PLCs to help develop engaging units targeting standards
    - Develop Curriculum Embedded Performance Assessments (CEPAS) for all units (Defined STEM as a resource)
  - Develop a Vertical Standards based Curriculum for STEM Courses
  - Develop a Vertical Standards based Curriculum for Tech Courses

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# Director of Sp.Ed.

**2018-2019: Year in Review**

**2019-2020: Focus Areas**

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# Focus Areas

Supporting curriculum through:

- I. Social-emotional Learning (SEL) & Classroom Behavior Management Consultation with Board Certified Behavior Analysts (BCBA)
- II. Specialized Instruction (New methodology: S.P.I.R.E.)
- III. WestEd Scope of Work FY20: Elementary Schools Tier 3 Reading Intervention Coaching
- IV. Public School Monitoring (PSM) formerly known as Program Quality Assurance (PQA)



## In-District Social-emotional Learning Behavior Supports with Board Certified Behavior Analysts (BCBA)

Year Two: Behavior specialists (BCBA) assisted principals, teachers and students to stay on track by:

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



## Specialized Instruction: Tier 3 Reading Intervention for Non-readers and Struggling Readers

- SPIRE is a research-based reading intervention program
  - Explicit curriculum instruction that is: Intensive and structured
  - Incorporates: phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency through a 10-step lesson plan
  - Multisensory Learning: auditory, visual, and kinesthetic
  - Mastery of Concepts: data-driven instruction with continual practice and review
  - Technology component for progress monitoring, data collection, and teacher support



## 2019-2020 Focus: Professional Development, Progress Monitoring and Curriculum

- Alan Blume training on IEPs for content, goals/objectives, etc., will continue with on-site building based consultation
- Data review and analysis of the 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



# Public School Monitoring, FY20

- FY19-Self Assessment Phase completed and submitted to DESE, June 2019
- FY20-PSM: Department of Elementary and Secondary Education, Public School Tiered Focused Monitoring System
  - District is reviewed every three years through TFM
  - Review emphasizes student outcomes
  - Group A Universal Standards address: student information, programming and support services, and equal opportunity.
  - Group B Universal Standards address: licensure and professional development, parent/student/community engagement, facilities and classroom observations, oversight, time and learning, and equal access.


# PK-12 Goals

During the 2019-2020 school year...

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## **Professional Practice Goal**



During the 2019-2020 school year, principals will support teachers' consistent use of strategies, competencies, and instructional practices by the use of targeted feedback and recommendations, as measured by the district evaluation process.

### **Teaching and Learning**

- Principal participation at CPTs/PLCs/department meetings
- Provide resources to district personnel

### **Collaborative Practice**

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

### **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 TeachPoint forms



## **Student Learning Goal**

During the 2019-2020 school year, through carefully crafted learning opportunities, students will engage in authentic, student-centered, technology-infused lessons and assessments.

### **Teaching and Learning**

- Utilize instructional technologies including ClearTouch, STEM labs, and maker spaces
- Access cross-district curriculum maps, PLC shared units, and formative/summative assessments


### **Collaborative Practice**

- Peer observations and specific feedback
- Perform leadership walkthroughs to observe authentic learning, use of technology in the classroom and analysis of data (including looking at student work) in PLCs.

### **All Means All**

- Implementing a 21st century learning environment in every classroom
- Supporting diverse learning needs through enhanced lessons in conjunction with coaches and directors

## **School Improvement Goal**



For the 2019-2020 school year, principals will continue to lead the implementation of a cohesive, vertically aligned curriculum map for grades PK-12 through a variety of collaborative opportunities.

### **Teaching and Learning**

- Provide PLC opportunities through a variety of meetings:
  - building-based
  - District-wide
- Continue Cross District Science and Social Studies/History Units (K-12)

### **Collaborative Practice**

- Participate in the following: PLCs, common planning time, department meetings, PD, staff meetings
- Use the protocols including: Lesson Tuning and Planning, Standard Review, Assessment Validation, Curriculum Embedded Performance Assessments development

### **All Means All**

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

# **PK - 4 Elementary Team**

## **Grades PK-2**

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

## **Grades 3-4**

**North Street & Louise Davy Trahan Schools**

**2018-2019: Year in Review**

**2019-2020: Focus Areas**

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# PreK - Grade 4 Elementary Schools

## 18-19 Highlights and Accomplishments

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**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.

- Discussion surrounding SEL strategies occurred in school-based, individual meetings and parent groups.
- Teacher observation and supervision yielded targeted feedback on instructional practices that infused SEL strategies with academic instruction.

**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.

- Students demonstrated their learning using technology in innovative ways: green screen presentations, virtual field trips, multi-media presentations, utilization of primary sources through technology.
- Increased used of technology for progress monitoring/assessments and as a teaching tool.

**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

- Established grade level content teams - yearlong focus of PD. Articulation of grade level state frameworks/standards from beginning to end of year, clustered into instructional units
- Developed/Edited 3 stage curriculum units, using UbD (Understanding by Design) template. Stage 1 (Key/Transfer Skills and Understanding: What we want students to know), Stage 2 (Assessment/Evidence: How we know when they know it), and Stage 3 (Learning Plan: What will be done to get them there)

# PreK - Grade 4 Elementary Schools

## 19-20 Administrative Action Plan

**Professional Practice Goal** - Grade Level PLCs will be implemented in order to link student academic achievement with instructional practice.

- **Learn:** Participate with PLC Facilitators in the district-wide professional development RBT - “Coaching High Impact Teacher Teams: Four Steps to Increasing Student Achievement” to acquire common vocabulary, expectations and outcomes for each grade level team. Use these teams to begin the establishment of elementary leaders.
- **Calibrate:** Redefine and realign existing PLC practice during PK4 Principal PLC meetings. Gather information from each school to determine PLC strengths and areas of potential growth in Year 1 - Supervision and Learning

**Student Learning Goal** - Through the grade level PLC collaboration, connections will be made between best instructional practices and positive student outcomes in given focus areas.

- **Learn:** Each PLC will develop a focus for its work during the year, which may include team building, literacy (writing), and/or mathematics. PLCs will include the practice of analyzing student work to improve instruction.
- **Calibrate:** PK4 Principal PLC meetings will be used to share resources and best practices through tiered levels of support and intervention.

**School Improvement Goal** -Continue implementation of a cohesive, vertically aligned curriculum map for grades PK-12

- **Learn:** Assess current progress of content and grade level team’s work in the articulation of curriculum overview and unit development. Determine common understanding of curriculum unit Stage 2 (Evidence and Assessment) and Stage 3 (Learning Plans). Use grade level PLC information to inform development of common assessments and links to instructional plans.
- **Calibrate:** PK4 Principal PLC meetings will be used to share resources and best practices so that elementary units are consistent building to building and more consistent across grade levels, and aligned with those developed at grades 5-12

# Ryan School

**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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## 2019-2020 Ryan School Administrator Action Plan:

(\*Continuation of previous year's goals and district's goals)

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### Professional Practice Goal:

- ❑ Utilize technology and resources provided by the district (directors, coaches, and specialists) to support PLCs' efforts and promote student achievement
- ❑ Meet as Principals' 5-12 PLC to share best practices in the teaching and learning cycle
- ❑ Building the capacity of school-based leaders through Leadership Team
- ❑ Strengthen feedback in the Supervision Cycle

### Student Learning Goal:

- ❑ Continue to develop and refine of Curriculum Maps/Units in PLCs
- ❑ Schedule and support new department PLCs and facilitators
- ❑ Increase parent/guardian and school communication to promote inclusivity of all families

### School Improvement Goal:

- ❑ Focus on sustainable resources: composting, refill stations, paperless learning
- ❑ Examine and revise schedule to support student learning and PLCs
- ❑ Increase SEL best practices across all settings with all staff
- ❑ Adopt new Mathematics curriculum, *Envision*, and new educational technology platform, *OTUS*, to align for grades 5-12



# Wynn Middle School

**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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## **2018-2019 Wynn School Highlights and Accomplishments:**

- ❑ Incorporated Restorative Justice principles and practices
- ❑ Piloted a team-wide service learning project
- ❑ Adopted new math and social studies online texts and resources
- ❑ Increased department meeting time
- ❑ Continued academic support program and reduced number of students requiring summer school
- ❑ Developed a plan for 2019-2020 to continue STEM program first introduced at the Ryan School
- ❑ Coordinated with School Resource Officer and Tech department to upgrade security camera system
- ❑ Increased technology through piloting ClearTouch Boards as well as animation and musical composition technologies



## 2019-2020 Wynn School Administrator Action Plan:

### Professional Practice Goal:

- ❑ Increase time in the classroom and increase level of meaningful and targeted feedback
- ❑ Expand Project Based Learning and Service Learning Projects to other teams
- ❑ Meet as Principals 5-12 PLC to share best practices in the teaching and learning cycle

### Student Learning Goal:

- ❑ Support PLCs and Common Planning Teams' use of protocols for curriculum mapping, lesson tuning, evaluation of student work, and implementation of Social and Emotional Learning (SEL) strategies
- ❑ Coordinate with Social Studies department to create Civics projects
- ❑ Analyze student performance data with PLCs to develop concrete approaches to improve areas of low performance

### School Improvement Goal:

- ❑ Begin creating a separate MakerSpace room to be accessed by all classes
- ❑ Expand implementation of Restorative Justice practices as option to traditional discipline
- ❑ Adopt new Mathematics curriculum, *Envision*, new Social Studies curriculum/resources and new educational technology platform, *OTUS*, to align for grades 5-12

# Tewksbury Memorial High School

**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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## Tewksbury Memorial High School 18-19 Accomplishments and Highlights

- 140 juniors attended the National College Fair in Boston
- 192 seniors participated in Senior Project during 4th quarter of 2019
- Seal of Biliteracy - 3 state recognition and 6 certificates of recognition
- AP Testing- 372 tests taken- increase of 50 from last year. 74% of students earned a 3 or above last year. Increase from 68% last year.
- Added 3 Dual Enrollment courses and two new AP courses for 2019-2020
- 15 students enrolled in Innovation Pathways for 2019-2020
- Challenge Day - entire 10th grade class and 50 staff
- Project Adventure course partially complete- 10 staff received initial training
- Implementation of mindfulness practices regularly in classrooms
- All teachers engaged in the instructional cycle protocols throughout the school year
- Common Summer Reading Book- Why Are All The Black Kids Sitting at the Same Table in the Cafeteria
- Praise walks with Dept. Head/Lead Teachers
- Student led, Project Equity Conference supported by a \$15,000 grant from Greater Lowell Foundation
- Student Travel Committee- representatives from each dept. Plan student travel 2 to 3 years in advance
- Virtual Reality Devices for each department

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# Tewksbury Memorial High School

## 2019-20 Administrator Action Plan

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### Professional Practice Goal

- Utilize technology and resources provided by the district (directors, coaches, and specialists)
- Meet as Principals' 5-12 PLC to share best practices in the teaching and learning cycle
- Strengthen feedback in the Supervision Cycle
- Building the capacity of school-based leaders through Leadership Team

### Student Learning Goal

- Continue to develop and refine of Curriculum Maps/Units
- Support and participate in new department PLCs
- Integrate Maker Space into all content areas
- Continue to encourage authentic learning opportunities

### School Improvement Goal:

- Focus on sustainable resources: recycling, composting, refill stations, paperless learning
- Increase and continue inclusive practices across all settings with all staff- advisory, cultural proficiency, Challenge Day, mindfulness, restorative justice, Project Adventure
- Adopt new Mathematics curriculum, *Envision*, and new educational technology platform, *OTUS*, to align for grades 5-12
- To make the Latin curriculum accessible to more students

# Tewksbury Athletics

**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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# Athletic Director

## 18-19 Year In Review

- Tewksbury Memorial High School Student/Athletes occupied 1,153 Roster Spots
  - Fall 398 (44%)
  - Winter 380 (42%)
  - Spring 370 (41%)
- TMHS competed in over 800 MIAA sponsored contests
- TMHS competed in over 80 State Tournament and N.E. Tournament events
- MIAA Sportsmanship Summit at Gillette Stadium
- 3 Day MIAA Leadership Conference at Worcester State
- 70 Student/Athletes are in our Captains Council



# Athletic Director 18-19 Year In Review

4 MVC League Titles	70+ MVC All Stars
15 All Scholastics Awards	1 Unified Sports Basketball Championship
2 Herald Dream Team Awards	7 MVC Coaches of the Year
1 Globe Super Team Award	10 State Champions
33 Lowell Sun First Team All Stars	3 North Sectional Finals
42 MVC All Conference Awards	2 State Finalist
Female Gatorade Athlete of the year	5 High School All Americans

**Class of 2019 Athletes 3.76 GPA**

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# **Athletic Director**

## **2019-2020 Focus Areas**

1. Continue to use the MIAA as an Educational Resource
  - a. Student Leadership
  - b. Student Ambassadors
  
2. Consult and facilitate the planning, installation and use of the new athletic Facility (elementary school project)
  
3. Obtain CAA Certification

# Business Manager



**2018-2019: Year in Review**

**2019-2020: Focus Areas**

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## **2018-19 Accomplishments**

- **FY19 balanced vs. budget**
- **EOYR filed and audited with no findings**
- **Re-coded ALL technology expenses**
- **Reduced revolving Funds**
- **Capital Improvements/Projects**
  - Completed Projects
  - In Process Projects

#### ■ Dewing School

- Landscape improvements
- Increase Parking capacity
- Camera Upgrade
- AV System Upgrade CAF
- AC for MDF Room
- Electrical Upgrade
- Water Heater
- Exterior Doors

#### ■ Heath Brook School

- Caf Floor
- Camera Upgrade
- AV System Upgrade CAF
- AC for MDF Room & MOVE
- Finish Roof Coating
- Boiler room complete overhaul
- Exterior Doors
- Paint Main Hallway
- Landscape improvements

#### ■ North Street School

- AV System Upgrade CAF

#### ■ Trahan School

- Update Vestibule
- Boiler repairs
- 5 MORE WINDOW FANS

#### ■ Ryan School

- AV System Upgrade CAF
- Glycol Replacement
- Camera Upgrade
- New System Clocks

#### ■ Wynn School

- STEM AREA
- Vestibule (in design phase)
- Camera Upgrade

#### ■ Tewksbury Memorial HS

- Makerspace Items
- Language Lab HW/SW
- Safety Nets for Turf Field
- Repair Catch Basins
- Lights in Studio (replace)
- Upgrade lights in auditorium
- Auditorium Stage Floor
- 5 WATER BOTTLE FILLING STATIONS

#### ■ System-wide

- Custodial Uniform Replace
- Wireless Access
- Annual Checklists
  - Ansul Systems
  - Boiler Inspections
  - Boiler Cleaning
  - Sprinkler Systems
  - Gym Equipment
  - Fire Extinguishers
  - Generator Service
  - Scoreboard Maintenance
  - Grease Traps
  - Septic Pumps
  - Fire Alarm
  - Boiler Water Treatment
  - TMHS Exhaust Fans
  - AHERA
  - HVAC Syatems
  - Elevators
  - Roofs
  - Cross connections
  - Strip & wax all floors

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# DEWING EXTERIOR DOORS (HB ALSO)



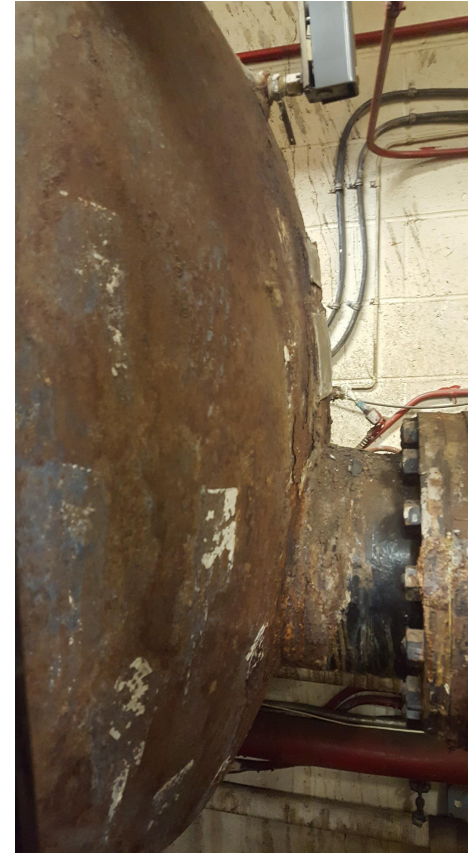
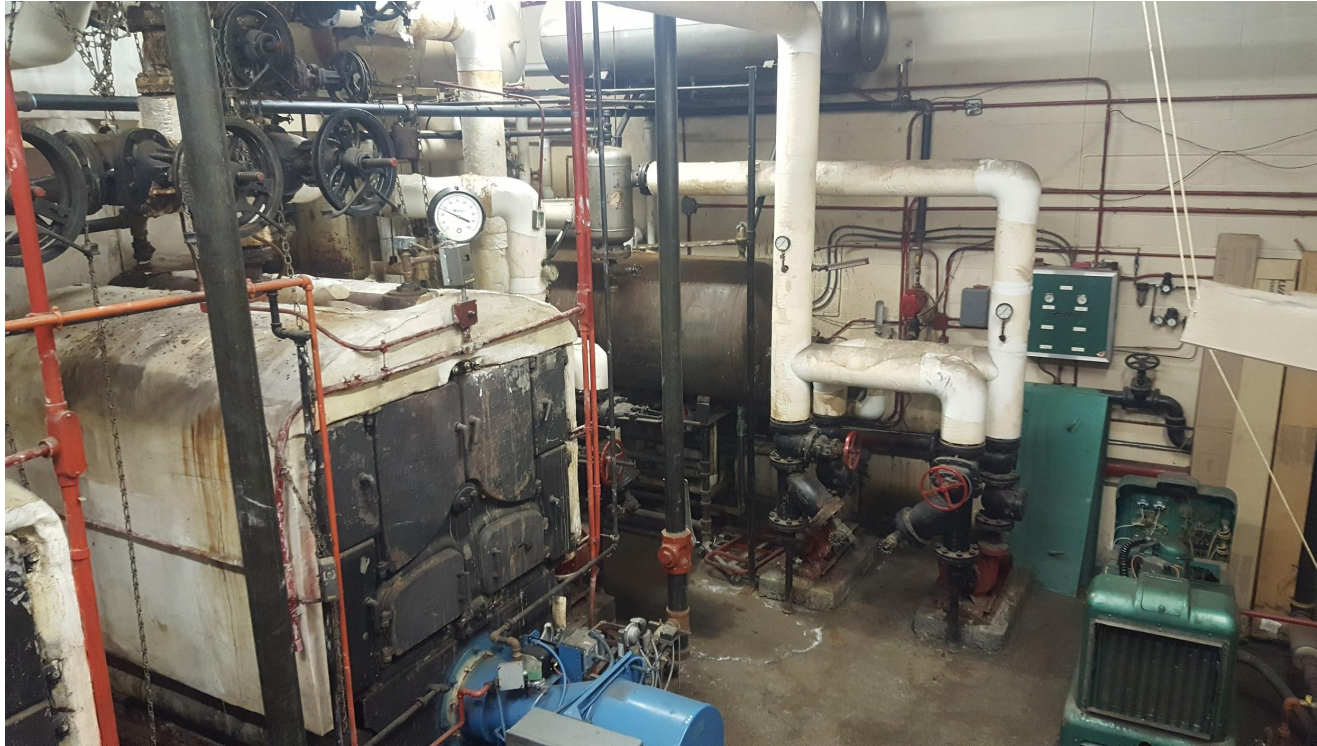
# DEWING INCREASED PARKING







# HB BOILER



# HB RAISED BEDS





# HB MAIN HALLWAY







# TMHS WATER BOTTLE FILLING STATIONS







# 2019-20 Goals

- **Business Office**
  - Evaluate, refine Roles & Responsibilities
  - Weekly staff meetings
  - Automate PO process
  - Automate Work Order Process
  - Evaluate Uniform Pilot
  - Employees New Insurance Plan
- **Capital Improvement List**
  - October Town Meeting Request



# Transportation

## FY 19 Highlights

- After School Buses - increased riders
- District owned vans
  - Saved \$60,000 in costs



# Transportation - The PROCESS

- OOD Special Ed Lists sent to vendors
  - Vendors create routes; contact families
- Regular School Buses finalized
  - Posted on WEB and in newspapers next week
- In District Vans
  - Work with contractor early next week to develop van routes
  - Contractor contacts families
- GOAL: Identify the transportation mode (Bus Route, VAN, Parent, Walk) for every K-12 student in our Database and populate in ASPEN



# Transportation

## FY 20 Goals

- Adjust to new school hours
- Support PLC initiative

# Food and Nutrition Services



**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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### LPH's Ladies Know Best



**H**ighly skilled and knowledgeable, LPH's Ladies Know Best. Our team of experts is dedicated to providing the highest quality of care and service to our patients. We are proud to be a part of the LPH family and committed to making a difference in the lives of our patients.

## 2019-20 Focus Areas

- Meal prices - NO change
- Fall UML Public Health Intern
- TMHS, Wynn & Ryan Early Release Grab & Go Option
- Field Trip Lunch Option
- Standardized Rotation
- Staffing/reorganization
- Student debt (town collaboration)
- Concentrate on Breakfast program at Dewing & Wynn
- Trahan & North collaboration
- Participate with PAC's
- School Nutrition Association (SNA) Vice President SY2019-20



# Community Services

**2018-2019: Year in Review**  
**2019-2020: Focus Areas**

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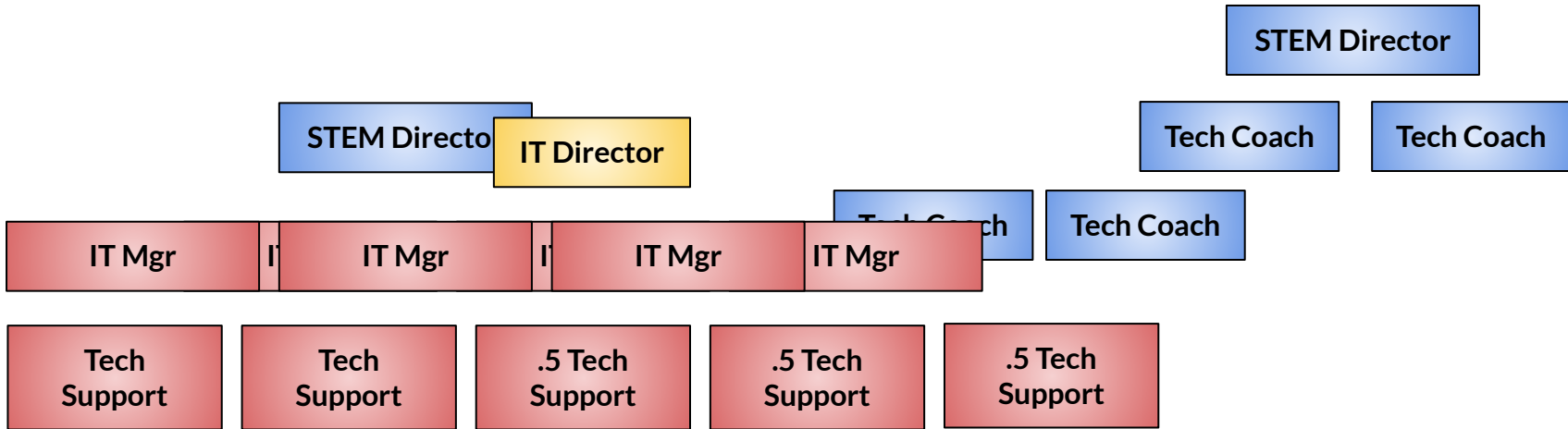
**Thank You  
For All Your Support!**

**Questions?**

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# IT Restructure



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