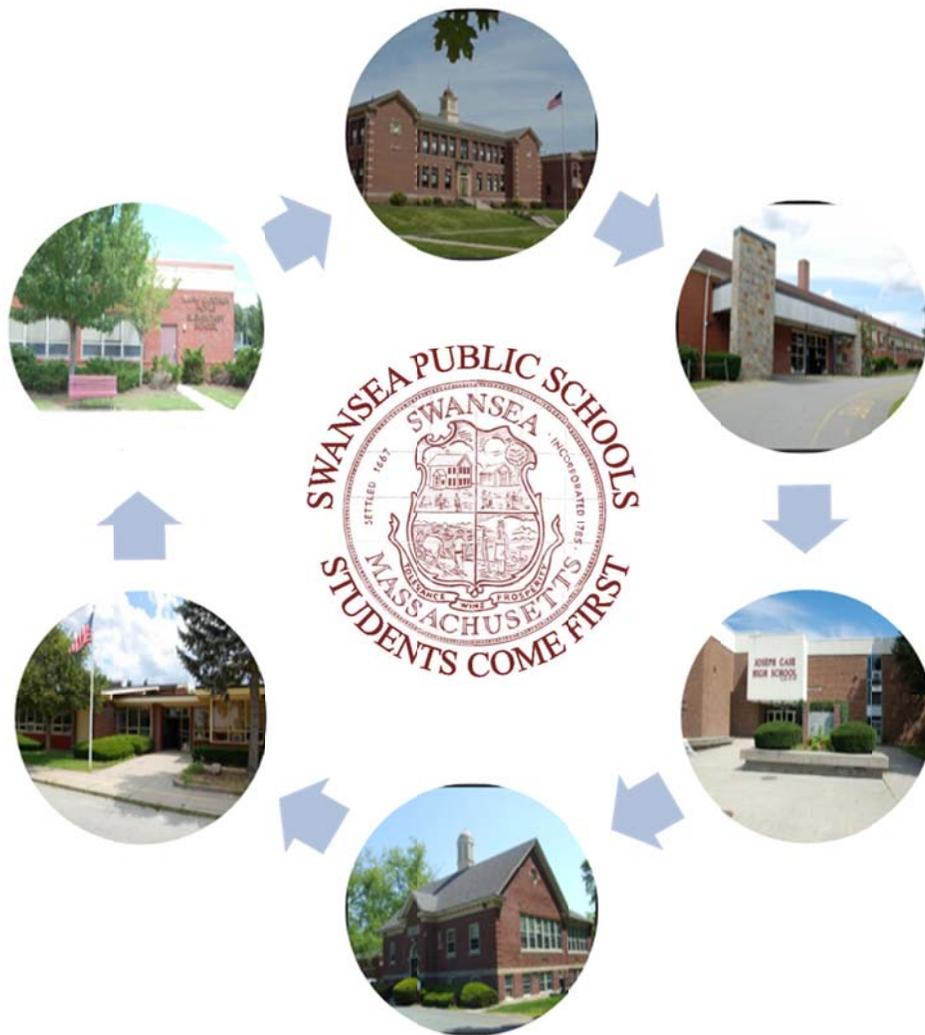


*Swansea Public Schools
Three-Year District Improvement Plan
2018 – 2021*



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 21st century community.

District Improvement Plan

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Hoyle

Gardner

Brown

Luther

Junior High

High School

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 16,249 as of January 1, 2017. 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.

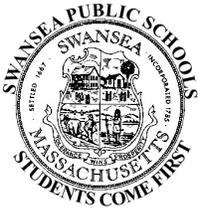
According to the 2010 U.S. Census, Swansea's ethnic, racial and cultural composition has remained constant with 97.3 percent Caucasian, .6 percent African American, 1.1 percent Hispanic, and .7 percent Asian residents. There are a large number of first and second-generation immigrants, predominantly 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 2nd 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 2,100. Joseph Case High School has a current enrollment of 542 students divided fairly equitably between males and females. Throughout the district, 32.47 percent of students meet federal eligibility requirements for free and reduced meals.

The town of Swansea allocated 46.27 percent of local resources in FY 19 to the school district for a total of \$21,325,113.00. In FY 17, Swansea Public Schools expended \$13,457.00 per pupil, compared to the state average expenditure of \$15,956.00 per pupil, a slight decrease in comparison to the 2016 expenditure per pupil of \$13,669.00 in relation to the \$15,511.00 state average. Swansea's dropout rate in 2017 was 0.6 percent compared to the state average of 4.9 percent, while its graduation rate was 93.7 percent, compared to the state average of 88.3 percent.

The following District Improvement Plan is a culmination of hard work by school district personnel and community members, who provided input to ensure that a comprehensive and meaningful plan was developed.



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 21st century community.

JOHN J. ROBIDOUX
SUPERINTENDENT OF SCHOOLS

SWANSEA PUBLIC SCHOOLS

ONE GARDNERS NECK ROAD
SWANSEA, MA 02777
(508) 675-1195
FAX (508) 672-1040

ELIZABETH A. WHITE
ASSISTANT SUPERINTENDENT

August 2018

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 plan is developed, with input from central administrators, principals, teachers and parents, to ensure the Swansea Public Schools remains 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, invited 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 and so that each individual school improvement plan dovetails with the overarching District Improvement Plan.

The District Improvement Plan was approved by the Swansea School Committee at the public meeting on June 4, 2018. 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.

Sincerely,

John J. Robidoux, Superintendent
Elizabeth White, Assistant Superintendent

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.

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 21st century community.

Vision:

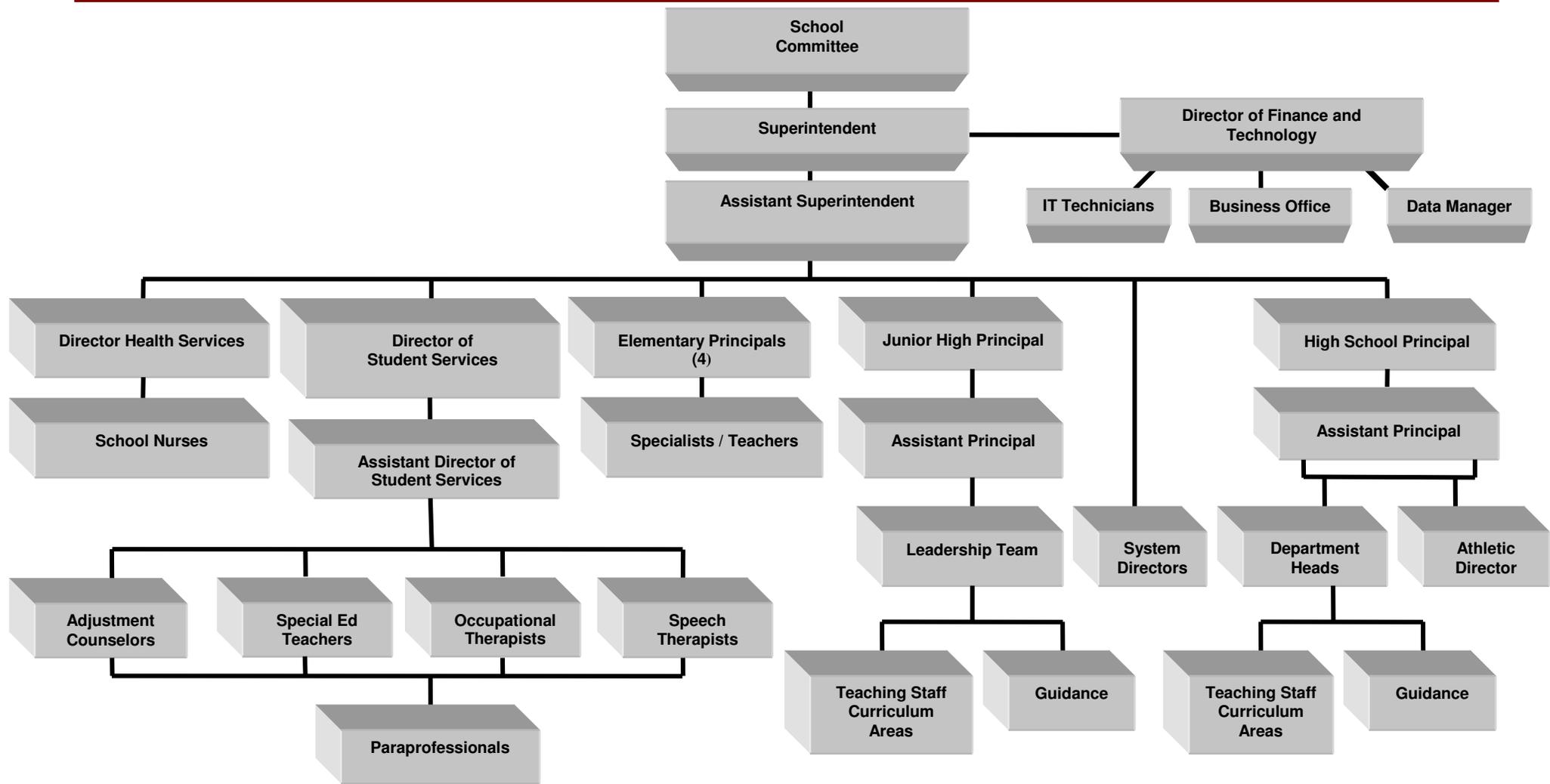
Public education in Swansea is a collaborative effort among staff, faculty, students, parents and the community; we seek to challenge, inspire and bring the joy of learning to all students. Guided by our Core Values, we will provide all students opportunities to become lifelong learners who excel academically, 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



Swansea Public Schools
District Improvement Plan 2018-2021

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.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Ensure horizontal and vertical alignment of curriculum	-Central Office Administrators -Building Administrators -Leadership Teams -Department Heads -Curriculum Committee	-Time: Early Release/Faculty Meeting/In-service -Curriculum Committee members to oversee ongoing development at building level	-Updated curriculum documents
-Expand Curriculum Committee, with representation from multiple grade levels to review curriculum documents	-Central Office Administrators -Building Administrators -Leadership Teams -Department Heads	-Time for Curriculum Committee to meet -Staff members to serve on committee -Stipend allotted for committee meetings	-Curriculum Committee Meeting dates, agendas and minutes -Roster of committee members
-Implement newly revised social science and history framework across all grade levels	-Central Office Administrators -Building Administrators -Teachers -Curriculum Committee	-Time for collaboration -Professional Development related to new curriculum standards -Updated frameworks	-Updated scope and sequence -Curriculum map template

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Objective B: To promote and maintain the District’s mission, vision and core values, by reporting disaggregated assessment data to all stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Disseminate annual parent reports -Bi-annually report 21 st century learning expectations, grades 9-12 -Public posting of annual school and district report cards related to state assessment results	-Central Office Administrators -Building Administrators -Clerical or administrative staff	-Time -Website -Email trees	-MCAS results -Bi-annual reports -Parent reports -School and District report cards
-Review and monitor District-wide common assessments to assess students functioning in order to improve achievement and ensure equitable access to education for students	-Central Office Administrators -Building Administrators	-Internet -Funding for research-based assessment tool -Digital access -Google suite	-Results of common assessments -Reporting from Building Administrators -DESE Equitable Access Educator Report
-Communicate achievement data to the community	-Central Office Administrators -Building Administrators	-Time -Website	-School Committee meeting minutes -Parent Reports -State Reports -Communication from Building Administrators and Central Office

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Objective C: To continue to implement MA Educator Evaluation System in order to comply with all state regulations and expectations to improve teaching and learning.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Provide professional development: -SMART goals -afford opportunities to model effective strategies	-Central Office Administrators -Building Administrators -Staff	-Professional Development time	-Professional Development agendas -Staff/student survey results -SMART goals -Reports of PD presentations
-Continue to implement student/staff surveys	-Building Administrators -Staff -Union representatives -Survey Committee -Director of Student Services	-Time to analyze surveys -Technological support	-Survey results -SMART goal development
-Update and improve observation and feedback process by Administrators for Teachers -Develop common Administrative goals -Implement Learning walks	-Central Office Administrators -Building Administrators	-Time to develop goals and schedule Learning Walks and observations	-Attainment of smart goals -Summative Evaluation reports -Dates of Learning Walks

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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 21st 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 strategies across the District that align with DESE standards for highly qualified professional development.

Improvement Strategies	Persons Responsible	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	-Central Office Administrators -Building Administrators -Leadership teams	-Panorama -Technological assistance -Meeting time	-End of the year survey results -List of professional development activities and agendas -Professional Development feedback -Panorama survey report
-Review student achievement data and identify areas of need when planning Professional Development	-Central Office Administrators -Building Administrators -Leadership teams -Data teams	-Time -Student assessment data	-End of the year survey results -List of Professional Development activities and agendas -Professional Development feedback

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	Resources Needed	Assessment/Evidence
-Provide Professional Development, by administrators and instructional staff, that strengthens rigor and relevance in the classroom	-Central Office Administrators -Building Administrators -PD Presenters	-Time -Professional Development days -Faculty meetings	-Agendas -Rosters -Feedback
-Develop and implement, annually, a District-wide disabilities training for all staff members, provided by Department of Student Services	-Director/Assistant Director of Student Services	-Technology -Training space -Professional Development time	-Annual presentation document -Agenda -Feedback

Objective C: 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	Resources Needed	Assessment/Evidence
-Provide training opportunities for effective teachers who wish to become mentors -Provide Professional Development on a yearly basis for those currently trained as lead mentors	-Central Office Administrators -Building Administrators -Lead Mentors -Trained Mentors	-Funding for: -Mentor stipends -Lead mentor stipends -Mentoring in action curriculum -Summer training	-Survey results from teachers participating in the program -Mentor/mentee logs

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

Objective A: To attract, identify and retain, qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Ensure that Lead Mentors properly pair new teachers with mentors -Utilize trained mentors to provide support to new teachers -Ensure that appropriate Professional Development is in place to assist new teachers with transition to Swansea	-Principals -Lead mentors -Trained mentors	-Funding for lead mentors, mentors and training	-Survey results from new teachers participating in the program
-Maintain lead mentors at all grade levels	-Central Office Administrators -Building Administrators	-Funding for lead mentors, mentors and training	-Mentor training schedules, agendas
-Use social media and enhanced “branding” to attract and retain professional staff	-Central Office Administrators -Building Administrators	-Digital access	-Data collected from responses
-Utilize local job fairs, collaboration with colleges and universities, School Spring and social media outlets for recruitment purposes -Ensure that district is seeking staff members with diversity and equity in mind	-Central Office Administrators -Building Administrators	-Job fairs -School Spring Subscription -Digital access	-Resumes -Job applications

Objective B: To acknowledge excellence in teaching across all grade levels.

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Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Develop new and innovative ways to celebrate faculty members and administrators that model excellence in education	-Central Office Administrators -Building Administrators	-Input from Building Administrators -Educator Evaluation rubrics	-Educator Evaluation results -Staff Recognition -Spotlight series in School Committee Meetings

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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 and initiatives both in and out of the classroom.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Develop and maintain related arts programs at all schools to ensure that the interests of all students are met -Identify the need and develop new extra co-curricular and afterschool activities	-Central Office Administrators -Building Administrators -District-wide Directors	-Funds for additional teachers/advisors as needed -Funds for additional extracurricular activities	-Report of additions to related arts and extracurricular activities
-Investigate more credit recovery opportunities / acquisition of grade level standards	-Central Office Administrators -Building Administrators	-Time -Funding for: -Saturday School -Edgenuity	-Documentation of opportunities, including on-site and virtual credit recovery programs to meet the needs of all students
-Develop ways to enhance growth mindset within the classroom	-Central Office Administrators -Building Administrators	-Professional Development time -Grade and school level meeting time	-Professional Development logs -Classroom implementation -Decrease in discipline referrals
-Investigate ways to provide middle school electives to enhance learning environment	-Central Office Administrators -Building Administrators	-Professional Development time -Grade and school level meeting time	-Development of schedule that allows for more opportunities

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

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Implement research-based strategies on student safety -Practice ongoing emergency evacuation -Practice of Lockdown Protocol -Review crisis protocols annually -Enhance student elopement protocols -Collaborate with town officials to enhance the role of the School Resource Officer (SRO) 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -Police Department -Fire Department -SRO -Faculty 	<ul style="list-style-type: none"> -Training -Time -Additional funding for police resources 	<ul style="list-style-type: none"> -Log of practice times -District crisis plans -Knox boxes -Surveillance cameras -Connection of surveillance with Swansea Police Department

Objective C: To improve transitions for students at all grade levels as they move from preschool through post-secondary education.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Review, revise and improve current programs designed to assist students with transitions from school to school, along with specific programs for students with disabilities 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -Student Services Department staff 	<ul style="list-style-type: none"> -Time for collaboration; family, staff community partners 	<ul style="list-style-type: none"> -New/revised programs to assist students with transitions -Parent/staff feedback -Step-up days -Dates for transition activities -Transportation
<ul style="list-style-type: none"> -Review input from Learning Walks at Administrative meetings -Collaboration of Leadership Teams between schools 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators 	<ul style="list-style-type: none"> -Time for collaboration 	<ul style="list-style-type: none"> -Dates and agendas for Administrator meetings

Swansea Public Schools
District Improvement Plan 2018-2021

Objective D: To promote positive social and emotional learning and relationships between students, staff, and all members of our educational community.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Foster community partnerships, citizenship and community support	-Building Administrators -Faculty -Community members -Businesses	-Time -Community resources	-Staff participation -Community participants
-Maintain and enhance support provided by School Adjustment Counselors throughout the District	-Central Office Administrators -Building Administrators -School Adjustment Counselors	-Time -Funding for curriculum and resources -Professional Development opportunities	-Parent feedback -Educator Evaluation feedback -Decrease in behavioral incidences
-Raise awareness of social and emotional risks and needs of students with all stakeholders -Educate students in the area of social emotional learning	-Central Office Administrators -Building Administrators -School Adjustment Counselors -Guidance	-Professional Development -Curriculum	-Social emotional curriculum/resources at all schools
Explore “Responsive Classroom” approach at elementary and middle school levels	Central Office Administrators -Building Administrators -Identified Staff Members	-Training -Administrator and Staff buy-in	-Social emotional curriculum/resources at all schools

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Goal 5: Leadership, Governance and Communication: 1. 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. 2. 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 foster a culture of shared leadership and decision making practices to enhance effective communication with all stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Positively brand District through social media, common language, spirit wear and enhanced District website -Increase availability for purchasing of spiritwear	-Central Office Administrators -Building Administrators -Teachers -Staff -Students	-Time -Technology support and resources	-Use of common hashtags #weareallcardinals #studentscomefirst #cardinalpride -Ongoing Twitter/social media posts
-Solicit parent/Guardian input via survey -Solicit staff input via survey and faculty meeting time	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians	-Open House -Website -Surveys (Parents/staff/students)	-Parent participation -Survey results
-Seek ways to enhance community partnerships	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians -Community members	-Town Library -Community businesses -Recreation Commission -SEPAC	-Partnerships with community -Community activities within schools
-Develop opportunities for parents/community members to provide input into District and School Improvement Plans	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians -Community members	-Parent Survey	-Input for survey

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	Resources Needed	Assessment/Evidence
-Communicate with all pertinent stakeholders to share student progress	-Faculty -Building Administrators -School Council -PTO -Leadership Team -SEPAC	-Volunteers -Time -Schedule	-Scheduling log -Evidence of communication -Minutes
-Review and improve School and District Improvement Plans, handbooks, and policies that are approved by the school committee in open, recorded sessions and accessible via district website	-Central Office Administrators -Building Administrators -School Councils -School Committee	-Cable Access -Website -Technological support -School Committee meetings -Social media	-School and District Improvement Plans -School Committee agendas, approved plans and policies, live and recorded broadcasts -Public input on School Committee agenda

*Swansea Public Schools
District Improvement Plan 2018-2021*

Objective C: To review and enhance District-wide technology resources to facilitate and strengthen the teaching and learning process for all students, staff, and community stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Review the implementation of technology resources and identify need for professional development -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. 	<ul style="list-style-type: none"> -Central Office Administrators -Director of Finance and Technology -Building Administrators 	<ul style="list-style-type: none"> -Funds for purchase of additional technology deemed necessary -Pursue government and private grants for technology improvements 	<ul style="list-style-type: none"> -Meeting agendas and minutes -Yearly report on the state of technology in the District -Staff survey results
<ul style="list-style-type: none"> -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. -Vet and review equipment usage in the instructional environment for best placement of technology -Develop training opportunities to enhance instructional growth and collaboration among educators to enhance teaching and learning 	<ul style="list-style-type: none"> -Director of Finance and Technology and staff -Building Administrators -Staff 	<ul style="list-style-type: none"> -Equipment/Labs -Funding -Resource materials -Pursue government and private grants for technology improvements 	<ul style="list-style-type: none"> -Sign-out sheets for use of technology -Professional Development attendance

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

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

*Swansea Public Schools
District Improvement Plan 2018-2021*

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	Resources Needed	Assessment/Evidence
-Build capacity within the community for ongoing support of the school budget	-Central Office Administrators -Building Administrators -Identified community members -School Committee -Advisory & Finance Board	-Time -A & F Board meetings -School Committee meetings - School Committee Sub-Committee meetings	-Successful budget build feedback and annual passing at town meeting -Meeting agendas and minutes -Use of District website for transparency -Link to School Committee meetings on District website
-Review 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 and technology staff	-Funding for improvement to these systems -Time	-Recommendations for and implementation of upgrades and improvements -Add upgrade to system requirements
-Conduct informational budget meetings held at building levels open to staff and parents	-Central Office Administrators -Building Administrators -School Councils	-Budget requests -Budget proposals -Meeting schedule -Time	-Attendance at budget meetings Presentations -Agendas and minutes

*Swansea Public Schools
District Improvement Plan 2018-2021*

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	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 Administrators -Building Administrators -Director of Finance and Technology -Athletic Director	-Appropriate funding -Collaboration with community partners -Time -Advertising from local businesses at District sports fields	-Additional sources of revenue -Grant applications -Funding awarded -Incentive program

Objective C: 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	Resources Needed	Assessment/Evidence
-Provide quarterly budget reports to the School Committee in open meeting/public access broadcast	-Central Office Administrators -Director of Finance and Technology -School Committee	-Budget software -School Committee meeting	-Documentation of quarterly reports -School Committee agendas and meeting minute
-Adhere to the state superintendent schedule/checklist in all reporting categories	-Superintendent -Director of Finance and Technology -Data Manager	-Budget software -Aspen X2 -DESE security portal	-Documentation of state reports

*Swansea Public Schools
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Objective D: 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	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 Administrators -Director of Finance and Technology -School Committee	-Internal control manual for federal grants -Budget software -Funding -Student activities -Fiscal management -Policy Manual	-Annual audit -Alignment with Town Financial reporting -Approved School District Budget

Objective E: 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	Resources Needed	Assessment/Evidence
-Employ, annually, an audit-firm consistent with the town -Monitor and maintain local and revolving funds via secure data management, accessible and transparent practices -Comply with DESE End of the year Report	-Central Office Administrators -Director of Finance and Technology -Data manager	-Financial/Budget -Infinite Visions Software Solutions -Audit Company provided by Town of Swansea	-Documentation of audit reports -Alignment with Town Financial reporting

*Swansea Public Schools
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Objective F: 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	Resources Needed	Assessment/Evidence
-Develop 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 Administrators -Building Administrators -Director of Finance and Technology -School Committee -Facilities Director	MCCPO-certified staff -Superintendent -Director of Finance and Technology -Building Administrator input -Maintenance Department input -Facilities Director oversight	-Documented Capital Improvement Plan -School Committee reports -Meeting agendas and minutes -School Improvement Plans -District Improvement Plan -Custom energy audit reports
-Research the capacity of current facilities/buildings and the ability to accommodate the population growth of the town	-Central Office Administrators -Director of Finance and Technology -School Committee/sub-committee -Town Administrator	-Census data -Town Planner's anticipated growth statistics -Building Administrators time and assistance -Enrollment Program	-Documented report -School Committee meetings agendas
-Develop and submit statement of interest (SOI) to Massachusetts School Building Authority (MSBA) for accelerated repair program	-Central Office Administrators -School Committee/sub-committee -Director of Finance and Technology -Facilities Director	-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 -Energy audit reports
-Continue the pursuit of viable property for purchase by town to utilize for future school building	-Central Office Administrators -Town Administrator -Legal Counsel -School Committee/sub-committee -Conservation Officer	-Town records at available properties -Viable plot of land -Feasibility study	-Recommendations to Town Administrator -Approval by School Committee -Approval of purchase at the Town Meeting

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 four, 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, 20% 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 seventh 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. Ten para-professionals 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 serviced one English Language Learner. We are fortunate to have a kindergarten teacher who has her S.E.I. endorsement and is certified as an English Language Teacher from the state. All grade levels now have a teacher with the S.E.I. endorsement.

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. This year we began teaching the new science standards as well as the digital literacy standards.

The school improvement plan 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 but 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, tolerance and kindness are character development traits that we live by every day. We have developed a nice mutual partnership with the Council On Aging as well as Country Gardens Nursing Facility.

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 lifelong love for learning in its' students.

Gardner Elementary School

Gardner School, located at 10 Church Street, has a population of 264 students in grades K-2, with four classes at each grade level. Full day kindergarten continues to be an integral part of our academic program and provides a firm foundation for students as they begin their educational journey in Swansea. It is at this level that we begin to foster a growth mindset in our students and a true love for learning.

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 collaborate to provide the best instruction possible. At least one teacher at each grade level is trained 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, one instructional coach, a school nurse, two para-professionals, and our school secretary complete the staff at Gardner.

The PTO is an integral part of the Gardner School community. In addition to raising funds to support student activities, the group has also focused on community building events such as the Halloween "Spooktacular", Holiday Shoppe, and the annual Sweetheart Dance. Through the efforts of this dedicated group of parents, our school library has over 600 books and counting. In addition, the Scholastic book fairs, organized by the PTO, continue to put books into our children's homes.

During the 2016-2017 school year, Gardner School was selected and became a Feinsein Leadership School. As a recognized school, we are committed to teaching all of our students to be caring of others by demonstrating "Good Deeds." As a Feinsein Leadership School, we follow the message of philanthropist Alan Shawn Feinsein, "Every time you do something good for someone, you make the world a better place." The Gardner School Community has taken this message to heart and the students,

staff, and families have been extremely generous with their time and other resources in supporting people and animals in need. The Gardner School Community has participated in many positive activities and events such as but not limited to:

- ✓ Sponsoring The Great Pajama and Book Drive where we donated hundreds of pairs of pajamas and books to children in need.
- ✓ Annual Feinsein Food Drive –2,104 non-perishable food items were collected and donated to the Veteran’s Association of Bristol County for area Veterans
- ✓ Partnering with the Swansea Police Department to raise \$316.46 for gifts for needy families of Swansea during the holiday season
- ✓ A collection of food and other pet supplies donated to the Swansea Animal Shelter
- ✓ Monthly “Feinsein Friday Days” where all students and staff wear Feinsein Jr. Scholars T-shirts on designated days and support various charities by donating monetary offerings to places such as the Leukemia & Lymphoma Society, St. Jude Children’s Hospital, Juvenile Diabetes Research Fund, Gloria Gemma Breast Cancer, etc.
- ✓ Joining the Cartridge for Kids (CFK) recycling program where we recycle ink cartridges and electronic devices in an effort to help our planet and school
- ✓ Gardner Gives Back event where we worked alongside the Gardner PTO and collected many items for the Ronald McDonald House in Providence, RI
- ✓ Creating a Storybook Trail for the Gardner School playground with help from local sponsors for the students to actively read while being physically active outdoors
- ✓

Being part of the Feinsein program gives Gardner School the opportunity to receive financial support in recognition of the good deeds that we do. These funds have been and will continue to be used to enrich our academic programs and provide additional learning and cultural opportunities for our students. Mr. Feinsein himself has visited Gardner School to speak to the students about how proud he has been of their ongoing efforts! In addition to generous financial support, Mr. Feinsein also has graciously allowed us to host guests at no cost at our school for the students to experience educational and inspirational demonstrations. We have had the opportunity to have Bwana Iguana Reptile Adventure™ (an exciting interactive program that both entertained and educated the students about the mysterious world of reptiles and amphibians), Dean Watts from The Rising Sun (a demonstration where students learned elements of Kumi-Uchi Jiu-Jitsu and was taught the importance of respect and kindness) and a special visit from artist Susan Greco (an upcoming art event for students to create a watercolor with a true artist). In addition, each student receives a journal to record their good deeds. These journals are kept in school and given to the students to take home at the end of the year. Students also receive a Feinsein Junior Scholar card with their name on it, which entitles them to free admission to places such as Pawtucket Red Sox games, Mystic Aquarium, the Providence Children’s Museum, the Alex and Ani Skating Rink and Battleship Cove. Also, every student and staff member receives a free t-shirt to wear on designated days with our school name on it to recognize our commitment to the Feinsein Leadership School Program. Feinsein newsletters also are sent home and to community members periodically to inform our Gardner Community about all of the good deeds taking place in our school.

The literacy and math programs at Gardner School align perfectly with the increased rigor of the Common Core State Standards. The focus of the 2017-2018 school year has been on developing effective reading practices, based on the needs of the readers within our classrooms. All teachers have started to familiarize themselves with the Lucy Calkin’s Reading Units of Study and have implemented two of the units this year. In the summer, the teachers were provided with a professional development day introducing the units of study and were show how to “unpack them” for use in the classroom. Next

year, teachers will be implementing all four units of study through a workshop model. Our instruction is directed at helping students learn how to decode challenging text while developing strong comprehension and critical thinking skills simultaneously.

Technology is an integral part of the curriculum and the students have the opportunity to use iPads, iPods, and Chromebooks in their classrooms. This technology is utilized to review and reinforce content material, particularly in the areas of literacy and math. An interactive smart board is part of the computer lab and all students have a weekly computer class as part of their itinerant rotation. The goal for next year is to have each classroom equipped with a document camera/projector. This state-of-the-art technology will help to enable us to teach our students 21st century skills at an early age. It will also provide teachers with another mode of instruction to help them meet the needs and adapt to the learning styles of all learners in their classrooms. By the 2019 – 2020 school year, the plan is to have enough Chromebooks available so that computer class can take place in the classroom.

Gardner School provides a safe, nurturing learning environment where students always come first. We provide a challenging curriculum taught by a group of well-trained professionals who are passionate about teaching and learning. Again and again research shows what we already know; it is teachers that make the difference.

Elizabeth S. Brown Elementary School

Elizabeth Stevens Brown School, which opened in January 1956, is currently in its 62nd 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 serves students in grades three through five, with four classes per grade level, for a total of 12 classrooms. Our enrollment remained consistent this year with a current population of 282 students with class sizes ranging from 20 students to 26 students. This is the second year all students have been heterogeneously grouped within each homeroom while we continue to provide individualized services for students on IEPs in both inclusion and pull-out models. Currently there are 20 (14%) Special Education students who receive academic support from two Special Education teachers and four paraprofessionals in these settings. We continue to qualify as a Title I school, which allows us to provide additional reading support via a Reading Specialist Teacher for students to strengthen basic reading and comprehension skills that are vital to improved academic achievement. Additionally, we offer Math support services via a Math Specialist Teacher for our third, fourth and fifth grade students. We also have an Academic Interventionist that supports students directly within their classrooms. This offers the ability to provide direct, short-term intervention to any struggling students. We have a part-time School Adjustment Counselor that assists students to develop social skills and peer relationships, mediation and peer conflict. Our Counselor is available to support students and is shared with both Gardner School and Luther School.

This year brought an upgrade to the student restrooms with the installation of new automated hand dryers, upgraded faucets and new stalls. We are eagerly anticipating the much needed installation of new windows and exterior doors during the summer of 2018.

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 21st Century Skills and prepares our students in becoming career and college ready. All students in grades three, four, and five are assigned Google Accounts which allows them the ability to create and share documents and electronic projects with peers and their teachers. Being web-based, students have access to these accounts from any internet device. To support this increased student use of technology, we have three Chromebook carts, each containing 30 ChromeBooks. These carts are utilized daily by the students within the school. This year, six of our classrooms were equipped with new SmartTV technology which enables the teacher to visually present web-based information while also being fully interactive. Our Technology Teacher meets with each class weekly and focuses instruction on the Digital Literacy Standards, as well as developing proficient use of the Google Suite. 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 new Google Classrooms. We expect all teachers will have an active Google Classroom up and running by the start of next school year. These can be accessed through our new district website. We also maintain an active school Twitter page with school updates and event news. Our technology plan identifies technology and equipment currently at E. S. Brown Elementary inclusive of three Chromebook carts, projectors, digital cameras, interactive smart boards, interactive Smart TVs, as well as iPods and iPads.

Our students' reading ability and effective teaching strategies for reading remain our focus. We continue to challenge ourselves as well as our students; our curriculum and assessments, inclusive of Common Assessments, have been fully aligned with the Common Core Standards at all grade levels across the district. Brown School students are participating in the 2018 computer-based MCAS assessment in Reading and Mathematics. The fifth grade students will continue to be assessed in Science, Technology and Engineering however this is the first year they will complete it using the computer-based version of MCAS.

Our use of common planning time has supported the teachers in our efforts to raise the bar for learning expectations for our students. Our ELA Teachers collaborate weekly with a new district-based Reading Specialist to strengthen our teaching strategies enabling us to effectively reach all levels of readers. The focus and work done in the area of implementing a Readers Workshop model of reading has proven effective, as we continue to see our students' growth scores increase. This year we entered Year 2 of implementation of the Fountas and Pinnell Benchmark Assessment System as a tool to measure student reading levels and comprehension. Each student is assessed a minimum of 2 times per year with more frequent progress monitoring occurring for struggling readers.

We offer music to students beyond the regular general music instruction that is held weekly. Beginning in Grade three, students have the option to play a stringed instrument. The Third Grade string students meet as a group before school every Tuesday and Thursday and the fourth and fifth grade string students have their lessons during the school day. All Fourth grade students are introduced to recorder lessons provided by the elementary music instructor during regular music classes. This exposes students to our music program and builds the foundational skills which are continued into grade five. E. S. Brown

School also has a fifth grade band as well as a Chorus. Instrumental music lessons are provided for these students during the school day every Monday and Friday.

Our enhanced offerings extended past the school day with a variety of activities for students to participate in after the regular school hours. This year we expanded the after school clubs run by parents, community members and staff volunteers. This year, one 6-week session was held, for 1 hour per week after school. We offered 8 clubs ranging from Gardening Club to Community Service Club. There were a total of 121 students enrolled in these clubs. In addition to these clubs, back by popular demand were the Mad Science classes. The Mad Science classes challenged students using hands on activities and experiences and required paid attendance. The partnership with Bay Coast Bank also continues to provide our students access to participate in Savers Club, where students can deposit money into their accounts monthly during the school day.

The 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. We have a Parent Night and a student visit for our incoming Third Graders. Our outgoing Fifth graders also participate in a school visit to JCJHS as well as a Parent Night. This year we strengthened the transition to a new school year for all students through a Step Up Day held on the last day of school. Each current third and fourth grader spends time on the last day of school with their new classroom and teacher. In this way, students will leave for the summer knowing who their teacher and classmates will be as well as seeing their learning space for next year.

Parental and community involvement are instrumental in creating a safe, supportive environment at Brown School. 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. Our collaboration with the Swansea Fire Department affords students instruction and information regarding fire safety and prevention through five weekly lessons taught by our Fire Department staff.

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 as well as Hoops for Hearts for the American Heart Association. Students also took part in giving back during visits to the elderly on Valentine's Day. This year we have a large portion of our Fifth Graders participating in a Community Service Program. Students are required to complete 20 hours of community service between October to May.

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 Open House and Parent Conferences as well as electronically with 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 surveys again this year.

The PTO funded the Fall Family Festival which was a great way to kick off our year and meet families in a fun way. Other PTO sponsored events included various assembly programs, two Book Fairs, and a Holiday Craft Night. The PTO funds field trips for students in each grade level that allowed authentic application and concrete experiences for our students. Third graders spent the day at Hornbine School and the Lloyd Center, fourth graders will visit the Biomes Marine Biology Center and our fifth graders experienced history first hand by visiting the Martin House and Boston Tea Party.

Family involvement was fostered with events such as Fall Family Festival, family book fairs, Holiday Craft Night, Title I events like our Lemonade War, 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 "Children 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 227 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 twenty-five students throughout the school year. There are twenty-two teachers, three paraprofessionals, one school nurse, one school adjustment counselor, one school secretary, one custodian and one administrator presently employed at Luther School. Luther School added a part-time reading specialist and literacy coach for the 2017-2018 school years. Luther School now offers Title I services for reading intervention. Students continue to receive services in speech therapy and occupational therapy.

Luther School has continued to increase classroom technology through the purchase of Chromebooks in order to provide faculty members and students with a technology-rich learning environment. Students also have access to a computer lab, a mobile laptop cart, iPods, iPads, document cameras, digital projectors and SMART boards.

Luther School students participate in the Massachusetts Comprehensive Assessment System (MCAS) 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 as well. The 2017-2018 school year will be the first year that all state testing at Luther School will be computer-based. The

Luther School faculty participates in ongoing professional development in order to effectively prepare students for these assessments.

During the 2017-2018 school year, there has been a major focus on writing instruction. As part of our school improvement plan, Luther School now has additional staff supporting students in writing, additional on demand writing opportunities, and an emphasis on conferencing and feedback with professional development to support these initiatives.

Other changes include a shift towards a more inclusive model through the use of co-teaching and curriculum at Luther School is being updated to reflect changes to the Massachusetts State Frameworks. In regards to the school building, Luther School has received heating and cooling upgrades to classroom #14 and the computer lab.

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: *The Luther School community will provide a safe, caring, and technology-rich environment that will challenge and support students to continually improve their ability to read, write, problem solve, and work with others.*

Joseph Case Junior High School

In the 2017-2018 school year, 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. We seek to foster a growth mindset in our entire educational community.

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 21st century readiness. Joseph Case Junior High School is a progressive middle/junior high school of five-hundred twenty students, forty-seven teachers, two guidance counselors, a school adjustment counselor, a school nurse, four paraprofessionals and three secretaries. Our largest class sizes are twenty-eight students and average class size is twenty-five in grades six and seven, and twenty-one in grade eight.

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. Our students took the next generation MCAS test in ELA and math this school year and we are confident the results will validate all of our efforts. This new age assessment will provide valuable data as to our success in implementing the state standards. MCAS was also administered 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 2017-2018 school year is our sixth 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 21st 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 21st century student outcomes. This school year, we have increased our focus on social and emotional learning (SEL) to help our students be successful in all aspects of life. Over sixty percent of our faculty is trained by Research for Better Teaching, Inc. which employs strategies for instruction which are 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 recently added six new Chrome Book carts and are moving toward a 1:1 ratio of students to computers. 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.

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, a faculty/student basketball game and a faculty/student volleyball game. Other clubs and activities include: Student Council, Student Leadership and Peer Mentoring, National Junior Honor Society, Debate Team, Math Team, Yearbook, School Newspaper, Creative Writing Club, Photography Club, Running Club, Walking Club, Movie Club, Regional-District-State Science Fairs, Marching Band, Concert Band, Pep Band, Color Guard, and Chorus.

This year is the ninth year of our Drama Club at Joseph Case Junior High School. Drama had been missing from our school for fifteen years until a dedicated group of teachers and volunteers resurrected the program eight years ago. The Joseph Case Junior High School Drama Club will present three performances of *Fiddler on the Roof Jr.* in May of this year. 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 21st 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 by faculty volunteers and include issues relative to middle level students such as peer relations, stress and anxiety, and effective use of time. We have also incorporated SEL lessons throughout our advisory this year. 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.

This year, 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 twelfth straight year every member of our school community participated in our Thanksgiving Turkey Trot. Proceeds from this event were donated to the Bristol County Veterans' Association to assist them in their efforts to provide meals for veterans in need. We are proud of the successes and achievements of our students, faculty and events at Joseph Case Junior High School.

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 the challenges of high school and beyond.

Joseph Case High School

The 2016-2017 school year brought not only a bittersweet end of an era, but a new direction in innovation and accolades to Swansea Public Schools.

The joy and promise of a new school year was clouded in September with the unexpected passing of 40-year theater teacher Tom Marcello who recently retired after working part-time for more than a decade. Mr. Marcello brought the performing arts alive for actors and technicians for five decades in Swansea. Neil Jeronimo, a Case High graduate for the Class of 2011, brought the Case High Theatre Company in a new direction this year. Mr. Jeronimo directed four mainstage shows that utilized the talents of more than 100 Case students in each production. In addition to two full-scale musicals and a comedy, students were selected at the state drama champs in March with their production of *The White Snake*, continuing Case's footprint of excellence in educational theater in the Commonwealth. The school represented Massachusetts as well at the New England Drama Festival in April. Mr. Marcello would have been proud.

April was also the town's celebration of its MIAA Division III volleyball champions from the state tournament in November of 2016. The traditional celebration at the Venus de Milo was an opportunity to share citations, championship jackets, and new school rings. Congratulations to Coach Michaela Goncalves and her Lady Cardinals.

In the academic arena, the year started strong. Joseph Case High School welcomed the district's new superintendent, John Robidoux, and assistant superintendent, Elizabeth White, and was grateful for their support throughout the school year.

Joseph Case High School's fourth Interdisciplinary Day that centered around its school-wide summer reading title was a highlight of September. All academic areas participated in this day that has now evolved into a September tradition of finding authentic application in all curricular areas for a literary work. This year we focused our attention on Emily St. John Mandel's dystopian novel, *Station Eleven*.

Joseph Case High School was again announced by the Massachusetts' Department of Elementary and Secondary Education as a Level One School, the only comprehensive high school in southeastern Massachusetts that began as a Level One school when this system was implemented in 2012 and has remained a Level One School every year since. As well, we are the only consistently Level One School in the South Coast Conference.

In technology, Joseph Case High School is one of the few public schools of our size to offer students two Advanced Placement computer science courses. Our newest offering goes beyond coding to embrace many outlying digital areas in AP's newest course: AP Computer Science Principles. Video class has been reconceived by teacher Tommy Whalen as a course in New Media. The result was an Oscar-style awards ceremony and red carpet event that showcased in April the many different student-innovated films. Dubbed The Tweets, so many Case students and teachers attended this fun evening to bear witness to another outlet for creativity in Swansea.

Innovation was at the center of our spring professional development days when Case High teachers were given the time and autonomy to create. Dubbed FedEx Days, teachers had to "deliver" products to their peers 24 hours later in a faculty assembly. Many of these innovations were woven in to the school's improvement plan later that spring.

In June, Joseph Case High School graduated 124 students, with 100 percent of the Class of 2017 CPR certified. This was the second cohort to meet the newest graduation requirement from the Swansea School Committee. Our CPR certification is a collaborative effort in Year 3 between Swansea Public Schools, the Swansea Ambulance Corps, and the American Heart Association.

Retiring at the end of long Case High careers were two educators who have touched the lives of thousands in Swansea: Bob Eddy and Kristine Lucca.

Finally, Case High concluded the school year with passion. After replacing midyear and final exams with four profound and common quarterly assessments, Case High used the final two days of school as it used its first three: to build relationships with students. Approximately 40 teacher-led passion projects were offered to grades 9-11 to ignite interest in a variety of areas, including community service, the arts, and even fishing! Many schools systems are now interested how one small Massachusetts high school cancelled finals and ended the year with stronger student-teacher relationships.