

# School Improvement Plan 2012-13



Shawswick Middle School  
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<http://www.nlcs.k12.in.us/shjrhi/>



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## Foreword

### **Shawswick Middle School School Improvement Plan Prepared in Compliance with Indiana Public Law 221 for the year of 2012-2013 using data from 2011-2012**

This school improvement plan is submitted on behalf of Shawswick Middle 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 (PL221). The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. It covers a three-year period starting in the **2011-2012** school year. It has always been a goal of Shawswick Middle School to provide for continuous improvement in student achievement. This plan is a statement to the community as to how Shawswick Middle School expects to fulfill that commitment in the coming years.

## Introduction

Shawswick Middle School is located six miles east of Bedford, Indiana, nestled in the scenic hills of eastern Lawrence County north of White River. Bedford is located 70 miles south of Indianapolis, 100 miles northeast of Evansville, and 70 miles north of Louisville, Kentucky. The school sits in a rural setting one mile south of U.S. Highway 50. During the summer of 2008, Shawswick underwent the first renovation since the building opened in 1989. This renovation included updates to the library, outdoor physical activity areas, and building security. The Shawswick community consists mostly of small farms with several small housing additions scattered throughout.

#### Community Profile

Population for Lawrence County for 2010:	46,134
Labor force for 2001:	21,710
Average Income for people employed in 2001:	\$31,263
Per capita income for 1999:	\$29,626

Shawswick Middle School enrolls students in grades 6, 7, and 8. North Lawrence Community Schools (NLCS) is comprised of ten elementary schools, Shawswick Middle School, two other middle schools, one high school, one career center, and a high school alternative program.

## Cultural Component

The enrollment of Shawswick Middle School is 240. Forty-seven percent of the students are female; 53% are male. The majority of the students are Caucasian with only a handful of students from various minorities. The free and reduced lunch count for 2011-2012 was

at 40%. Testing results show that the male/female sub group follows national trends. The free and reduced lunch group showed slightly lower test results than the general population. This is the fourth school year in which SMS has housed an ED classroom of students from the entire district.

**Description and Location of the Curriculum**

The Shawswick Middle School curriculum is closely tied to the curriculum for the total school district, which is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Shawswick Middle School, under the direction of the building principal and district personnel, provide enrichment of the curriculum. Copies of the curriculum for Shawswick Middle School are available at the school as well as at the district offices at 460 W Street.

Shawswick Middle School faculty utilizes a team teaching concept. The faculty is divided into academic and related arts disciplines. Under this format, all students receive instruction in an eight-period day, counting lunch.

The academic curriculum consists of full year classes in math, science, language arts, and social studies. The related arts include art, family and consumer sciences, industrial technology, health, and physical education. Electives include choir, band, orchestra, advanced art, and journalism. About 20% of our students are considered advanced math students and thus take pre-algebra in seventh grade and Algebra I in eighth grade.

<b>ISTEP+ Sixth Grade</b>	<b>Spring 2011</b>	<b>Spring 2012</b>
	Pass/Pass+	Pass/Pass+
Math	71%	80%
Language Art	68%	80%
Science	67%	76%
 <b>ISTEP+ Seventh Grade –</b>	 <b>Spring 2010</b>	 <b>Spring 2011</b>
	Pass/Pass+	Pass/Pass+
Math	79%	63%
Language Arts	66%	64%
Social Studies	69%	63%
 <b>ISTEP+ Eighth Grade-</b>	 <b>Spring 2010</b>	 <b>Spring 2011</b>
	Pass/Pass+	Pass/Pass+
Math	83%	67%
Language Arts	78%	65%

Looking at the Spring of 2011 scores and 2012 scores, we found that **7% fewer students passed ISTEP math tests (drop of 77% to 70%). Language Arts showed a loss of 1% of students passing (70% to 69%). Science showed an 9% increase (67% to 76%). Social Studies showed a 6% decrease in percent passing (69% to 63%).**

All students are offered an array of extra-curricular activities. Athletic opportunities include football, basketball, wrestling, and track for boys. Volleyball, basketball, track, cheerleading, and drill team are available for girls. Cross country, swimming, golf, and tennis are co-educational.

In addition to our athletic activities, Shawswick Middle School offers the following academic and service opportunities: yearbook, IACE Super Bowl, Spell Bowl, MATH Bowl, Student Council, newspaper, Math Mania, MathCounts, St. Jude's Math-A-Thon, National Geographic Geography Bowl, Spelling Bee, Junior Beta Club, Fellowship of Christian Athletes, and Renaissance Club.

The Shawswick Music Department offers orchestra, choir, and band. Music students may also opt to compete in several band and orchestra contests.

### **Safe and Disciplined Learning Environment**

Shawswick Middle School (SMS) is a safe and disciplined learning environment. Building renovations in 2008 included a security update to restrict access past the office entrances to unauthorized individuals. A 2011 update has improved that system. A counselor is available on site to help with student needs. Teachers hold high expectations for student behavior and students engage in leadership activities through Student Council, Renaissance, and Junior Beta Club. A demerit system provides a framework for correcting mostly disruptive behavior through parent contacts, extra assignments, after school detentions, in school detentions, and 3-hour Friday Evening or Saturday School. **No students were retained last year, but several were placed in remedial classes to meet learning needs.**

### **Parental Involvement**

Parents are involved in our school in many activities. Athletic and academic contests, Beta Club induction, and music programs are well attended. Back to school night in the fall is well attended. Parents assist as chaperones for school dances, volunteer in classrooms, supervise the concession stands at ball games, and serve on committees such as for textbook adoption and PL221. Parent volunteers assist with registration for three days during August. Our Parent Teacher Organization (PTO) serves both Shawswick Elementary and Shawswick Middle Schools. The PTO provides volunteers and funds for many special school projects.

Communications from school to home include monthly newsletters, quarterly student newspaper, school web-site, homework hotline, nine-week report cards, mid-term progress reports, email, face-to-face and telephone conferences, and written

correspondence from teachers and the office staff. A Homework Agenda is used by students to record assignments and provides places where many teachers and parents correspond regarding student daily work. Email addresses for teachers are published and parents email addresses are collected and used by teachers. **Many teachers** post daily notes on our school website. We are pleased to find several non-custodial parents and extended family members willing to correspond with school staff using technology.

### **Technology Initiatives**

Student instruction and learning has been greatly impacted by computer technology. Each of our students takes nine weeks of Industrial Tech in sixth, seventh, and eighth grades where they explore the digital world. With this basis, they are able to create web pages, multi-media presentations, and written documents in other classes to demonstrate mastery. The journalism class prepares materials for the yearbook digitally. A number of interdisciplinary units allow students to work cooperatively on special projects such as a unit called Limestone Connections that involved visiting a limestone mill via distance learning and researching limestone buildings around the world. Teachers have been awarded teacher grants from the Lawrence County Community Foundation for special projects. Science fair instruction is now supported by using a Web Quest activity. **Learn 360** is used to present internet lessons. Smartboards have been installed in eight classrooms.

### **Assessment**

Student learning at SMS is assessed and affirmed in a number of ways. The traditional oral recitation in class discussions, paper and pencil assignments or tests, and projects such as posters, papers, or other products predominate in classrooms. Acuity, ISTEP, and NLCS **end of course assessments** give information about how entire grade levels are performing on an annual basis. Advanced Learning Systems (ALS) software tracks progress of students needing assistance in reaching mastery of language arts and math skills. Public performances such as concerts, contests, or learning fair exhibits provide the community with proof of accomplishments. Art work is displayed in businesses throughout the year and during a spring Fine Arts Festival. Special education student progress is tracked using Brigance, IMAST, and ISTAR assessment instruments. Student achievement is then rewarded by publishing honor roll lists, displaying work publicly, and a quarterly reward party. Students with perfect attendance are also invited to the quarterly celebrations. Athletic awards programs are held three times a year to celebrate competitive accomplishments by teams and individuals. An annual academic awards program ends each year at SMS.

## **Community Involvement**

The Bedford Chamber of Commerce coordinates a number of community efforts to support schools including a Reality Store for eighth grade, Welcome to the Real World career program for sixth grade, and a job fair for our seventh grade students. Crane Naval Weapons Support Center provides a Science Fair and support for our school science fair.

The teachers, administrators, support staff, parents, and other interested parties are dedicated to the task of creating an environment of lifelong learning. To achieve our desired goal, we will continue to focus on and to implement our mission statement by forming more partnerships with the community. These partnerships will inspire support for the **manpower**, facilities and equipment to help Shawswick Middle School realize its mission.

## **Mission**

The mission of Shawswick Middle School faculty, support staff, parents, and community is to provide a safe and caring environment rich in academic and technological curriculum in which all students learn.

## **Vision**

Every child is encouraged and supported as they develop the physical, mental, and social potentials that are integral in contemporary society.

## **Beliefs**

The teachers at Shawswick Middle School adapted an instrument created by Phi Delta Kappa that expresses our set of underlying beliefs about education.

### **We believe Shawswick Middle School students should:**

#### **1. Develop skills in reading, writing, and listening.**

- A. Develop ability to communicate ideas and feelings effectively
- B. Develop skills in oral and written language

#### **2. Understand and practice democratic ideas and ideals and learn how to be a good citizen.**

- A. Develop an awareness of civic rights and responsibilities
- B. Develop attitudes for productive citizenship in a democracy
- C. Develop an attitude of respect for personal and public property
- D. Develop an understanding of the obligations and responsibilities of citizenship
- E. Develop loyalty to American democratic ideals

- F. Develop patriotism and loyalty to ideas of democracy
- G. Develop knowledge and appreciation of the rights and privileges in our democracy
- H. Develop an understanding of our American heritage

**3. Learn how to examine and use information.**

- A. Develop ability to examine information constructively and creatively
- B. Develop ability to use scientific methods
- C. Develop reasoning abilities
- D. Develop skills to think and proceed logically
- E. Develop ability to apply skills in real-life experiences
- F. Develop a fund of information and concepts
- G. Develop special interests and abilities
- H. Develop skills in mathematics
- I. Develop skills in science
- J. Develop ability to use leisure time productively
- K. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative
- L. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time
- M. Develop ability to use changing technology to meet individual needs
- N. Develop skills derived from interdisciplinary classroom experiences

**4. Learn how to respect and get along with people with whom we work and live, or those who may think, dress, and act differently.**

- A. Develop an appreciation for and an understanding of other people and other cultures
- B. Develop an understanding of political, economic, and social patterns of the rest of the world
- C. Develop awareness of the interdependence of races, creeds, nations, and cultures
- D. Develop awareness of the processes of group relationships
- E. Develop appreciation and respect for the worth and dignity of individuals
- F. Develop respect for individual worth, understanding of minority opinions, and acceptance of majority decisions
- G. Develop a cooperative attitude toward living and working with others

**5. Develop good character and self-respect which leads to pride in work and a feeling of self-worth.**

- A. Develop a feeling of student pride in achievements and progress
- B. Develop self-understanding and self-awareness
- C. Develop the student's feeling of positive self-worth, security, and self-assurance
- D. Develop moral responsibility and a sound ethical and moral behavior
- E. Develop the student's capacity for constructive discipline in work, study, and play
- F. Develop a moral and ethical sense of values, goals, and processes of free society
- G. Develop standards of personal character and ideas

**6. Appreciate the culture and beauty in the world by learning about and trying to understand the changes that take place in the world.**

- A. Develop ability to adjust to changes in society
- B. Develop an awareness of and the ability to adjust to a changing world and its problems
- C. Develop understanding of the past, identify with the present, and prepare to meet the future
- D. Develop abilities for effective expression of ideas and cultural appreciation of the fine arts
- E. Cultivate appreciation for beauty in various forms
- F. Develop creative self-expression through various media - art, music, writing, etc.
- G. Develop special talents in music, art, literature, and foreign cultures

**7. Develop a desire for learning now and in the future.**

- A. Develop intellectual curiosity and eagerness for lifelong learning
- B. Develop a positive attitude toward learning
- C. Develop a positive attitude toward continuing independent education
- D. Gain information needed to make job selections
- E. Develop the ability to use information and counseling services related to the selection of a job
- F. Develop a knowledge of specific information about varied vocations
- G. Develop an awareness of opportunities and requirements related to a specific field of work
- H. Develop an appreciation of good workmanship
- I. Promote self-understanding and self-direction in relation to a student's occupational interests

**8. Practice and understand the ideas of health and safety.**

- A. Establish an effective, individual, physical fitness program
- B. Develop an understanding of good physical health and well-being
- C. Establish sound personal health habits and information
- D. Develop a concern for public health and safety

## **Collecting and Analyzing Data**

For the Spring 2011 ISTEP test students enrolled in Shawswick Middle School show a 1% decrease in passing Language Arts, a 7% decrease in math, an 9% increase in Science and a 6% decrease in Social Studies from the ISTEP+ scores of 2011.

First, we must note that we cannot identify significant differences in student achievement based on ethnicity. Lawrence County is 97.4% Caucasian. Shawswick Middle School is 99% Caucasian.

### **Current Year Results**

Shawswick students scored near state averages with some small variations. Because there is not a clear distinction overall, we have surmised that our curriculum and methods are producing the same discrepancies between the sexes as are evident in the corporation and state data.

Studying the data based on socio-economic factors shows that we follow national trends of lower scores than the general population in all areas.

To decide whether we met our 2011-2012 goals we found that 1% fewer students passed the ISTEP+ Language arts test, 7% fewer students passed the Math test, and 6% fewer students passed the Social Studies test. Science scores showed a 9% increase. These numbers did not meet the 4% increase desired in Math, Language Arts, and Social Studies. They did meet the goal in Science. The spring 2012 test shows that SMS was near the state average in all areas. With our small numbers one or two students make a good deal of differences on our averages.

## Recent Staff Development

Shawswick Middle School participated for four years in HMS TOPHAT sponsored by the DOE. A leadership team attended statewide conferences and acted as a resource to guide all staff members in understanding the research based data on school improvement developed by Dr. Robert Marzano and associates. This was a multi-year project which included review of the research and then implementing change to reflect the needs of our school. We have worked on developing a Guaranteed and Viable Curriculum and putting it into an easy to use format. We have been working on understanding of nine instructional strategies that have been shown by research to have the potential for increasing student understanding. Emphasis this year will be on Dr. Robert Marzano's publications: Designing & Teaching Learning Goals and Objectives and Teaching and Assessing 21<sup>st</sup> Century Skills. This ties in very well with the new RISE evaluation system.

In the past few years there have been many opportunities for staff development. Every staff member has been involved in professional development activities. Half-day in-service programs were held at school with Indiana Middle Level Association providing speakers on Adolescent Development, Teaming, Data Driven Decision Making, Brain Research, and Teaching Problem Solving. Training was provided in Student Success Process (SSP). Teachers were also allowed to attend conferences in subject areas to update skills in dealing with middle level students. A professional reading library holds a large collection of books that address issues in working with middle level students. Teams have visited other schools. Teachers worked with IU under a grant to develop project based units. The staff has spent time working on curriculum alignment. We have had discussions on bullying. We also had training in writing instruction with a Buddy Star 2 writing grant. Teachers have a daily team planning time during which review of instructional strategies has taken place. Recent activities have included workshops on poverty, curriculum alignment, research based school improvement by Robert Marzano, Common Core State Standards, and RISE.

### Remediation

Summer school was offered for students who did not pass one or more areas of ISTEP in the spring of 2011. Fifty-four of the 79 eligible students attended and worked toward meeting individual goals. In addition, students who do not pass the Language Arts and/or Mathematics portion of the ISTEP test in sixth grade are offered remediation services using a computer software programs ALS and Acuity. An aide works with students during the school day, as a pull-out from electives and with teachers as a supplement to regular instruction using the ALS program. Pre-test and post-test scores are tabulated for each student using both the software and ISTEP data. When we compare the number of points below passing each year for each student, the number of gains far outweighs the losses.

### Data Analysis

The most specific data examined involved manipulating ISTEP data to determine specific skills for improved instruction. We compared our students to the Indiana Performance Indexes (IPI) at Standard from ISTEP results. This process looked at each ISTEP Essential Skill for each grade level. Those tables are available upon request and list skills showing the difference between IPI at Pass and the SMS Mean IPI.

We took the data and used the percent mastery for each skill and the number of questions for each Essential Skill to develop a list of skills with the greatest potential for increased performance.

- In math the top two skills to focus on become (1) Algebra and Function (2) Problem Solving
- In language arts the areas of most potential for increased scores were (1) Literary Text (2) Nonfiction/Info Text (3) Writing Applications.
- Skills that are emphasized through greater numbers of items on the test give us the best chance to improve overall averages.

## Conclusions about the Data

In looking at the data, Shawswick Middle School is concerned with the way students performed compared to recent years.

- There are no discernible differences in the way the minority population performs compared to the over 99% Caucasian population.
- The differences in the way the genders perform seem to be related to overall societal differences rather than differences in instruction. However, looking at those differences has caused us to re-examine how each of us responds in the classroom setting as well as how policy decisions are enacted. We must continue to examine patterns of teacher/student interaction to be sure we are not perpetuating stereotypes.
- **The differences in achievement related to socio-economic factors this year are consistent with state and national trends. We must continue to find ways to support those students who may not be able to participate in school activities that have an additional cost or who have limited life experiences from which to draw background information.**
- This year's ISTEP+ results show that many of our students are making the normal expected progress or greater gains in progress. A **handful of students hovered** within a few points of the cutoff to pass.
- We found that our students are performing close to and better than anticipated (above IPI in all 48 indicators). We believe this reflects our high expectations as a staff and the general work ethic of our community.
- **The pullout group of students with IEP's did show success in the classroom; however, many struggled on the ISTEP test. We are working with these students on an individual basis to try to continue to make progress and find success.**

When we look at the intent in PL221 documents and No Child Left Behind, we see that we have some areas that still need to improve. No matter how well we are doing, there is room to grow. Thus, we identified specific essential skills that can be improved.

## Summary about Educational Programming

The NLCS district curriculum under which Shawswick Middle School functions is based on Indiana's academic standards. With the recent revisions of the standards, realignment has become a major focus for curriculum leaders and teachers. The following initiatives are now underway:

- The principal and NLCS central office have worked with teachers to align curriculum, develop **end of course assessments**, and provide remediation support for students.
- The NLCS Board of Trustees has made resources available to improve middle level instruction. By creating three schools with similar grade configurations, resources are better utilized to meet the needs of students in grades 6-8. We have two sister middle schools with which to collaborate and plan.
- The SMS faculty has been active in several recent technology initiatives that are changing instruction and learning. Those activities included outside workshops and workshops provided by the NLCS technology department. The Indiana Tech Fund grant

has provided computers, networking, internet, and software for each teacher plus two student labs and multiple individual student stations in classrooms. Teacher and student stations were replaced in 2009. The school library card catalog and check out process has been automated allowing students better lookup capability. An Intelnet Grant in January 2003 provided us with videoconference equipment using internet protocol.

- Staff planning time was added in 2003-04 to allow daily team preparation.
- New Math and Science textbooks were adopted for the fall of 2011. IT, FACS, and fine arts textbooks were adopted in the spring of 2012 for 2012-13
- The SMS **leadership team** participated in the DOE initiative HMS TOPHAT to improve instruction and learning.
- Resources from the Indiana Middle Level Education Association and National Middle School Associations are being used to improve staff understanding of student needs.
- The Six Traits Writing Program is used to improve student writing.
- The SMS staff has been using limited professional development money **for substitute teachers** to address **creation of end of course assessments**.
- A leadership team has been established to present information learned at the DOE TOPHAT training sessions to all staff members. This leadership team provides all staff members with opportunity for input on all school issues.

## **Student Achievement Objectives**

Each student at Shawswick Middle School will show positive growth from sixth to eighth grade on the Indiana Statewide Test for Educational Progress. Areas that are currently below 75% mastery and heavily emphasized on the test will guide efforts to improve instructional practices. Those areas now include:

- (1) **Literary Text – Reading Comprehension**
- (2) **Nonfiction/Info Text – Reading Comprehension**
- (3) **Writing Applications**
- (4) **Language Conventions**
- (5) **Algebra and Functions**

With the spring test there will be at least a 4% increase in the percentage of students reaching mastery from the 2011 Spring test in language arts, mathematics, social studies, and science at each grade on the ISTEP+ test.

## Attendance Rates

Shawswick Middle School plans to continue what has been a successful focus on student attendance. The following policy statement will guide this focus:

Education is one of the most valuable undertakings of our country. Formal schooling is not only desirable but also absolutely essential for the conservation of American society. Indiana places education at the top of its priorities. A highly positive correlation exists between formal learning and school attendance. Accordingly, it is incumbent upon this school system to use every reasonable measure to instill dutiful attendance habits in every student. A day lost from the classroom can never be completely retrieved; the dialogue between teachers and students in a classroom group environment can never be effectively duplicated. This policy's purpose is to encourage academic effort by discouraging unacceptable absenteeism, which is viewed as a lack of effort.

Shawswick Middle School has seen the student attendance rate stay near constant with rates in the previous seven years between 95 and 96.2%. The last three years our rate dropped below 96% for the first time in ten years. The H1N1 flu hurt our overall rate in 2009-10. In 2010-11 year the rate rebounded to 95.5% **and stayed stable at 95.55 in 2011-12.**

2004-2005	96.14%	2005-2006	96.18%
2006-2007	96.18%	2007-2008	95.86%
2008-2009	95.67%	2009-2010	95.06%
2010-2011	95.50%	2011-2012	<b>95.55%</b>

## Specific Areas where Improvement is Needed Immediately

Looking to the future, it is the intent of the Shawswick Middle School to increase the number of students meeting state standards on the ISTEP tests. The staff is, however, aware that this will be a challenging task. The work currently being done with the TOPHAT program will help us to identify curriculum, instruction, and assessment practices that will help us improve. Shawswick Middle School is determined to meet this challenge.

[check this info](#)

Improvement is needed immediately in the area of **Reading Comprehension (both Literary Text and Nonfiction/Info)**. **Reading Comprehension will be addressed at each grade by means other than SSP. We will stress language mechanics and vocabulary in all classes to improve overall achievement.** Problem solving will be stressed as related to reading comprehension. We continue to look for methods such as RtI that will help us meet the needs of students with IEPs.

## **Proposed Interventions**

- Targeted professional development for teachers will be the key to the planned interventions. PL221 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 Middle School will use its resources to focus improvement on areas identified through PL221. We participated in HMS TOPHAT which was sponsored by the Indiana Department of Education and administered by the Southern Indiana Education Center (SIEC). That process was based on research by Dr. Robert Marzano and others at McREL. We are reviewing curriculum, instruction, and assessment. A leadership team has been established to assist all staff in the incorporation of ideas presented in the live TOPHAT sessions plus the written materials provided to all staff in the follow-up sessions
- Shawswick will use the Indiana Middle Level Education Association and the Association for Middle Level Education resources to tailor our efforts to the needs of middle level students. Staff teaming will be utilized and supported as a way to address individual student needs.
- Language Arts, Math, Science, and Social Studies curriculum will be continually aligned with the state and corporation. In-service time during school year 2011-12 will continue to be spent on educating staff on instructional and assessment practices that research has shown to work. We will update our Curriculum to meet changes in state requirements so that all NLCS staff can better work to meet needs of students as they relate to the Indiana Standards. This will include a scope and sequence for all grades.
- Response to Intervention training will assist staff in meeting the needs of students with IEPs.
- Alternative programs will continue to be developed within the confines of the current setup of the middle schools and current budget constraints.
- Special education staffing will continue to be looked at within current budget constraints.

## Annual Benchmarks for Progress

Each student at Shawswick Middle School will show positive growth from sixth to eighth grade in all areas of the Indiana Statewide Test for Educational Progress. Areas that are currently low and heavily emphasized on the tests will guide efforts to improve instructional practices. Those areas now include (1) Literary Text -Reading Comprehension, (2) Nonfiction/Info Text – Reading Comprehension, (3) Writing Application, (4) Language Conventions, and (5) Algebra and Functions.

There will be at least a 4% increase in the percentage of students reaching mastery each year in language arts, mathematics, social studies, and science on the ISTEP+ test.

In order to accomplish this objective, the following measurable benchmarks were selected as indicators for the level of success. The measurable benchmarks are:

1. Shawswick Middle School and North Lawrence math curriculum has been aligned and is reviewed annually.
2. Students will demonstrate skills in reading comprehension by using proper language mechanics and writing skills to demonstrate understanding of the concepts.
3. Students will show progress in meeting ISTEP standards as shown on scores from the state Acuity tests given at the end of each grading period.
4. Students will learn to assess their own writing and mathematical ability through the use of rubrics like those used by the state for ISTEP.
5. Students not meeting mastery on the ISTEP and those identified by teachers will continue to receive supplementary ALS instruction in areas of weakness.
6. During team level meetings, faculty will brainstorm and implement other activities and benchmarks to measure progress in meeting student learning goals.
7. Basic skills classes are being implemented to help students achieve at grade level.

## **Professional Development**

The professional development program for the school is conducted within district goals and objectives and includes the following:

- Team planning time will be used to focus on topics directly related to teacher needs and instruction. This will be based on the best practices information learned through the TOPHAT presentations and new professional literature. Needs of students with an IEP will be dealt with in workshops presented by our Joint Service Co-Op.
- Staff meetings will be held that focus on the opportunity for sharing of best practices among teachers. Teachers have been provided with several up to date books on curriculum, instruction, and assessment to guide discussions. They also have access to all materials used in the TOPHAT program.
- Team meetings, General Education Intervention (GEI), Response to Intervention (RtI), and subject matter team meetings will be held as needed to meet student needs, plan interdisciplinary units, and support other school initiatives.
- Staff are provided with registration and substitute coverage to attend training activities such as :
  - Indiana Middle Level Conferences
  - Southern Indiana Education Center workshops
  - IDOE workshops and conferences
  - NLCS Workshops
  - Various technology learning activities

The previous efforts were supported and facilitated by the state professional development grant. The last of that money will be used in the spring of 2012. Grants such as the Indiana Tech Fund Grant and the Lawrence County Community Foundation teacher grants also support our student and teacher learning opportunities. Corporation funds such as Eisenhower, Tech Fund, remediation, and Title One funds are used to support some in-service training.

The staff and administration believe that targeted professional development activities will be the key to tracking student achievement and focusing instruction more specifically on the needs of students. Corporation funds will be used to implement professional development for school reform as we develop a program that will allow each student to meet his/her potential.

## **Statutes or Rules to be Waived**

Shawswick Middle School will not seek any waivers due to this plan. Shawswick Middle School and North Lawrence Community Schools may supplement adopted textbooks but will not replace them.

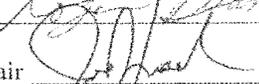
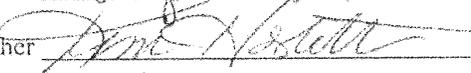
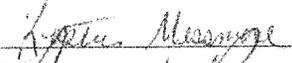
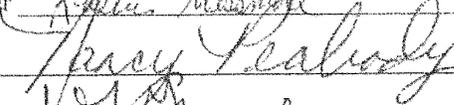
## **Three Year Action Plan Summary**

- The achievement of students will be reviewed annually by the principal, School Improvement Committee, and teachers.
- The achievement review will include data provided by the Indiana Department of Education, ISTEP data, Acuity reports, results of local assessments, portfolio exhibits, and other broad indicators of student achievement.
- This document will be updated annually so as to guide future professional development and school improvement efforts.

SHA WSWICK MIDDLE SCHOOL  
PL221 PLAN  
Submitted September 2012

Prior to submission of the above stated school's Public Law 221 School Improvement Plan document, all or pertinent components of the document have been reviewed by the individuals listed below.

The signature of each individual represents that the individual has reviewed the document. Their signature also denotes that the individual is in agreement with the information contained in the document.

Roger Dean, Principal   
Joel Housel, Counselor / Co-Chair   
Crystal Fisher, Teach   
Kim Hostetter, Teacher   
Kristin Messmore, Teacher   
Nancy Peabody, Teacher   
Julie Greene, Parent   
James Pentzer, Principal 