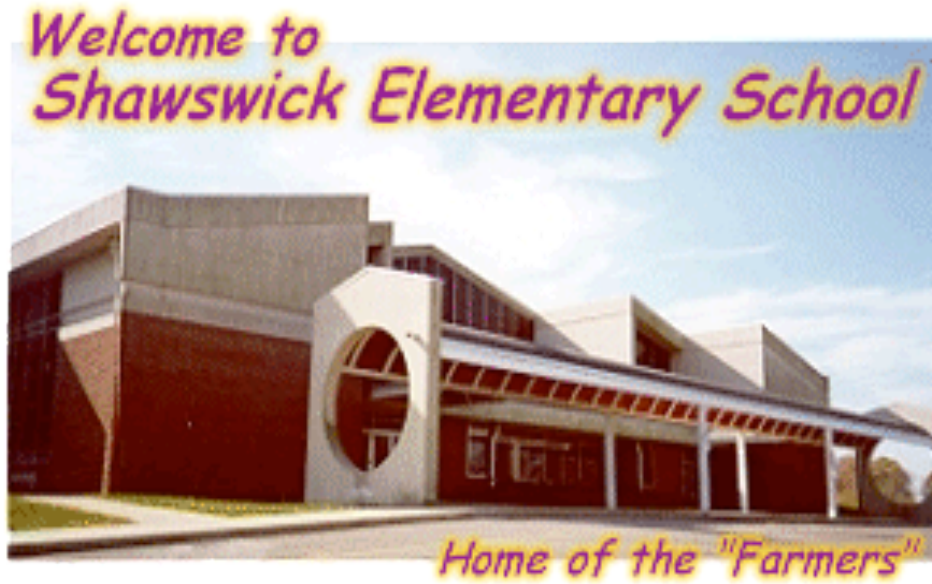


**Shawswick Elementary
School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
For the year of 2012-2013**



“Planting Seeds for Success”

71 Shawswick School Road
Bedford Indiana, 47421
(812) 279-3115

Foreword

Shawswick Elementary School Improvement Plan Prepared in Compliance with Indiana Public Law 221 For the year of 2012

This school improvement plan is submitted on behalf of Shawswick Elementary School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. It has always been a goal of those of us at Shawswick Elementary to provide for continuous improvement in student achievement. This plan is a statement to the community as to how those of us at Shawswick Elementary expect to fulfill that commitment in the coming years.

Introduction

Narrative

Shawswick Elementary School, as a part of the North Lawrence Community School Corporation (NLCS), is a K-5 school in Bedford, Indiana. Shawswick Elementary is one of ten elementary schools, along with three middle schools and one high school, which comprise NLCS.

Shawswick Consolidated School was built in 1925. Currently, the school houses approximately three hundred (300) students in attendance, instructed by eighteen (18) teachers. In the fall of 1995, Shawswick School was divided into Shawswick Elementary School (K-5) and Shawswick Middle School (6-8). The two schools share one facility with separate principals and finances. Although there is some overlap concerning faculty and patrons, the two schools are otherwise separate. Elementary special subject times are approximately sixty (60) minutes per student per week. The faculty average age is approximately forty-nine (49) years and the average years of experience are approximately seventeen (17). In 2012, Aaron Ritter was appointed principal of Shawswick Elementary School. The faculty and staff are dedicated to the academic, social and emotional development of each student.

Shawswick Elementary School draws its students from the eastern section of Lawrence County. This section of Lawrence County is a predominately rural area. Many parents of Shawswick students are involved in agricultural production and the logging industry. The remaining population is divided between skilled and unskilled labor occupations. Few parents are involved in managerial and/or professional positions. Family incomes vary from low to high with the majority in the average range. Because Shawswick Elementary's free-reduced increased in 2011 it was designated as a Title I school.

The ethnic breakdown of the student population is Caucasian (99%). Shawswick Elementary School provides studies for twenty-three (23) students with varying degrees of learning disabilities.

Support services include Title I aides, full time learning disabilities teacher and aides, a part time guidance counselor, prime time instructional assistants, and a full time library assistant.

Bedford's economic base is varied, but most income is from professional position, retail development and light manufacturing. Bedford is becoming a shopping center for many smaller towns from the south. Small malls and several restaurants draw other than just local residents. There is a majority of smaller industries with one manufacturing plant, General Motors Powertrain. Many people within the corporation commute to Bloomington, Columbus, Indianapolis and Louisville to work. The area outside the city is largely agricultural with residential areas scattered throughout the area. A few businesses and industries are actively involved in training of their employees. A concern may be that business and industry will become too narrow in their view of what is required for a well-rounded education.

The Bedford population is a mixture of long-term residents and descendants of people who have transferred to the community for work opportunities. There is little ethnic or racial diversity among the population. There is a significant population of low-income families, single-parent families and two-working-parent families. Our community continues to have a very positive image of our school and faculty.

There are groups and organizations taking an interest in Shawswick Elementary and working closely with the students and personnel of the school. Child and Family Services, Lawrence County Health Department, Lawrence County Prosecutor's office and the local police and fire departments assist with the welfare of our students. Other agencies assisting are the Red Cross, Bedford Public Library, Kiwanis Club, Bedford Evening Lions Club, U.S. and State Forestry and local churches. The school has an on-going relationship with the Girls Scouts and Boy Scouts as well.

Description and Location of the Curriculum

The Shawswick Elementary School curriculum is closely tied to the curriculum for the total school district, which is based on the alignment with the standards adopted by the Indiana State Board of Education. Teachers at Shawswick Elementary School, under the direction of the building principal, provide enrichment of the curriculum with the assistance of district-wide personnel. Copies of the curriculum for Shawswick Elementary School are available at the school as well as at the district offices at 460 W. Street., Bedford, Indiana. Appropriate parts of the curriculum are routinely distributed to parents.

Titles and Descriptions of assessment instruments to be used in addition to Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

In addition to the annual ISTEP+ testing for student evaluation, teachers in grades K-2 will be using DIBELS Next, 3D Reading, and mCLASS math testing. All students will be tested at least three times a year with these tests. Progress monitoring will be utilized. Students in grades 3-5 will take the Acuity test three times during the year. Streets reading test, Sidewalk's weekly fluency test, and Star Math and Reading tests will help evaluate student progress throughout the year. All grade levels are using the Accelerated Reading programs to strengthen comprehension skills. The Streets reading program was implemented to identify and remediate those students at every grade who are below grade level in reading. Identified students are placed in Sidewalks where they are taught in small groups and their fluency is tested weekly. Envision Math was adopted this year to place an emphasis on mathematical procedures. A focus on improved science teaching skills and curriculum was implemented through a grant that was received by the Southern Indiana Education Center.

Mission

The mission of the personnel, parents and community of Shawswick Elementary School is to provide a nurturing and safe environment where every individual is encouraged to continuously develop their intellectual, social and vocational potential.

Vision

Shawswick Elementary School will be a school where all students will learn at appropriate levels. Students will learn better in a totally child-centered environment that encourages a safe, structured atmosphere. All students will learn and should be accountable for their own learning. All students will experience success, respect, feel safe and have a positive self-esteem. Teachers and administrators will be empowered to make decisions about student progress with regards to retention and advancement. Instruction will be developmentally appropriate and smaller class size is essential to obtaining optimum performance.

Beliefs

Those of us at Shawswick Elementary School have the following beliefs:

- Children should feel successful, respected, safe, and have a positive self-esteem.
- Teachers and administrators should be empowered to make decisions about student progress, retention, and advancement.
- Instruction and curriculum should be developmentally appropriate and aligned throughout the grade levels.

- All students can learn, but learn at different levels.
- Professional development is important and should be continuous.
- Smaller class size is necessary for essential student development.
- Students learn better in a child-centered environment that is encouraging, safe, nurturing, and structured.

SES Reading Plan

Shawswick Elementary is using Prentice Hall's "Reading Street" series for grades kindergarten through fifth. This series is research based, uses differentiated instructional planning, and has a strong emphasis on progress monitoring. Certified classroom teachers use the reading series to plan instruction for students daily in reading with groups of students being pulled throughout the day for remediation. Classroom instruction is tier 1 of the RTI system. Accelerated Reader encourages independent reading.

All students are tested at the beginning of the year with "Reading Street." Students who need remediation are identified and groups are formed. These remediation groups are our tier 2 of the RTI system. Title I aides use "Sidewalks", a research based program which aligns with "Reading Street," to work with students for 30 minutes per day to create a deep understanding of vocabulary and concepts. "Sidewalks" is a 30 week, highly specified instructional program. A fluency test is given bi-weekly through the Sidewalks program and data is reviewed for each student at least every semester.

Classroom teachers and Title I aide will monitor student growth with the bi-weekly testing and notify the RTI committee of those students who do not show improvement. The committee will then determine if a student is to be placed in Tier 3. Tier 3 is individual or small group (no more than 3 students) remediation on very specific reading problems. Title I aides use research based instruction to develop lesson plans for each session. Instruction may be found at Intervention Central, Joint Services supplied material or other research based material. The remediation is at least three times a week, for 15 minutes per session. After two weeks of remediation, students are tested and lessons are altered according to the data received. Students are removed from Tier 3 when they have shown improvement for at least one month.

Student progress is monitored regularly using Star Reading tests, Acuity, mCLASS, DIBELS, mCLASS 3D, and classroom testing. Students who show improvement or regression are identified and remediation is altered throughout the year. Teachers will periodically review data they collect and receive to determine the class' needs and adjust their instruction to best fit these needs. The corporation will provide data for teachers to utilize through a program known as Student Data Analysis (SDA). A ninety minute block for Language Arts is created with as few interruptions as possible. This block of time is used for reading, spelling, and grammar.

As money allows, we will have teachers attend workshops and listen to webinars on reading instruction. SIEC workshops will be offered for teachers to attend. Staff meetings will include coaching instruction which will include best practices for reading instruction. Evaluations and walkthroughs will include feedback on reading instruction. Team meetings will include time for groups of teachers to study data, reflect on best practices and research innovative ways to teach reading.

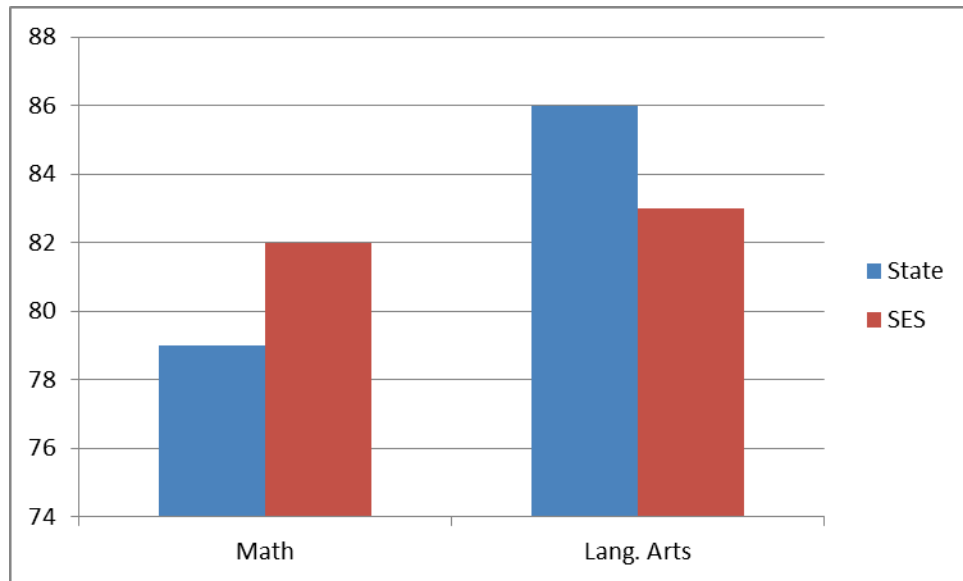
The principal will support the collection of data and interpretation of that data to guide training and lesson adjustment. Teachers will be given time to evaluate the data and attend workshops as time and finances allow. Parents will be presented ways to support their child's reading instruction at home. The principal will also elicit community support for the school's reading program and help coordinate activities between the community and school. Reading will be a focus of time and finances.

Teachers will use data to determine their instruction so they can shift between student needs. As new data is obtained they will evaluate their instruction and student needs. Teachers will help parents understand their practice and ways to support this instruction at home. Teachers will use the community resources such as the library to help supplement their instruction. Teachers will use best practices to help students succeed.

Parents will be encouraged to support their child's ability to read. They will be asked to set aside time for their child to read every day at home. The community will be encouraged to support the reading program by supplying resources for classroom reading activities. Students will benefit from this reading plan and grow to become life-long readers.

Collecting and Analyzing Data

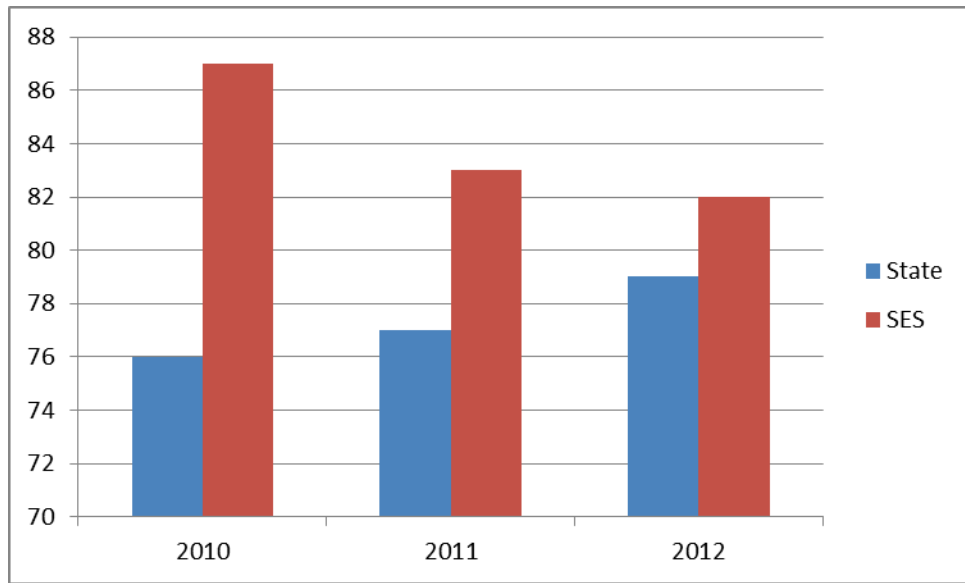
3rd Grade I.S.T.E.P.+ Results 2012 Percent Passing



As noted in the chart above, eighty-eight percent (83.1%) of third graders at Shawswick Elementary passed the Language Arts test compared to eight-two percent (85.5%) state-wide.

As noted in the chart above, eighty-three (81.7%) of third graders at Shawswick Elementary passed the Math test compared to seventy-seven percent (79%) state-wide

3rd Grade I.S.T.E.P.+ Math Results 2010-2012
Percent of Students Passing



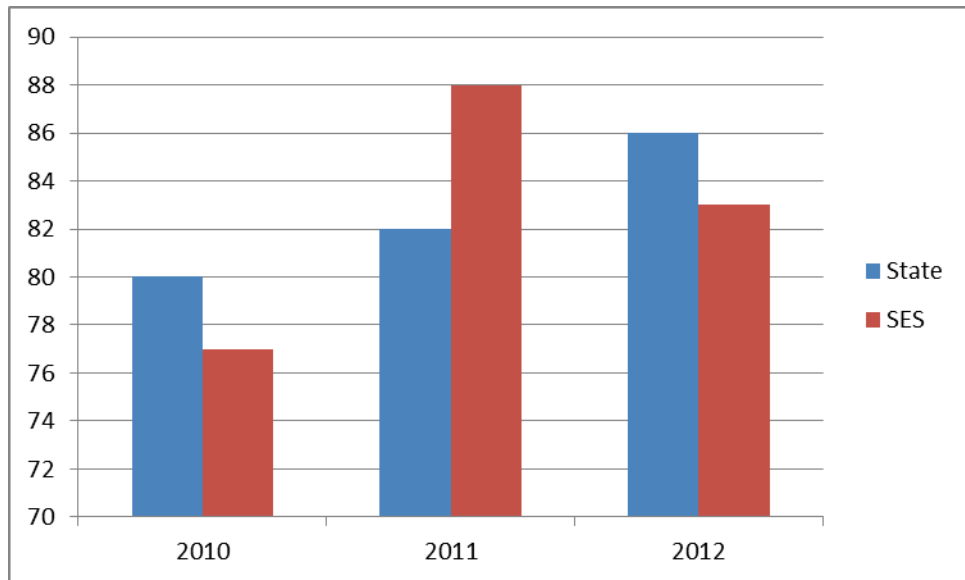
Year	State	Shawswick
2010	76	87
2011	77	83
2012	79	82

In 2010, eighty-seven percent (87%) of Shawswick students passed the Math portion of the test, while seventy-six percent (76%) was the state-wide passing percentage.

In 2011, eighty-three percent (83%) of Shawswick students passed the Math portion of the test, while seventy-seven percent (77%) was the state-wide passing percentage.

In 2012, eighty-two percent (82%) of Shawswick students passed the Math portion of the test, while seventy-nine percent (79%) was the state-wide passing percentage.

**3rd Grade I.S.T.E.P.+ Language Arts Results 2010-2012
Percent of Students Passing**



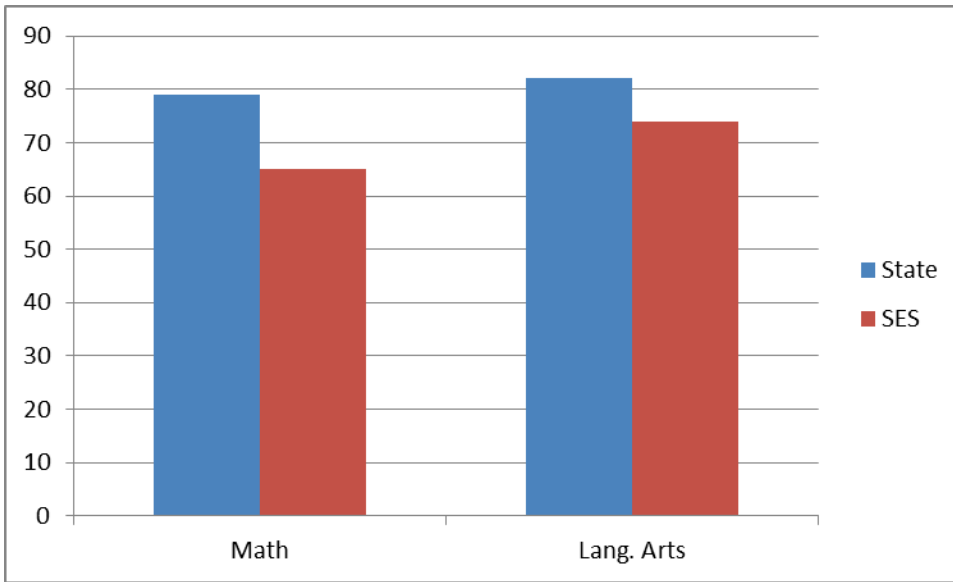
Year	State	Shawswick
2010	80	77
2011	82	88
2012	86	83

In 2010, seventy-seven percent (77%) of Shawswick students passed the Language arts portion of the test, while eighty percent (80%) was the state-wide passing percentage.

In 2011, eighty-eight percent (88%) of Shawswick students passed the Language arts portion of the test, while eighty-two percent (82%) was the state-wide passing percentage.

In 2012, eighty-three percent (83%) of Shawswick students passed the Language Arts portion of the test, while eighty-six percent (86%) was the state-wide passing percentage.

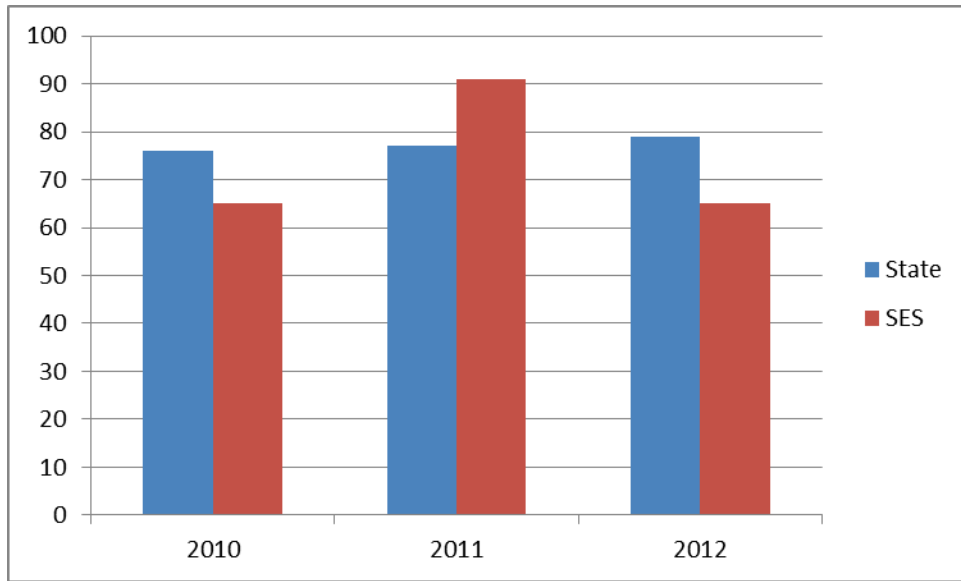
4th Grade I.S.T.E.P.+ Results 2012 Percent Passing



As noted in the chart above, seventy-four percent (74%) of fourth graders at Shawswick Elementary passed the Language Arts test compared to eighty-two percent (82%) state-wide.

As noted in the chart above, sixty-five percent (65%) of fourth graders at Shawswick Elementary passed the Math test compared to seventy-nine percent (79%) state-wide.

**4th Grade I.S.T.E.P.+ Math Results 2010-2012
Percent Passing**



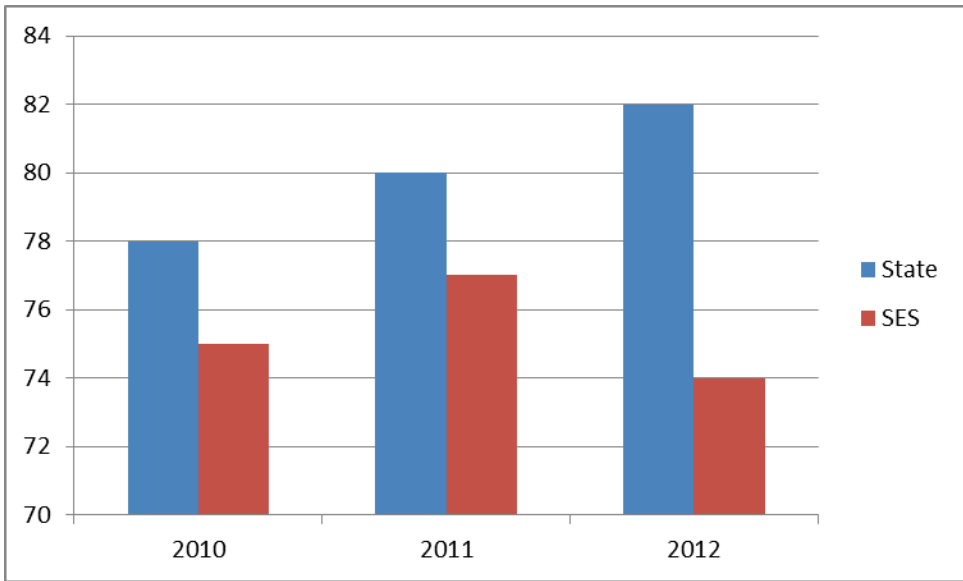
Year	State	Shawswick
2010	76	65
2011	77	91
2012	79	65

In 2010, sixty-five percent (65%) of Shawswick students passed the Math portion of the test, while seventy-six percent (76%) was the state-wide passing percentage.

In 2011, ninety-one percent (91%) of Shawswick students passed the Math portion of the test, while seventy-seven percent (77%) was the state-wide passing percentage.

In 2012, sixty-five percent (65%) of Shawswick students passed the Math portion of the test, while seventy-nine percent (79%) was the state-wide passing percentage.

**4th Grade I.S.T.E.P.+ LA Results 2010-2012
Percent Passing**



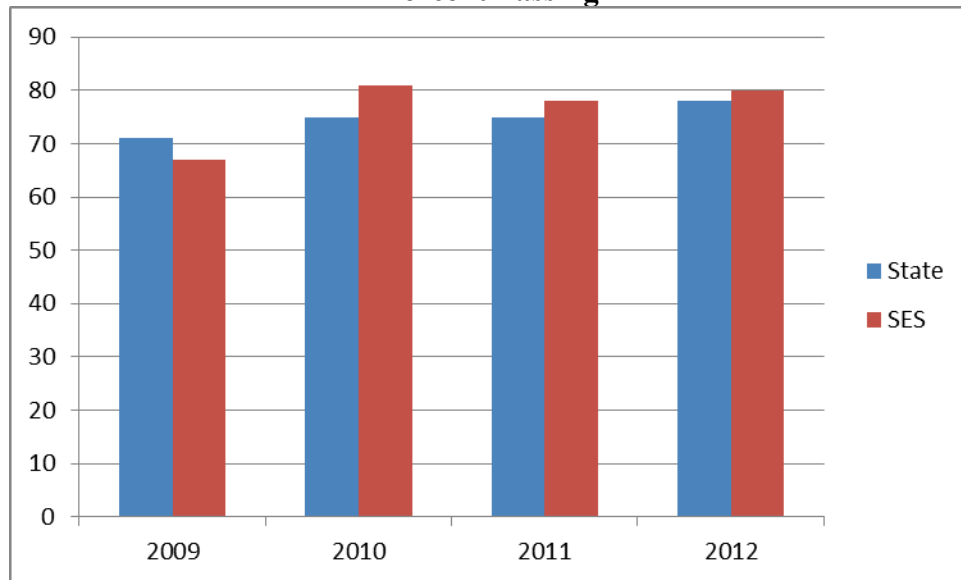
Year	State	Shawswick
2010	78	75
2011	80	77
2012	82	74

In 2010, seventy-five percent (75%) of Shawswick students passed the Language Arts portion of the test, while seventy-eight percent (78%) was the state-wide passing percentage.

In 2011, seventy-seven percent (77%) of Shawswick students passed the Language Arts portion of the test, while eighty percent (80%) was the state-wide passing percentage.

In 2012, seventy-four percent (74%) of Shawswick students passed the Language Arts portion of the test, while eighty-two percent (82%) was the state-wide passing percentage.

4th Grade I.S.T.E.P.+ Science Results 2009-2011 Percent Passing



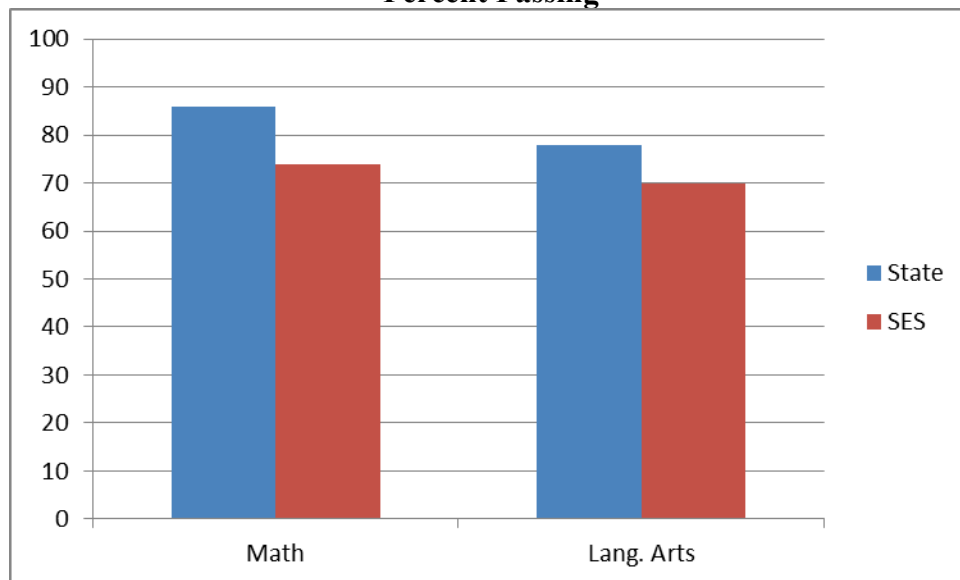
The preceding chart shows the score for Science during the 2009 testing. This was the first year for testing 4th grade Science on the ISTEP+.

In 2010, eighty-one percent (81%) of the Shawswick students passed the science portion of the test, while seventy-five percent (75%) was the state-wide passing percentage.

In 2011, seventy-eight percent (78%) of Shawswick students passed the science portion of the test, while seventy-five percent (75%) was the state passing percentage.

In 2012, eighty percent (80%) of Shawswick students passed the Science portion of the test, while seventy-eight percent (78%) was the state passing percentage.

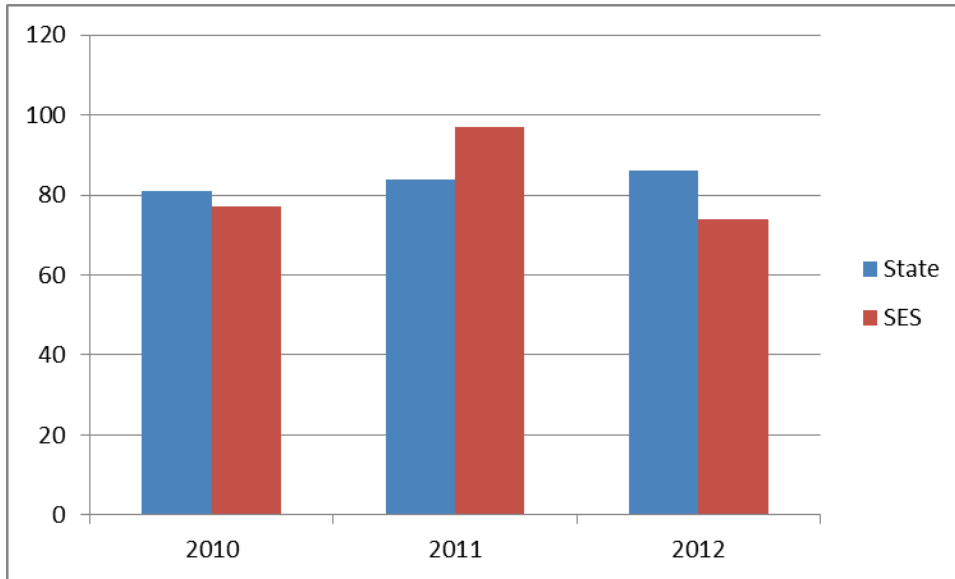
5th Grade I.S.T.E.P.+ Results - 2011 Percent Passing



As noted in the chart above, seventy (70%) of fifth graders at Shawswick Elementary passed the Language Arts test compared to seventy-eight percent (78%) state-wide.

As noted in the chart above, seventy-four percent (74%) of fifth graders at Shawswick Elementary passed the Math test compared to eighty-six percent (86%) state-wide.

5th Grade I.S.T.E.P.+ Math Results 2010-2012 Percent Passing



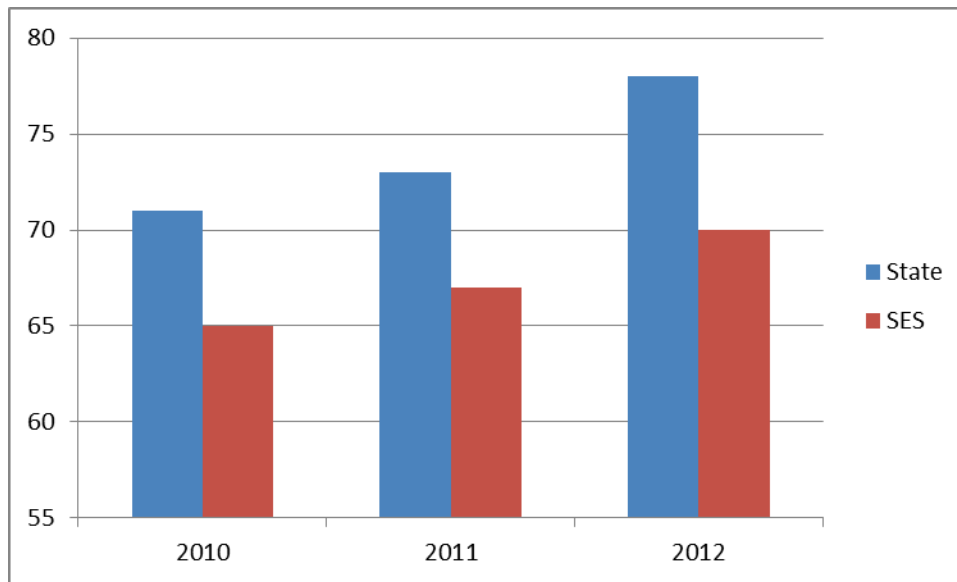
Year	State	Shawswick
2010	81	77
2011	84	97
2012	86	74

In 2010, seventy-seven percent (77%) of Shawswick students passed the Math portion of the test, while eighty-one percent (81%) was the state-wide passing percentage.

In 2011, ninety-seven percent (97%) of Shawswick students passed the Math portion of the test, while eighty-four percent (84%) was the state-wide passing score.

In 2012, seventy-four percent (74%) of Shawswick students passed the Math portion of the test, while eighty-six percent (86%) was the state-wide passing percentage.

**5th Grade I.S.T.E.P.+ Language Arts Results 2010-2012
Percent Passing**



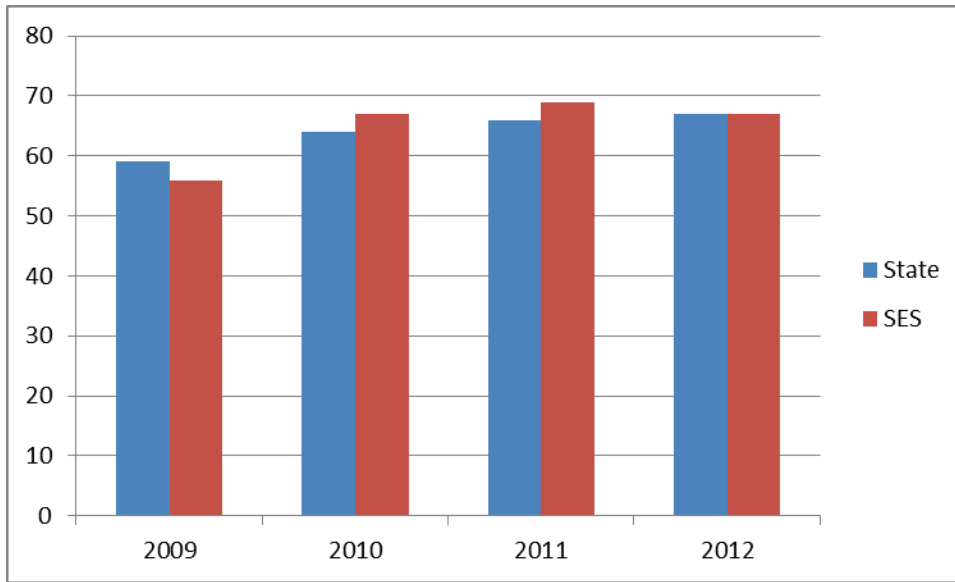
Year	State	Shawswick
2010	71	65
2011	73	67
2012	78	70

In 2010, sixty-five (65%) passed the language Arts portion of the test while seventy-one (71%) was the state passing percentage.

In 2011, sixty-seven (67%) passed the Language Arts portion of the test while seventy-three (73%) was the state passing percentage.

In 2012, seventy percent (70%) of Shawswick students passed the LA portion of the test, while seventy-eight percent (78%) was the state-wide passing percentage.

**5th Grade I.S.T.E.P.+ Social Studies 2009-2011
Percent Passing**



The preceding chart shows the score for Social Studies during the 2009 testing. This was the first year for testing on the ISTEP+.

In 2010, sixty-seven percent (67%) passed the Social Studies portion of the test while sixty-four percent (64%) was the state passing percentage.

In 2011, sixty-nine percent (69%) passed the Social Studies portion of the test while sixty-six percent (66%) was the state passing percentage.

In 2012, sixty-seven percent (67%) of students both at Shawswick and state-wide passed the test.

Conclusions about the Current Educational Program

The Shawswick School curriculum is a comprehensive plan to provide a continuum of options and services that meet the needs, abilities, and interests of the students in all content areas. The curriculum reflects the mission and goals of Shawswick Elementary School and clearly identifies what students should be given in order to have the opportunity to learn to their maximum ability.

Each grade level will continue aligning curriculum to the state standards during this school year. The goal of alignment is to generate a kindergarten through 5th grade curriculum which aligns with state standards and allows smooth transition between grade levels. Ultimately this will occur corporation-wide.

Shawswick has implemented a three-tiered RTI plan to identify and remediate students who struggle with reading. Our school system has adopted the Scott-Foresman reading series with the Sidewalks program as a supplementary program. Shawswick continues to use the Scott-Foresman reading series with “Sidewalks” remediation as tier 2 of our RTI plan. The remediation works with small groups of students developing fluency. Students not showing improvement in tier 2 are identified through data and placed in smaller groups or worked with individually on specific reading problems in tier 3.

Some of our teachers use traditional instructional methods in their classes at this time such as using worksheets, end of the chapter questions and tests. Others use project-based learning, collaborative groups, thematic units and community resources to enrich their curriculum and lessons. Many instructional strategies are used on a personal level, exposing students to a variety of teaching styles. A focused professional development opportunity for best instructional practices was implemented by participation of the faculty in CLASS workshops. Staff meetings are used to disseminate research based strategies teachers can use in their classroom.

During this school year, all classroom teachers are using the Accelerated Reader and Star programs to assist in improving reading comprehension. Data is collected and discussed at each grade level. Results of the discussions are changes in the number of minutes that students read and or altering student reading levels.

Moving forward, ideas will continue to be melded together as faculty turnover continues to occur. A staff that was very constant for a number of years has experienced recent key retirements and transfers, necessitating that the staff again work to produce a common vision of learning.

Shawswick faculty uses a variety of assessment tools including Acuity, mCLASS, Star Reading and Math, as well as the ISTEP+ statewide test. Student achievement is assessed in the classroom with teacher-produced tests, rubrics, and checklists as well as commercial textbook questions and test booklets. Accelerated Reader, Accelerated Math and, Academy of Reading are available remediation software, which includes reporting and assessment tools used by most faculty.

TECHNOLOGY PLAN FOR SHAWSWICK ELEMENTARY

Technology as a Learning Tool

This Technology Plan is submitted on behalf of Shawswick Elementary and was prepared under the leadership of the previous building principal working in cooperation with the Remediation Aide, and the Technology Coordinator for North Lawrence Community Schools (NLCS). This plan is in compliance with both Indiana Public Law 221 and IC20-10.1-25-1.2. The plan is structured using the guidelines provided by the Indiana State Board of Education and covers a three-year period starting in the 2009 school year and incorporates the following information:

1. A description of how Shawswick Elementary will integrate technology and the Internet into the curriculum;
2. A description of the professional development strategies to be used in providing in-service to teachers and staff at Shawswick Elementary;
3. A process of how the need for the Internet, telecommunication and other technology at Shawswick Elementary will be assessed;
4. A strategy of how the overall program at Shawswick Elementary will continuously be assessed and evaluated

1. INTEGRATION OF TECHNOLOGY INTO THE CURRICULUM

Shawswick Elementary currently has on-demand access to hardware which has a network infrastructure that ensures connectivity and ability to use future technologies. Shawswick Elementary now has high-speed T-1 internet access that allows online, wireless capability, on-target, on-demand resources and information. Shawswick Elementary provides appropriate school information and resources to the public, including parents and families, via electronically on our web page. Students and parents can access online math and language textbooks. All NLCS web pages link to the Bedford Public Library where students and teachers may check out books electronically.

All students at Shawswick Elementary have access to educational multimedia resources such as LCD projectors, digital cameras, and scanners for classroom learning opportunities. As of January 2009, all general educational classrooms will have a mounted LCD projector a Smartboard with some having Airliners. The computer lab at Shawswick Elementary is set up to coordinate with classroom activities and the curriculum. Students are able to use technology to demonstrate mastery of basic essential skills. Students and teachers at Shawswick Elementary have access to appropriate software such as Acuity, Education City, Accelerated Reader and various other software that enhances and supports the curriculum. These programs are aligned with the Indiana state standards.

Shawswick utilizes the Renaissance Learning Enterprise to test and evaluate students with the Star Reading and Math tests. This information is used to determine reading and math levels and track student achievement. The data collected from the Star tests are used to support our reading and math programs by helping teachers modify work for the individual student. When a student's ability is determined, lessons are created to meet the student's needs.

Teachers have access to science related electronic field trips through a grant from SIEC. The school owns equipment that is being exclusively used for electronic field trips. This experience allows students to see and converse with others across the world.

Teachers have access to the internet and are made aware of Learning 360 and World Book on line. Teachers make use of both sites and allow students to use the World Book site for research while they are in lab.

Content taught in the lab environment at Shawswick Elementary has high standards that encompass higher level thinking, problem-solving, and information processing skills. These activities are being aligned with the Indiana State standards in the content areas of social studies, science, mathematics, and language arts.

The use of these varied resources allows the students at Shawswick Elementary to begin to demonstrate mastery of the proficiencies in the K-12 plan.

The teachers and computer lab volunteers deliver a variety of software programs to assist student learning. The Remediation Aide and the classroom teacher will help to deliver the K-12 Technology Plan in the computer lab which houses 32 stations. All students, grades one thru five, receive at least thirty minutes of computer instruction per week in the computer lab. Additionally, each classroom has at least one student station and one teacher station where there is easy access to meet the NLCS goals. Students and teachers have access to the internet and a variety of software applications. Finally, the Library Aide at Shawswick Elementary assists students with search strategies using various resources available in the library.

2. PROFESSIONAL DEVELOPMENT STRATEGIES

Shawswick Elementary and NLCS provide ongoing professional development opportunities for educators. Individual staff is trained in software at the school while larger groups are trained in the school's computer lab or at the NLCS professional development lab. Training opportunities have focused on the changing roles of the teacher, the patterns of student technology use and effective uses of technology for teaching and learning and for moving Shawswick Elementary toward the bench marks established by the corporation's technology committee. Professional development target areas have dramatically changed as the availability and implementation of technology has changed and continues to change.

3. ASSESSMENT OF THE INTERNET AND OTHER TECHNOLOGIES

The assessment of the internet and other technologies at Shawswick Elementary has been greatly impacted by the T-1 line. Since the installation, the Internet has become an area of concentration as a teaching and learning tool and a very important part of the pedagogy at Shawswick Elementary. The internet access is used by all of the teachers and has generated much energy and enthusiasm.

The addition of projectors to kindergarten through fifth grades should increase internet usage as well as other software. Teachers can share sites and lesson plans through their computers.

The plan is to increase the knowledge of Smartboards and/or Airliners throughout the building. Teachers will be able to develop lesson plans and use plans published on the Smartboard technology site.

At Shawswick Elementary a technology committee meets monthly to determine the specific needs the school has. Decisions are made whether to purchase new equipment, new software, and what support is needed through the districts technology staff.

4. ONGOING EVALUATION

Shawswick Elementary plans to align our technology to support our goals, benchmarks, and the Core Standards to help each student achieve. Teachers will continue to attend workshops and share technology skills individually and during staff meetings.

NLCS Technology Coordinator, in conjunction with the building principal, review, evaluate, maintain, and update the three-year technology plan to include the integration of technology into the curriculum, professional development strategies, and future directions. This yearly implementation assessment allows each principal to target specific areas that need attention for growth.

Each principal and teacher has access to student achievement data to guide and support teaching and learning. The data identifies, and in turn, allows for a remediation plan to be developed for at-risk students in the areas of math and language arts skills. Also, this data analysis drives our technology decision making, providing our students the best possible opportunity to be successful.

Student Achievement Objectives

Academic Improvement Objectives for Year One

Our focus in Language Arts will be:

Writing Applications
Vocabulary Identification
Language Conventions
Reading Comprehension
Literary Response and Analysis

Our focus in Math will be:

Measurement
Problem Solving
Number Sense
Geometry
Computation: Grade levels will assure knowledge of math facts
 1st Addition
 2nd Subtraction
 3rd Multiplication
 4th Division
 5th Review sll math facts

Our focus in Science will be:

Scientific thinking
Physical setting
Living Environment

Our focus in Social Studies will be:

Geography
History, State, Country, World
Community Awareness

Academic Improvement Objectives for Year Two

Our focus in Language Arts will be:

Writing Applications
Vocabulary Instruction
Language Conventions
Reading Comprehension
Literary Response and Analysis

Our focus in Math will be:

Measurement
Problem Solving
Number Sense
Geometry
Computation: Grade levels will assure knowledge of math facts
 1st Addition
 2nd Subtraction
 3rd Multiplication
 4th Division
 5th Review all math facts

Our focus in Science will be:

Scientific thinking
Physical setting
Living Environment

Our focus in Social Studies will be:

Geography
History, State, Country, World
Community Awareness

Academic Improvement Objectives for Year Three

Our focus in Language Arts will be:

Writing Applications\
Vocabulary Instruction
Language Conventions
Reading Comprehension
Literary Response and Analysis

Our focus in Math will be:

Measurement
Problem Solving
Number Sense
Geometry
Computation

Our focus in Science will be:

Scientific thinking
Physical setting
Living Environment

Our focus in Social Studies will be:

Geography
History, State, Country, World
Community Awareness

Proposed Interventions

1) Proposed interventions for Math Computation, Geometry, and Problem Solving:

- Word problems with a variety of structures and solution paths
- Everyday problems and applications
- Modeling problem solving strategies
- Development of student writing in math
- Emphasis on number sense
- Graphs-interpretation and application.
- Use of computers
- Developing spatial sense
- Using geometry in problem solving
- Accelerated Math program
- Use RTI for math
- Math facts

2) Proposed interventions for Reading Comprehension and Vocabulary:

- Reading aloud to students
- Time for independent reading
- Primary instructional emphasis on comprehension
- Identifying and working in small groups with struggling students
- Writing before and after reading
- Silent reading, followed by discussion
- Accelerated Reading program
- RTI plan for reading

3) Proposed interventions for Writing Process:

- Help students choose their own topics and goals for improvement
- Instruction in and support for all stages of the writing process
- Teaching students to review their own progress
- Continue using the 6+1 writing traits
- Using the Four Square Writing method
- Use of quarterly writing prompts graded by State Standard rubric

4) Proposed interventions for Science:

- Use of Corporation's science coaches and kits emphasizing the physical setting and the living environment.
- Teachers will continue to incorporate the science curriculum identified through the Science Grant into their classroom.

5) Schedule Modification

The 2012-13 school year brought SES an enrollment bump. Accordingly, more aide positions, both prime-time and Title I, have been established. These new staff additions provide more opportunities for students through direct instruction, group instruction, and scheduling flexibility. Prime-time aides are now in the classroom for thirty additional minutes. Title I aides are able to work with specific teachers and students on a daily basis. Sidewalks instructors have thirty minutes to collaborate on instruction and communicate thoroughly with parents. We look forward to evaluating these items as the year progresses. Further scheduling changes will be implemented as the year progresses.

Professional Development

Targeted professional development for teachers will be the key to the planned interventions. P.L. 221 requires a type of instruction that focuses on identifying where the student is and tailoring the instruction to that level. It is a strategy that focuses on diagnosis and consistent tracking of progress. Shawswick Elementary intends to focus its professional development funds in this direction.

Teachers will continue to implement the strategies learned through C.L.A.S.S. training. Staff meetings will continue to include research based teaching practices which focus on lesson planning and understanding of student learning.

Teachers will implement an RTI reading plan which tests all students, identifies needs, forms groups for some students, intervenes with specific strategies and tracks progress.

Printed material with emphasis on socioeconomically-challenged and special education students will be presented to the staff on a regular basis through email and/or faculty meetings.

Teachers will continue to implement the strategies taught by the Instructional Coaches including the Six Traits Writing Method as desired.

School schedules will be altered to provide teachers with more uninterrupted blocks of instructional time. Grade level collaboration time will continue.

SES will continue to use the science kits created to provide additional vocabulary instruction and the areas of physical setting and the living environment.

The faculty will continue to develop a kindergarten through 5th grade curriculum. Both vertical and horizontal staff discussions will help develop the curriculum.

Cultural Component

The RTI committee is developing a plan to work with any student who shows need. The faculty at SES is dedicated to helping all students succeed at school and in life. Every child is important and we feel the RTI plan will create a structure that allows us to help all students who have educational and social needs. The RTI committee uses data to determine student needs and placement.

A total of thirty-eight (38) students in grades K-5 have an Individual Education Plan (IEP). Of the thirty-eight (38) students, thirty (30) participated in the 2008 ISTEP+ test, and twelve (12) of the students did not pass any portion of the ISTEP+ test.

Twenty-seven percent (27%) of our student population qualify for free or reduced lunch.

Strategies that provide a better understanding and to reduce numbers of students who are successful at passing the ISTEP+ test is listed above.

Our goal is to increase the number of special education students passing the ISTEP test by 3% in each of the following three years. In order to help accomplish this task, assessments will be conducted and I.E.P.s will be driven by determining present levels of performance which will require staff to brainstorm good state standards driven assessment tools. After this is determined, work will begin on writing and implementing standard driven IEPs. In addition, SES now has a reading fluency program to assist students in becoming better readers and improve their comprehension. The RTI process will identify students earlier and help these students receive help before they fall too far behind.

Our goal is to increase the number of students qualifying for free or reduced lunch passing the ISTEP+ test by 3% in each of the following three years.

Annual Benchmarks for Progress

Our ultimate academic objective is for every student to improve one full year or more each academic year.

Academic Benchmarks

Our Benchmarks for Reading will be:

- The number of students, without IEPs, reading at 3rd grade level by 3rd grade will be 90% or higher
- Those students with IEPs will improve their reading skills by one year
- 3D Reading test will improve an average of one year growth for grades K-2, two book levels, from the beginning of the year to the year's final test

Our Benchmarks for Language Arts will be:

- Student average rubric scores for grades kindergarten through 2 will be 6 on the Corporation's writing prompt by end of year. The student average rubric score for grades 3 through 5 will be a 3.5 on the Corporation's writing prompt by the end of the year
- Acuity testing will improve for grades 3-5 an average of 2% from the beginning of the year test to the year's final test
- Eighty percent or more of the students will have typical or greater growth on their ISTEP test

Our Benchmarks for Math will be:

- The number of students on grade according to Renaissance Star Math testing will raise 5% by the mid-year testing and 8% by end of year
- Acuity testing will improve for grades 3-5 an average of 2% from the beginning of the year test to the year's final test
- mClass Math testing will improve for grades K-2 an average of 2% from the beginning of the year to the year's final test
- Eighty percent or more of the students will have typical or greater growth on their ISTEP test

Our Benchmarks for Science will be

- Acuity testing will show improvement throughout the year.
- Eighty percent or more of the students will have typical or greater growth on their ISTEP test

Our Benchmarks for Social Studies will be

- Acuity testing will show improvement throughout the year.
- Eighty percent or more of the students will have typical or greater growth on their ISTEP test

Attendance Rates

	<i>Shawswick</i>	<i>State Average</i>
1999-2000	96.2%	95.9%
2000-2001	96.1%	95.7%
2001-2002	95.9%	95.9%
2002-2003	96.2%	95.7%
2003-2004	96.1%	95.9%
2004-2005	96.3%	95.9%
2005-2006	96.0%	96.0%
2006-2007	95.5%	95.8%
2007-2008	96.3%	95.9%
2008-2009	96.3%	96.1%
2009-2010	96.1%	95.9%
2010-2011	95.9%	95.1%
2011-2012	96.2%	96.1%

Shawswick Elementary School plans to continue what has been a successful attendance rate policy. The following policy will guide this plan:

In accordance with State Law, an excused absence is for personal illness or death in the family. When a student returns to school after an absence, he/she shall present a doctor or dentist statement giving reasons for the absence, or parent's statement may be accepted for the first five (5) absences during the semester. Any days beyond that number will require a doctor's statement or a parent conference for the absence to be considered an excused absence. All vacations and other non-school activities involving students should be scheduled during times that school is not in session. Any deviation to this policy must be approved by the principal. Students/parents who violate the attendance policy may be referred to the Child Protective Services.

Attendance Objective

Shawswick Elementary School has met, or exceeded, State Average Attendance rates. It is our goal to continue to increase our attendance rate by .2% annually.