

**Shawswick Elementary School
North Lawrence Community Schools
2019-2020
School Improvement Plan**



Team Members

Name	Stakeholder Group(s)	Team Role(s)
<i>Lucas Calhoun</i>	<i>Admin</i>	<i>Lead Contributor</i>
<i>Kelsey Pace</i>	<i>Admin</i>	<i>Lead Contributor</i>
<i>Tracy Williams</i>	<i>Teacher</i>	<i>Member Contributor</i>
<i>Brittaney Spreen</i>	<i>Teacher</i>	<i>Lead Member</i>
<i>Courtney Blackwell</i>	<i>Teacher</i>	<i>Secretary Recorder</i>
<i>Jane Scott</i>	<i>Teacher</i>	<i>Member Contributor</i>

Vision of Excellence

Shawswick Elementary's vision of excellence moves beyond the classroom. It is our belief that students should be educated holistically. Students need to be well-rounded in order to succeed and excel in today's society.

Academics, character education, kindness, and empathy are focused upon using a variety of methods at Shawswick Elementary. Anti-bullying lessons and kindness education are a large part of character building education at Shawswick and students are encouraged to display kindness and care for others at all times.

Likewise, many outside sources have come together to make Shawswick a wonderful place for students. A number of churches, Lions Club, PTO, high school cadet teachers and other community members contribute to serve our students and families, teaching them the importance of being a community.

All stakeholders of Shawswick Elementary work toward a common goal of meeting students' individual needs so that all students are successful. Our teachers use Response to Instruction and formative assessments to adapt their lesson plans in order to make sure every child succeeds. Our intervention plans, data meetings, and focus on the student makes Shawswick Elementary a successful place for students to learn and grow academically, socially and emotionally.

School & Community Profile

North Lawrence Community School District is located in the northern part of Lawrence County. During the 2018-19 school year, 4,754 students were enrolled in the school district, which includes 10 elementary schools, 3 middle schools, and one high school. The schools are located in and around Bedford, Indiana, a rural community in the south central region. As the "Limestone Capital of the World," Bedford is home to approximately 14,000 people. Industry includes a Naval base, automobile manufacturing plants, various small businesses, and agriculture. There are a number of smaller industries supporting one manufacturing plant, General Motors Powertrain. Additionally, the district is within commuting distance of six degree granting institutions.

For the current school year, 2019-2020, the school consists of the following make-up:

- two hundred seventy-eight (278) students in attendance
- two (2) principals (one lead and one assistant)
- twelve (12) classroom teachers
- three (3) traveling specials teachers
- one (1) resource teacher
- one (1) speech therapist
- ten (10) support staff members
- one (1) administrative assistant
- two (2) custodians.

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 finances. Restructured just this year, the schools will share a team of administrators consisting of one lead principal, and one assistant principal. Although there is some overlap concerning faculty and patrons, the two schools are otherwise separate. Lucas Calhoun currently serves as the principal of Shawswick Elementary School, while Kelsey Pace serves as the assistant principal.

All students in grades one through five (1-5) at Shawswick Elementary will receive a minimum of 60 minutes each week of all specials (art, music, PE, library). Kindergarten students will receive a minimum of 30 minutes each week of all specials. The faculty years of experience breakdown is as follows: 0-5 years | 4 | 20%, 6-10 years | 7 | 35%, 11-20 years | 6 | 30%, 20+ years | 3 | 15%. The faculty and staff are dedicated to the academic, social and emotional development of each student.

Teachers use the Reading Streets curriculum in grades kindergarten through fifth grade. The math curriculum is My Math. During the 2017-18 school year, the K-5 teachers throughout the district used the Rigorous Curriculum design process to create to develop curriculum maps and pacing guides. This process provided teachers with an in depth understanding of the state standards and how to ensure their instruction is aligned to the standards. This work is stored on a server that is accessible to all staff through an internet portal. The teachers also focused on creating authentic assignments and assessments.

The district uses a variety of assessments to track student progress towards mastery of the state standards. Students in grades K-5 are assessed using NWEA in Reading and Math, which is used to measure mastery of the academic standards. Students in grades K-8 complete the STAR Reading assessment, which provides all stakeholders with a measurement of the student's reading level and comprehension.

Vision

Vision: Shawswick Elementary School is a place where all students will learn at appropriate levels. Students will learn better in a child-centered environment that encourages a safe, structured atmosphere. The staff will create an environment that fosters positive self-esteem and respect within the learning community.

Mission Statement

Mission: Shawswick Elementary is a “home” for students, encouraging critical thinking in a safe, respectful, and nurturing environment with a rigorous curriculum. The SES learning community strives to collaborate with families in order to create an environment that empowers students to reach their potential and prepare them for a productive future.

Core Beliefs or Core Values

Beliefs: ALL Shawswick Elementary staff have the following beliefs:

- Children should feel successful, respected, and safe
- All staff should help develop positive self-esteem for all students
- 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 at different levels in a child-centered setting.
- Professional development should be continuously valued.

Student Demographics

Student Enrollment By Grade

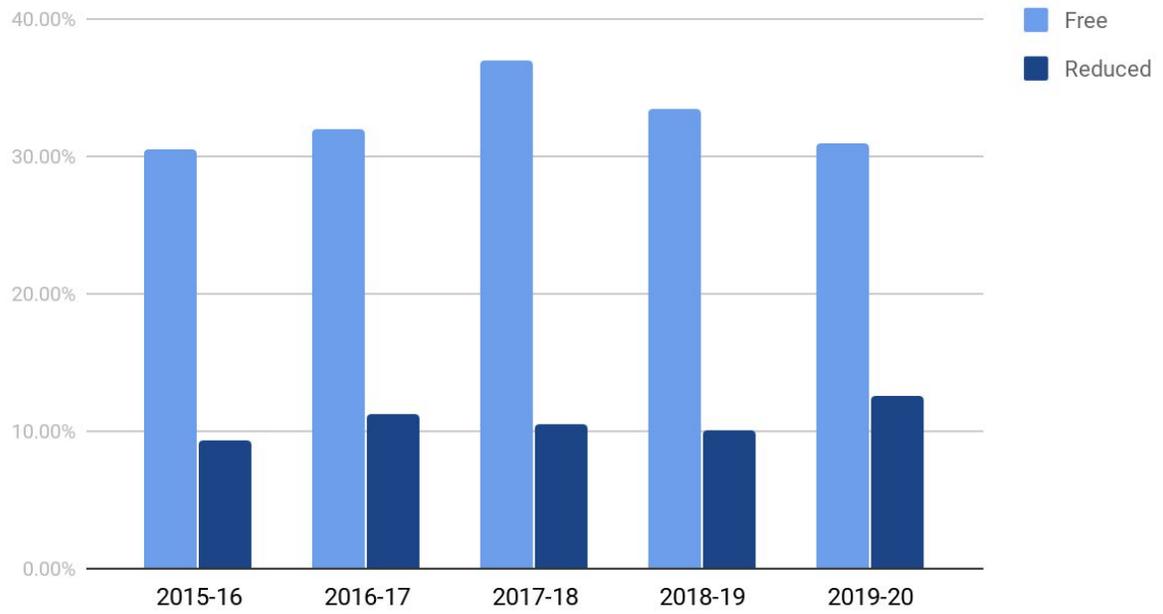
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Kindergarten	39	47	43	48	48
Grade 1	41	40	48	39	48
Grade 2	35	44	41	55	40

Grade 3	52	39	45	44	59
Grade 4	44	51	43	42	38
Grade 5	55	45	56	41	45
Total Enrollment	266	266	276	269	278

Student Demographics

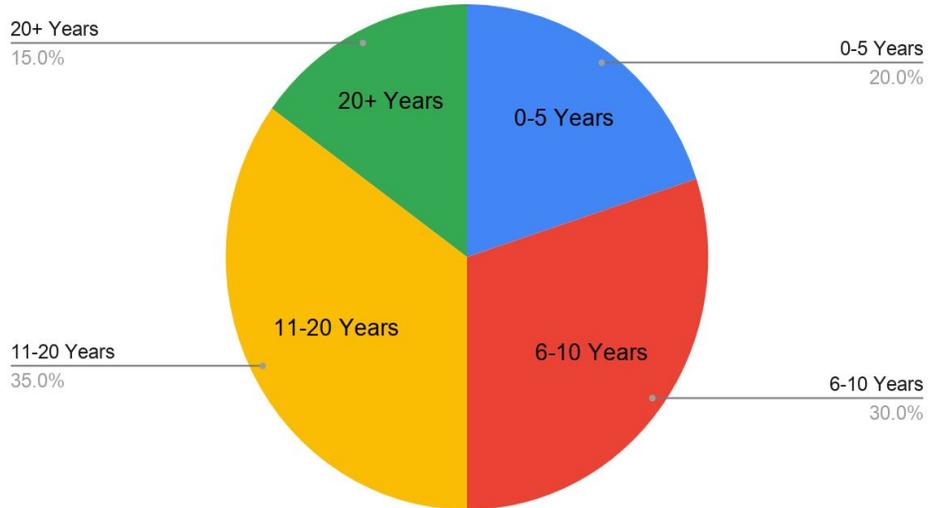
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
American Indian	N/A	N/A	N/A	N/A	2 students 0.7%
Black	N/A	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	2 students 0.7%	2 students 0.7%
Hispanic	4 students 1.5%	6 students 2.3%	7 students 2.5%	8 students 3%	4 students 1%
White	259 students 97.4%	258 students 97%	264 students 95.7%	254 students 94.4%	259 students 93%
Multiracial	3 students 1.1%	2 students 0.8%	5 students 1.8%	5 students 1.9%	12 students 4%

Free /Reduced Lunch



Staff Demographics

Years of Experience



Student Attendance

The staff of Shawswick Elementary School is committed to providing a safe and secure learning environment that educates the whole student. Students and their parents/guardians are made aware of the school's policies, procedures, and expectations at various points throughout the year. At the beginning of the year, each student's parent/guardian receives a copy of the NLCS Student Handbook, provided in the student agenda. This handbook describes behavioral, disciplinary, and attendance guidelines. Additionally, it is reviewed and updated each year and distributed to all staff, students, and parent/guardians.

For safety reasons, the doors of the school remained locked throughout the day and admittance to the school requires a person to be "buzzed" into the school by the school's administrative assistant. Upon entry, visitors are required to sign in at the office and wear a visitor's badge while moving throughout the building. School and corporation personnel also wear identification while in the building. Per district practice, for the safety of all students and staff, visitors are not permitted on the playground during recess times.

Attendance Rates By Year

2012-13	96.2%
2013-14	97%
2014-15	95.8%
2015-16	96.3%
2016-17	95.9%
2017-18	95.4%
2018-19	95.7%

Student Academic Data

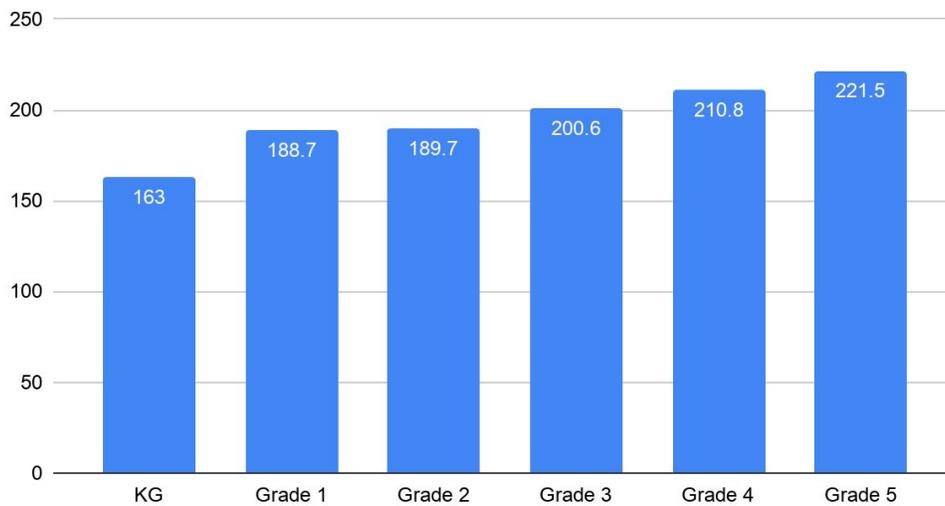
The staff at Shawswick Elementary has created a foundation of academics that is focused on growth. The focus on growth guides our work as we analyze student data and create outcome objectives throughout the year as we use and analyzing data to make adjustments to our instruction.

NWEA Data | 2018-19

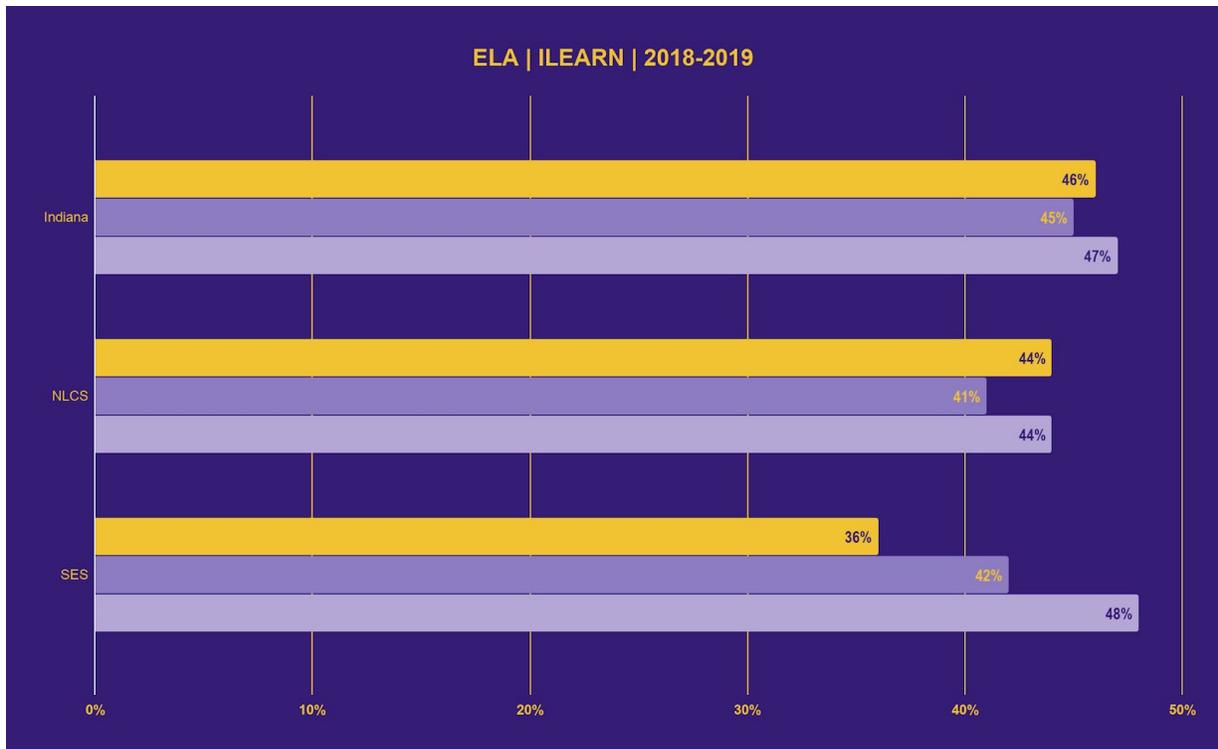
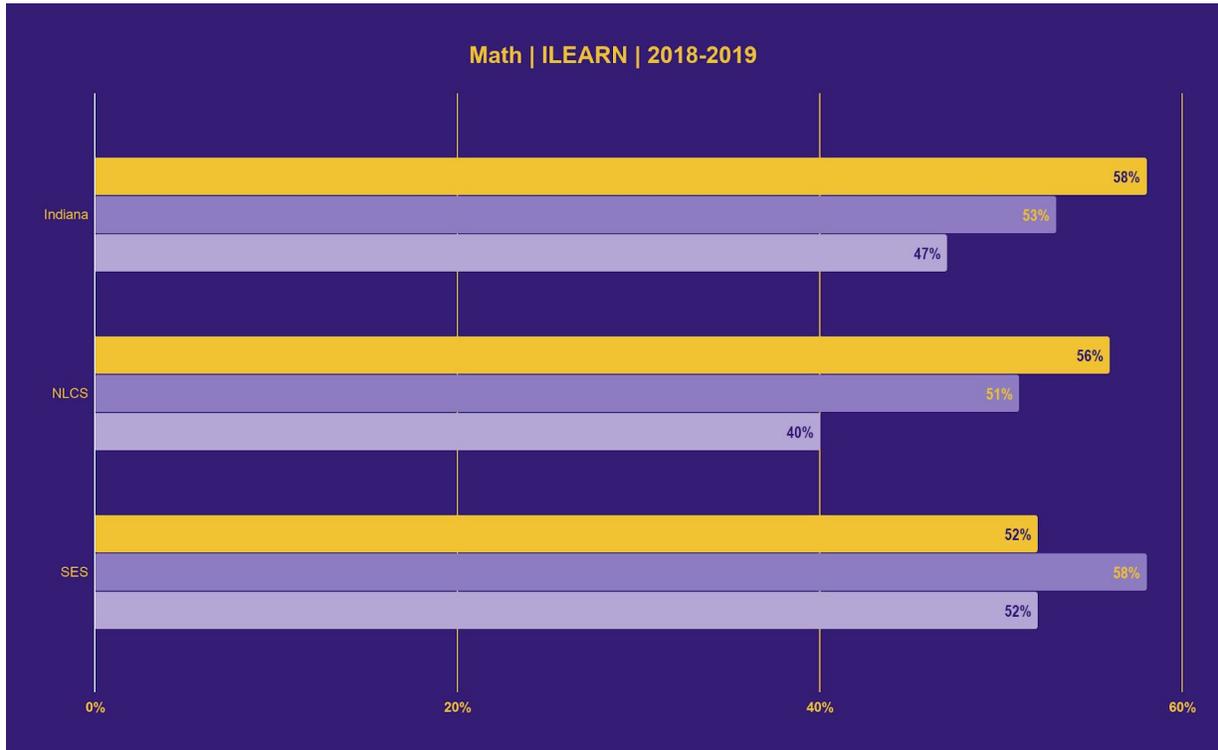
NWEA MATH SPRING	Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile >80
KG	5 11%	8 17%	10 21%	15 32%	9 19%
Grade 1	3 7%	1 2%	7 17%	17 41%	13 32%
Grade 2	10 19%	10 19%	15 28%	16 30%	3 6%
Grade 3	8 19%	10 23%	16 37%	6 14%	3 7%
Grade 4	4 10%	16 39%	11 27%	8 20%	2 5%
Grade 5	5 11%	8 18%	17 32%	14 30%	4 9%

NWEA E/LA SPRING	Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile >80
KG	4 6%	8 17%	10 21%	15 32%	10 21%
Grade 1	2 5%	0 0%	6 15%	18 44%	15 37%
Grade 2	4 7%	12 22%	7 13%	14 26%	17 31%
Grade 3	9 21%	8 19%	6 14%	13 30%	7 16%
Grade 4	5 13%	10 25%	6 15%	12 30%	7 18%
Grade 5	5 11%	12 27%	9 20%	16 36%	2 5%

Average RIT Score By Grade



Additional 2018-19 ILEARN Data Linked [HERE](#)



Summary of Current School Improvement Strategies

Academic and Student

All Shawswick Elementary stakeholders share a common goal for all students to learn, to develop a passion for learning, and to feel loved. Staff members will work to develop and foster genuine connections with students and also genuine, real-world connections to the curriculum in order to gain student buy-in and build that passion for learning. Additionally, staff will foster creativity and individualism in all students, encouraging students to learn new things in new ways.

Students in all grades will also demonstrate increased proficiency of math skills. Teachers will be using the My Math curriculum based on the District's Rigorous Curriculum and Pacing Guide. All teachers will also work on grade appropriate math facts utilizing Math Facts in a Flash and other online and in print math programs to increase automacy when working in math. Increasing the Depth of Knowledge in the classroom while using formative assessments will allow teachers to make adjustments as the data indicates.

Students in all grades will also demonstrate increased proficiency of English/Language Arts skills. Teachers will continue to use the District's Rigorous Curriculum and Pacing Guide, and the Reading Streets curriculum as a resource to teach mastery of Indiana Academic Standards. Increasing the Depth of Knowledge in the classroom while using formative assessments will allow teachers to make adjustments as the data indicates.

This year, our staff will utilize PLC time as a time to learn, collaborate and improve our practice together. Some topics include writing formative assessments, identifying priority standards, creating rigor through questioning, Webb's Depths of Knowledge, STEAM and project-based learning.

Leadership Goal

Administrators will conduct weekly walkthroughs and provide feedback to classroom teachers in an effort to improve classroom instruction and achieve school goals. Walkthroughs and feedback will focus on DOK, rigor and effective practice in order to help support teachers in creating, developing and maintaining a rigorous learning environment.

Effective Instruction Goal

Shawswick Elementary teachers will participate in monthly PLCs with colleagues in an effort to continue building their "teaching toolboxes" and learn new research-based methods that can be implemented in the classroom. In addition to identifying and focusing on priority standards, in alignment with the entire district, our school will also be digging into rigor and Webb's Depths of Knowledge.

In an effort to increase rigor in classrooms and ensure students are being challenged with rigorous tasks and higher level questioning, teachers will participate in PLCs and professional

learning on these topics. Shawswick teachers are lifelong learners and are excited to continue to improve their practice.

Shawswick staff will utilize their uninterrupted 90-minute reading block, as well as their 60-minute math block, to ensure all students are receiving quality Tier 1 and Tier 2 instruction. During these times, teachers will make data-informed decisions to utilize small group instruction, differentiation and flexible grouping.

Student Support Goal

In order to meet the learning needs of all students, Shawswick Elementary teachers will meet frequently with grade-level teams, administrators, and other colleagues. This collaboration time will be data-focused and provide teachers with time to create, review and reflect on formative and summative assessments. Teachers will respond to data appropriately to ensure the needs of all students are met. These needs may be educational, behavioral, or emotional.

Core Curricula

Teachers will be using McGraw Hill's My Math curriculum and Pearson's Scott Foresman Reading Streets based on the District's Rigorous Curriculum and Pacing Guide. Furthermore, teachers will use the identified ILEARN Blueprints and district-wide priority standards to ensure students are mastering the necessary Indiana Academic Standards.

Formative and Summative Assessments

Formative Assessments

NWEA
Star Reading
Classroom Formative Assessments
Classroom Check for Understanding
Running Records
NWEA Skill Checklists
Other Progress Monitoring

Summative Assessment

ILEARN
I AM
Star Reading
Classroom Assessments
Kindergarten Skill Assessment

Academic Intervention and Enrichment Programs

In-class differentiation
Weekly HA Differentiation based on Data
Study Island
RtI Program
RtI Time/Tier Time
Various computer programs (AR, Reading Eggs, Eggspress, Xtra Math, MobyMax, etc...)

Mystery Science
Rozyy
Title I assistance
Special education services
Enrichment activities with HA Coach
Sidewalks

Other Programs Available to/for Students

In addition to the intervention and enrichment programs noted above, Shawswick Elementary also provides other programs to foster the academic and social/emotional growth of all students. We have a counselor on site who collaborates with teachers and staff to support students. Teachers provide students with Tier Time (RtI time) where small-group instruction is the norm and teachers provide time for individualized instruction and remediation and enrichment. Other programs for students include basketball, cheer, dance, math bowl, spell bowl, student council, and pep club.

Additionally, students participate in the following universal screeners for early intervention during the school year:

- Dyslexia Screener (Grade K-2)
- Auditory Screening
- Lions Club Vision Screening

Teacher and Staff Selection

Teachers must be highly qualified in their position to be considered to work at Shawswick elementary. During the year, teachers are also offered a number of professional development opportunities to continue in their learning. Teachers are also placed in intentional positions in order to be the most effective educator for our students.

Likewise, instructional support staff must have 2 years of college or pass a paraprofessional test. Aides are also placed in intentional positions in order to be the most effective support to our teachers and students. Every teacher has access to an instructional assistant during both reading and math blocks.

Teacher and Staff Professional Learning Opportunities

2019-2020 Professional Development Plan

- RtI meets monthly (and additionally as needed) to focus on Student data
- PLCs meet monthly
- Teachers collaborate with grade level and vertical partners to discuss data and guide instruction
- Principals will participate in PLCs every month

- Teacher meetings are monthly
- Teachers will participate in a collaborative book study

Teacher and Staff Coaching and Evaluation Model

First year teachers are part of the NLCS “New Teacher” meetings, which meet one time a month. They are also assigned a mentor to help them with their transition into the school. This mentorship continues, even when the “New Teacher meetings” end.

The Shawswick Elementary principals also conducts daily walkthroughs of classrooms and record data from walkthroughs via a Google Form. This form focuses on effective instruction and Depth of Knowledge. NLCS also has adapted a RISE-like Evaluation model (ME-Time) that allows every teacher to be observed twice during the year.

Additionally, instructional coaches and mentors are available to assist and support teachers in the growth and improvement process.

Family and Community Engagement Strategies

Shawswick Elementary employs a number of strategies to engage our families and our community. The school sends out a monthly newsletter, and has a website with up-to-date information. Likewise, our teachers often have newsletters and social media accounts (Bloomz/Class Dojo) in order to engage families.

Our school also has a very active PTO which engages families and teachers and provides for volunteer opportunities for all parents/guardians.

Community Partnerships

<u>Organization</u>	<u>Area of Involvement</u>
After the Pole	Nationwide Day of Prayer Around the Flag
American Heart Association	Jump Rope for Heart
Becky's Place	Resident Student Families
Bedford Animal Hospital	Grade 1 Visit
Bedford City Police	Shop with a Cop
Bedford Fire Department	Kindergarten Visit
Bedford Fire Department	Fire Prevention Week

Bedford Public Library	Classroom Books/Visits
Between the Crowd	Site for Meetings
BNLHS Athletic Department	Shop with a Star
BNLHS Guidance Department	Cadet Teachers
BNLHS History Department	History Fest
Bonnie Cabbage Plant Organization	Cabbage Plants for Grade 3
Boys & Girls Club of America	After School Program
Channel 14	Local TV for Announcements, etc.
Child Evangelism Fellowship	Good News Club
DARE	Drug Awareness
Dental Smiles	Mobile Dentistry
Department of Natural Resources	5th Grade
Department of Natural Resources	Soil & Water Conservation
Domestic Violence Coalition	Available for Services
Girl Scouts	Site for Meetings
Hoosier National Forest	5th Grade Program
IU School of Education	Student teachers
Imagination Library	Books for Students
Kiwanis	"I Like Me" Books
Lawrence County Community Foundation	Great Grants
Lion's Club	Free Vision Screening/Glasses
Pizza Hut	Book It! Reading Program
Scholastic	Scholastic Book Fairs/Book Orders
Angel Tree	Gifts for Students
Shawswick Elementary Student Council	Numerous; recycling, etc.

Teacher's Warehouse	Free Supplies for Classrooms
Times Mail	Your Page

Schoolwide Goals

Goal 1

By May of 2020, each K-5 class of students will show 80% growth on NWEA English/Language Arts according to the *Achievement Status and Growth Projection Summary Report* in the area described as *Percent of Projected Growth Met* and in alignment with the pilot of the new growth-based North Lawrence Achievement Goal (NLAG).

Goal 2

By May of 2020, each K-5 class of students will show 80% growth on NWEA Math according to the *Achievement Status and Growth Projection Summary Report* in the area described as *Percent of Projected Growth Met* and in alignment with the pilot of the new growth-based North Lawrence Achievement Goal (NLAG).

Goal 3

By May of 2020, Shawswick Elementary students in grades 3-5 will show a minimum of 3% growth in the overall proficiency percentage for ILEARN English/Language Arts. Ultimately, this increase in achievement will raise the proficiency percentage average from 42% (average from 2018-2019 ILEARN) to a minimum of 45% on the 2019-2020 ILEARN assessment.

2018-2019 Overall Performance on the ILEARN test Shawswick Elementary School

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	44	36%
Grade 4	43	42%
Grade 5	44	48%

Goal 1 | Action Plan

Goal: By May of 2020, each K-5 class of students will show 80% growth on NWEA English/Language Arts according to the *Achievement Status and Growth Projection Summary Report* in the area described as *Percent of Projected Growth Met* and in alignment with the pilot of the new growth-based North Lawrence Achievement Goal (NLAG).

Action Plan:

- Targeted check-in meetings will be held to review data and, in response, adjust instructional practices, following the fall and winter windows.
- Teachers will utilize flexible grouping and small group instruction to differentiate based on NWEA data and student performance.
- Teachers will be encouraged to collaborate with colleagues and students alike to set and track individual student achievement goals on NWEA.
- Teachers will utilize Study Island, taking advantage of its differentiated curriculum and cross-platform connections with NWEA, as an enrichment and intervention program throughout the school year.

Goal 2 | Action Plan

Goal: By May of 2020, each K-5 class of students will show 80% growth on NWEA Math according to the *Achievement Status and Growth Projection Summary Report* in the area described as *Percent of Projected Growth Met* and in alignment with the pilot of the new growth-based North Lawrence Achievement Goal (NLAG).

Action Plan:

- Targeted check-in meetings will be held to review data and, in response, adjust instructional practices, following the fall and winter windows.
- Teachers will utilize flexible grouping and small group instruction to differentiate based on NWEA data and student performance.
- Teachers will be encouraged to collaborate with colleagues and students alike to set and track individual student achievement goals on NWEA.
- Teachers will utilize Study Island, taking advantage of its differentiated curriculum and cross-platform connections with NWEA, as an enrichment and intervention program throughout the school year.

Goal 3 | Action Plan

Goal: By May of 2020, Shawswick Elementary students in grades 3-5 will show a minimum of 3% growth in the overall proficiency percentage for ILEARN English/Language Arts. Ultimately, this increase in achievement will raise the proficiency percentage average from 42% (average from 2018-2019 ILEARN) to a minimum of 45% on the 2019-2020 ILEARN assessment.

Action Plan:

- Teachers will utilize the daily uninterrupted 90-minute reading block to provide data-driven differentiated learning opportunities for all students.
 - Accelerated Reader
 - Guided Reading
 - Small-Group Instruction
 - Read and Respond Writing Strategies
- Teachers will review and analyze the 2018-2019 Standards Performance Breakdown ILEARN report to identify opportunities for growth and inform instruction.
- Teachers and administrators will utilize strategies developed and shared through district-wide professional learning focused on priority standards, rigor, and Webb's Depths of Knowledge in order to enhance practice and increase student achievement.
 - Administrators will use walkthrough data to provide feedback and make decisions about professional development in an effort to enhance instructional practice and increase student achievement.
 - Teachers will participate in a book study on rigorous questioning and how to incorporate and increase Depths of Knowledge as part of daily classroom practice.

Shawswick Elementary teachers participated in a PLC, using the Indiana Academic Standards, data from NWEA, STAR, and ILEARN, and other classroom data to identify priority standards. In 2013 we adopted a Pearson Reading series, *Reading Streets*, and in 2016 we adopted McGraw Hill's *My Math* program, which we use during whole-group, Tier 1 instruction. These programs are research-based and available to all teachers/students in the corporation. With a great amount of transience in our corporation, this is beneficial. Additionally, Title I staff utilizes the *My Sidewalks* program with students, which is a researched-based intervention program used to address academic needs and intervention in reading. Additionally, many teachers have an RTI time where teachers deliver data-driven instruction focused on addressing the individual needs of students. We also have access to leveled readers from our math program that are used for intervention and small group instruction.

Assessment

Shawswick Elementary uses a variety of assessments in order to determine students' success and mastery of skills and standards. We utilize the STAR Reading assessment, which students take quarterly, in addition to NWEA, which is given three times a year during the following windows:

- Fall Window | August 12, 2019 - August 30, 2019
- Winter Window | December 2, 2019 - December 20, 2019
- Spring Window | May 1, 2020 - May 22, 2020.

We will also utilize ILEARN, I-AM, and IREAD state assessments to measure students' achievement, gather and analyze data and drive instruction. These assessments are administered once a year as mandated by the state. Teachers and staff receive professional development on these new assessments, including how to administer them, run reports and use those reports to analyze data and adjust instruction based on the findings.

Teachers collaborate to discuss data and participate in PLCs where they work together to analyze specific data and discuss remediation and enrichment strategies. Teachers are required and expected to use formative assessments regularly to guide instruction and assess student mastery and progress frequently. Teachers are provided feedback from administration during classroom walk-throughs and checks for understanding and formative assessments are an expectation. Teachers use formative assessment data to drive instruction weekly, if not daily. Additionally, teachers participate in various professional development opportunities throughout the year, including professional book studies focusing on effective instruction, collaboration and data usage.

Instruction

Shawswick Elementary teachers will work hard to create environments where students are authentically engaged. In order to achieve this, teachers will first foster and build genuine relationships with students, taking an interest in students' lives and interests. Teachers and staff will create educational opportunities for our students that challenge them, while giving

them opportunities to feel successful and involved. Teachers will foster a growth mindset by creating opportunities for students to explore, create, and collaborate autonomously and with peers, encouraging students to be active components in their own learning. Classroom teachers remain in frequent communication with parents/guardians via email, phone, or classroom communication portal (Google Classroom, Class Dojo, Bloomz, etc.).

Teachers and staff treat all stakeholders with respect and care and build genuine relationships with stakeholders. Teachers will receive professional development on Depths of Knowledge and how to ensure students have access to learning at all four levels. Teachers are provided feedback on their instruction by administrators, based on walkthrough data. During each walkthrough the Depth of Knowledge level is observed by the administrator and the level is recorded with evidence. Teachers use questioning, informal observation, formative assessments, and checks for understanding during instruction and use this information to adjust lessons in real time.

Teachers participate in professional development, PLCs, and are provided other opportunities for continued growth and learning. Shawswick's teachers are lifelong learners and are always anxious to find new ways to engage students and discover more effective instructional strategies. Teachers and staff work together to identify students needing remediation and these students are identified and receive help based on their academic needs. We utilize an effective RTI process and Tier/RTI Time to make sure all student needs are met.

Family Engagement

Teachers and staff maintain frequent communication with parents/guardians about academics and other student concerns and successes. Teachers use phone calls, emails, Class Dojo, Google Classroom or other means of communication to communicate with parents/guardians daily and keep parents/guardians in the loop on student achievement. Additionally, many teachers provide weekly newsletters or messages informing parents/guardians of the week's lessons and standards. Parents/Guardians have the opportunity to volunteer in the classrooms, on field trips, during family nights, etc. Teachers and staff look forward to working with parents/guardians and hope to create a partnership with all families.

Our PTO works hard to involve parents/guardians in the school's happenings, and looks for input on their hopes, concerns, and suggestions. PTO meetings and other open means of communication with school staff and administration offer parents/guardians an outlet to voice concerns, ideas, etc. Administrators at Shawswick host "Coffee and Conversation" weekly as an opportunity for parents/guardians to come in and meet with the school's leaders to express thoughts, concerns and ideas. Title I funds are used to provide families with school supplies, books, and other ideas in order to make a meaningful connection between school and home.

Technology

Shawswick Elementary provides appropriate school information and resources to the public, including parents/guardians 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 education classrooms will have an LCD projector and Smartboard. 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.

Each grade level has access to one cart of Chromebooks. Shawswick Elementary teachers utilize Google Chromebooks to improve student instruction across grade levels. Students engage in multiple learning activities using this technology including Google Classroom, word processing and other academic programs. Teachers utilize technology in a variety of ways during instruction, including online texts, SMARTBoard activities, typing classes, and online assessments. Students are more engaged during these activities and learn to conduct research, take notes, and complete authentic tasks, all of which are skills that will benefit them in future endeavors. The addition of e-Coaches and instructional coaches has proven very beneficial to teachers and staff, as has the implementation of a computer-based skills program, focusing on skills students need to acquire to effectively navigate given technology.

The Shawswick Elementary computer lab which houses 32 stations. 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 proficiency and efficiency on a variety of technological components.