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Tewksbury Public Schools

2024-2025 District Goal Review, Strategic Plan,
& School Improvement Plans

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AGENDA

School Committee Retreat Workshop; August 14, 2024

Agenda FY 25 Goals

1. Superintendent: Brenda Theriault-Regan
Assistant Superintendent: Nancy Milligan
2. Director of S.T.E.M. & Technology: Jason Stamp
3. Director of Literacy: Felicia Cenanovic
4. Director of Student and Family Support: Karen O'Brien
5. Director of Special Education: Candace Tharrett
 - a. Assistant Director of Student Services: Kara Murray
6. PK-4 Dewing, Heath Brook, Center Elementary Schools:
 - a. Terry Gerrish, Alexis Bosworth, Jay Harding, Rob Rogers
7. 5-8 Ryan School & Wynn Middle School
 - a. Judi McInnes & William Hart, John Weir & Victoria Cordeiro
8. 9-12 TMHS: Andy Long, Michelle Dick, & Sean O'Leary
9. Athletic Director: Ronald Drouin
10. Business Manager: David Libby
 - a. Transportation: Eileen Osborne
 - b. Food Services: Deb Mugford

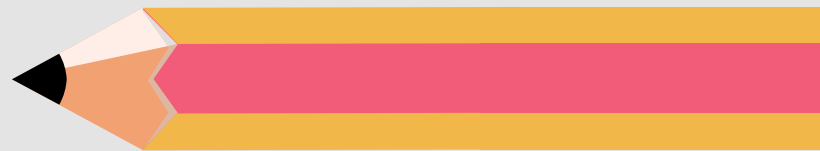


Superintendent & Assistant Superintendent

2024-2025: Goal Actions



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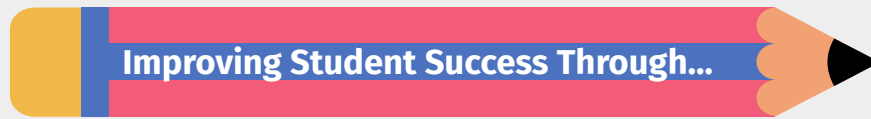
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24-25 TPS DISTRICT GOALS

STILL SHARPENING OUR FOCUS

WITH A MULTI-YEAR **STRATEGIC PLAN** FOR DISTRICT IMPROVEMENT

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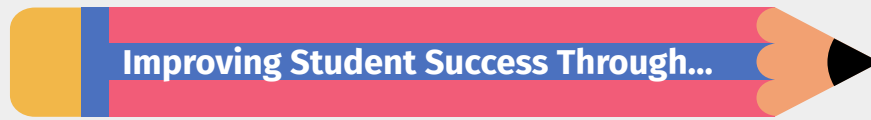


TPS Strategic Planning

A strategic plan is a plan that helps an organization define its vision for the future and create goals to achieve it over multiple years. A good strategic plan should include the following elements:

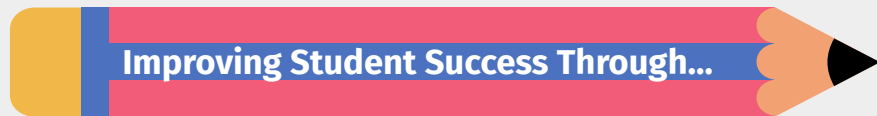
- A Vision, Belief, and Theory of Action
- An Assessment of an Organization's Strengths and Areas of Needed Improvement
- Annual Actionable Plans towards Long-term Goals
- Manageable Timelines
- Evidence of Goal Progress and Achievement
- Annual Evaluation and Reflection

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Tewksbury Public Schools
2024-2025 District Strategy:

The Tewksbury Public Schools Community **believes** that our educational program will reflect our collective Vision of a Learner. Our consistent observable growth among our students and staff will be evident in the achievement of academic, social, and emotional success in school and far beyond.



Tewksbury Public Schools
2024-2025 Theory of Action

When the Tewksbury Public Schools prioritizes a Vision of a Learner that focuses on creative problem solving, collaboration, and effective communication, then all students will experience innovative, inclusive, equitable, and student-centered instruction prioritizing academic, social and emotional positive outcomes.



REMINDER...



CDR

Improved Use of Data for:

- Intervention
- Data Driven Decisions
- Parental Support/Informed

Instructional Supports

- Concept Understanding
- Analysis & Inquiry
- Quality of Feedback
- Language Modeling
- Instructional Dialogue

Regard for Student Perspectives

Narrow Focus - Strategic



ENTRY PLAN FINDINGS

College and Career Planning

Differentiated & Inclusive Curriculum

Sense of Belonging for All Students

SEL Focus

Vol Attribute Development

- Communication Skills
- Collaborative Learners
- Creative Problem Solvers

Student-Centered Education

- Hands-On, Experiential, & Choice
- HW Policy Update**



TFM

CR 3

“Partially Implemented”

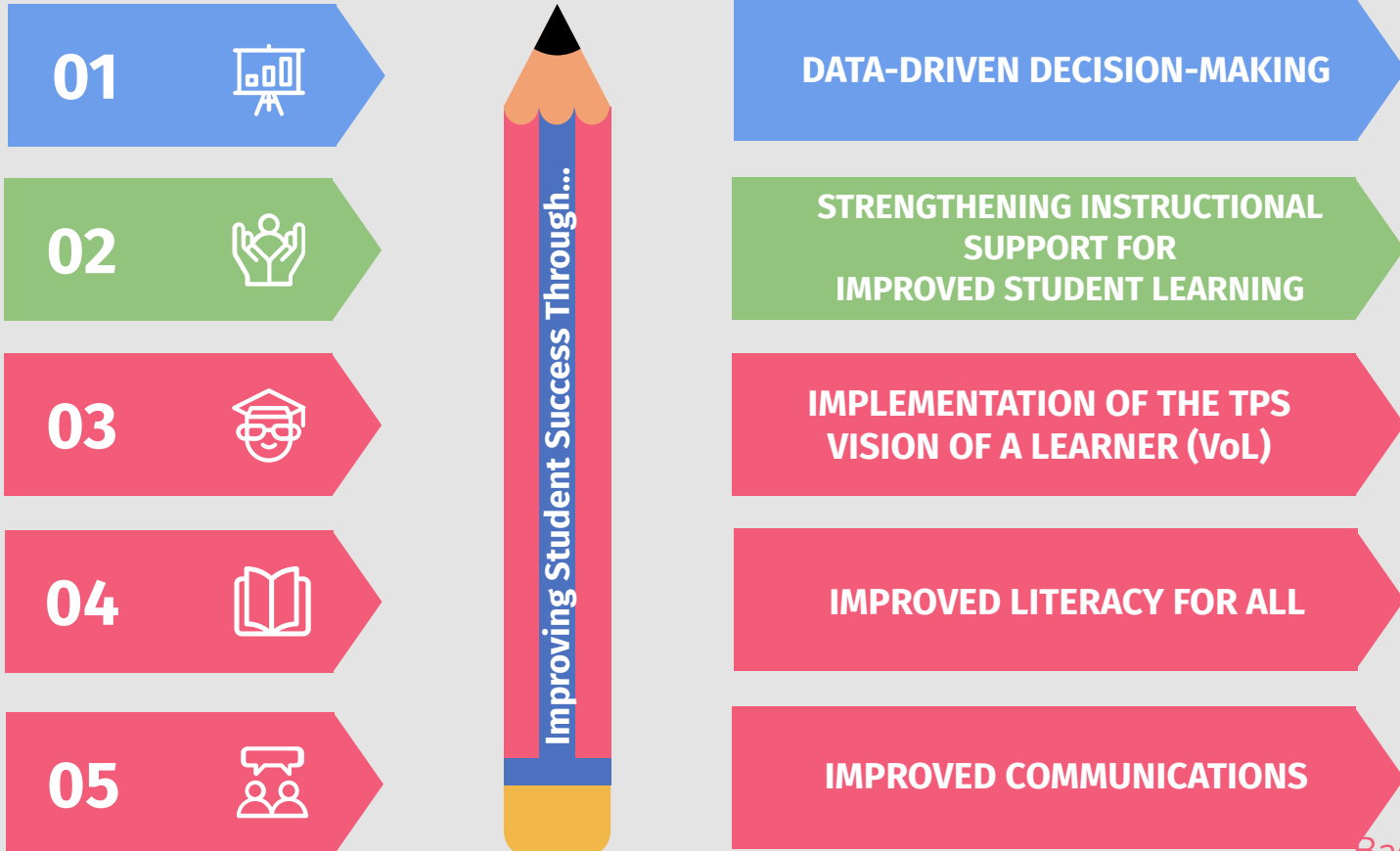
“Access to a full range of education programs for all students...”

...specifically IEP teams considering LRE...”

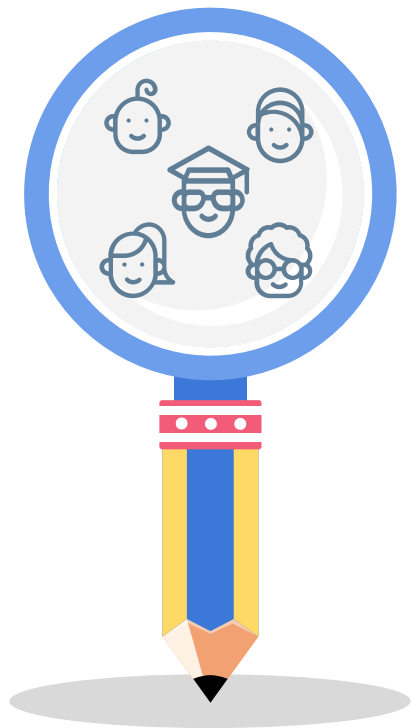
Data surfaced this focus area need:

- **Increased full inclusion**
- **Decreased partial inclusion**

24-25 DISTRICT GOALS & STRATEGIC PLAN



01



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DATA-DRIVEN DECISION-MAKING

The District will support, model, and prioritize an improved professional practice of data-driven analysis and decision-making.

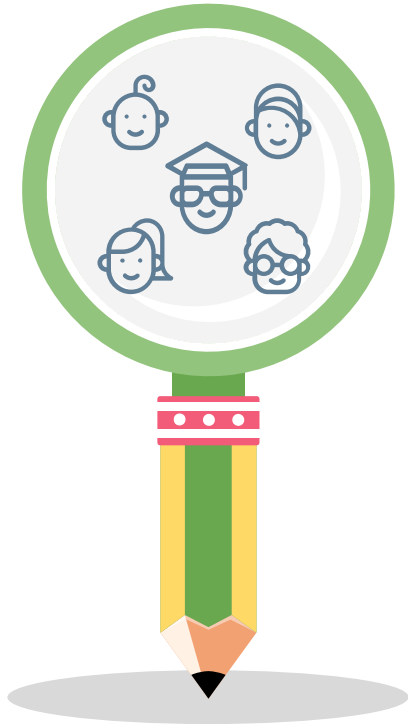
GOAL

When we prioritize the effective and timely use of data, then educators will have the information needed to provide targeted instruction and interventions (the next steps) that ensures the highest level of student achievement and educator performance.

IMPACT



STRENGTHENING INSTRUCTIONAL SUPPORT FOR IMPROVED STUDENT LEARNING



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The District will strengthen the Instructional Support Domain (as noted in the District's Comprehensive Review - CDR) by vertically aligning curriculum between and across all schools while ensuring the curriculum can be delivered during the time allotment available, utilizing culturally relevant pedagogy, including strategies to increase the quality of feedback and instructional dialogue in classrooms, and providing support (socially and academically) for all students to access grade-level standards (K-8) and higher level coursework (9-12).

GOAL

When the District strengthens the Instructional Support Domain as noted above, then educators will meet diverse learning needs within their classroom and students will demonstrate improved learning outcomes.

IMPACT



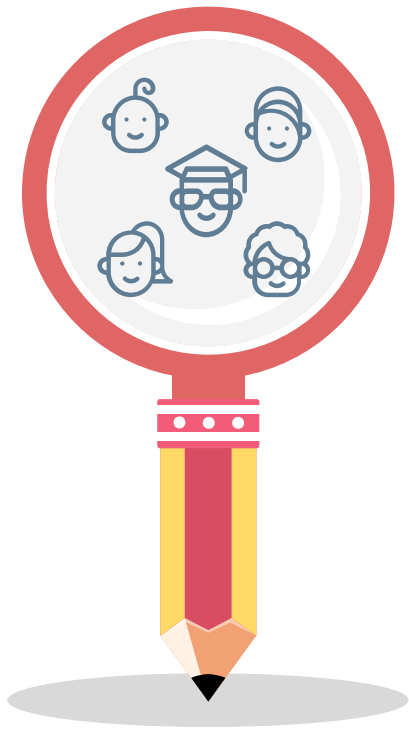
IMPLEMENTATION OF THE TPS VISION OF A LEARNER (VoL)

The District will implement the Vision of a Learner (VoL) in Tewksbury Public Schools (TPS) for all grade levels. This VoL prioritizes 3 key attributes for ALL students' learning and growth (Effective Communicator, Collaborative Learner, and Creative Problem Solver).

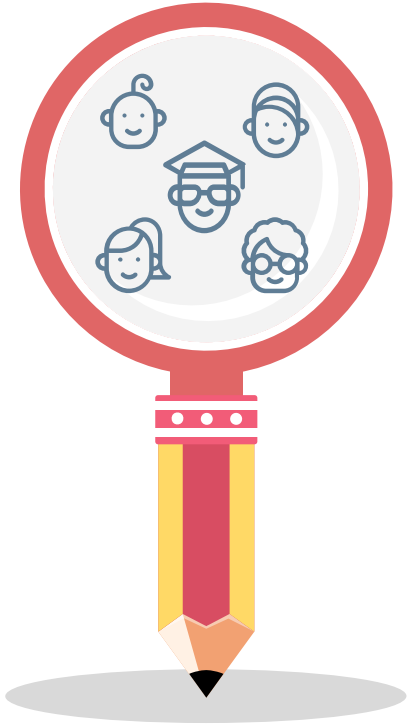
GOAL

When we share, train, implement, and observe for impact the TPS VoL with fidelity (using the VoL Impact Tracker), then we can analyze and adjust the actions of our educators' instructional core lessons and attain student perspective in learning to increase student voice, sense of belonging and engagement.

IMPACT



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IMPROVED LITERACY for ALL

The comprehensive District literacy goal for all content areas is to equip every student, regardless of their backgrounds or abilities, with strong reading, writing, and communication skills, enabling them to comprehend and articulate complex concepts, think critically, and engage actively in various academic subjects and real-world scenarios.

GOAL

When the District supports and prioritizes improved literacy with all school leaders and staff and supports evidenced based instructional strategies and targeted support and intervention programs, then students will achieve grade level proficiency in reading, writing and critical thinking skills.

IMPACT

05



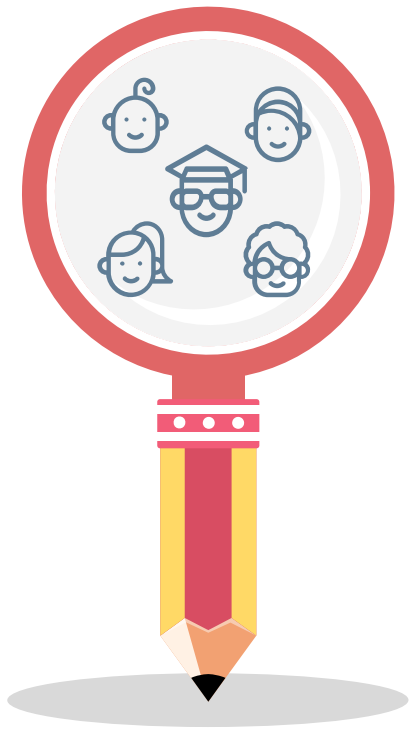
IMPROVED COMMUNICATIONS

The improved District communication goal is to provide a transparent, inclusive, and accessible communication system that fosters strong partnerships among students, parents, teachers, staff, and the community, facilitating timely and relevant information sharing to enhance engagement, collaboration, and overall school success.

GOAL

When the District supports and promotes improved communication across all schools and departments, then we will have a more collaborative and informed community that actively participates in the educational process and supports the overall success and well-being of the students.

IMPACT



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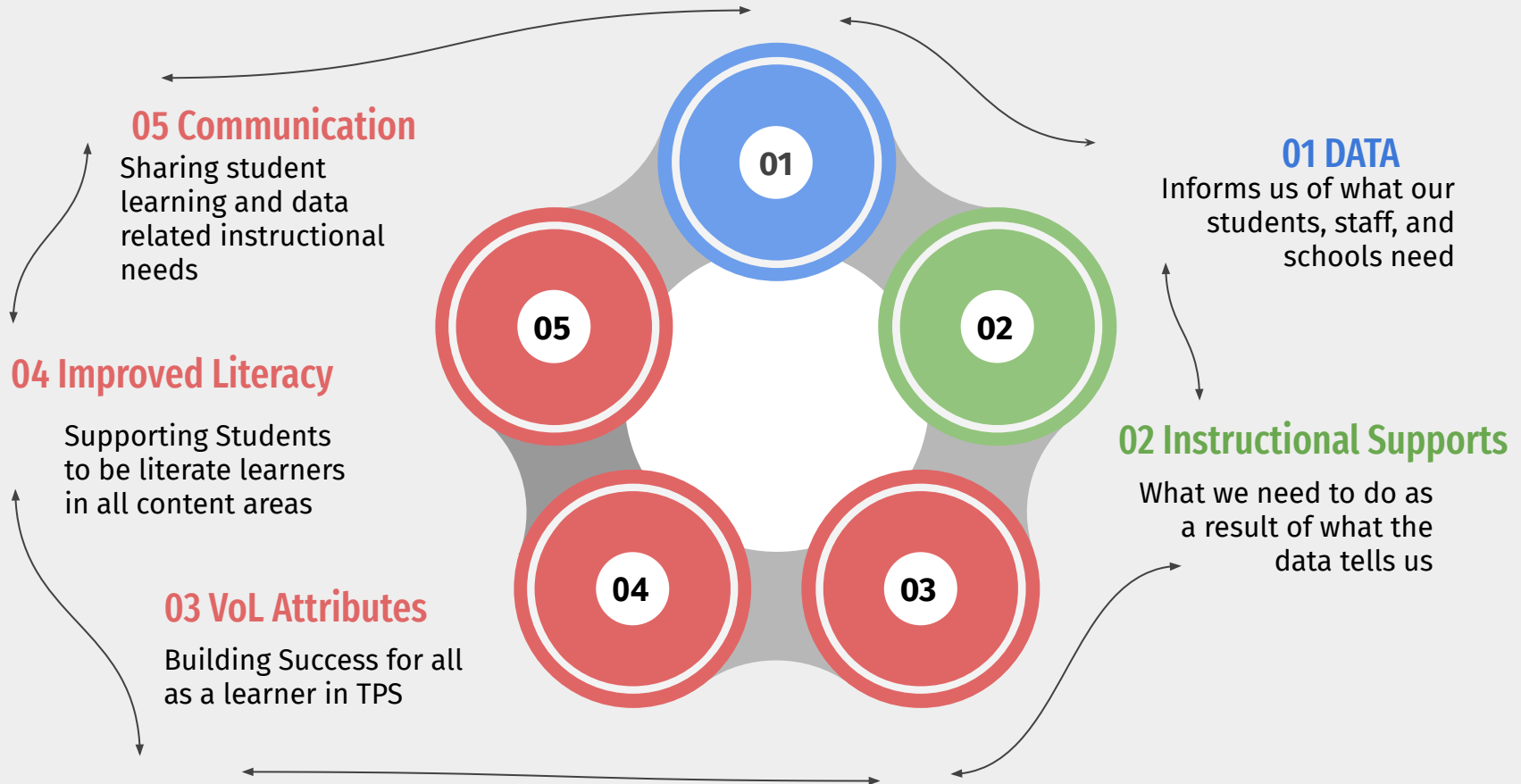


WHO...HOW....& WHEN...?



Professional Practice
PLCs
Coaching
Faculty Meetings Mentoring
Coursework
DLT PD Job Embedded
Formative
CPT
PLC's Growth Mindset
Committees
Leadership **Data Teams**
Workshops Team
Meetings Student Voice
Collaboration
Book Study Groups

TPS Goals are an Interconnected Cycle



Why MAINTAIN this focus?

WHEN WE
NARROW OUR
FOCUS &
STRATEGY...

...and

PULL IN THE
SAME
DIRECTION...

THEN WE CAN...



...TOGETHER
as a TEAM

MAKE A
GREATER
IMPACT

ON THOSE
STUDENT
LEARNING
OBJECTIVES
FOR ALL.

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Actions Supporting 24-25 Goals: Superintendent & Assistant Superintendent

01

Data



- Model use of data analysis and data driven decision making at DLT and Principal Supervisory meetings using school, state, nationally normed, and district-level assessment data
- Provide continuous guidance and direction to enhance the alignment of assessment data with educational standards to ensure student growth and precise reporting (e.g., increased student success, ongoing communication with families, Standards-Based Report Cards)
- Partner with consultant (Cale Birk) to deliver targeted training, enhancing the leadership team's ability to analyze data and artifacts of instructional practices and make informed decisions for academics, SEL, and VoL.
- Collaborate with the TSFSC to review and evaluate related facility data pertaining to the current and future functional use of our schools

02 Instr. Supports



- Support the designated time within the school schedule to deliver Multi-Tiered Systems of Support (MTSS) to include personalized, data-driven instruction addressing specific learning gaps and accelerates student progress in the classroom.
- Support PD planning and the implementation of the New District Curriculum Accommodation Plan (DCAP)
- Monitor and analyze, with the district leadership team, the student success team (SST) pre-referral process, eligibility, and service delivery practices across the district to ensure equal access to the full range of general education programs
- Cultivate district leaders' expertise in evaluating and enhancing curriculum and instructional practices for cultural relevance, fostering an inclusive learning environment that promotes students' sense of belonging and academic success.

Actions Supporting 24-25 Goals: Superintendent & Assistant Superintendent

03

VoL



- Support the district leadership team in **fully** implementing the actionable Vision of a Learner (VoL) with all staff, students, and families
- Conduct building learning walks with district leadership team to observe VoL instructional impact
- Systematically collect and analyze input from staff, students, and families to assess comprehension and impact of the VoL

04 Literacy



- Assist the District Leadership Team (DLT) in analyzing end-of-year 2023-2024 district assessment data and beginning-of-year district benchmark assessment data to establish targeted, school-wide literacy instructional goals for all students in all content areas
- Guide the DLT in refining and expanding the implementation of strategic language objectives across all grade levels and content areas
- Assist the DLT in establishing and implementing a system for regularly monitoring and evaluating literacy progress across all schools throughout the year

05 Communication



- Establish and maintain effective two-way communication channels between schools and families to enhance student support, increase parental engagement, and foster a collaborative educational environment
- Develop a marketing strategy to showcase the district's unique strengths, innovative programs, and student achievements, thereby attracting new families, retaining current students, and enhancing the district's reputation in the community and beyond
- Explore avenues to meet our public relations and district communications needs



Our Next Step...

Tewksbury Public Schools
(SCHOOL DEPT. NAME)
2024-2025 School Year
July 1, 2024 through June 30, 2025

GOAL #1: Data-Driven Decision-Making (SCHOOL DEPT. NAME)

Goal Statement: During the 2024-2025 school year, the District-Level Administrators will support all School-Level Administrators by modeling and supporting an improved professional practice of data-driven analysis and decision-making.

Impact: When we prioritize the effective and timely use of data, educators will have the information needed to provide targeted instruction and interventions (the next steps) that ensure the highest level of student achievement and educator performance.

MA DESE Superintendent Rubric Standards: Standard I specifically & Standards II, III, & IV varied

Actions	Evidence	Timeline	Progress Update/Notes



Curriculum & Instruction Director of STEM & IT

2024-2025: Goal Actions



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Actions Supporting 24-25 Goals: Director STEM & IT

01

Data



- Implement a Math Screener for Grades K-8 to identify learning gaps early, allowing for targeted interventions and data-driven instruction, promoting equity and future academic success.
- Implement a year long data analysis plan with building principals to provide support and guidance to empower them in effectively leading and facilitating data team meetings.
- Conduct ongoing progress monitoring to assess the effectiveness of data team meetings and the support provided to principals..

02 Instr. Supports



- Plan and implement high quality job-embedded PD to support new teachers with the K-4 math Curriculum
- Regularly review and adjust coaching methods based on student outcomes and feedback to continuously improve the effectiveness of the S.T.E.M. Curriculum in promoting student engagement and achievement
- Assist in implementing the new District-Wide DCAP, with an emphasis on improving math skills for all students by collaborating with coaches to deepen understanding of district support systems.

Actions Supporting 24-25 Goals: Director STEM & IT

03

VoL



- Support the district leadership team in sharing the VoL with district-wide Math and Technology Coaches.
- Work with Cale Birk and the team to train coaching staff on VoL implementation
- Participate in building learning walks with district leadership team to observe for impact, with a focus on instructional practices/strategies in STEM.

04 Literacy



- Collaborate with EL teachers to embed SEI strategies into STEM lessons.
- Promote professional development sessions for STEM teachers focused on implementing SEI strategies that enhance literacy within STEM subjects.

05

Communication

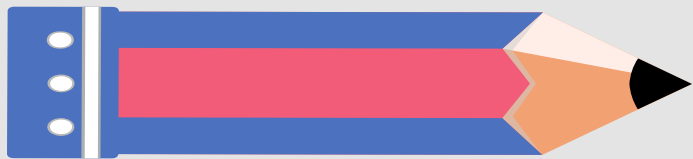


- Contribute to weekly social media marketing of school successes and ongoing happenings.
- Review and update STEM and IT content on District and school-based websites and intra-sites for staff.
- Continue to contribute to the district newsletter to all staff and families.

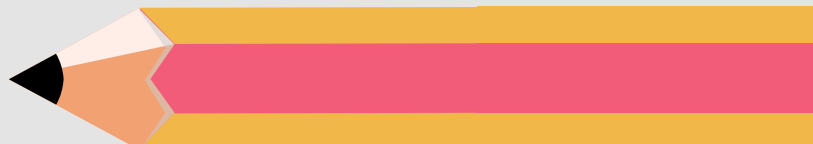


Curriculum & Instruction Director of Literacy

2024-2025: Goal Action



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Actions Supporting 24-25 Goal Actions: Director of Literacy

01

Data



DIBELS Administration: Ensure the consistent and effective administration of the DIBELS literacy screener across Grades K-8

Data Analysis Plan: Develop a year long data analysis plan that includes a focused agenda and a coordinated assessment schedule to support building principals

Ongoing Progress Monitoring: Assess the effectiveness of data team meetings and principal support by reviewing student outcomes, analyzing meeting quality, and collecting principal feedback through surveys or focus groups

02 Instr. Supports



EL Education (K-6):

- Consistently implement EL instructional practices and components in all classrooms
- Deliver PD on differentiated instruction, assessment, and engagement aligned with EL principles.
- Regularly update coaching methods based on student outcomes and feedback to enhance EL effectiveness

Strategic Scheduling: Optimize reading specialists' schedules for Tier II interventions, ensuring alignment with student needs and flexible grouping.

Literacy Coach Deployment: Assign coach to support differentiated instruction during MTSS/Targeted Teach Time.

ELA Curriculum Alignment (7-12): Support vertical alignment and consistent implementation across grades and schools.

DCAP Implementation: Support the district-wide DCAP with a focus on enhancing literacy skills for all learners.

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Actions Supporting 24-25 Goals: Director of Literacy

03

VoL



VoL Integration: Support the district in sharing the VoL with literacy coaches and specialists

Professional Development: Work with Cale Birk and the team to train literacy staff on VoL implementation

Learning Walks: Participate in walks to assess literacy practices and strategies

Instructional Support: Help administrators identify high impact literacy practices using observations and data

Stakeholder Feedback: Conduct surveys to measure understanding and effectiveness of the VoL

04 Literacy



District Literacy Data Analysis:

- Review 2023-2024 and beginning-of-year benchmark data to identify trends, strengths and areas for improvement.
- Present findings at monthly principal and DLT meetings.

Establish Literacy Goals/Language

Objectives: create actionable plans/timelines in collaboration with each building principal, as well as implementing strategic language objectives in all content areas that support reading, writing, speaking and listening.

Monitor Progress:

- Ensure consistent data collection, analyze progress, report findings, and refine strategies through monthly literacy meetings with principals and BOY, MOY, EOY benchmark meetings with educators
- Ensure compliance with DESE's literacy universal screening family communication guidelines

05 Communication



Effective Two Way Communication:

- Provide ongoing literacy updates and event information in the Superintendent's monthly curriculum newsletter for parents and educators
- Create a dedicated webpage for TPS literacy curriculum resources and information.

Marketing and Public Relations:

- Utilize videos, infographics, and interactive presentations, to highlight literacy programs, curriculum materials, and student progress. Share this content on the district's website and social media channels
- Offer workshops or webinars for parents and community members on literacy topics, curriculum materials, and strategies to support reading at home

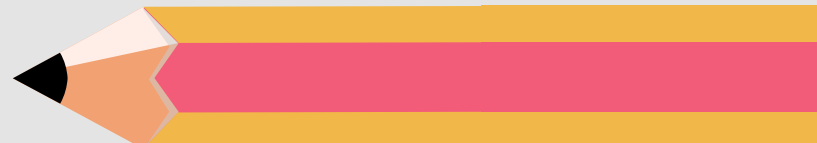


Director of Student & Family Support

2024-2025: Goal Action



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Actions Supporting 24-25 Goals: Director of Student & Family Support

01

Data



- Develop a year-long data analysis plan for building meetings that includes a focused agenda and a coordinated assessment schedule.
 - SEL
 - Attendance
- Continue to collect & analyze pre-referral data to share with each school building administrator(s) and SACs.
- Using the data provided, model for SAC's and SST members how to identify the appropriate interventions and supports.
- Implement Wayfinder Pilot (SEL) at CES, Ryan and Wynn. Develop evaluation process to support the effectiveness to support students and teachers.

02 Instr. Supports



- Continue to work closely with Alex Hirshberg and SACs to strengthen our SST process and continue to develop the virtual playbook for Tier 2 & 3 interventions.
- Coordinate the rollout of Student Safe program, which identifies at risk students and threat assessment protocols and supporting forms.
- Continue to expand CCR, Early College, Pathway initiatives.
 - Early College Planning Grant for Education Pathway with MCC
 - Child care courses reviewed for consideration for DE with MCC
 - Exploration for Education Associates Degree Pathway for students in high school
 - IP / PLTW exploration for Biotech pathway
 - Expand paid internship opportunities with WBLA
- Articulation Agreement with Keene State College

Actions Supporting 24-25 Goals: Director of Student & Family Support

03

VoL



- Collaborate with administrators, SACs, SST members to incorporate the VoL in the SST to more effectively tailor interventions and supports for each student's growth and success.
- Continue to participate educational walkthroughs to assist staff in deepening their understanding of a VoL

04 Literacy



- Continue to promote Early College and Pathways opportunities to ensure that students and families grasp how these programs can improve academic and career readiness and develop essential skills.
- Continue to work closely with the SACs to develop their understanding of the SST process, significance of tiered interventions, with a focus on tier 1, for effectively addressing students' needs in the classroom or school environment.

05 Communication



- Collaborate with the SACs to build a comprehensive understanding of the DCAP's role in the MTSS process.
- Continue to market and promote and provide information to key stakeholders on:
 - Available community resources
 - Early College, Dual Enrollment, & Pathway opportunities
 - The MTSS / SST process
- Continue to update internal (staff) and external (families / community) SFS



Director of Special Education

2024-2025: Goal Actions



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Actions Supporting 24-25 Goals: Director of Special Education

01

Data



Data-Informed Decision-Making in Special Education

Review student enrollment data to allocate resources in Special Education

Review Special Education Students' progress toward IEP goals and objectives

Review Special Education Students' progress on standardized assessments

Review Special Education Students' progress on district-wide universal screeners

Based on previous data review, the department will:

- *Identify program and training needs, to include analysis of current curriculum and supports available.*

02 Instr. Supports



Equal Access & Opportunities in General Education

Engage in an ongoing analysis of district-wide inclusion data to identify and address student needs:

- *Increase the rate of full inclusion*
- *Lower the rates of partial inclusion*
- *Place students in the Least Restrictive Environment*

Review data for any *discrepancies by specific student groups*, including, but not limited to, race, disability type, and multilingual learners

Based on data analysis, the department will:

- *Continue collaboration between Special Education and General Education Staff on ways to improve instructional supports that will promote increased inclusion for all*

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Actions Supporting 24-25 Goals: Director of Student Services & Sp. Ed.

03

VoL



Engage and support IEP School Teams with a focus on VoL

Student Voice in the NEW IEP

- Collaborative Learner
 - Strengths-Based Support Planning
- Effective Communicator
 - Student Interest Inventory/Interview
- Creative Problem Solver
 - Student Transition Planning

Prioritize and focus on the prerequisite skills required of our students to reach their full potential across each attribute

Review assessment data to determine the skills necessary to achieve the identified attributes

04 Literacy



Equal Access to Tier 1 Instruction

Differentiated Instruction

Increased participation in the Tier 1

Curriculum for all students to the greatest extent possible.

- Provide Literacy Training/Coaching
- Improve Executive Functioning practices

Collaboration & Inclusive Practices

Special Educators and Related Service Provider groups supporting an increase in B-Grid Services; reinforcing student accommodations in the natural environment leading to increased access to grade level peers and instruction.

05 Communication



Improved Communication

Open communication between the school team members and families

Continued Family Engagement opportunities

Provide faculty, staff, families and community members with frequent updates and relevant information pertaining to student performance

Consult on Complex Student Profiles between all team members

Sharing data will provide a better understanding of the areas of strength and the areas of focus in instructional areas, including but not limited to informative and formative assessment data



TPS PK-12 Schools

2024-2025: Goal Actions



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PK - Grade 4 Elementary Schools



2024-2025: Goal Actions

PK - 1

Loella F. Dewing School
Heath Brook School

Grades 2 - 4

Center Elementary School



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01

Data-Driven Decision Making



When we use data collection and analysis of standards-based lessons and reporting, DESSA SEL instruments and practice, and use the OTUS platform to store and report standards-based assessments, the School Committee and TPS community will understand the district's capacity to use specific information from observations and assessment instruments to guide educational program decisions.

- Re-define core instructional cycle in terms of leading and lagging indicators.
- Implement SEL instructional supports and track progress.
- Support the increased use of OTUS as a tool for assessment and decision making.
- Implement AIMSWEB Math to the academic screeners.
- Review and revise use of Standards-Based Report Cards.
- Link teacher goals and observations to leading and lagging data as part of the evaluation process.

02 Strengthening Instructional Supports



When the district is to successfully strengthen the instructional support domain, then we will have an increased Inclusion w/ Least Restrictive Environment, a robust MTSS & Pre Referral System (SST), consistent implementation of Vision of a Learner (VoL) across all of PK-4, and Differentiated Instruction

- Support improved DCAP implementation across classrooms.
- Continue to refine and consistently implement the SST process.
- WIN block-revise MTSS block to target individual instructional needs.
- Review student IEPs & service delivery. Meet with special education team to determine next steps towards full inclusion.
- Support PLC facilitators with engaging in targeted instructional cycles.

03

Implementing the VoL



When the district is able to implement the vision of a learner, this will prepare students to be effective communicators, creative problem solvers and collaborative learners. School administrators will lead the community in intentional communication and administration of a district developed tool to collect data that gauges the implementation process to support staff and adjust practice and to focus on career and college readiness.

- Review VoL Document and Plan with staff
- Connect VoL to current year goals and practice
- Continue branding of VoL
- Continue to make VoL visible to stakeholders
- Continue to align VoL with instructional practice

04

Improved Literacy for ALL



When grades K-6 implement the new EL reading comprehension curriculum, PK-4 focus on writing across the curriculum, K - 12 use language objectives for English Language and all learners, and implement Frog Street as a new Preschool curriculum then PK-4 students will demonstrate high achievement/significant growth.

- Continued support with implementation of EL (K-4)/Frog Street (PK).
- Support grade level PLC through attendance at meetings, aligning focus areas.
- Monitor student data and create support plans for struggling students.
- New master schedules reflect integration of services when possible and time on learning
- Progress monitor student mastery of grade level content
- Lessons and assessments align to standards-based report cards

05

Improved Communications



District and school leaders will establish and communicate consistent expectations for sharing information about student performance with parents and families, including a variety of methods for sharing student data. Staff, students and families will have an understanding of the areas of strength and areas of focus in instructional areas including, but not limited to DESSA, MCAS, DIBELS, and District Benchmarks in an effort to communicate progress in a timely manner.

- Work with staff to increase communication on student progress especially between trimester report cards.
- Continue frequent school based communications with families.
- Provide growth data to staff during faculty meetings.



School Improvement (PK-4)



- Continue to evaluate use of functional space within each of the schools.
- CES and Ryan-Creation of cross-campus collaborations.
- Heath Brook-Continue to monitor flood related, HVAC, and Kitchen improvements.
- Dewing-Continue to support needed improvements such as intercoms.
- Continued communication and collaboration opportunities with councils on school improvement.



Ryan School & Wynn Middle School

2024-2025: Goal Action



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Actions Supporting 24-25 Goals: Ryan & Wynn Grades 5 - 8

01

Data



- Model use of data analysis and data driven decision making at faculty meetings, PLCs, common planning meetings, PAC and School Council Meetings using school, state and district-level assessment data.
 - **Alignment: During 5-12 admin PLC, identify data points that will be analyzed during respective meetings.**
- Analyze data from including but not limited to OTUS, SEL screener, MCAS and DIBELs, Universal Math screener to inform approaches to support students and families 5-8.
 - **Design and develop regular communications with parents/caregivers regarding student progress.**
- Provide professional development for the PLC leaders to impact their data-related analysis and decision-making skills with consultant (Cale Birk)
 - **Through a data review protocol, PLCs will develop an action plan (quarterly) in response to student data.**
- Develop opportunities to collect data pertaining to student voice and concerns
 - **Develop and administer pre, mid, and end of the year student voice survey.**

02

Instr. Supports



- Continue to meet as a 5-12 Principal PLC to vertically align curriculum across grades and prioritize consistent implementation of district goals.
 - **Gather feedback from PLCs and curriculum directors to inform agenda items.**
- Work with our student success team (SST) to study and analyze data related to our pre-referral process, eligibility, and service delivery practices to ensure equal access to the full range of general education programs at the Wynn and Ryan.
 - **Provide ongoing training and guidance to teachers as they develop student intervention plans using in-district supports and training.**
- Train faculty and staff on the DCAP as it pertains to the grade-level.

Actions Supporting 24-25 Goals: Ryan & Wynn Grades 5 - 8

03

VoL



- **Review** the VoL with all staff at opening day faculty meeting
- Schedule activities throughout the school year during faculty meetings to provide support for all staff in the implementation of our VoL.
- Conduct focused walkthroughs guided by a VoL rubric.
 - **Support staff by highlighting VOL attributes utilized in their lessons.**
- Support teachers in analyzing, and adjusting instructional practice
- Survey staff, students and families on VoL understanding and effectiveness **embedded in the student voice survey.**

04 Literacy



- Analyze end of year 23-24 District assessment data and beginning of the year District benchmark assessment data to target literacy instructional goals school wide. Support staff in targeting these instructional goals
 - **Schedule regular meetings with Director of Literacy to analyze student data and determine next steps.**
- Implement strategic language objectives across grades 5-8 and across all content areas
- Monitor Literacy progress throughout the year
 - **Design and implement regular progress monitoring updates to students, staff, and parents/caregivers.**

05 Communication



- Work with the staff to develop a process for ensuring that clear lines of communication exist between teachers and school and district leadership.
 - **Publish agenda and embrace an open meeting philosophy for faculty and staff.**
- Establish and communicate consistent expectations for sharing information about student performance with parents and families, including a variety of methods for sharing student data
- Develop regular SMOREs newsletters to families on school happenings
- Maintain and regularly update school-based websites and intra-sites for staff
- Attend student council meetings and other student group meetings to increase inclusion of student perspectives in school/district decision making
- **Explore and pilot a text message platform to communicate to families.**



School Improvement (5 - 8)



- Evaluate effective ways to limit student use of cellphones during the school day, and empower them to use social media appropriately
- To increase a sense of belonging, provide experiences that relate to student interest and celebrate students' unique backgrounds through voice and choice.
 - **Utilize data from student voice survey and DESSA screener to create actionable items.**
- Expand types of learning areas such as outdoor classroom and calming areas
- Ryan/CES cross-campus collaboration

The Ryan & Wynn schools will work with respective School Improvement Councils to support school progress towards District goal attainment.



Tewksbury Memorial High School

2024-2025: Goal Actions



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01

Data-Driven Decision Making



Goal Statement: During the 2024-2025 school year, the TMHS Administrators will support all teachers by modeling an improved professional practice of data-driven analysis and decision making.

- Model use of data analysis and decision making:
 - **During 5-12 admin PLC, identify data points to be analyzed during meetings.**
- At faculty and Dept. Head/Lead Teacher and PLC meetings using state and district-level assessment data
 - **Open Architects, common assessments**
- At individual teacher supervisory meetings using specific data related to the subject/grades
 - **Goal analysis, instructional methods, assessments, grading and data collection**
- Provide professional development for the PLC Leaders to impact their data-related analysis and decision-making skills with consultant (Cale Birk)
 - **Continue to focus on VoL attributes and protocols**
 - **PLCs will develop an action plan (quarterly) in response to student data.**
- Analyze enrollment and staffing needs to make staffing decisions as needed for the 25-26 school year
 - **Class size, building use, course offerings**
- Use Survey data from Massachusetts Youth Risk Behavior Survey (MYRBS), the Massachusetts Youth Health Survey (MYHS) and Communities that Care (CTC) to inform Advisory & SEL lessons -
 - **Aperture & DESSA**

02 Strengthening Instructional Supports



TMHS will strengthen Instructional Supports by vertically aligning curriculum, ensuring it can be delivered utilizing culturally relevant pedagogy, increasing the quality of feedback and instructional dialogue in classrooms, and providing support for all students to access grade-level standards (9-12) and higher level coursework.

- Collaborate with school leaders and teachers to increase opportunities to improve instructional supports
 - **Support improved DCAP implementation across classrooms**
 - **Promote course offerings, early college opportunities, career exploration**
- Support Dept Head/Lead Teacher & PLC leaders to vertically align curriculum across grades and schools
 - **Goal analysis, instructional methods, assessments, grading and data collection**
 - **Encourage PD day collaboration with middle school**
- Work with school leaders to review HS schedule to make adjustments, if necessary, for the 25-26 school year
 - **Develop opportunities for internships, career exploration**
- Work with our student success team (SST) to study and analyze data related to our pre-referral process, eligibility, and service delivery practices to ensure equal access to the full range of general education programs & supports
 - **SST Playbook, Wynn model of implementation & follow up**
 - **Use the DCAP to support the SST process**
- Work to increase subgroup and equitable student representation on Principal's Advisory Council and extracurricular activities

03

Implementing VoL



TMHS will implement the Vision of a Learner (VoL). It prioritizes 3 key attributes for ALL students' learning and growth (Effective Communicator, Collaborative Learner, and Creative Problem Solver).

- Support the staff in sharing the implementing the VoL & analyzing and adjusting instructional practice
 - **Schedule activities throughout the school year during faculty meetings to provide support for all staff in the implementation of our VoL.**
 - **Faculty showcase to share best practices**
 - **Conduct building learning walks with to observe for impact**
- Support dept head/lead teachers & PLCs, school and district administration in surveying staff, students and families on VoL understanding and effectiveness
 - **Develop student/family survey**

04

Improved Literacy for ALL



The district literacy goal for all content areas is to equip every student, regardless of their backgrounds or abilities, with strong reading, writing, and communication skills, enabling them to comprehend and articulate complex concepts, think critically, and engage actively in various academic subjects and real-world scenarios.

- Support the Dept Head/Lead Teachers and staff in the analysis of end of year 23-24 assessment data and beginning of the year benchmark assessment data to target literacy instructional goals school wide
- Support the Dept Head/Lead Teachers and staff in developing strategic literacy goals & academic language objectives across all content areas
 - **Schedule regular meetings with Director of Literacy to analyze student data and determine next steps.**
 - **Support the Dept Head/Lead Teachers and staff in monitoring Literacy progress throughout the year**
 - **Support a diverse selection of curriculum resources and materials**

05

Improved Communications



To establish a transparent, inclusive, and accessible communication system that fosters strong partnerships among students, parents, teachers, staff, and the community, facilitating timely and relevant information sharing to enhance engagement, collaboration, and overall school success.

- Communicate consistent expectations for sharing information about student performance and data with parents and families.
 - **Update school and Guidance Office websites**
 - **Staff to regularly communicate with stakeholders both in general and student specific**
 - **Empower students to be a communication vehicle between home and school**
- Review and update our own school-based social media, websites and intra-sites for staff
- Meet with Principal's Advisory Council to gather input and feedback from students regarding communication
- Continue to share weekly SMORE with students and families
 - **Target class-specific communication when necessary (ex. Senior week, graduation...)**



School Improvement TMHS (9 - 12)



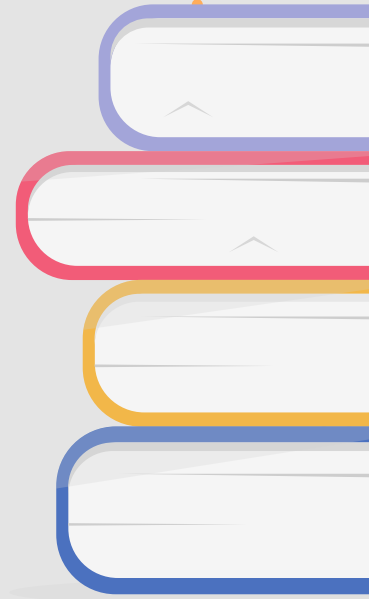
- Continue to collect data and monitor practices and procedures to improve student Academics and Attendance
- Increase and expand advanced coursework, including Early College Opportunities, Innovation Pathways, Project Lead the Way (PLTW) and other online opportunities as well as Career & Academic Planning for grades 9-12
- Explore expanding service learning projects to expand and improve learning areas such as outdoor classrooms and walking trails

TMHS will work with the School Council to support and develop school goals and progress towards District goal attainment.



Tewksbury Athletics

2024-2025: Goal Actions



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Actions Supporting 24-25 Goals: TMHS Grades Athletics

01

Data



- Student Data
 - Participation
 - Student success
 - Competitive - Academic - Civic
- Budget
 - Community Pass - monitor obligations
 - Support teams
- MVC/MIAA Sportsmanship Summit
 - Use student data to set agenda
- Arx.Ed Student Portal
 - Track mandated coach and student training for 100% compliance
- Captain's Council
 - Increase & track participation of annual events

02 Instr. Supports



Implementation of new PE Standards

Athletics

- Coaches Meeting
- Arx.Ed Portal
- Sportsmanship Summit
- CPR Training
- Concussion Awareness
- First Aid
- Translated Communications with ELE Liaison

Actions Supporting 24-25 Goals: TMHS Grades Athletics

03

VoL



- Creative Problem Solver
 - Captains Council
 - MIAA Summit
 - MVC Summit
 - Chain of command
- Effective Communicator
 - Coaches Meeting
 - Social Media
 - Self advocacy
- Collaborative Learner
 - Service based learning
 - Work with ELE Liaison
 - Unified Sports
 - Best Buddies

04 Literacy



- Arx.Ed
 - Student Wellness
 - Sportsmanship
 - Hazing
 - Chemical Health
 - Nutrition
 - Sexual Harassment
- Sportsmanship Summit
 - Mental Health
 - Community Service
 - DEI
- Booster Groups
 - Scholarships

05 Communication

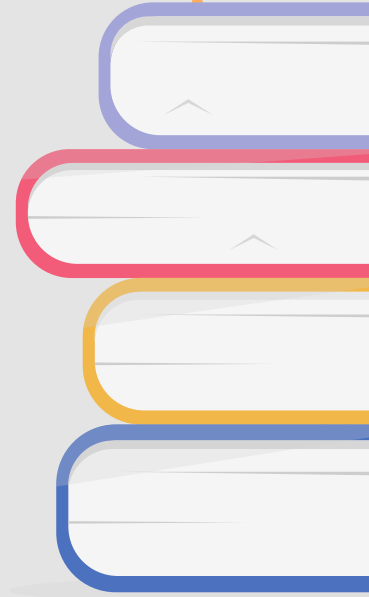


- Coaches Meetings
- Team Meetings
- Coaches
 - In-Person
 - Technology
 - Email
 - Apps
 - Twitter/X
- Athletics
 - Email
 - Twitter/X
 - School Announcements
 - In-Person
 - Electronic Billboards



Business Office

2024-2025: Goals/Actions



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01

Data-Driven Decision Making



- **The Business Department will continue to review budget, grant opportunities, staffing, and transportation data to adequately support teaching and learning.**
- **When the Business Office uses data to inform decision making, then students, staff, families will have the resources needed to ensure a high level of support for both teaching and learning.**
 - **MUNIS**
 - **EdGrants/GEM\$**
 - **MyView**
 - **PickUp Patrol**
 - **ZONAR**

Actions Supporting 24-25 Goals: Business Office

02 Strengthening Instructional Supports



03 Implementing the VoL



04 Improved Literacy for ALL



05 Improved Communications



- **The Business Office will work with ALL Departments and Schools to support the district and schools to provide and secure the resources necessary to best meet their goals.**

Actions Supporting 24-25 Goals: Business Office



Business Office Improvement Plans



- **Provide/Secure resources to support District goals/priorities**
 - **Inclusive Practices**
 - **Instructional Improvements**
 - **Collaborative Practices**
- **Continue to assess Business Office Roles; continue cross training efforts including MCPPO back-up**
- **Advance MUNIS use of PO's to include online approvals**
- **Provide continued support for printing/copying needs**



Building Projects - Completed 2023-2024



<u>School</u>	<u>Project</u>	<u>Completed</u>
Dewing	Preschool Playground	September 2023
Heath Brook	Flood repairs	August 2024
Ryan	Wayfinding Signage	October 2023
Ryan/Wynn	HVAC Upgrade Design	September 2023
Wynn	HVAC Upgrade Construction	Summer 2024
Wynn	Update Auditorium Rigging	February 2024
District	Copier/Printer Upgrade	July 2024
Wynn	Phase 2 Roof coating	Summer 2023
Heath Brook	Kitchen Update	Summer 2024
Dewing	Walk-in Replacement	Summer 2024

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Building Projects - In Progress/Planned

<u>School</u>	<u>Project</u>	<u>Est. Completed</u>
Dewing	Electric Assessment	SY 24-25
Dewing	Intercom System	SY 24-25
Heath Brook	Greenhouse Room Update	December 2024
Heath Brook	Electric Assessment	SY 24-25
Ryan	Intrusion Assess and replace	SY 24-25
Wynn	2nd floor tile assessment	SY 24-25
TMHS	First Floor Flooring Repair Plan	SY 24-25
TMHS	Auditorium Control Panel Replacement	SY 24-25
District	Re-Establish School Space Planning Committee	SY 24-25

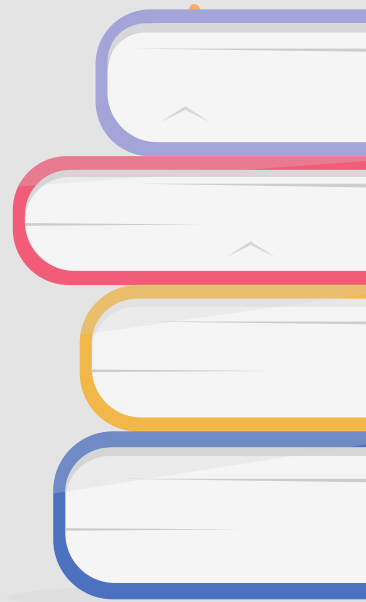
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Wynn HVAC Typical Classroom Units

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Wynn HVAC
Typical
Classroom Units



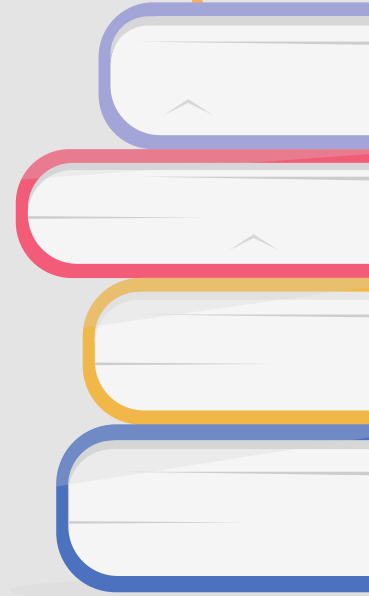
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Wynn HVAC
Rooftop Units



Wynn HVAC Progress Update

- Startups Scheduled for mid-August on the VRF.
- Controls programming on going expected to be complete end of day 8/14
- Ceiling tiles install ongoing in areas complete need to leave out where Fire Stopped for Building inspector to review next week.
- Ceiling Grid repairs prior to the start of school
- Insulation is ongoing



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Heath Brook "Greenhouse" Classroom Progress





Heath Brook Flooring

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Heath Brook Office

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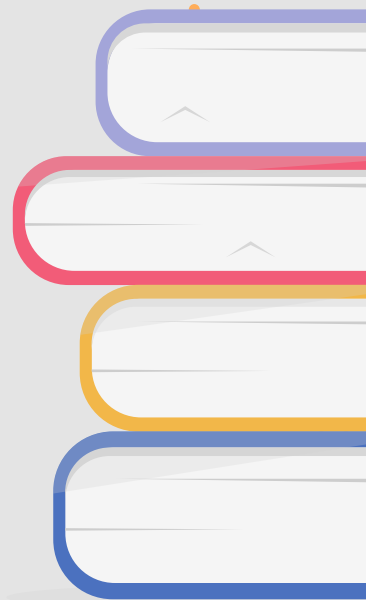


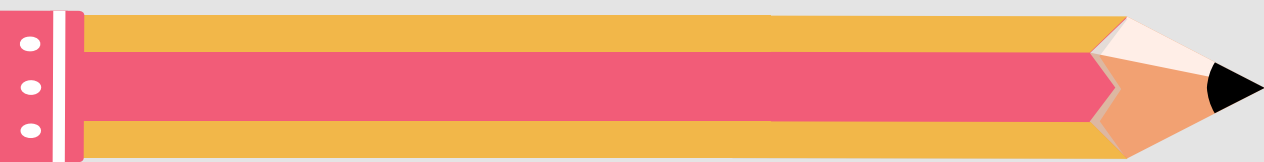
Heath Brook Kitchen Redo

Dewing Walk-in Freezer



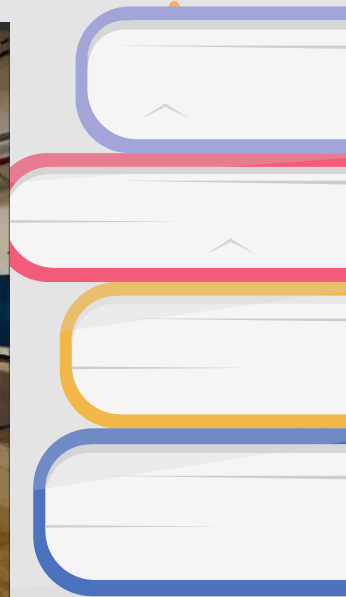
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Re-Finished Gym Floors

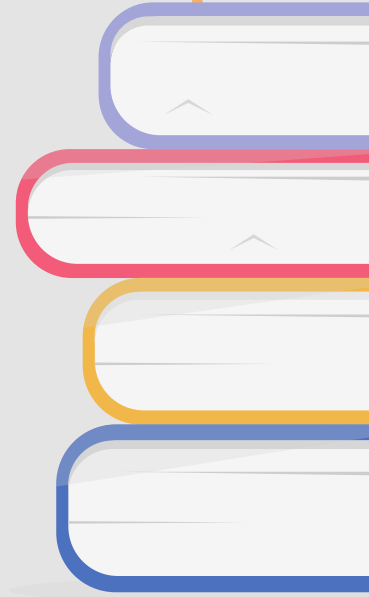
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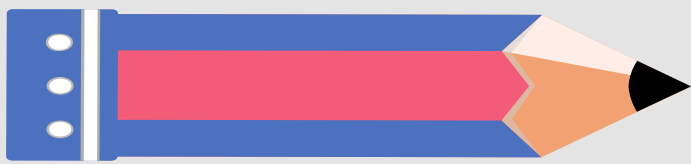
Transportation

2024-2025: Goals Actions



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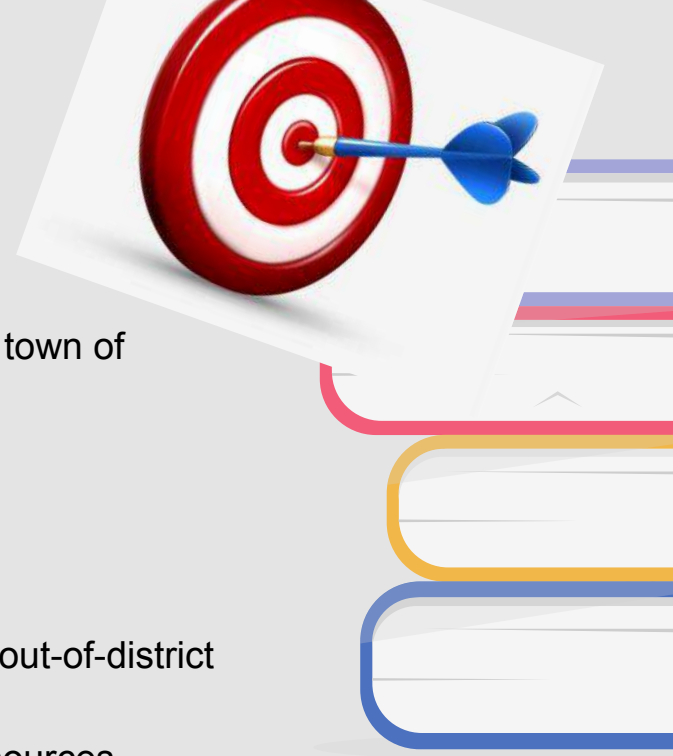


Transportation Updates

To provide safe and reliable transportation for students residing in the town of Tewksbury.

- Vehicle tracking software (Zonar GPS)
- Wave Radio App to communicate immediately with vehicles
- Increased use of MyView Family Software
- Successfully negotiate 3-year contracts with both in-district and out-of-district providers
- Create new routes based on new school times to best utilize resources.
- Yellow bus routes will be posted on the website later this week.
- Van bus routes will be communicated to parents of in-district students before the end of next week.

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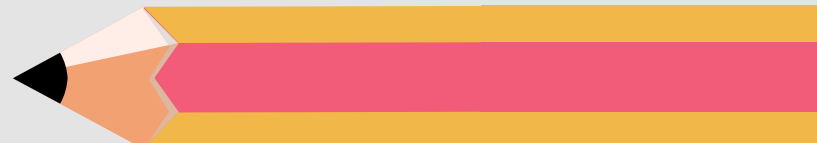


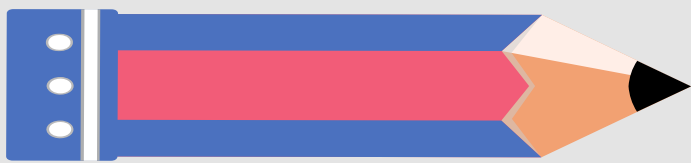
Food & Nutrition Services

2024-2025: Goal Actions



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SY2024 Goals

- ✓ Continue to procure more local foods through local farm hubs
- ✓ Provide additional “culinary” training through the John Stalker Institute
- ✓ Certification for staff Allergen Awareness Act, M.G.L.c.140, § 6B
- ✓ Introduce more world cuisine and plant based recipes
- ✓ Increase Test Kitchen events to all schools
- ✓ Upgrade to a web-based PoS system
- ✓ Introduce updated standard operating procedures for FNS
- Update/redesign Heath Brook kitchen and equipment
- ✓ Continue to maintain the nutrition and financial integrity of the program



Summer 2024

• **FEED KIDS**

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We will continue to support learning by promoting healthy habits that will last a lifetime!

Nutrition Education - incorporate nutrition education to teach students about the benefits of healthy eating

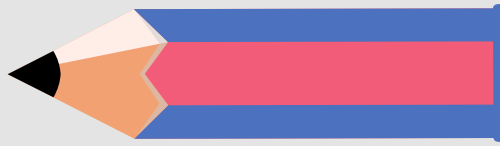

Healthy Eating Initiatives – continue to provide nutritious and well-balanced meals

Engagement - regularly gather feedback from students to adapt and improve programs based on their needs and preferences



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- Food & Nutrition Services (FNS) will continue to maintain efficiency in the program through effective budget management and cost monitoring.
- We secure data through the PoS database, munis, and other indigenous sources to make well-informed decisions to ensure financial and nutrition integrity to the program, students, and all stakeholders of our school community.
- This also includes optimizing procurement by working with the Metro North Collaborative group which allows us to negotiate better terms to procure food and other resources that support student success and well-being.



**Thank You
For Your
Continued Support!**

Questions?



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