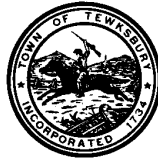


TEWKSBURY PUBLIC SCHOOLS

Mid-Year Report

2008-2009



***A Five-Year Plan 2007-2012 for the Shareholders in the Tewksbury Public Schools
Adopted by the Tewksbury School Committee on February 25, 2009***

Mission Statement

To educate and challenge all learners in the Tewksbury Public School Community while supporting their development as well prepared and productive members of a diverse global society.

Core Values

Core values are the essential beliefs and principles that guide the Tewksbury Public School System toward accomplishing its goals. Core values build a unified commitment to the mission of the school system and provide meaning for our daily efforts on behalf of the students. Core values are unifying and motivating forces for our school system.

The Tewksbury Public School System is dedicated to advancing the academic and social development of all students. To accomplish this aim, we will:

- Provide a broad-based instructional program reflecting high expectations and academic rigor
- Provide a safe and healthy school culture where the rights of all members are respected
- Embrace individual differences to insure that all students have opportunities for success
- Foster a sense of social responsibility and community service

Tewksbury Public Schools
Mid-Year Report
2008-2009

Introduction

This report reflects our progress in meeting the 2008-2009 District Goals at the mid-point of the school year. The report is organized around the four major areas of our five-year strategic plan. This is the second year of our current five-year strategic plan. These areas include: **curriculum and instruction, program improvement and accountability, school resources and social responsibility.**

Our work in the area of **curriculum and instruction** includes the full implementation of the new Elementary Reading Program in grades K-4 and the piloting of this Program in grades 5 and 6. In addition we have achieved the full implementation of the new science curriculum in grades 6 through 8. Finally we are piloting a new social studies program at the 5th grade level. All four of our K-4 elementary schools are working on the implementation of the Response to Intervention Program. If successful these new strategies should reduce the number of students referred for special education. We continue to provide training for our faculty on the use of interactive white boards. This technology has greatly enhanced classroom instruction. We also continue to provide programs that personalize the learning environments in our schools. The Friends of Rachael, Peer Leadership and the new Freshman Transition Program are prime examples of this effort.

The initiatives in the area of **program improvement and accountability** include providing high quality professional development for the faculty, staff and administration. We continue to develop our supervisory skills through training on Focused Walk Through classroom visits. We have initiated a new special education instructional model at the John W. Wynn Middle School and we have provided the faculty and the administration with intensive training to support this implementation effort. We have also submitted the corrective action plans to the Department of Elementary and Secondary Education. These plans were developed in response to the recommendations from the May 2008 Coordinated Program Review Team.

The work in the areas of **school resources and social responsibility** resulted in the securing of grant funds to purchase electronic responders for student assessment and the awarding of a grant to develop Educational Proficiency Plans for high school students. We have also been the beneficiary of two generous computer donations. The report also details the recent work of the High School Building Committee and the District Security Team. We continue to increase the efficiency of our effort through the adoption of additional X2 computer modules. Finally we continue to work on strengthening communication both within the school system and with parents/guardians and the community through the use of an electronic phone system and an enhanced school district web site.

We are proud of the success that we have achieved at the mid-year mark of this school year and we are pleased to share this report with the community.

Christine L. McGrath, PhD
Superintendent of Schools
February 11, 2009

District Wide Goals 2008-2009 School Year

CURRICULUM AND INSTRUCTION

To provide a challenging and rigorous academic program with high expectations that meets the needs of all learners

Goal One

To ensure that all students have a mastery of the basic skills

- 1.1 To implement the new elementary anthology series in grades 3 and 4
- 1.2 To pilot the new anthology series at grades 5 and 6
- 1.3 To implement the new science program in grades 6 through 8
- 1.4 To pilot the new grade 5 social studies curriculum
- 1.5 To continue to advance the Response to Intervention (RTI) practices within our school district

Mid-Year Progress

New program implementations, whether fully adopted or in the pilot phase, are well underway. The new Anthology series, *Storytown*, is fully implemented in Grades K -4 and is being piloted in Grades 5 and 6. The Prentice Hall Science series is now fully implemented in Grades 6 -8. In addition we are piloting a new Social Studies Program in Grade 5. Our Subject Area Review Committee (SARC) /curriculum teams continue to meet monthly. Depending on the grade level, each team's work is focused on various tasks such as the creation of curriculum maps, the development of locally identified benchmarks in reading and writing, the creation of open-response questions with focus correction areas (FCAs), and generating formative and summative assessments.

The elementary teams have also begun the hard work of revising our elementary writing portfolio. Beginning year and Mid-year benchmark assessments have been administered to all students in Grades K -4. This will be the first year all students K – 4 students have been assessed using these new materials. This data will serve as our new district-level baseline data. All designated work scheduled for this school year is aggressively moving forward and we are encouraged that our work will be completed by the close of this school year.

This year, our K-4 staff and administration has placed a strong emphasis on the development of a Response to Intervention (RTI) model in all our elementary schools. Professional development time has been dedicated to helping teachers understand the principles, components, and strategies of an effective RtI model. The blueprint of a uniformed model for our district is beginning to take shape. We are hoping this standardized model can be adapted to meet the needs of other schools in our district.

Goal Two

To offer a comprehensive program to support the development of well-rounded learners and the unique talents and abilities of all students

- 2.1 To implement Advanced Placement (AP) courses in World Language at Tewksbury Memorial High School
- 2.2 To develop AP courses in Chemistry and Government
- 2.3 To monitor the success of the replacement modules for the Technology Curriculum at the John W. Wynn Middle School

Mid-Year Progress

Advanced Placement (AP) syllabi were developed in all three foreign languages – Spanish, French, and Latin - during the 2007-2008 school year. Although they were included in the 2008-2009 Curriculum Guide, they were not scheduled due to insufficient student requests. In anticipation of greater demand for these courses, they will again be offered for the 2009-2010 school year. Foreign Language Teachers and Guidance Counselors will advise those students who have the prerequisites for these AP courses. All students will be apprised of the courses necessary to afford them this option in the future.

One of the TMHS Chemistry teachers has volunteered to research the implementation of an Advanced Placement Chemistry course. The beginning stage requires the development of a syllabus that will meet the specifications of College Board, Inc. Professional development through a College Board workshop will prepare the teacher for aligning and teaching the course, adhering to the rigor of AP courses. A Social Studies teacher is also prepared to complete the necessary steps so that TMHS may offer AP US Government and Politics. A suitably scheduled College Board workshop is currently being sought.

Goal Three

To conduct an ongoing system for review and the renewal of our curriculum

- 3.1 To complete the curriculum mapping for English/Language Arts at the John W. Wynn Middle School
- 3.2 To complete the curriculum mapping for the primary level English Language Arts Curriculum
- 3.3 To work on the alignment of the Pre-school Curriculum

Mid-Year Progress

English Language Arts curriculum mapping efforts continue at the Wynn Middle School. Collaboration between the middle and high school staff has helped to crystallize the starting point for this work. January and April professional development time will be devoted to the completion on this task. Our K – 4 English Language Arts curriculum-mapping efforts are nearing completion. All grade-level maps, in draft form, will be distributed to solicit staff feedback. English/Language Arts SARC members will review all recommendations and make revisions, as appropriate. Final copies will be distributed and full implementation will take place in the 2009-2010 school year.

Our preschool staff has identified curriculum revision and/or development as their major initiative for this school year. The team realized the enormity of this task and has decided to concentrate on the English Language Arts portion of their curriculum. Team members, along with certified aides, will be meeting during our scheduled professional development days in January and April to complete this work.

Goal Four

To incorporate a data analysis component into all curriculum development activities

- 4.1 To use data in relation to the RTI initiative
- 4.2 To monitor the consistent use of rubrics for academic expectations at Tewksbury Memorial High School
- 4.3 To use DIBELS and benchmark assessment to assess the effectiveness of the new Reading series
- 4.4 To assess the effectiveness of the extended math block at the John F. Ryan School following the analysis of the spring 2008 MCAS scores.
- 4.5 To assess the effectiveness of the new Middle School Special Education model.

Mid-year Progress

Data collection and identification is still in the infancy stages. Although multiple assessments are now in place, such as DIBELS, benchmark assessments, and common departmental/grade-level assessments, we are still struggling with the data entry component of this work. In some circumstances, we are still in the discussion stages of identifying the data to use and how to measure the successes/deficiencies of our programs. Turn-around time, for those assessments submitted, remains slow at best. We, unfortunately, do not have the technology to expedite this process in a more timely fashion. In addition, we have the constant challenge of securing time for our teachers to meet and discuss assessment results. Strategies to assist us in this important area will become our targeted focus for the remainder of this school year.

For a number of years, teachers have utilized the school-wide rubrics to assess student performance on assignments related to the Tewksbury Memorial High School academic expectations. During the second quarter of this year, teachers tested the new scoring report protocol on the December progress report. The faculty examined the procedure, as well as the inter-reliability, during the January professional development morning session.

Goal Five

To continue to promote and expand computer technology integration within the curriculum

- 5.1 To establish a “users group” for teachers to share best practices around the use of the interactive white board

Mid-Year Progress

Additional interactive whiteboards training sessions have been offered during our scheduled professional development blocks. A new user’s group will be formed to discuss best practices and share grade-appropriate lesson plans.

Goal Six

To personalize the learning environments in our schools

- 6.1 To further develop the Peer Mediation Program at Tewksbury Memorial High School
- 6.2 To expand the “Friends of Rachel” Club at the Middle School and the High School
- 6.3 To implement the transition support program for incoming grade nine students at Tewksbury Memorial High School

Mid-Year Progress

An additional peer leadership/mediation training session was held at the end of the 2007-2008 school year. Upper-class students, working with their Leadership Advisor, assisted freshmen during the orientation program in August and are available for advice throughout their freshmen year. These students are often called upon to assist in informal mediations between students experiencing conflicts. One of the assistant principals will be working with a guidance counselor in exploring possible models for peer mediation at the High School.

The Wynn Middle School has continued its Rachel’s Challenge initiative with assemblies as well as classroom activities to support the Friends of Rachel message of respect and kindness. All students at both the Middle School and the High School are exposed to the Rachel’s Challenge Program and the opportunity to join the Friends of Rachel Club. Because of their similar missions, the Friends of Rachel Club and Students Against Destructive Decisions have been combined at TMHS.

Numerous interactions have been coordinated between the Wynn Middle School and Tewksbury Memorial High School during the 2008-2009 school year. A new position called Freshman Advisor was created to facilitate the acclimation of freshmen to TMHS. This Advisor has planned yearlong activities and programs. Working in concert with the Middle School and High School administration he has showcased the talents and accomplishments of TMHS students. Informational sessions have drawn in many concerned parents who are weighing their children’s high school options. Eighth grade team visits to the high school are being scheduled for February.

A new program has been initiated with the Ryan School. Ryan School Administration and the Freshman Leadership Advisor have arranged lunch period chats between sixth graders and high school student volunteers. Hopefully, these interactions will begin familiarizing younger students with the advantages of attending Tewksbury Memorial High School.

Visitations to schools with freshman transition programs will begin in February with the new semester. Recommendations from the visiting teams will be discussed at faculty meetings throughout the semester. An important component of the transition proposal is the establishment of an alternative classroom for both regular and special needs students with behavioral issues. Completing the investigation of a viable option and the set up of this classroom for August of 2009 will create an atmosphere that is more conducive to educational pursuits and will benefit all students.

Goal Seven

To develop the necessary skills for a global economy

- 7.1 To expand the college planning initiatives through the Guidance Department at Tewksbury Memorial High School
- 7.2 To introduce students to the “world or work” through hosting school based career days

Mid-Year Progress

The Guidance Office at Tewksbury Memorial High School provides numerous programs and initiatives to facilitate college planning for students and their families. This ranges from individual planning meetings to workshops presented by the guidance staff and college representatives. Some of these for seniors include the senior parent breakfast where information is provided to parents regarding the college application process. The breakfast also provides parents with an opportunity to ask college representatives questions about the college planning process. In addition we host senior assemblies co-facilitated by guidance staff members and college representatives. The purpose of these assemblies is to review of college application procedures, review of what college admissions panels look for in applications and to review the necessary materials for college applications. We also offer resume-writing workshop for seniors to assist students in writing academic and professional resumes. Finally we provide college essay writing workshops. These workshops provide our students with writing tips directly from college representatives and afford students the chance to question these representatives about the application process. Additional activities include: vocational college workshop for seniors, individual college planning meetings, support for completing and mailing applications, visits from college representatives and the trip to the college fair in spring in collaboration with the Parent Advisory Committee.

College planning begins well before the senior year. The guidance office offers several programs for juniors including a college planning assembly co-facilitated by representatives from local colleges and universities, a Career Day co-sponsored by the Community Education office, and the Choices Program that is presented in classrooms. Sophomores begin a career exploration process and thinking about college. Freshmen parents are invited to a breakfast that provides an overview of the high school experience and how to meet post-high school goals. A similar presentation is made for eighth grade parents about the high school experience and allows parents to ask questions about curriculum, results, and any other aspect of the high school experience.

There are many examples Pre-K-12 of school-based career days throughout the district. In the Pre-K program the fire fighters do a demonstration in October as part of Fire Safety week. The goal is to demonstrate that "fire fighters are our friends". They also have fire fighters come in during the Toys for Tots drive in December, and the Pre-K hosts Fire, Police and Teachers as readers for Read Across America in March. At the Trahan School the Junior Achievement Program has adult volunteers visit classrooms to "ensure that every child has a fundamental understanding of the free enterprise system". This is a five-week program. At the Heath Brook School individual teachers have “guests” visit their classrooms throughout the year to talk about their jobs. Heath Brook has hosted firemen, policemen, nurses, meteorologists, and others. At the Ryan School parents participate in Career Day in early June. Tewksbury Memorial High School holds a Career Day in November for juniors where over 20 members of the community come to talk about their careers and answer questions. In addition various clubs, activities, and classes have professionals visit classrooms (bankers, authors, doctors etc.). Over 250 students participated in these programs at the high school in 2008.

Goal Eight

To provide a comprehensive professional development program to support effective instruction

- 8.1 To continue the practice of “focused walk throughs” with an emphasis on the horizontal and vertical alignment of the curriculum
- 8.2 To examine the effective use of data collected through the Response to Intervention initiative
- 8.3 To continue the professional development training associated with implementation of the new Middle School Special Education Math model
- 8.4 To provide professional development associated with the implementation of the academic expectation rubrics at Tewksbury Memorial High School

Mid-Year Progress

Focused walk-through and frequent, short classroom visits, continue to be one of the central points of our administrative teamwork. Time, during our monthly administrative council meetings, has been devoted to discussing this practice. Research suggests this practice: helps principals strengthen their skills as instructional leaders and increases their visibility around their building. These practices also assist them in identifying areas for future staff development sessions, and potentially alert them to teachers who might need support. This important work will ultimately lead to improved student achievement.

The district will continue to support the implementation of RTI in all K – 4 schools by offering professional development for staff and administrators. Our district-wide professional development staff will continue to look for creative and cost-effective ways to meet the needs of our school community.

We initiated a new special education instructional model at the John W. Wynn Middle School. To implement this new special education delivery model most effectively, we crafted most of our professional development activities around co-teaching and inclusionary practices. Preparation and implementation of these activities began last year and is continuing throughout this year. These professional development activities include both district-sponsored workshops and work with outside providers. We have used consultants from Teachers21 and have drawn upon the expertise of our own staff to provide these professional development activities. In preparation for implementation of our new model this year, we were able to send three math teachers and three special needs teachers to three full days of training at the Merrimack Education Collaborative. This training was sponsored and provided for by the Education Development Center. (EDC) The focus of the training was to develop professional development models and materials that enable educators to make mathematics more accessible to a wider range of students including students with special needs. This year we will be sending three additional math teachers and special needs teachers to this training. This training was also provided with very little cost to the district. In addition, two teachers were given two days of specialized training at Bridgewater State College to enable them to provide professional development to other members of our staff.

Professional development was provided periodically during the introduction and initial implementation of the rubrics at the High School. These rubrics are used for scoring student performance on assessments of each skill included in High School academic expectations for student learning. Mentors for new teachers ensure that all new faculty are comfortable with these rubrics. During the January professional development session, the High School teachers discussed their recent experiences with assigning a score on the progress report in each of the departmental skill areas for each of their students. In addition, they were asked to identify areas for improvement in the reporting process. Future work will include the revision of the rubrics.

Goal Nine

To develop a broad array of assessment tools

- 9.1 To administer and analyze the results for the quarterly (k-4) math assessments
- 9.2 To review the MCAS data at the John F. Ryan School in relation to the extended block for math instruction
- 9.3 To complete the development of the assessment associated with the new elementary reading program
- 9.4 To further expand the range of rubrics to assess student learning in civic and social responsibility at Tewksbury Memorial High School

Mid-Year Progress

The K-4 math SARC meets monthly to ensure the continuous district wide implementation of Quarterly Math assessments and to analyze the grade level results. The SARC finalized questions and developed a curriculum-mapping document. The quarterly questions, instructions and scoring guides were distributed to the staff as well as the curriculum-mapping document. During staff meetings the SARC members present our progress to the staff.

In April of the 2006-07 school year a Task Force, made up of volunteer staff members, was formed to gain input to address our AYP status. The Task Force reported their recommendation to the staff and administration in June 2007. The recommendation was to change the Ryan schedule to accommodate a change from a 47-minute math block to a 60-minute block in Grade 6 and 70 minute block in Grade 5 for the school year 2007-08. In June of 2008 after our first year, a survey was taken as to how the staff felt the change was working. For the most part, the responses were positive. We are now in our second year (2008-09) of the change. The data team analyzed the 2007-08 MCAS results in October of the 2008-09 school year and results found that Grade 5 improvement was shown in the advanced and proficient levels. AYP was met in the aggregate.

During the first half of the school year, the ELA Reading SARC members met monthly in teams (K-4) to make the Storytown Benchmark assessments more user friendly and effective in terms of better serving Tewksbury Public School student population needs. We focused our efforts on question prompts and grading ranges.

The staff met in August to come to consensus on Civic and Social Rubrics. The rubrics were finalized and voted upon during the August Professional Development day. Staff determined departmental responsibilities for student learning rubrics. A pilot reporting of rubric results took place on the December (Term 2) Progress Report. The January professional day will be used to review and revise rubrics and reporting results.

Goal Ten

To increase the use of data to make decisions that will improve instructional practice and enhance student success

- 10.1 To continue the work of the school based data teams to focus on the specific analysis of student assessment data for the improvement of student academic success
- 10.2 To continue the work of the “critical friends” administrative data group to provide a consistent, system-wide approach to data analysis

Mid-year Progress

The principals meet monthly to discuss the progress of their data analysis teams. A uniformed process for data analysis is now in place and should provide guidance for our future work. Data analysis and its impact on student achievement weave through many of the goals identified for this school year. Therefore, progress is addressed throughout many of the goals identified for this school year.

Goal Eleven

To prepare for and respond to external audits

- 11.1 To develop the corrective action plans in response to the findings from the Coordinated Program Review conducted through the Department of Elementary and Secondary Education in the areas of Special Education, Civil Rights and English Language Education

Mid-Year Progress

We received a draft report from the May 2008 Coordinated Program Review in October. We prepared an initial response with some factual corrections and submitted this response to the Department of Elementary and Secondary Education (DESE). We received a second, corrected report. We were pleased with the ratings in the areas of Special Education and Civil Rights. Our progress in the area of English Language Education (ELE) reflects the challenge in meeting the numerous Federal Mandates despite the very limited scope of our program and the small number of ELE students enrolled in our school district. We will develop action plans for any item that was rated partially implemented or not implemented. These actions plans will be presented to the School Committee for their review and approval. These plans will then be submitted to DESE. The final report will be posted on the School Department website. We will submit progress reports to the DESE until all action plans have been fully implemented.

Goal Twelve

To continue to review, develop and revise school committee policies and administrative procedures

- 12.1 To further clarify the administrative procedures associated with the School District Food Allergy Policy
- 12.2 To develop district guidelines for the use of the One Call Now notification system
- 12.3 To develop School Committee policies and procedures associated with Article 37 from the May 2008 Town Meeting
- 12.4 To develop consistent School Committee Policy language relative to public input
- 12.5 To complete the work of the School Committee Athletic Handbook Sub-committee

Mid-Year Progress

The Policy Sub-committee developed some proposed guidelines for the use of One Call Now, the electronic communication system. Parents and guardians will now have the option of limiting contact to emergency situations or expanding contact to school events and Town Meetings and elections. The Sub-committee also developed a proposed policy for the use of School Department Vehicles. The Sub-committee proposed revisions to School Committee Policies for pregnant students and the School Committee meeting agenda. These new and revised policies were presented to and approved by the School Committee.

SCHOOL RESOURCES

To provide the resources necessary to support a high quality, equitable educational experience

Goal Thirteen

To secure the resources necessary from traditional and non-traditional sources to support educational programs

- 13.1 To secure grant funds for the purchase of “Responders” to monitor student progress and levels of understanding in mastering curriculum concepts.
- 13.2 To apply the funds from the Gifted and Talented Grant to support a coaching team for the advancement of differentiated instruction in the district.
- 13.3 To implement the activities associated with the recent Education Proficiency Plan Grant
- 13.4 To continue to maximize the benefit of gifts to our school district

Mid-Year Progress

The acquisition of “Responders” was included in the Ryan School Improvement Plan. Funds were secured through donations from the School Parent Advisory Council and Tewksbury C.A.R.E. The responders were purchased. Staff was trained and the “Responders” are currently being utilized for student assessment.

The Gifted and Talented Advisory Committee (GTAC) has been trained and a GTAC Brochure has been developed. The GTAC has presented to staff and has monthly meetings. Staff, parents and students have supported this district wide initiative. This program has assisted in the development of and support of Destination Imagination Teams.

The purpose of the Educational Proficiency Plan (EPP) is to increase the likelihood that students will succeed in college and the workforce. An EPP includes the summary of student’s strengths and weaknesses, the courses a student must pass in their junior and senior year, and the assessments the student will complete to demonstrate proficiency. Students who scored between 220-238 were placed on an EPP and their families were notified. Schedules were changed to accommodate the Plans. Students were also engaged in summer programming to improve their math and English skills. TMHS is currently looking into end of course assessments and administering the MCAS/EPP test for math and English.

Through the efforts of the Network Manager, we have received a donation of 75 personal computers (PCs) from Comcast and expect a transfer of fifteen PCs from the Tewksbury Public Library. We were the recipients of SmartBoards, which were graciously donated by Sentinel. Pinnacle Construction built a classroom wall and a set of stairs at the North Street School. The TMHS Baseball Boosters and the Youth Baseball Boosters have volunteered to build a batting cage at Strong Field. The work of our Athletic Director and the Federal Aviation Authority (FAA) has resulted in a donation of 15 flat screen monitors, 6 laptops and 4 desktop computers. The “Adopt a Classroom” Program continues to expand and is of enormous benefit to our instructional program.

Goal Fourteen

To provide reasonable class size and adequate instructional space to enhance learning

- 14.1 To provide the School Committee with an impact report associated with any closing of a school facility.

Mid-Year Progress

The administration began the process of identifying re-configuration options in October. This work continued through the publication of the Mid-Year Report. The options included the proposed closing of one or two schools. Certain options included the proposed realignment of our current grade configuration as well as the re-districting of certain neighborhoods. The administration further developed those proposed options that appeared to be most viable and most cost effective. The administration also worked on a series of cost saving and revenue producing proposals associated with school bus transportation. These proposals will be presented to the School Committee for their consideration.

Goal Fifteen

To continue to maintain and improve the condition of our physical plant

- 15.1 To respond to the recommendations outlined in the Energy Audit conducted by the Massachusetts Division of Energy Resources
- 15.2 To continue to work with the High School Building Committee and the Massachusetts School Building Authority to take the steps necessary to prepare for the replacement or the renovation of Tewksbury Memorial High School

Mid-Year Progress

The state is in the process on finishing the energy audit. There are 5 more buildings to be reviewed. This is scheduled to be completed in January or early February. We are currently “next in line” to receive funding. The audits thus far have identified \$650,000 in improvements that could be made to our facilities. Under the current program we would maximize out at \$300,000. We have been advised by the Massachusetts Division of Energy Resources (MDER) that there might be more money available in the near future through the state or the federal government. We will keep the respective elected officials apprised of our options.

A Request for Services was issued and site visits were conducted. The full High School Building Committee (HSBC) conducted interviews and Heery International was selected as the Owner’s Project manager (OPM) Contract documents have been drawn up and the sub committee is negotiating with Heery. The Town Manager was informed by Massachusetts School Building Authority (MSBA) that we have been selected for inclusion in the Model Schools Program. We have yet to receive written confirmation of our status. Once the contract is signed and we are officially accepted into the Model Schools Program the schematic design phase of the project will begin.

Goal Sixteen

To continue to upgrade and maintain the technology to fully support our instructional program

- 16.1 To refine the implementation of the Special Education X2 Module
- 16.2 To begin the implementation of the Health Module
- 16.3 To continue the work of the Technology Steering Committee
- 16.4 To increase the use of electronic communication across the district
- 16.5 To increase the number of faculty members who are using the Grade Book Program
- 16.6 To improve the use of the X2 system at the building level to reduce the duplication of effort
- 16.7 To explore the acquisition of a new financial, payroll and human resource system to benefit the work of our school district

Mid-Year Progress

The greatest improvement in the use of technology to support the instructional program resulted from the district's improved Internet connectivity. The network shifted from a central "hub" model to a model where each school has their own Internet connection and feeding the central office through a microwave network. The new model improved Internet speed and reduced down time. This solution as been highly successful and has resulted in increased participation by faculty and staff in technology initiatives.

The Special Education X2 module was introduced during the Spring 2008 and is now fully operational. The Health Module has been implemented by the nurses at designated grade levels. The focus of the initial phase is the inputting of immunization data. We continue to make effective use of the One Call Now phone system and we are increasing our use of email. These practices have helped to reduce our reliance on paper for communication. This electronic phone system has been especially helpful to communicate with parents/guardians on inclement weather days and in response to re-routing buses during the sewer project.

We are in process of upgrading the financial system and converting to MUNIS. This conversion will help us to align with the Town, a current MUNIS user. It will increase our ability to share data with the Town system and to reduce duplication of effort.

Social Responsibility

To develop a sense of social responsibility, both locally and globally, among all members of our school community

Goal Seventeen

To strengthen partnerships among all shareholders (students, school personnel, parents/guardians and community members)

- 17.1 To develop programs recognizing student accomplishments
- 17.2 To increase the number of community service opportunities
- 17.3 To increase leadership opportunities for students and staff members
- 17.4 To continue to promote and support character education initiatives
- 17.5 To increase the involvement of parents/guardians and community members in our schools

Mid-Year Progress

Students at all schools throughout the district continue to receive recognition throughout a variety of on-going and innovative programs. All students are recognized for their academic achievement through the posting of honor role lists in the local newspapers. Tewksbury Memorial High School (TMHS) students are also recognized for monthly Hat's Off Awards, the annual Top Ten Luncheon Awards Ceremony, and various sports banquets throughout the year.

Community service is also something in which students continue to experience a great amount of success. Students throughout the district conduct coat and canned goods drives. At TMHS, a variety of clubs, activities, and sport teams perform a number of fundraising activities during the school year. Money, food, clothes, and time are donated to various local charities to help support those in need. Specific fundraising activities are included in the Student Report given at the start of every School Committee meeting.

Students are provided with a number of opportunities to take on leadership roles. At the Heath Brook School, students can take on the role of Book Buddies, Bus Leaders, and members of the “Green Team” who assist with school-wide recycling initiatives. At the upper levels students are members of student/class councils, peer leadership groups, and take on leadership roles as participants in clubs and activities. Athletics also gives students opportunities to serve as team captains and managers.

Members of our staff are also provided with a number of opportunities to take on leadership roles. Staff members are invited to present best practices at building staff meetings as well as at monthly Administrative Council meetings. Staff members involved in SARCs are encouraged to share their experiences with others in their building. We also have a number of teachers considered to be “resident experts” in a variety of disciplines and technologies.

Tewksbury Public Schools continues to promote and support a number of character education initiatives. Students are involved in clubs and activities that have, at their core, a tremendous character-building component. Some of these clubs include: Friends of Rachel, SADD/Rachels, Echo, and National Honor Society. The district, along with various Parent Advisory Councils, has sponsored various assembly programs for students and for the community.

In addition to the Cyber Bully and Internet Safety assemblies that were conducted for the community, a number of activities designed to increase the involvement of parents/guardians and community members were held. Throughout the school year, a variety of concerts, art shows, and competitions are held to which the community is invited. The Preschool Program, SPED-PAC, and Heath Brook School conduct parent series and training.

Goal Eighteen

To provide the systems and procedures needed to ensure a safe learning environment

- 18.1 To plan, execute and assess the effectiveness of the simulation drills at the Dewing and the Trahan Schools
- 18.2 To create and implement an electronic template to address the needs of chronically truant and tardy students
- 18.3 To improve district security communication through the installation of cameras (subject to finding) at the John W. Wynn Middle School and the upgrade to our portable communication devices.

The Dewing School conducted a successful drill on October 7th and the Trahan School re-scheduled their drill for October 22nd. The Trahan School had the opportunity to experience a critical incident on October 20th when the school was order to lock-down in response to a nearby bank robbery. Tewksbury Memorial High School and the John W. Wynn Middle School also participated in critical incident exercises. In all three cases the District Security Team and the three school communities performed these exercises as planned. The de-briefing following each of these incidents will be helpful to our future work.

A computerized template has been developed and is used by the administrators are using the template to communication with the School Attendance Officer. In addition we are using the X2 system to enhance student attendance information during our monthly student assistance and attendance meetings. We have purchased “walkie talkies” for the schools and a back-up set is located in the maintenance garage for use during a critical incident. We have also purchased two megaphones to further enhance communication during a critical incident. Finally we are in pursuit of a camera donation.

Goal Nineteen

To promote open lines of communication

- 19.1 To strengthen home/school communications through the use of the One Call Now System
- 19.2 To improve communication within each school between the Special Needs Case Manager and the members of the school Team
- 19.3 To increase the consistency in communication among schools through the ongoing updating updated and revisions to our websites
- 19.4 To increase communication regarding the X2 system through the scheduling of site based, on-going training/support sessions
- 19.5 To use technology to enhance communication through the review of the recently posted (June 2008) parent/guardian survey concerning parent training programs for the 2008-2009 school year

Mid-Year Progress

One Call Now has become an effective tool for home/school communication. We have used it during three critical incidents to notify parents/guardian of the status of the incident and to reassure them of the safety of the students. We have also used the system to apprise parents and guardians of school and event cancellation resulting from inclement weather.

Special Education Administrators conduct monthly leadership meetings with the case managers, the building principals and school-based teams. The purpose of these meetings is to review special education procedures, to provide required training, adjust practice in response to corrective action dictated by the Department of Elementary and Secondary Education and to insure that there is consistency in the application of the special education regulations across all schools.

We continue to make effective use of the school district website. We used the website to survey parents/guardians regarding topics for parent training. The survey resulted in the hosting of a training program on bully behavior. We have also placed important information associated with the School Department Budget on the website. Policies and procedures for acceptable use have been distributed and the principal has been designated as the school based contact with the Webmaster. The website is updated on an ongoing basis and the information is “clean” at the conclusion of each academic year. We have established an informal “help desk” to support faculty and staff in their use of the X2 system. We have also provided school based training sessions on topics such as report cards, grading, special education and the health module.

School Committee Members

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Michael W. Sitar, III, Vice Chairman
Michael P. Kelley, Clerk
Richard O'Neill, Esquire
Dennis J. Peterson

School Administrative Council

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John F. Quinn - Business Manager
Patricia Lally, Ph.D. - Principal, Tewksbury Memorial High School
Kevin McIntyre - Assistant Principal, Tewksbury Memorial High School
M. Eileen Osborne - Assistant Principal, Tewksbury Memorial High School
John Donoghue - Principal, John W. Wynn Middle School
John S. Weir - Assistant Principal, John W. Wynn Middle School
Kevin McArdle - Principal, John F. Ryan Elementary School
Karla Conway - Assistant Principal, John F. Ryan Elementary School
Robert P. LaRoche - Principal, Loella F. Dewing School
Pauline J. King and George S. Paul- Interim Principals Loella F. Dewing School
Angela D. Kimble - Principal, North Street School
Rosamond Dorrance - Principal, Heath Brook School
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David Libby - Data Processing Coordinator
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