



Superintendent's Entry Plan and Timeline

Pamela R. H. Angelakis, M.A., M.Ed. ~ Superintendent
August 4, 2014



Entry Plan Introduction

I believe...

- *Teaching and learning is the core of the district's work.*
- *Students' social/emotional health is as important as test scores.*
- *Every child can achieve at a high level and be successful.*
- *Students deserve to be educated in a safe environment.*

Most importantly, I am committed to the belief that the job of advocating for children has to take precedence over any other distraction.

In September, I begin my 25th year in the Swampscott Public Schools. I bring to my role of Superintendent a unique perspective and extensive knowledge of our students, our staff, our district, its programs, its strengths, areas to strengthen, the expectations and culture of our community. I was most fortunate to begin my tenure in this new position in February. However, with the school year in full swing, I hit the ground running without the benefits of taking time for reflection to develop a coherent plan and communicate that to the community. Towards that end, this entry plan will identify key action items which will provide me with important information from stakeholders in developing a vision for the future of the Swampscott Public Schools. In addition to gathering information from surveys, interviews, and conversation with constituents, I will be revisiting data and documents through a more comprehensive lens. Finally, I will be observing in classrooms and visiting our schools on a more regular basis. All of this work is essential in developing, with both staff and community, a shared vision for our district so that all our students are successful through high school and beyond.

This process is beginning this summer and will continue through late fall. Upon its completion, I will present my findings to the School Committee, public and staff.

I. Conversations/Surveys

I will gather feedback from a variety of sources including students, parents, staff, and community members. I will be looking for answers to the following questions:

- *What do you feel are the strengths of the school system?(3-5)*
- *What are your concerns about the school system?(3-5)*
- *What do you feel needs the Superintendent's immediate attention? (this year)*

In addition to face-to-face conversations, I am posting a survey with the identified questions on the district website. I will reach out to local media to publicize its presence and ask for the school and town community's support in providing me with their thoughts for the district as we move forward.

I have and will continue to have individual and group conversations with the following stakeholders asking these same three questions:

- Department Heads
- Principals
- Director of Curriculum and Instruction
- Student Support Services Director
- MIS/Technology Director
- Assistant Principals
- Swampscott Education Association Leadership
- Swampscott Education Association E-Board
- PTO/PTF Leadership
- Chairman of the Selectman
- Town Manager
- School Committee
- Finance Committee
- Representative Ehrlich
- Senator McGee
- Department of Public Works
- Council of Aging
- Clergy
- METCO Director
- Swampscott Education Foundation Board
- School resource Officer
- Nurses
- Counselor/School Psychologists
- Food Service Director
- Custodians
- Town Moderator
- Community Members
- Student Leaders
- Student Advisory Council
- Swampscott High School Booster Groups
- Swampscott Youth Athletic Associations
- District Support Staff (ABA Tutors, Paraprofessionals, Secretaries)
- Members of the Press and other Media
- Classroom Teachers at Each School

II. Document/Student Achievement Data

Although much of the data of the Swampscott Public Schools is familiar to me, in my new role I am reviewing documents and analyzing them through a different lens. For example, at the end of each year and as part of the Collective Bargaining Agreement teachers are invited to complete a *Two-Way Feedback Tool*. It is a tool used for teachers to express their thoughts and concerns regarding school climate, programming, curriculum, staff development, maintenance, and leadership. To my knowledge these forms have never been sent to the Superintendent. This year I requested they be sent to my office for review so I can share the results with appropriate staff. The same will be true as I look at other data and reports.

I will also review the following data and documents in order to be more fully informed of the current status of the Swampscott Public Schools.

- *MCAS Data*
- *AP/SAT/ACT Data*
- *Student outcomes (aggregate and by subgroup) graduation rate, dropout rate, disciplinary statistics, attendance, college attainment*
- *School Improvement Plans*
- *Special Education Data*
- *STEM Action Plan*
- *ELL Data*
- *Swampscott High School Program of Studies*
- *Policy Manuals*
- *Professional Development Handbook*
- *Mentoring Handbook*
- *Integrated Preschool Policies and Practices*
- *Special Education Reports, Parent Survey Results, and Policies*
- *Technology Plan*
- *NEASC Report and Response Plan*
- *Student Handbook, Employee Handbook, Substitute Handbook, Volunteer Handbook, Athletic Handbook, Crisis Handbook*
- *Principal Evaluations*

III. Financial/Operational Information

As part of my entry plan, I will continue to work collaboratively with the School Committee and General Government to determine the best structure for our Business Office. This will include the development of a more comprehensive organizational chart. In addition, I will continue my work with the Administrative Assistants Union Leadership to develop job descriptions and consolidate responsibilities for more efficient and effective operations. Document reviews will include:

- *FY15 Budget*
- *Organizational Chart*
- *Documents Related to Chapter 70 Funding*
- *Job Descriptions*
- *Special Education and Regular Education Grants*
- *Collective Bargaining Contracts: Teacher, Paraprofessional, Custodian/Secretarial*
- *District Financial Reports and Audit Findings*

IV. Leadership Team

In addition to 1:1 meetings with the Leadership Team, there will be a two day retreat this summer off site. This is an important time for me to restate my core beliefs and expectations for my team as ambassadors of the district. It is a time to establish our objectives and set the stage for a successful year moving our district forward.

V. School Committee

I will continue to attend School Committee Workshops with MASC in order to strengthen our partnership that is already proving to move our district in a positive direction.

VI. Conclusion

This Entry Plan presents key transition activities for my role as Superintendent of the Swampscott Public Schools. The listening, learning, and analyzing of data and documents I will be doing over the next several months is critical to my providing the School Committee with a comprehensive Entry Plan Report in January of 2015. This report will lay the foundation for the work of the district.