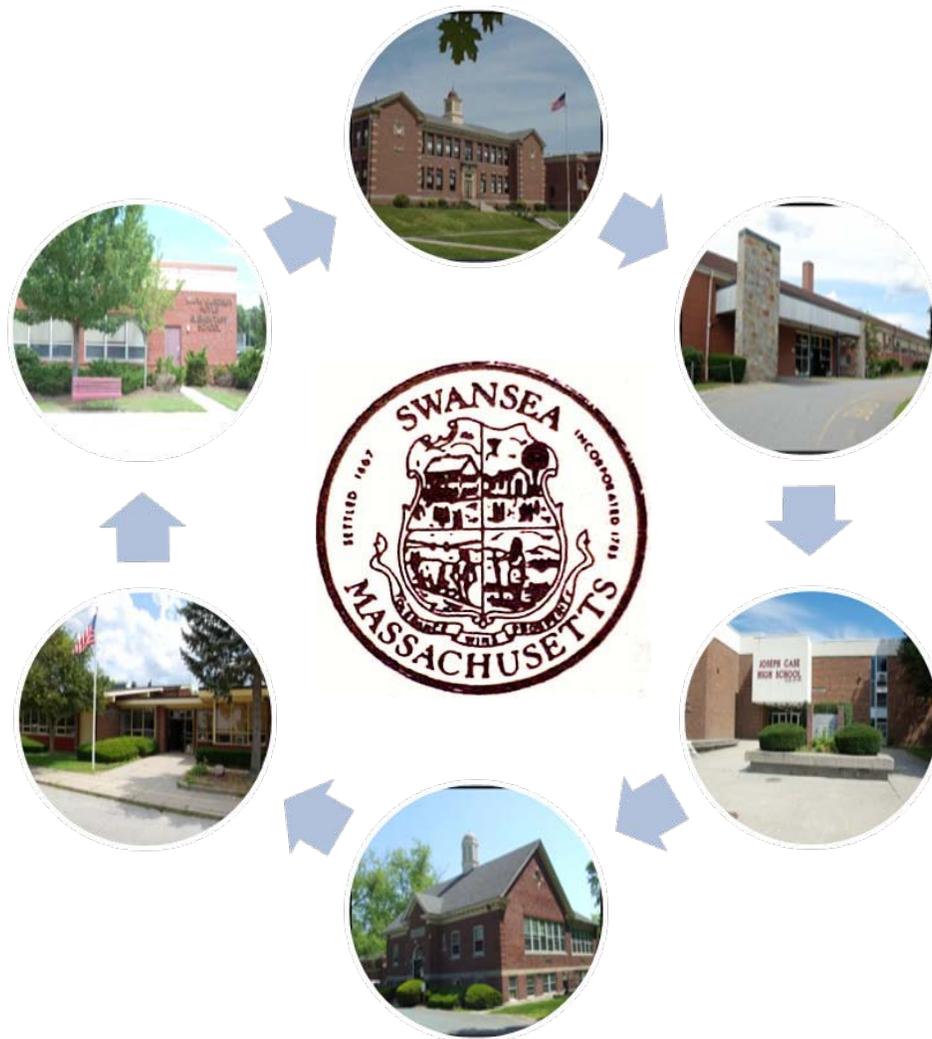


*Swansea Public Schools  
Three-Year District Improvement Plan  
2015 – 2018*



***Mission Statement***

To provide opportunities and pathways in a safe, supportive and technology-rich environment that engage, challenge and inspire students to achieve college and career readiness and to contribute to our 21<sup>st</sup> century community.

# **District Improvement Plan**

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## Community Summary

The town of Swansea was established in 1667 and incorporated as a town in 1785. This suburban community, with a total area of 22.12 square mile, has a population of 16,519 as of January 1, 2014. Swansea residents value their town for its rural character, and take pride in knowing that many see the town as an excellent community in which to raise families. Swansea retains sixteen original intact colonial houses, including a living museum and a picturesque Main Street.

According to the 2010 U.S. Census, Swansea's ethnic, racial and cultural composition has remained constant with 97.3 percent Caucasian, .6 percent African American, 1.1 percent Hispanic, and .7 percent Asian residents. There are a large number of first and second-generation immigrants, predominantly of Portuguese heritage. Swansea residents primarily speak English, but some families communicate in Portuguese and Spanish at home.

Swansea Public Schools serve the town with four elementary schools, one junior high school and one senior high school. Gardner School and Mark G. Hoyle School service students in pre-K through the 2<sup>nd</sup> grade. The Elizabeth S. Brown School and Joseph G. Luther schools educate students in grades 3-5. Joseph Case Junior High School provides for students in grades 6-8, with Joseph Case Senior High School educating students in grades 9-12. Seven independent schools also operate in Swansea, offering a wide range of specialized educational services.

Total enrollment in the Swansea Public Schools is 2,117. Joseph Case High School has a current enrollment of 528 students divided between 271 males and 257 females. Throughout the district, 26.21 percent of students meet federal eligibility requirements for free lunch and 5.9 percent for reduced lunch.

The town of Swansea allocated 52.7 percent of local resources in FY 16 to the school district for a total of \$19,629,580. In 2014, Swansea Public Schools expended \$ 12,266.00 per pupil, compared to the state average expenditure of \$ 14,571.00 per pupil, a slight increase in comparison to the 2013 expenditure per pupil of \$11,727 in relation to the \$14,021 state average. Swansea's dropout rate in 2014 was 1.3 percent, while its graduation rate was 98 percent, a result of strategic interventions and initiatives that have reduced the rate from an average of nearly 10 percent dropout rate of graduating classes from 2003 – 2008. On average for the past three years, the student attendance rate has been approximately 95.2 percent. The attendance rate for teachers was 95.51 percent for the 2014-2015 academic year.

*The following District Improvement Plan is a culmination of hard work by committee members, inclusive of school district personnel and community members, who volunteered their time to ensure that a comprehensive and meaningful plan was developed.*



ROBERT G. MONTEIRO  
SUPERINTENDENT OF SCHOOLS  
(508) 675-1196

**MISSION:** Public Education in Swansea shall provide each student a safe and nurturing environment in which to develop the values, knowledge and skills needed to foster lifelong learning, achieve full potential in his or her personal, social and work life, and to contribute actively to the civic, moral and economic spirit of our diverse and changing democratic community and society.

**SWANSEA PUBLIC SCHOOLS**  
ONE GARDNERS NECK ROAD  
SWANSEA, MA 02777  
FAX (508) 672-1040

JOHN J. ROBIDOUX  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS  
(508) 675-1195

August 2015

Dear Members of the Swansea Community:

As a school department, we are charged with evaluating the educational practices of the District to ensure that each student is being provided the appropriate opportunities for academic, social and emotional success. Every three years a comprehensive committee is developed, consisting of central administrators, principals, teachers and parents, who together review the current District Improvement Plan, and collaborate to make changes necessary to remain viable as an educational community.

The Improvement Plan encompasses the following six major goal areas, as set forth by the commonwealth:

- Goal 1: Curriculum, Instruction and Evaluation
- Goal 2: Teacher Quality and Professional Development
- Goal 3: Human Resource Management
- Goal 4: Student Support Programs and Services
- Goal 5: Leadership, Governance and Communication
- Goal 6: Financial and Asset Management Effectiveness and Efficiency

Each of these goal areas are addressed within the plan by outlining specific objectives required to meet each goal. Swansea Public Schools' core values are interwoven throughout all of the goals and objectives to ensure that plan reflects the values developed as a part of the District's overall educational focus.

Swansea Public Schools seeks to embrace community collaboration and involvement and, as such, invites citizens to review this plan and to make comments / suggestions for the District to consider. Although this plan is outlined as a three year plan, it is continuously reviewed to ensure target objectives and goals are being appropriately addressed.

To review the plan, please find the link on the Swansea Public School website homepage. If a hard copy of the plan is preferred, it will be available at the Superintendent's Office at One Gardners Neck Road. Any feedback that you would like to provide can be emailed directly to Mr. John J. Robidoux, Assistant Superintendent at [jrobidoux@swanseaschools.org](mailto:jrobidoux@swanseaschools.org). If you would like to discuss your ideas in more detail, or in person, please feel free to make an appointment with a building or district administrator.

The content of all Swansea school publications is available upon request in languages other than English. The Swansea Public Schools are committed to ensuring that all of its programs and facilities are accessible to all members of the public. Swansea Public Schools prohibits discrimination on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status.



Subsequent to public review and input, the District Improvement Plan will be submitted for approval to the Swansea School Committee at the public meeting on September 14, 2015. Community members are welcome, and encouraged, to attend this meeting as well.

Sincerely,

Members of the District Improvement Plan Committee:

Robert G. Monteiro, Superintendent  
John J. Robidoux, Assistant Superintendent  
A.Keith Carreiro, Swansea School Committee Member  
Brian McCann, Principal, Joseph Case High School  
Robert Silveira, Principal, Joseph Case Junior High School  
Elizabeth White, Principal, Elizabeth Brown Elementary School  
William Courville, Principal, Mark G. Hoyle Elementary School  
Thomas Whalen, Swansea Public School Teacher  
Stanley Koss, Swansea Public School Teacher  
Michael Proulx, Swansea Public School Teacher  
Marianne Hajder, Parent  
Judite Carey, Parent  
Patricia Carreiro, Parent  
Albertina Bell, Parent

## **Mission:**

To provide opportunities and pathways in a safe, supportive and technology-rich environment that engage, challenge and inspire students to achieve college and career readiness and to contribute to our 21<sup>st</sup> century community.

## **Vision:**

Public education in Swansea is a collaborative effort among staff, faculty, students, parents and the community; we seek to challenge, inspire and bring the joy of learning to all students. Guided by our Core Values, we will provide all students opportunities to become lifelong learners who excel academically, socially and personally. Our goal is to empower students to contribute actively to the civic, moral and economic spirit of our diverse democratic community and society.

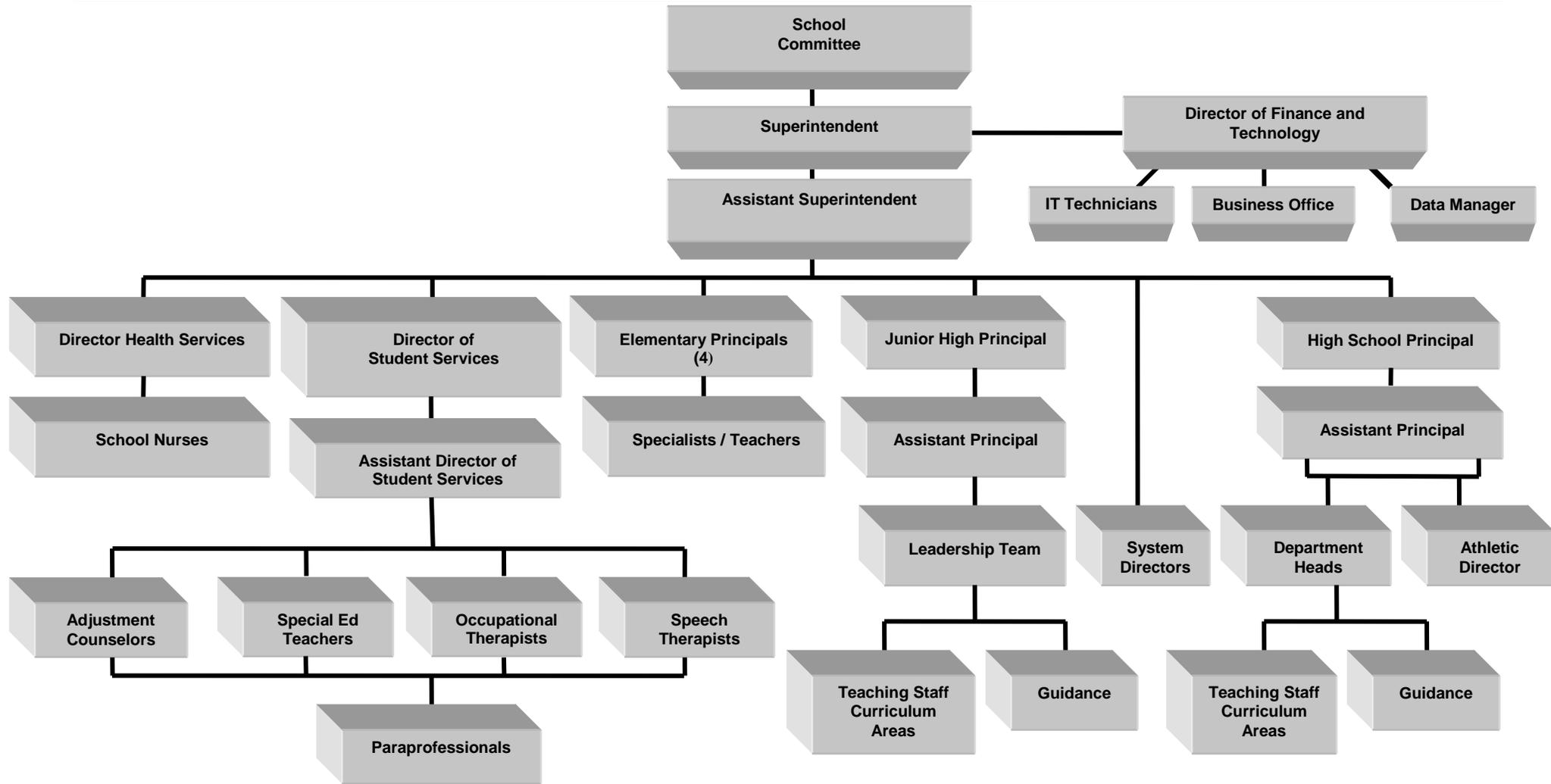
## **Core Values:**

Sharing communication among all stakeholders  
Working collaboratively with the community  
Authentic learning opportunities  
Nurturing, safe educational environments  
Strengthening higher order thinking skills  
Engaging students as active learners  
Accountability in academic excellence and integrity

# Organizational Chart

## Swansea School Department

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## Swansea Public Schools District Improvement Plan Committee

Robert G. Monteiro	Superintendent	rmonteiro@swanseaschools.org
John J. Robidoux	Assistant Superintendent	jrobidoux@swanseaschools.org
Dr. A. Keith Carreiro	Swansea School Committee	doctorcarreiro@gmail.com
Brian McCann	Principal Joseph Case High School	bmccann@swanseaschools.org
Stanley Koss	Teacher Joseph Case High School	skoss@swanseaschools.org
Marianne Hajder	Parent Joseph Case High School	mhajder@comcast.net
Robert Silveira	Principal Joseph Case Junior High Parent Joseph Case Junior High School & Brown School	rsilveira@swanseaschools.org
Thomas Whalen	Teacher Joseph Case High School	thomasw@swanseaschools.org
Michael Proulx	Teacher, Joseph Case Junior High School	mproulx@swanseaschools.org
Patricia Carreiro	Parent Joseph Case Junior High School	pcarreiro@lifespan.org
Elizabeth White	Principal Brown Elementary School	ewhite@swanseaschools.org
William Courville	Principal Hoyle Elementary School	wcourville@swanseaschools.org
Judite Carey	Parent Hoyle School	juditecarey@comcast.net
Albertina Bell	Parent Hoyle School	alibell814@aol.com

*Swansea Public Schools  
District Improvement Plan*

**Goal 1: Curriculum, Instruction and Evaluation:** To develop and implement programs that insure quality instruction, high expectations for all learners, and result in steadily improving student achievement. Student assessment results, local benchmarks, and other pertinent data are used to improve student achievement and to inform all aspects of decision-making, including policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

**Core Value Area(s):**

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

**Objective A:** To maintain and review curriculum in all subject areas, and grade levels, to ensure horizontal and vertical alignment with MA State Frameworks and Common Core Standards.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Horizontal and vertical alignment of curriculum	-Central Office Administration -Building Administration -Leadership Teams -Department Heads	2015-2018	-Time; Early Release Faculty Meeting, In-service -Person(s) focused on overseeing the completion of one grade's content in preparation for success at next grade level	-Curriculum documents representative of horizontal and vertical alignment reflecting that similar grade level classes have common curricula, instruction strategies, assessments and transition strategies between grades
-Creation of new central office position dedicated to system wide oversight and implementation	-Central Office Administration	2015-2016	-Budget	-Documented position
-Creation of Curriculum Committee, District-wide and building-based, with representation from all grade levels and Central Administration	-Building Administrators -Central Office Administration	2015-2017	-Time for Curriculum Team to meet -Professional Development	-Curriculum Team Meeting agendas and minutes -Reporting out to School Committee regarding review of curriculum and alignment
-Incorporate building wide standards base plan for data collection and analysis to ensure alignment with MA State Frameworks	-Building Administrators -Faculty Leadership Team -Curriculum Team -Department Heads	2015-2018	-Benchmark assessments -Pre & post assessments -DDM's -Time -State assessments scores -K-3 skills assessments	-Student tracking sheets -ACCESS scores -Corrective action plan

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**Objective B:** To create and maintain an environment of understanding based on disaggregated data that supports student growth.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Provide professional development to assist administrators and instructional staff in strategies to understand and utilize data to support student growth	-Central Office Administration -Building Administration -Professional Development Committee	2015-2018	-Meeting time -Funding for Professional Development	-End of year survey results -Listing of Professional Development activities
-To use data to improve teacher instruction and student growth	-Curriculum Team -Data & Leadership Teams	2015-2018	-State and district formal testing -Grade level assessments -Professional Development -Time	-Report out to the School Committee, the results of data analysis and student growth -Results of DDMs, MCAS, and PARCC -Student achievement
-Develop a common template for data collection	-Central Office Administration -Building Administration -Professional Development Committee	2015-2017	-Grade level assessments -Pre-Post Assessment -Time -DDM's -State Assessments	-Template for data collection
-Increasing teacher voice in Professional Development	-Central Office Administration -Building Administrators	2015-2018	-Faculty/Staff Surveys -Funding for Professional Development	-Survey results -Professional Development agendas/schedules

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**Objective C:** To report disaggregated data, to all stakeholders, that supports progress in creating and maintaining an educational environment with clear expectations that serves to improve all student learning and instruction.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Dissemination of annual MCAS, PARCC and parent reports  -Bi-annual reporting of 21 <sup>st</sup> century learning expectations, grades 9-12  -Annual site-based and district report cards related to state assessment results	-Central Office Administration -Building Administrators	2015-2018	-Funding for: Data manager, clerical staff, administrative staff	-MCAS, PARCC results -Bi-annual reports -Parent reports -Site-based and District report cards
-Develop and implement District-wide common assessments to assess students functioning below grade level in order to improve student achievement	-Director/Assistant Director of Student Services	2015-2018	-Internet -Funding for research-based assessment tool	-Fully implemented assessment in place District-wide by 2018

**Objective D:** To promote and maintain the District’s mission, vision and core values to support good teaching that embraces rigor, quality student engagement, and effective methods of personalization and communication.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Transparent communication of achievement data to the community	-Central Office Administration -Building Administration -Leadership Team	2015-2018	-Time	-Proof of communication in a variety of traditional and social mediums of District’s successes and growth areas

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**Objective E:** To continue to implement MA Educator Evaluation System in order to comply with all state regulations and expectations.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Provide professional development: -smart goals -continued development of DDMs including student growth parameters	-Central Office Administration -Building Administrators	2015-2017	-Professional Development time for smart goals and DDM development	-Professional Development agendas -SEA approval of DDMs, staff/student surveys with regard to improvement of student learning
-Develop student/staff surveys	-Building Administrators -Staff -Union representatives -SEA Evaluation Committee	2015-2016	-Clerical staff for dissemination of surveys -Professional development for analysis of surveys -Professional development on technological support	-Survey results
-Recognition of exemplary educator rating	-School Committee -Central Office Administration -Building Administrators -SEA Evaluation Committee	2015-2018	-Rubric to determine educator rating	-DDMs -Attainment of smart goals -Summative evaluation reports and recognition
-Using walk-through to gauge rigor and relevance in the classroom	-Central Office Administration -Building Administrators	2015-2018	-Time - <a href="http://www.leaderead.com/pdf/Achieving_Academic_Excellence_2014.pdf">http://www.leaderead.com/pdf/Achieving_Academic_Excellence_2014.pdf</a> )	-Anecdotal information reflected in TEACHPOINT

**Objective F:** To develop a District data team to study student achievement data and make suggestions for improvement.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Develop District Data Team to include representation from all grade levels and administration	-Central Office Administration -Building Administrators	2015-2016	-Meeting time -Professional Development	-Data Team agendas and minutes -Reports to Administration and School Committee

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**Objective G:** To analyze new PARCC data and use this information to guide instructional practice and future goal setting.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Analysis of data by individual school Data Teams  -Comparison of data and growth numbers to previous years to identify instructional gaps	-Building Administrators -Data/Leadership Teams	2015-2018	-Utilization of Early Release/Professional Development days	-Reports from PARCC data -Documented changes in instructional practice and goals

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**Goal 2: Teacher Quality and Professional Development:** To provide highly qualified professional staff and support staff who are capable of implementing the curriculum, remaining current in their content area knowledge, able to maximize instructional and school/district-based instructional technology, observe, learn and practice research-based instructional strategies and develop and practice effective classroom management skills. Staff will be capable of examining a variety of assessments and practicing use in the classroom and analyze the results to; (1) understand and report on student achievement; (2) identify gaps in student learning; (3) adjust instruction and acquire knowledge of learning styles, needs, and abilities of students; (4) acquire knowledge and skills to develop, and foster the social, emotional, critical thinking, problem solving, literacy and technology skills that students will need for success in the 21<sup>st</sup> century. Staff will be knowledgeable of, and participate in, the educator evaluation process.

**Core Value Area(s):**

- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

**Objective A:** To provide researched-based professional development across the district that aligns with DESE standards for highly qualified professional development.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Develop a Professional Development Committee to plan District Professional Development days based upon identified needs of the District	-Central Office Administration -Building Administrators	2015-2016	-Meeting time -Funding for Professional Development	-Professional Development Committee meeting agendas/minutes -Survey results to plan faculty meetings and early release days -Documentation of Professional Development activities, schedules
-Develop a policy by which input is provided into the evaluation of Special Education staff through the use of the Specialized Instructional Support Personnel Rubric developed by DESE	-Director/Assistant Director of Student Services -Building Administrators -Evaluation committee -SEA Union Representative -School Committee	2016-2017	-DESE Specialized Instructional Support Personnel Rubric - <i>Teachpoint</i> evaluation tool -District evaluation tool	-Implementation of collaborative evaluation policy for Special Education staff in place by 2017

*Swansea Public Schools  
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**Objective B:** To continue an on-site professional development model that is collaborative, job-embedded and led by educators who model best practices.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Professional development that strengthens rigor and relevance in the classroom provided by administrators and instructional staff	-Central Office Administrators -Building Administrators -Professional Development Committee	2015-2018	-Time -Early release days -Faculty meetings -Professional Development	-Professional Development literature, itineraries and feedback
-Develop and implement annually a District-wide disabilities training for all educational staff members, provided by Department of Student Services	-Director/Assistant Director of Student Services -Building Administrators	2015-2018 (annually)	-Technology -Training space -Professional Development time	-Annual presentation document -agenda/feedback

**Objective C:** To provide quality professional development based on specific areas of need as identified by faculty and staff .

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Develop and utilize staff surveys to identify areas of need, utilize survey results to plan faculty meetings, in-service and early release days.	-Building Administrators -Leadership teams -Professional Development Committee -Central Office Administration	2015-2018	-District Analysis, Review and Assessment Tools (DART)from DESE -Technical assistance -Meeting time	-End of the year survey results -List of professional development activities and agendas -Professional Development feedback

**Objective D:** To maintain quality trained mentors district-wide in order to provide, and retain, qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Training opportunities for effective teachers who wish to become mentors.  -Professional Development on a yearly basis for those currently trained as mentors	-Building Administrators -Lead Mentors -Trained Mentors	2015-2018	-Funding for: Mentor stipends Lead mentor stipends Mentoring in action curriculum Summer training	-Survey results from teachers participating in the program -Mentor/mentee logs

*Swansea Public Schools  
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**Objective E:** To continue to provide additional assistance and professional development opportunities for teachers with identified areas of growth and development.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
<p>-Identification of staff falling in the categories of Directed Growth Plan, Improvement Plan and Developing Educator plan as outlined through the educator evaluation system</p> <p>-Provide individualized professional development and support related to the areas of identified need</p>	<p>-Building Administrators -Mentors</p>	<p>2015-2018</p>	<p>-Professional Development funding -Mentor funding -Model growth plans</p>	<p>-Educator Evaluation -Development and review of growth plans -Smart Goal development</p>

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**Goal 3: Human Resource Management:** To identify, attract and recruit effective personnel, and to structure the environment to support, develop, improve, promote and retain qualified and effective professional staff who are successful in advancing achievement for all students.

**Core Value Area(s):**

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

**Objective A:** To maintain quality trained mentors district-wide in order to provide, and retain, qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Increasing teacher voice in school decision-making	-Central Office Administration -Building Administrators -Leadership Teams	2015-2018	-Meeting time -Faculty/Staff Survey -Mechanism to gather input & document the process	-Revised timelines and protocols for teachers to have a more transparent say in appropriate, local decision-making
-Training opportunities for effective teachers who wish to become mentors.  -Professional development on a yearly basis for those currently trained as mentors.	-Principals -Lead mentors	2015-2018	-Professional Development funds -Funding for lead mentors, mentors and training	-Survey results from new teachers participating in the program
-Maintaining lead mentors at all grade levels	-Central Office Administration -Building Administrators	2015-2018	-Funding for lead mentors, mentors and training	-Mentor training schedules, agendas
-Ensure new teachers participate in formal mentoring program	-Building Administrators	2015-2018	-Mentoring Program -Lead Mentors -Mentors	-Lead Mentor rosters -Mentoring curriculum -Mentee roster

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**Objective B:** To create promotional opportunities for professional staff at all levels.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Develop innovative ways to reward our highest performing faculty members and administrators	-Central Office Administration -Building Administrators -SEA Executive Board -Leadership Team	2016-2018	-Budget -Collective Bargaining Agreement -SEA Contract Language	-Documented system to reward educators performing at the highest level -SEA Contract Language

**Objective C:** To continue to ensure that the District policies and practices for identification, recruitment and selection of highly qualified professional staff results in the employment, and retention, of effective personnel.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Identify persons responsible to address human resource issues/questions	-Central Office Administration	2015-2018	-Central Office Administration -Central Office Staff	-Documentation of Human Resources organizational chart matrix
-Post anticipated or vacant faculty and staff positions in an efficient and timely manner	-Central Office Administration -Building Administrators	2015-2018	-Clerical staff to develop and post vacancies -website -SchoolSpring subscription -State university job fairs -Newspapers	-Staff roster and highly qualified licensure -Informational brochures disseminated regarding job fair -SchoolSpring posting and candidate inquiries

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**Goal 4: Student Support Programs and Services:** To provide quality programs for all students that are comprehensive, accessible and rigorous. To support students and staff through District discipline and behavioral policies and practices that address the needs of all students and include attendance policies to ensure students complete their education.

**Core Value Area(s):**

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

**Objective A:** To address the needs of the whole child by engaging students in a variety of programs both in and out of the classroom.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Review of related arts programs at all schools to ensure that the interests of all students are peaked  -Develop additional extra and co-curricular activities across the District as needed	-Central Office Administration -Building Administrators	2015-2018	-Funds for additional teachers/advisors as needed -Funds for additional extracurricular activities	-Report of additions to related arts and extracurricular activities

**Objective B:** To use the most current research based procedures to keep students and staff safe.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Implementing research based strategies on student safety  -Practice emergency evacuation  -Practice of Lockdown Protocol	-Central Office Administration -Building Administrators -School Committee -Police Department -Fire Department -SRO -Faculty	2015-2017	-Training -Time	-Log of practice times -District security plans

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**Objective C:** To improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Review of current programs designed to assist students with transitions from school to school  -Develop new and innovative ways to assist students with transitions	-Central Office Administration -Building Administrators	2015-2018	-Professional Development -Time for collaboration between principals	-New/revised programs to assist students with transitions

**Objective D:** To maintain policies and procedures which promote positive relationships between students, staff, and all members of our educational community.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Maintain after-school enrichment programs and opportunities for students  -Foster Community Partnerships, Citizenship and Community Support	-Building Administrators -Faculty -Principal -Community members -Businesses	2015-2018	-Time -Budget -Community resources	-Programs offered -Student enrollment -Staff participation -Community participants

**Objective E:** To analyze student achievement data to identify students who are low-performing or ‘at risk’ and employ research-based best practices to assist these students in making effective educational progress and ensure that the identified students remain in school and complete their education.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Investigating more credit recovery opportunities / acquisition of grade level standards	-Central Office Administration -Building Administrators	2015-2018	-Time -Funding for: Saturday School Edgenuity Cardinal Prep	-Documentation of opportunities, including on-site and virtual credit recovery programs to meet the needs of all students
-Develop specific curriculum mapping for students within substantially separate classroom environments in order to provide quality programming for all students	-Director/Assistant Director of Student Services -Building Administrators	2015-2018	-Internet for research purposes -Massachusetts Curriculum Frameworks resource guide	-Implemented curriculum map in accordance with the frameworks and Common Core State Standards

*Swansea Public Schools  
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**Objective F:** To have fair and equitable policies, procedures and practices to reduce discipline referrals, grade retention, suspension, and expulsion.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
Implementation of: M.G.L. C. 71, sec 37h ¾ Chapter 222, Acts of 2012 603 CMR 53; Student discipline	-Building Administrators -Central Office Administration	2015-2016	-Legal workshops -Legal counsel -Administrator professional development	-Student handbooks -Discipline policies -Parent notifications/letters -Student discipline reports

**Objective G:** To maintain programs that address the needs of transient and homeless students and provide them with timely and equitable access to quality educational programs as outlined in state regulations

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Coordination of homeless student registration and transportation  -District/School outreach to families to meet the needs inside and out of school inclusive of community resources to ensure the social, emotional and physical health of students  -Ensure appropriate transportation is in place for student’s educational placement in accordance with the McKinney-Vento Homeless Act	-Homeless Liaison -Building Administrators -Assistant Superintendent	2015-2018	-Funding -Transportation -Special programming -Access to the State Homeless Liaison	-McKinney-Vento state report -State transportation reimbursement -Bi-monthly state-to-district report -Documentation of outreach practices

**Objective H:** To enforce policies and procedures that promote the importance of student attendance and require the monitoring, reporting, and acting upon attendance problems.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Update and review of handbook policies in regard to: attendance, Chapter 222, Acts of 2012  -Utilization of School Resource Officer for residency determination questions	-Building Administrators -Guidance -Central Office Administration -Resource Officer	2015-2018	-Funding for Resource Officer -School Counsels -School Committee -X2 Parent Portal	-Attendance records -Parent notification/letters -Disciplinary reports -Resource Officer reports -Handbook documents -Discipline policies

*Swansea Public Schools  
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**Goal 5: Leadership, Governance and Communication:** To establish and maintain an administrative team that will continue to implement and continuously evaluate the cost effectiveness and efficiency of policies and procedures that are standards-based, focused on student achievement data, and designed to promote continuous improvement of instructional practice and a high achievement for all students. To promote public confidence, financial commitment and community support by routinely communicating to the public leadership actions and decisions related to the attainment of District and School goals.

**Core Value Area(s):**

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

**Objective A:** To continue to develop a culture of shared leadership and decision making practices to enhance effective communication with all stakeholders.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Positively branding District through social media	-Central Office Administration -Building Administrators -Leadership Team -Teachers -Staff -Students	2015-2018	-Time	-Curated documents reflecting positive branding of district through use of common hash tag
-Develop a District Community Committee composed of various members of the community separate from parent groups and school councils to discuss issues relative to our Schools	-Central Office Administration -Building Administrators	2016-2018	-Professional Development -Meeting time -Meeting space	-Meeting agendas and minutes -Suggestions for improvement from committee -End of year committee survey
-Parent/Guardian input solicited via survey	-Central Office -Building administration -Faculty -Parents/Guardians	2015-2018	-Open House -Website -Surveys	-Parent participation -Survey results

*Swansea Public Schools  
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**Objective B:** To include all District and community stakeholders in decision making processes through transparent, multi-modal communication.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Meet regularly with all stakeholders for the purpose of communicating School and student progress	-Faculty -Principal -School Council -PTO -Leadership Team	2015-2018	-Volunteers -Time -Schedule	-Scheduling log -Evidence of communication -Minutes
-Develop School and District Improvement Plans, handbooks, and policies that are approved by the school committee in open, recorded sessions and accessible via district website	-School Committee -Central Office Administration	2015-2018	-Cable Access -Internet website -Technical support	-School and District Improvement Plans -School Committee agendas, approved plans and policies, live and recorded broadcasts

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**Objective C:** To maintain and enhance the District technology plan that facilitates and strengthens the teaching and learning process for all students, staff, and community stakeholders.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> <li>-Develop a technology awareness committee made up of faculty and staff from all schools as well as a representative from central office</li> <li>-Review of technology resources, use, needs, policy and professional development</li> <li>-To improve and streamline District-wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.</li> </ul>	<ul style="list-style-type: none"> <li>-Central Office Administration</li> <li>-Director of Finance and Technology</li> <li>-Building Administrators</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>-Funds for purchase of additional technology deemed necessary</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting agendas and minutes</li> <li>-Yearly report on the state of technology in the district</li> </ul>
<ul style="list-style-type: none"> <li>-Develop specific ways, through the use of technology to create more opportunities for differentiated instruction, student acquisition of skills related to technology, share and implement best educational technology practices.</li> <li>-Vet and review equipment usage in the instructional environment for best placement of technology</li> <li>-Develop training opportunities to enhance instructional growth and collaboration among educators to enhance teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Finance and Technology and staff</li> <li>-Building Administrators</li> <li>-Instructional staff</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>-Equipment/labs</li> <li>-Funding</li> <li>-Resource materials</li> </ul>	<ul style="list-style-type: none"> <li>-Sign out sheets</li> <li>-Professional Development sign-in sheets</li> <li>-Skills assessments</li> </ul>

*Swansea Public Schools  
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**Objective D:** To continue to have a well informed, knowledgeable School Committee that relies on presentation of student data and educational research as the foundation of all policy-making and decision-making.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> <li>-Regularly scheduled, and posted, school committee meetings</li> <li>-School Committee approval and adoption of handbooks, School and District Improvement Plans, and district policies</li> <li>-Reporting out District and state-wide assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Building Administrators</li> <li>-School Committee</li> <li>-Central Office Administration</li> <li>-Committee members</li> <li>-School Councils</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>-Funding of administrative and clerical staff, data manager</li> <li>-Volunteer School and District Improvement Plan members</li> <li>-MASS/MASC annual conference</li> </ul>	<ul style="list-style-type: none"> <li>-Approved handbooks, policy manuals, School and District Improvement Plans</li> <li>-District-wide and state assessment results</li> <li>-Committee agendas</li> </ul>

**Objective E:** To continue to develop School Improvement Plans that align with the District Improvement Plan and are based upon student achievement data.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> <li>-Analyze student performance and develop ways to ensure alignment with School and district Improvement Plans</li> <li>-Alignment of Building Administrator's individual goals with School and District Improvement Plans</li> </ul>	<ul style="list-style-type: none"> <li>-Building Administrators</li> <li>-School Councils</li> <li>-Guidance</li> <li>-Clerical staff</li> <li>-Instructional staff</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>-Professional Development time</li> <li>-Faculty meetings</li> <li>-Early release/late start days</li> </ul>	<ul style="list-style-type: none"> <li>-MCAS, PARCC results</li> <li>-Staff survey results</li> <li>-District and state report cards</li> </ul>

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**Objective F:** To continue to have the superintendent effectively delegate the educational and operational leadership of the schools to principals and directors and use student achievement to assess their success.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Evaluation of Building Administrators through the employment of the Massachusetts Model System for Educator Evaluation in accordance with Massachusetts General Laws: -M.G.L., C.71, sec 38 -M.G.L., C.15.E -603 CMR 35 et seq.  -Regularly scheduled building 'walk-throughs'  -Attendance at faculty and leadership meetings	-Central Office Administration -Building Administrators	2015-2018	-Meeting time to determine goals	-Principal evaluation -Documented smart goals and evidence -PARCC/MCAS results -Meeting agendas and feedback

**Objective G:** To maintain a culture of collaboration by developing contracts and agreements which encourages all stakeholders to work together to support and sustain student achievement.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-District, School and individual celebration of achievements	-Building Administrators -Teachers -Parent Organizations	2015-2018	-Local media relations -Technology, electronic committee -Swansea Cable Access	-Documented recognition/celebration -Local media, electronic and cable access coverage
-Quarterly meetings between Swansea Educator Association Executive Committee and Central Administration	-Central Office Administration -Director of Technology -SEA President	2015-2018	-Meeting time	-Meeting agendas and minutes
-Contract negotiation team meetings with Central Administration, School Committee/sub-committee, and School Committee Attorney	-Central Office Administration -School Committee Chair -Attorney	2015-2016	-Meeting time -FY17 budget approval	-Meeting schedule and agendas -Approved budget -Approved SEA/Swansea School Committee Contract

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**Goal 6: Financial and Asset Management Effectiveness and Efficiency:** To engage in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. To acquire, and utilize, appropriate resources to provide, and sustain, achievement for all students. To regularly assess the cost effectiveness and efficiency of all financial and capital assets in order to adapt to reasonable changes and unanticipated events.

**Core Value Area(s):**

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Accountability in academic excellence and integrity

**Objective A:** To continue developing a transparent, comprehensive and understandable budget through an open, participatory process.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Building capacity within the community for ongoing support of the school budget	-Central Office Administration	2015-2018	-Time	-Successful budget build feedback and annual passing at town meeting
-Review of administrative software, maintenance and IT software, and all other computer systems used within the District.  -Update to systems and software as needed	-Director of Finance and Technology	2016-2018	-Funds for improvement to these systems	-Recommendations for and implementation of upgrades and improvements.
-Informational budget meetings held at building levels open to staff and parents	-Central Office Administration -Building Administrators	2015-2018	-Budget requests -Budget proposals -Meeting schedule -Time	-Attendance at budget meetings Presentations

**Objective B:** To identify and utilize non-traditional sources of revenue by building partnerships with the community, businesses, colleges and universities, including seeking grants.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Seek sources of funding from partnerships outside of the School District  -Research and apply for grants to supplement the school budget and provide additional opportunities for students and teachers.	-Central Office Administration -Building Administrators	2015-2018	-Professional development -Funds for travel	-Additional sources of revenue -New and innovative programs for students

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**Objective C:** To continue to develop a budget where resources are allocated based upon the ongoing analysis of aggregate and disaggregated student assessment data to ensure its effectiveness in supporting improved achievement for all populations.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Annual data analysis to identify areas of need with regard to student achievement gaps and specific needs of different populations	-Central Office Administration -Data manager -Building Administrators	2015-2018	-PARCC/MCAS data -Gates-McGinitie data -Thinkgate -Aspen X2 -DESE security portal	-Budget documents -Addressing identified areas of need

**Objective D:** To continue to have a community that provides sound financial resources to ensure educationally appropriate programs and quality facilities as evidenced by a sufficient district revenue levy and level of local spending for education.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Collaboration and communication between Budget Sub-committee and Advisory & Finance Committee/Town manager	-Central Office Administration -Director of Finance and Technology -School Committee Budget Sub-committee	2015-2018 (annually)	-Meeting time -Budget preparation -Communication between school and town officials	-Approved annual budget that meets the needs of the District -Reporting out to School Committee

**Objective E:** To continue to make regular, timely, accurate and complete financial reports to the school committee, administration, staff and public and to file all required local, state and federal reports accurately and on time.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Quarterly budget reports to the school committee and open meeting/public access broadcast	-Central Office Administration -Director of Finance and Technology	2015-2018	-Budget software -School Committee meeting	-Documentation of quarterly reports -School Committee agendas and meeting minute
-Adherence to the state superintendent schedule/checklist in all reporting categories	-Superintendent -Director of Finance and Technology -Data manager	2015-2018	-Budget software -Aspen X2 -DESE security portal	-Documentation of state reports

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**Objective F:** To maintain and enhance the use of efficient accounting software that integrates and actively tracks the District-level financial information and expenditures.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Ensure the District Policy Manual reflects fiduciary responsibility as per guidelines of the Department of Education with approval by the School Committee	-Central Office Administration -Director of Finance and Technology -School Committee	2015-2018	-Budget software -Funding -Student activities -Fiscal management	-Annual audit -Alignment with Town Financial reporting

**Objective G:** To continue to procure independent financial auditing services annually and to share the results of these audits and consistently implement the recommendations.

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Annual audit-firm consistent with that which town employs  -Monitoring and maintenance of local and revolving funds via secure data management, accessible and transparent practices  -Compliance with DESE End of the year Report	-Central Office Administration -Director of Finance and Technology -Data manager	2015-2018	-Financial/Budget -Infinite Visions Software Solutions	-Documentation of audit reports -Alignment with Town Financial reporting

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**Objective H:** To continue to have a long-term capital plan, inclusive of preventative maintenance, that clearly and accurately reflects the future capital development and improvement needs, including all aspects of educational and program facilities and that the plan is reviewed and revised as needed with input from all appropriate stakeholders

Improvement Strategies	Persons Responsible	Timeline	Resources Needed	Assessment/Evidence
-Capital improvement plan that addresses the state's established costs of: Emergency/at-risk General and preventative maintenance 1 to 2 years 3 to 5 years 6 to 10 years	-Central Office Administration -Director of Finance and Technology -School Committee	2015-2018 (quarterly)	MCCPO-certified staff -Superintendent -Director of Finance and Technology -Building Administrator input -Maintenance Department input	-Documented Capital Improvement Plan -School Committee reports -Meeting agendas and minutes -School Improvement Plans
-Research the capacity of current facilities/buildings and the ability to accommodate the population growth of the town	-Central Office Administration -Director of Finance and Technology -School Committee/sub-committee	2015-2016	-Census data -Town Planner's anticipated growth statistics -Building Administrators time and assistance	-Documented report -School Committee meetings agendas
-Needs assessment/survey for community support of building a new school as well as input regarding re-districting	-Central Office Administration -School Committee/sub-committee	2015-2016	-Technology survey/needs assessment -Director of Finance and Technology time -Data Manager time -Building Administrator's time and assistance	-Documented survey results -School Committee agenda and minutes
-Submittal of statement of interest (SOI) to Massachusetts School Building Authority (MSBA) to assess the recognized need for a new school in the district and if it would be supported by MSBA/state funding sources	-Central Office Administration -School Committee/sub-committee	2015-2018	-Census data -School capacity data -Enrollment data -Building administrators -Data manager -Director of Finance and Technology time and assistance	-Documentation of SOI submittal -MSBA report/assessment
-Appointment of Central Office Administrator as Assistant Procurement Officer for Town/School Department MCPPO trained-certified	- Superintendent -Director of Finance and Technology	2015-2018	-Massachusetts certified public purchasing official certification(MCPPPO) training (time-funding) -Town manager approval	-Appointment letter -RFPs -IFBs -Bid documents/awards Compliance with MGL ch. 30B, ch 149, ch 39m, ch 7, sec 38A
-Capital improvement plans will be submitted to central office and prioritized	-Building Administrators -Central Office Administration -School Committee -Faculty	2015-2018	-Budget -Time -Identified areas for improvement	-District Schedule for capital improvement -Completion of requested improvements -Walk-throughs

## **Individual School Overviews**

Swansea Public Schools prides itself on providing current, meaningful educational experiences to all students grades preK-12. Included, as a part of the tri-annual District Improvement Plan are the following overviews of what each school, housed within Swansea, has to offer the students and community members:

### **Mark G. Hoyle Elementary School**

The Mark Hoyle Elementary School stands in tribute of a young man who inspired a community. Located at 70 Community Lane, in Swansea Massachusetts, the Hoyle School currently serves 265 students. The Hoyle School opened its doors in 1992 and has been providing a quality public education ever since. The Hoyle School educates students from pre-k through second grade.

Currently, there are three, half-day sessions of integrated preschool, one session of full-day preschool and one full-day session of a self-contained preschool.

One language-based classroom serves students from kindergarten through grade two and offers support that mainstream classroom settings cannot. This year this classroom has nine students. Due to the many special needs programs at Hoyle School, 17% of our students receive some type of special needs services.

The current population breakdown warrants three full day kindergartens, three first grades and three second grades. This is our fifth year with full day kindergarten and it has been a huge success.

The rest of the professional support staff consists of one reading specialist and a special needs teacher. Eleven paraprofessionals help support the programming at the Hoyle School as well as a full time nurse and a secretary.

All grades receive specialized reading services from our reading specialist. This supportive grouping has worked out extremely well for all students. Instruction is differentiated throughout the day. Students who are independent are able to work at a faster pace, allowing for more abstract, independent work. Students who are less independent are able to receive the support that they need to be successful. This year we will begin to service the English Language Learner population. We are fortunate to have a kindergarten teacher who is also licensed as an English as a Second Language educator from the state. As is the policy from the state we will continue to train teachers as the need arises.

Teacher collaboration is an integral part of student success within the groups. All teachers are afforded common planning time to discuss the students, their needs and the best approach to teaching them.

A strong emphasis has been placed on early literacy. The reading specialist is a key component to instruction. The specialized reading program supports our more needy students. Teachers 21, a professional development agency, has been contracted to provide on-site, hands on training throughout the year this year.

The Hoyle Elementary School has adopted new literacy and math programs that align perfectly with the Common Core Massachusetts State Frameworks. Technology is weaved throughout the daily instruction and all students receive an integrated curriculum.

The school improvement plan, which is currently in its ninth year, mirrors the district improvement plan. All teachers are highly qualified and certified in their area of instruction. The school improvement plan, as developed from the school council, addresses the six main areas of quality schools as outlined by the state.

The climate at the Hoyle School is one of mutual respect, support, teamwork and character. All staff and faculty are committed to excellence for all students. Everyone works together resulting in a team approach to teaching. Respect, responsibility, and kindness are character development traits that we live

by every day. We have developed a nice mutual partnership with the Council on Aging which helps the students incorporate these character traits in tangible, meaningful ways.

The Hoyle School has a very strong and supportive Parent Teacher Organization. We have many volunteers who put many hours into fundraising and programming for our students. Through their work each class is able to attend two field trips a year, as well as, participate in numerous on-site programs.

The Hoyle School continues to be an exciting, respectful, learning environment that not only teaches academics, but also instills a life-long love for learning in its students.

## **Gardner Elementary School**

Gardner School, located at 10 Church Street, has a population of 265 students in grades K-2, with four classes at each grade level. The 2015-2016 school year begins our fifth year of full day kindergarten in Swansea.

The staff at the Gardner School is dedicated to the success of all students. Common planning time allows teachers to meet in grade level teams to plan curriculum, discuss the progress of students, and share ideas to provide the best instruction possible. At least one teacher at each grade level has received training in how to instruct English language learners. Two reading specialists implement the Title I program, which supports students in need of additional assistance in developing their reading skills. One special education teacher, two instructional coaches, a school nurse along with two paraprofessionals completes the staff at Gardner.

The Gardner School PTO and parent volunteers play an important role in the school community by planning and implementing many programs and activities. In the past, they have organized fundraisers, which in turn, provide opportunities for field trips to places such as the Providence Veterans Memorial Auditorium, Norman Bird Sanctuary, Four Town Farm, The Soule Farm Homestead in Middleboro and the Audubon Society. They have also sponsored activities such as book fairs, family reading nights, entertainment programs and an appreciation luncheon for the staff.

Gardner School provides a wide variety of learning experiences both within, and outside of, the classroom. After school Spanish classes are offered to give students the opportunity to begin learning a second language at an early age. The students participate in the "Jump Rope for Heart" in their physical education classes, raising funds for education and research through the American Heart Association. A coat drive for Marie's Place in Fall River is ongoing during the winter months to provide coats and other articles of winter clothing for children in need. Two of our second grade classes participated in the Message of Hope Foundation's community service project. The students collected items to fill "Happy Hope Bags", which were then distributed to children staying in area hospitals. The students and staff at Gardner contribute each year to a food drive, which benefits our local veterans. Beyond the quality academics, students are supported and encouraged in their growth as respectful, responsible, and caring young people.

Technology is an integral part of the curriculum and students have the opportunity to use iPads, iPods, and smartboards in their classrooms. This technology is utilized to review and reinforce content, particularly in the areas of literacy and math. A new interactive smartboard is part of the computer lab and all second grade students now have a weekly computer class as part of their itinerant rotation. Recently, with the support of the Greater Fall River Development Council, we were able to add an additional iPad cart and smartboard. This state of the art technology enables us to introduce our students to 21<sup>st</sup> Century Skills at an early age.

Gardner School has recently adopted new literacy and math programs which align perfectly with the increased rigor of the Common Core State Standards. Recent professional development activities have focused on common core shifts in math. In the 2015-2016 school year, the focus of our professional development will be on reading, using research based practices to ensure that all children become

engaged, successful readers and making informational text part of the curriculum while increasing the level of text complexity.

Gardner School provides a safe, nurturing learning environment where students always come first. A new Little Tikes play structure was added to our existing playground that provides a safe, interactive, freestanding unit that accommodates a large number of children and encourages physical activity and creative play. As an educational community we all strive for the same goal; to guide and develop the academic, social, and emotional growth of all of our students.

### **Elizabeth S. Brown Elementary School**

Elizabeth Stevens Brown School, which opened in January 1956, is currently in its 60<sup>th</sup> year of providing quality education to young people of Swansea. The school was named after Elizabeth Stevens Brown, who was a Swansea elementary teacher and eventually became the principal of Brown School. Originally the school was built as a Jr. High School to serve students in grades six through eight, later expanding to include students in grades three through eight. Over the years the school has transformed to meet the student's educational needs. Today Elizabeth S. Brown School is one of two schools in the district that educate students in grades three through five. This year's diverse, emergent population of students in grades three, four and five total 300 students. Our class sizes range from a high of 28 students to 25 students in all grade levels.

Elizabeth S. Brown School along with our sister school, Gardner Elementary School, continue to provide language services for the English Language Learners (ELL) that have joined our district over the last few years. A new requirement from the Department of Elementary and Secondary Education is the state certification in Sheltered English Immersion (SEI). In efforts to meet these requirements, fifty percent of our teachers and administrators have been SEI trained and endorsed by the Department of Elementary and Secondary Education for ELL instruction.

There have been numerous building security upgrades with the addition of cameras and new protocols. Improving academic achievement of our students remains the focus of our school and district as evident in the District Improvement Plan, as well as, our individual School Improvement Plan. Our School Improvement Plan has outlined a comprehensive approach in meeting our goals; Technology, Professional Development, and Communication. Our teaching staff is committed to providing effective strategies and skills to incorporate instructional technology in the classroom. Incorporating technology into daily lessons enhances our student's 21<sup>st</sup> Century Skills and prepares our students in becoming career and college ready. Utilizing technology affords an opportunity to personalize instruction and guide our students in a more globalized approach to learning. Technology also plays an integral role in our continued efforts to strengthen communication between home and school. Families can easily access staff contact information, forms and upcoming events as well as stay up to date with their child's progress and assignments via the parent portal and e-Boards available from our website. Our technology plan identifies technology and equipment currently at E. S. Brown Elementary inclusive of mobile labs, projectors, digital cameras, interactive smart boards, iPods and iPads.

Effective teaching strategies to address students' reading abilities remain our focus. The widespread development in best practices for effective teaching in all content areas has been embraced by students and staff alike. We continue to challenge ourselves, as well as, our students; our curriculum and assessments, inclusive of District Determined Measures, have been fully aligned with the Common Core Standards at all grade levels across the district. Brown School has also begun a school-wide vocabulary initiative to support the transition to a new state assessment system. Our students will be participating in the computer based PARCC assessment this year in reading and mathematics. The fifth grade students will continue to be assessed in Science, Technology and Engineering using the MCAS tests.

The feedback obtained from these assessments serve as a measurement of our students' understanding of the Common Core Standards and their computer skills. Our effort for common planning time has supported the teachers in our efforts to raise the bar for learning expectations for our students. We

continue to qualify as a Title 1 school, which allows us to provide additional reading support for students to strengthen basic reading and comprehension skills that are vital to improved academic achievement. Our staff has been collaborating with a reading consultant to enhance teaching strategies, enabling us to effectively reach all levels of readers. The focus and work done in the area of reading has proven effective, as we continue to see our students growth scores increase. Our enhanced offerings extended past the school day with a variety of activities for students to participate in after the regular school hours.

Our goal to develop the whole child; physically, intellectually, socially and emotionally, is evident in our ongoing initiatives. Brown School's collaboration with other schools in the district, and with community affiliations, continues to flourish. Students from the childcare program at Case High School participate in a 'Homework Club' in an effort to assist Brown School students with homework and build solid study habits. We are now in our tenth year of this program. The popularity of this program requires three different sessions to allow all interested students to participate. The after school Walking Club had approximately fifty students participating again this year. Back by popular demand are the Computer Club and Mad Science classes. The Computer Club provided students an opportunity to enhance their computer skills with their peers in a relaxed, informal manner. The Mad Science classes challenged students using hands on activities and experiences. The foreign language class offered for the last six years remains popular with students interested in learning to speak Spanish. The partnership with Bay Coast Bank provided our students access to participate in Savers Club, where students could deposit money into their accounts monthly during the school day.

The annual events for students transitioning to third and sixth grade afford an opportunity for students and parents alike to acclimate to their new school come opening day in August. End of the year activities once again offered a unique opportunity for community members, family members, school faculty, and students to share valuable knowledge and experiences with our student population.

Parental and community involvement are instrumental in creating a safe, supportive environment at Brown School. Dressed in period clothing, Mr. Carl Becker shares his artifacts from Civil War time and brings to life history lessons for our fifth grade students. The Swansea Police Department in collaboration with the School Department foster healthy relationships with children while teaching them valuable lessons. Each grade has a police officer assigned to them through the Adopt-A-Cop program as a tool to reach out to students. We were fortunate to have assemblies promoting strong character traits and good decision making to our students with financial support from our PTO.

As part of our Community Outreach efforts, funds and donations were raised for local programs with activities such as Holiday Food Drives for local community food banks, Swansea Animal Shelter fundraiser, Pennies for Patients, and Hoops for Hearts for the American Heart Association. Students and staff also took part in giving back during visits to the elderly on Valentine's Day. "Going Green" days heightened awareness of the impact on our environment and taught students simple measures that can be taken to improve upon their own environment. This was held once per trimester and included paperless lessons, a Book Swap event and school-wide activities.

The E.O.M.S. recycling company has placed receptacles at each school affording the community members an opportunity to recycle paper waste and help in our efforts to go green. In addition to our paper recycling we have made available to the community and school members Bay State Textile recycling, accepting clothes, stuffed animals and similar products.

The Brown School Council continues to strive for improvement of our school; focusing on the existing school improvement goals and developing action plans for improving the overall climate and enhancing academic achievement for our students. We continue to address the challenges of combating bullying in our school. With the support of the Superintendent and Assistant Superintendent we have made great strides in this area. Our faculty and staff have been trained annually; the policy and steps to report bullying incidences can be accessed electronically on the district and school website. Students receive anti-bullying instruction through Health classes, while parents receive information via newsletters, Open House and Parent Conferences, as well as, electronically via email and website notices. With the efforts of all involved, we are moving toward a climate where bullying is unacceptable and everyone is treated with respect.

The School Council was instrumental in determining the direction for the School Improvement Plan, inclusive of the budget, curriculum, and programs that drive instruction at Brown School. Faculty, parents and family members were given the opportunity for input in determining the direction and development of our goals by participating in various surveys again this year. There have been significant district capital improvements done under the direction of our Superintendent, Robert Monteiro. Brown School has revamped the entrance road and drop off area. This has improved the morning and afternoon traffic, as well as, the safety of our students.

The PTO-funded 'Fall Family Fun Day' was a great way to kick off our year and meet families in an informal way. Other PTO sponsored events included various assembly programs in support of the curriculum and attendance at area productions such as a professional philharmonic orchestra concert. The PTO-funded field trips for students in each grade level allowed authentic application and concrete experiences for our students. Third graders spent the day at Hornbine School and Lloyd Center, fourth graders visited the local Luther Store Museum and Slater Mill and our fifth graders experienced history first hand by visiting the Martin House and Freedom Trail.

Family involvement was fostered with events such as 'Fall Family Fun Day Festival', family book fairs, volunteer opportunities throughout the year as chaperones and library volunteers, and the culminating event of field day. The energy and efforts of our community and staff are reflective of the District's motto of "Students Come First" that will continue to be fostered at E. S. Brown School.

### **Joseph G. Luther Elementary School**

The Joseph G. Luther Elementary School was built in 1930 and opened its doors for students in 1931. Luther School, as it is most commonly known, was named after Joseph Gardner Luther, a successful local businessman, town clerk/treasurer and collector of taxes for the Town of Swansea. The school was originally built to serve the educational needs of students in grades one through eight. At that time, classroom teachers would provide instruction for students enrolled in two different grade levels.

In 1963, Luther School was expanded to serve the increasing number of Swansea students. The Luther School today, with approximately 215 diverse students, is one of two elementary schools serving students in grades three through five. The school participates in the Surround Care Program and provides before-school care to approximately a dozen students throughout the school year.

Luther School has continued to increase classroom technology by adding several digital projectors and document cameras to classrooms in order to provide faculty members and students with an enhanced learning environment. Students also have access to a computer lab, a mobile laptop cart, iPods, iPads, and SMART boards. The enhancement of technology, throughout each grade level has assisted students in maintaining the rigor and demands of 21<sup>st</sup> century learning. Professional development continues to be an ongoing focus to ensure teachers are utilizing technology to its fullest potential to educate our students.

Curriculum has been aligned to the Common Core Standards at each grade level. The rigor and demands for students in grades three through five remains a challenge, as the state increases its demands upon the district. The demands are met by our dedicated teachers who embrace the district motto of, "Students Come First". This is evident through ongoing review and revamping of the curriculum and teaching strategies that are continuously addressed to ensure that the best practices are in place to meet all learners. Infusion of common planning time has been instrumental for teachers in the educational process in ensuring common language, sharing of ideas, strategies and pedagogy.

Literacy consultants will begin an ongoing professional development initiative that will serve to enhance acquisition of important literacy skills as the students move through each grade level. This initiative will be embedded within the classrooms and assist teachers in strategies to reach all learners at their individual levels. This approach will begin at the kindergarten level which will serve to better prepare students as they transition into Luther from Hoyle School at the end of second grade.

Luther School has a school-wide vocabulary initiative to help students transition to a new state assessment system. Luther School students participate in the Partnership for Assessment of Readiness for

College and Careers (PARCC) assessments in grades three through five for mathematics and English language arts. Grade five students continue to take the Massachusetts Comprehensive Assessment System (MCAS) in science only. The Luther School faculty participates in ongoing professional development to aide in this transition.

Luther School has also seen significant capital improvements, specifically with the addition of a new parking lot and student drop-off/pick-up area. This physical upgrade to the property has alleviated traffic issues on Pearse Road, provided parents with additional parking for school events, and most importantly, has improved student safety with exiting and loading vehicles and buses. The school continues to maintain the facilities and grounds with ongoing upgrades to floors, locks, the library, as well as, routine painting.

The citizens of Swansea have provided Luther School with the resources and support for our students, staff and administrators to live up to our school mission statement: *Public Education in Swansea shall provide each student a safe and nurturing environment in which to develop the values, knowledge and skills needed to foster lifelong learning, achieve full potential in his or her personal, social and work life, and to contribute actively to the civic, moral and economic spirit of our diverse and changing democratic community and society.*

### **Joseph Case Junior High School**

Joseph Case Junior High School continues to meet the many challenges associated with education today. The administration, faculty, and staff of Joseph Case Junior High School continually provide opportunities for learning and improving student achievement, while offering a safe and nurturing environment for all students.

The dedicated and highly qualified faculty and staff at Joseph Case Junior High School strive for excellence and are dedicated to providing the best possible learning experience for all students while ensuring 21<sup>st</sup> century readiness. Joseph Case Junior High School is a progressive middle/junior high school of 513 students, 46 faculty, 3 guidance, 1 health service staff, and 6 support staff. Our enrollment has increased slightly this school year. Our largest class sizes are 25 students and average class size is 20 in grades 6 and 7, and 19 in grade 8.

Meeting state standards, and our goals for improvement, continue to drive our curriculum and instruction. We continue to direct our remediation and intervention in all content areas to provide our students with every opportunity to be successful. MCAS was replaced by PARCC in ELA and math last school year. We diligently administered this new age assessment which will provide valuable data as to our success in implementing the new standards. We look forward to information on what testing will be like in years to come. MCAS will still be given to eighth grade students in the area of Science/Technology & Engineering. We remain committed to addressing areas of concern and focusing our efforts towards continued improvement in all areas as we continue to implement the 2011 Massachusetts Curriculum Frameworks incorporating the Common Core Standards. The 2015-2016 school year is our fourth year teaching Spanish in grades seven and eight. These courses will assist our students in all areas of study and further prepare them for the global society in which we live.

The improvement of 21<sup>st</sup> century teaching and learning is the goal of our district and Joseph Case Junior High School. Our focus in professional development continues to be in the area of instructional strategies and instructional technology to achieve 21<sup>st</sup> century student outcomes. We have also placed great emphasis on increasing the rigor in all of our classes. Over sixty percent of our faculty is trained by Research for Better Teaching, Inc. which employs strategies for instruction supported by the most recent research and data. Our staff is also committed to the learning and development of strategies and skills to incorporate instructional technology in the classroom. This year, as in the past, our school has received tremendous support from the district in the area of instructional technology. We currently have 6 mobile labs (containing between 24 and 30 laptops each) including 4 new Mac Book labs, two iPad carts equipped with thirty state of the art devices, 12 laptop-DLP carts, and 9 interactive whiteboard DLP/laptop units. In addition, many classrooms are equipped with DLP projectors. We have a STEM

lab with new computers installed in the summer of 2012, research/Plato lab, and a technology/engineering lab. Information, media, and technology skills are an important part of our global society and we strive to incorporate development of these skills into every lesson.

We will implement a new schedule in grade eight for the 2015-2016 school year. After a year of study and committee work, our new schedule will place students into classes in a manner similar to the high school. We feel this will help students focus their efforts on academics, eliminate discipline problems, and help students with the transition from middle school to high school. Our schedule committee will continue throughout the year to investigate scheduling options for grades six and seven.

Our school continues to value our students' participation in extra-curricular activities and athletics. We offer many opportunities for student participation in activities beyond the classroom. These activities provide our students with the opportunity to experience positive enrichment and growth after school hours and develop socially, emotionally, and academically. We offer six interscholastic athletic programs and two intramural programs. In addition to athletics, students participate in a faculty/student variety show and a faculty/student basketball game. Other clubs and activities include: Student Council, Student Leadership and Peer Mentoring, Peer-Mediation, National Junior Honor Society, Spelling Team, Math Team, Yearbook, School Newspaper, Literary Magazine-Book Club, Film Club, Photography Club, Lego Robotics Club, Running Club, Walking Club, Regional-District-State Science Fairs, Marching Band, Concert Band, Pep Band, Color Guard, and Chorus.

This year is the sixth year of our Drama Club at Joseph Case Junior High School. Drama had been missing from our school for the past fifteen years until a dedicated group of teachers and volunteers resurrected the program four years ago. The Joseph Case Junior High School Drama Club presented three performances of *Oliver* in March of 2015. Educational theater of this type teaches students to work collectively and respectfully in a group; it teaches the value of shared responsibility and working together to meet a common goal. These are also important skills for students in the 21<sup>st</sup> century. We plan to continue this group in the future to present educational theatre to our students.

We are proud to have a student advisory in all grades. Each student has been assigned a faculty or staff member as an advisor. Students meet with their advisor monthly in a small group of ten or eleven students. The plans for each session are developed faculty volunteers and include issues relative to middle level students such as peer relations, stress and anxiety, and effective use of time. This program helps to create a greater sense of community in our school and will no doubt increase student achievement. It is our hope that this program will have many overarching benefits that will assist students throughout their time at our school and beyond.

We continue to address the challenges of combating bullying in our schools. With the support of the superintendent and assistant superintendent we have made great strides in this area. Our faculty and staff have been educated on this issue and the steps to take not only to intervene in a suspected case of bullying but what can be done in the classroom on a day to day basis to address this problem. Our student leaders have been trained at Bridgewater State University's Massachusetts Aggression Reduction Center, MARC, and will be designing their own program to help end bullying in our school. With the efforts of all involved, we are moving toward a climate where bullying is unacceptable and everyone is treated with respect.

At Joseph Case Junior High School, we believe in interacting with the community and recognize the importance of collaboration, cooperation, and communication between the school, the community, and parents. Our students continue to be involved in activities of community service and supporting the elderly and less fortunate of our community and abroad. For the fourth straight year, students collected a large amount of goods that will be sent to U.S. troops in Afghanistan and Iraq. This program was organized through the Marine Corps League and our National Junior Honor Society. We are proud of the successes and achievements of our students, faculty and events at Joseph Case Junior High School. We believe in celebrating these achievements in the local media.

We look forward to continued support for Joseph Case Junior High School in the future, which will enable us to continue to grow as a school and a community and prepare our students for high school and post-high school life in the twenty-first century.

### **Joseph Case High School**

Joseph Case High School proudly educates students in grades 9 through 12. This 21<sup>st</sup> century learning facility embraces the core values and tenants that assist students in becoming life-long learners and contributing members of society. As is the case with Joseph Case Junior High School, and all of the elementary schools in the district, the high school embraces opportunities for learning and improving student achievement, while offering a safe and nurturing environment for all students and community members.

Transitioning students into high school, so that they are afforded the best opportunity for success, is of the utmost importance. Therefore, communication between the junior high and high school is paramount to ensuring that students transition smoothly and with the necessary skills to make their high school experience successful. The guidance departments at both schools, along with members of the leadership teams, collaborate in an ongoing way so that students are fully aware of opportunities that are available and how to access those opportunities appropriately. This is true, not only for academics, but for extra-curricular activities, sports, drama, music and host of clubs and organizations. The Naviance system is utilized, beginning at the junior high school, so that students can begin to find career paths that they may want to pursue and to discover coursework that is necessary to achieve those goals during high school and prepare them for entrance into college.

Joseph Case High School, as a culmination of the years of education in Swansea, offers a plethora of classes and activities to meet the needs of all learners so that when they have completed all of the high school requirements, students are prepared, socially, emotionally and academically to move on to the next path in their post-secondary careers. To this end, Swansea has led the state in becoming the first school in the commonwealth to mandate CPR certification as a part of the graduation requirement. As such, our graduating seniors are equipped to be conscientious members of society and prepared for life-saving emergencies, a skill that not all students leaving high school can claim.

The high school has made many changes to the learning environments within the school which has brought us further into 21<sup>st</sup> century learning ideals. Some of these achievements include the recent re-configuration and addition of a more stringent and expansive advanced placement program. Although in its infancy, this program will serve the students of Swansea in a way that has only previously been reserved for a small portion of the population. The expanded program offers many more opportunities to students that will make them career and college ready. In addition, the, mainly original library, has been transformed into a state-of-the art learning common that is more inviting, more functional, and will serve the students in ways that will further promote growth and development in all areas of the learning process. The integration of modern technology work stations has enhanced the use of the learning commons and will continue to assist students in achieving 21<sup>st</sup> century learning expectations.

Swansea has partnered with Cambridge Institute to provide learning opportunities for students from countries, such as China and Korea, as a part of a placement program for high school students looking to experience educational opportunities in the United States. While to date, there have only been two students that have been placed at Joseph Case High School, the plan is to continue to expand the opportunities in the hopes of servicing up to ten students per year. This is an ongoing endeavor and has been a great experience for the students, staff and host families.

Safety and security for all students in the district is the priority, and to this end, the addition of a new access road, *Cardinal Way*, has served to provide an ease of traffic flow into and out of the high school, provided another egress for emergency vehicles, and has enhanced the overall layout of the high school campus. In addition, the high school has been equipped with video surveillance throughout the interior and exterior of the building. The cameras provide another layer of safety for students, and allow for coordination between school officials, law enforcement officials, and fire officials should there be an emergency situation.

As a comprehensive educational environment, Joseph Case High School provides a host of educational, co-curricular, and extra-curricular opportunities for students so that the diverse population can be well-equipped to transition from high school to post-secondary careers. The programming within the high schools addresses students of all abilities and provides the appropriate support through social media, traditional course work, advanced placement course work, virtual learning and through differentiation of instruction. As such, the graduation rate of Joseph Case High School continues to be over ninety percent, with most students attending higher educational institutions. The success of Joseph Case High School is due to the collaboration of staff, administrators, parents, and community members who all have a stake in ensuring a positive and successful experience for all students.