

**Auburn Public Schools  
Annual Operating Budget for the Swanson Road Intermediate School**

**Fiscal Year 2019  
Swanson Road Intermediate School**

**Executive Summary  
Dr. Susan Lopez, Principal**

We are committed to advancing our mission of meeting the academic and social emotional needs of every student in the learning community of the Swanson Road Intermediate School. The summaries herein reflect the content and context in which we are advancing that mission.

**Accomplishments in FY 2018 school year**

**Curriculum**

**Literacy**

- Created and maintained uninterrupted instruction throughout literacy blocks
- Refined implementation of the *Wonders* literacy program with fidelity
- Increased quantity of non-fiction text resources into content blocks
- Refined 'respond to text,' responses, embedding technology through *Wonders*
- Refined technology specialist integration with focused learning goals on Literacy STEM standards
- Utilized Technology Specialist to expand technology skills focused on grade level ELA standards
- Expanded the SWIS lending library with *Wonders* trade book selections
- Dedicated monthly meetings and PLCs to discuss *Wonders* implementation and Literacy instruction
- Continued implementation of flexible guided reading groups through pull out and push in models
- Implemented Google Classroom for inter-classroom groups
- Expanded use of leveled readers and online texts to target Instructional Focus areas
- Identified grade level comparative text writing opportunities modeled after MCAS 2.0 questions
- Developed leveled novels for small group explicit instruction to reinforce *Wonders* weekly skills
- Refined literacy Intervention Blocks for targeted instruction
- Embedded inclusionary practices using specialists' expertise
- Volunteers were strategically used in classrooms for Loving Literature groups
- Developed school-wide *Reading Initiatives* including vacation challenges
- Continued to promote opportunities for Peer Observation to share Best Practices

**Literacy Intervention**

- Informed by *MCAS 2.0*, *DIBELS*, *DRA*, and *IReady* reading data, classroom teachers identified groups and targeted interventions for all learners
- Refined Differentiated Instructional Strategies through our work with The Hill
- Developed instructional foci for each student
- Continued refinement of Intervention Block, sharing students between classes to target instruction
- Expanded critical thinking skills through Art Integration content lessons
- Developed Community Service Learning Projects with embedded literacy strands
- Continued use of Bloom's questioning utilizing Google classroom
- Equitably provided support staff for instructional support
- Continued use of Read Naturally computer based fluency program
- Lexia utilized, as needed, to address specific students' needs

- Continued developing lessons to challenge our advanced learners using technology, apps, Google Classroom, and Next Generation STEM standards
- Continued refinement of iPad usage to challenge and support the curriculum and learning styles

### Mathematics

- Refined components of the *Go Math Program*
- Reviewed assessments to determine Personal Math Trainer assignments
- Arranged grade level meetings to discuss curriculum, pacing, and assessments
- Created classroom Grab and Go sets for all teachers
- Expanded use of *Go Math* readers to challenge mathematical thinking
- Scheduled uninterrupted Math Block with supports in all classrooms
- Informed by MCAS 2.0 math data, *Go Math* Benchmarks, and chapter assessments, classroom teachers worked closely with the principal, Math Coach, math paras and Title One staff, incorporating small group *Go Math* differentiated lessons
- Time dedicated to Looking At Student Assessments (LASA) to discuss and share *Go Math* curriculum
- Continued to refine the school wide Instructional Focus to explicitly teach math strategies
- Integrated Performance Based Assessments into lessons and Chapter Assessments
- Analyzed student skill acquisition and adjusted instruction using the Personal Math Trainer
- Administered and analyzed End of Year, Beginning of Year, Middle of Year and End of Year assessments to monitor student growth of grade level skills, track trends, identify weak and strong strands
- Used Tenmarks as both an intervention and as a challenge resource to extend student learning
- Worked with and met with the District Math Coach on a regular basis to review data

### Mathematics Intervention

- Used formative assessments and PMTs to determine students' needs
- Used summative chapter tests as a guide for formative instruction
- Principal provided feedback to teachers' student assessments during 1:1 and PLC discussions
- Targeted specific instruction during Intervention Block for both remedial and extension activities
- Provided equitable staff support in every classroom for small group instruction
- *Go Math* progress and pacing were discussed to formulate targeted interventions
- Continued implementation common strategies for answering multi-step problems through PBAs
- Ongoing consistent communication and feedback from Principal to individual teachers regarding student progress
- Scheduled meetings and PLCs to review *Go Math* options for reteach opportunities, fluency practice and challenge materials both paper based and online
- Ensured Intervention Block had support staff equitably distributed for additional instruction and support
- Established a yearlong, Morning Math Academy, based on teacher recommendations and data, to support students in each grade level

### Behavior Expectations

- Supported the PBIS Team implementing, kick-off, culture assemblies, student incentives, community builders, and staff supports
- PBIS informed our school culture behaviorally and academically through continued school-wide expectations
- Random Acts of Kindness year long initiative. Recognized as a National Certified Kindness School.
- All students received a social curriculum provided by the Adjustment Councilors using the Second Step program

- Continued use of “Social Groups” and “Lunch Bunch” provided students modeling of social skills and discussion
- Refined the *Educational Support Team* process to support our Response to Intervention practices both academically and behaviorally
- Continued to expand the SWIS Rockets to Rockets program
- Continued to expand the SWIS On Giant’s Shoulders program

#### Community Relations

- Supported the Auburn PTO mission by attending meetings and relaying communications to our school community
- Increased attendance and staff at the Galaxy before and after school program
- Maintained the *Swanson@Twitter* account and Web page
- Contacted each Title One family to promote before and after school offerings, and Math Night
- Developed school wide *Family Literacy Night*:
- Increased Parent Involvement activities within each class to engage parents, as well as showcase student learning
- Continued to work with A.Y.F.S., AHS, and state agencies to continue the C.A.R.E. program offered to grade five students.
- Continuation of Parent Volunteers to run the SWIS library ensuring students have the opportunity to take out books on a bi-monthly basis
- Continued volunteer support to ensure Auburn’s fluoride initiative, under the guidance of the SWIS RN staff.
- Successfully obtained Mini-Grants sponsored by the Auburn Chamber of Commerce, and cultural grants allowing enrichment activities for students
- Received humanities grants to further expand learning opportunities for all students
- Continued the courtyard project and garden club initiatives
- Continued the expansion of the SWIS and Auburn arboretum project
- Developed Earth Day activities and community awareness to highlight and expand Green initiatives
- Continued work with the SWIS Green Team
- Worked in conjunction with the Girl Scouts and Boy Scouts on CSLPs, AHS STE student labs, and Holy Cross science labs
- Continued communication through: ONE CALL, *SWIS Bulletin*, Web Site, SWIS Twitter, Classroom Dogo, Remind 101, Auburn News, Auburn Mass Daily, T&G, and the APS website
- Continued development of the summer academic program
- Developed a year long Math Academy targeting Title One students and at risk students
- Community Service Learning Projects were ongoing throughout the year
- Expanded our before and after-school clubs grades 3-5 varying in content, at no cost to parents
- Developed creative schedule options to maximize expertise and offer students and families further curricular opportunities

#### Technology

- Swanson is a virtual 1:1 iPad school with classroom sets of iPads in each homeroom
- Students have daily learning experiences with embedded technology pieces to learn content, reinforce, and enrich the curriculum while connecting students to the world around them
- Utilizing the expertise of the Technology Media Specialist, iPad and computer lab lessons were integrated in all content areas and provided the platform for school wide MCAS 2.0 Tech prep.
- Effectively using the SWIS technology specialist has allowed us to bridge explicitly taught digital literacy skills into the curriculum as a natural course of learning.

- Maintained Bright Links boards for virtual learning, whole group lessons, content instruction, student presentations, and student work
- Increased iPad use in classrooms to extend and support content learning
- Continued use of Document Readers to enhance and extend process thinking, writing, and modeling
- Used e-mail daily to communicate with staff as well as with the SWIS community
- Utilized Google Docs to document collaborative projects
- Supported staff in using Remind 101, Classroom Dojo, Quizlette, and StraightAce

#### Facility

- HVAC completed in all classrooms, modular classrooms and cafeteria
- New heating system in glass corridor
- Additions made to the Arboretum
- Ongoing building maintenance
- Ceiling tiles replaced
- New playground equipment installed
- Parking lot painted
- Planted donated trees and flowers around the building and filled the flower boxes
- Continued efforts to "Go Green" energy conservation and recycling
- Daily communications with custodial staff to ensure a clean, well kept, and organized building in which students and faculty have a safe learning environment in which to work

#### Expected Accomplishments 2019

- Refinement of new programming
- Develop Next Generation Science curriculum in conjunction with the Assistant Superintendent and Science Committee members
- Continuation of RAK 2.0
- Teacher lead team building activities to bridge the intermediate school community together
- Continued refinement of Professional Learning Communities focused on grade level content, pacing, curriculum implementation, unit instruction, assessments and student progress
- Continue to mentor Assistant Principal and new staff
- Utilize grade level and staff meetings to discuss curriculum, inclusive strategies and district initiatives
- Refine district's *Go Math* and *Wonders* program
- Continue to complete an in depth analysis of data to drive instruction in our work with The Hill
- Strengthen instructional approaches through PD, PLC, and principal feedback through observations, assessment reviews, and frequent walk throughs
- Refine and extend technology instruction throughout the academic day
- Refine and extend students digital literacy using the expertise of the Media Tech Specialist
- Imbed integrated lessons weekly incorporating the skills learned in technology class into the general education classes
- Expand use of technology in the arts departments
- Expand Art Science integration to grade three
- Incorporate specialists' expertise in cross curricular lessons
- Strengthen and foster relationships to enhance Co-Teaching opportunities
- Continue to improve student performance in ELA and Math by closely monitoring students' performance daily using formative data to guide specific interventions
- Collaborate and meet with the district Math Coach regularly, to support teachers and parents
- Utilize Reading Specialists to provide insight into instructional strategies focused on Wonders elements thus supporting students, teachers, and parents
- Work with district administrators to provide consistent supports in all schools

- Work in conjunction with the Hill to determine/meet district goals
- Support and expand Co-Teaching philosophies and strategies
- Expand learning opportunities for students with parallel educational programs
- Expand the use of meaningful technological instruction through integrated student assignments building content and media fluency
- Build and expand community partnerships with all families through multiple school-wide events, parent involvement activities, round table discussions and community service learning projects
- Develop and expand, (to exceed 15) after school activity clubs enriching students' school experiences
- Develop targeted creative use of specialist expertise through careful scheduling, ensuring students have every opportunity to be exposed to and access all aspects of the MA specialists' frameworks
- Continue to expand Robotics Club / STEM offerings to grades three and four