

Metropolitan School District of Washington Township

“Superior Schools in a Supportive Community”

In Accordance with Public Law 221

School Improvement Plan 2020-2021



School Name: Crooked Creek Elementary

School Address: 2150 Kessler Boulevard West Drive

School Phone Number: 317-259-5478

School DOE Number: 5406

School Corporation Number: 5370

Keana Parquet

Sept 23, 2020

Principal Signature, Keana Parquet

Date

Dr. Nikki Woodson

September 23, 2020

Superintendent Signature, Dr. Nikki Woodson

Date

Bill Turner

September 23, 2020

School Board President Signature, Bill Turner

Date

The mission of Washington Township Schools is to develop life-long learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

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Purpose and Direction

Purpose

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for deployment.

MSDWT Mission Statement

The mission of Washington Township Schools is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

MSDWT Vision Statement

Superior Schools in a Supportive Community

[MSDWT Strategic Plan 2020-2025](#)

School Improvement Team and Participation

School Improvement and Schoolwide Planning Team

Keana Parquet - Principal, Chair
Josh Bolles - Assistant Principal
Natalie Manthey - Resource Teacher
Shelbie Leatherman - Math Specialist
Jen Browne - Literacy Specialist
Dawn Richardson -Kdg. Teacher
Vicky Smith - 1st Grade Teacher
Lisa Blanton - 2nd Grade Teacher
Stephanie Bui - 3rd Grade Teacher
Stephanie Hodge - 4th Grade Teacher
Amanda Vinnai - 5th Grade Teacher
Alex Pattee -Special Area
Tim Kuskye - Compass Rep
Bev Huneck - Special Ed

Meeting Dates:

9/16, 10/21, 12/16, 1/27, 2/10

Description of Parent Involvement and Participation to Support Goals

The Crooked Creek PTO has adopted the mission to connect the community of Crooked Creek Elementary School so our children can realize their dreams. In an effort to do this, the parents and teachers have kept certain goals in mind when planning activities for the students:

- Volunteers value what is best for student success and achievement.
- Partners (parents, staff, community) feel valued by the PTO.
- Parents and teachers work together to meet the needs of the students.
- Parents feel connected to the school and community.
- Strong neighborhood partnerships are developed to assist our teachers and our children.

Because of these goals, the PTO works very hard to promote educational activities that are low cost and involve many students and families. The PTO incorporates reading activities into many of their evening events. The parents host a Math and Science Night in which students can work through math problems and science inquiry activities with their parents. Title One Nights also bring families together with a focus on Math and Reading throughout the year. Parent and grandparent volunteers are seen throughout the building on a regular basis. Parents work with students on additional reading strategies and practicing math facts and problem solving.

Assessment information and goal updates are distributed to parents throughout the year. Crooked Creek holds parent-teacher conferences in November to review academic achievement with the parents. Teachers are also in contact with parents on a regular basis with regard to student achievement and our school goals. The building principal will share academic information with parents at different events as well as PTO meetings.

There is a section in the Ripple (monthly newsletter) devoted to our school improvement goals provided by Title One staff and administration. Different reading comprehension strategies as well as literature choices are included for our reading goal. Everyday math activities are included to give parents ideas about what can be done at home to increase number sense, computation, and problem solving skills. Different websites are also shared with parents, so they are aware of ways to help their children at home.

Through our School Wide Title One plan, parents review the Title One Compact and offer suggestions on how we can improve the home and school connection. Parents also serve on the School wide committee as well as the School Improvement committee. Information received from parents is continuously used to help improve our building and instructional practices. Title One is responsible for developing a plan to evaluate the effectiveness of parental involvement in the activities below:

Additional strategies used to gain parent input throughout the year

- New student and Kindergarten orientation
- IREAD/ILEARN information night
- Parents serve on school committees
- Back to School Nights
- Title I parent nights
- PTO Math and Science Night
- PTO Meetings
- Spring Festival
- Fall Festival
- Surveys for parents and students
- Submit and review parent compacts
- Dads/VIP for Lunch
- Ripple (Crooked Creek Newsletter)
- Baggie Books (communication section for parents to respond)
- Websites and online programs are shared with parents
- Guest storytellers/presenters are invited in classrooms
- Classroom newsletters to parents/guardians

Stakeholder Input Opportunities to Support Goals

PTO Parent Education Nights and Meetings	Parents	2020-2021
Math and Science Night/Family Game Nights	CC Families	2020-2021
ILEARN/I-Read Night	Grade 3-5 Families	2020-2021
Fall Festival and Spring Fling	CC Families	2020-2021

Description of Stakeholder Partnerships and Programs to Support Goals

Crooked Creek has many local partnerships and programs that support our goals and our student achievement. OASIS tutors meet with second graders each week to read with the students. Our media specialist implements the Parents (LINK) Literacy Includes Kids and Families program. This program encourages parents to support the reading curriculum with weekly at home reading for 20 minutes, five days a week. Students will also do 10 min of math fact practice daily. The Parent Teacher Organization (PTO) supports the school goals by incorporating reading and math into many of their evening events, such as the Family Game Nights and Math and Science Night. The PTO also funds projects in classrooms. The before and after school program (AYS) has a homework time after school in which their instructors are present to help students with questions or students who need additional help with homework or specific skills. The Crooked Creek PTO identifies community partnerships once a year who support the schools’ needs and goals. There is also a partnership with the local Kiwanis Club, which supports our students honors awards and students who bring up their grades. Marian and Butler Universities also send

pre-service teachers over to the school to work the students in reading. Circle K has also partnered up to gift \$2,000 a year for the school to use where necessary.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2016-2017	28	0
2017-2018	31	0
2018-2019	20	0

Suspensions by Sub-group

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0	0	0
Asian	0	0	0
Black	16	13	11
Hispanic	2	3	5
Multiracial	4	6	1
White	6	9	3
Female	3	0	8
Male	25	31	12
IEP - Yes	5	17	6
IEP - No	10	23	14

Demographic Data

Enrollment by Ethnicity

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0.0%	0.0%	0.15%
Asian	1.6%	1.3%	1.38%
Black	46.0%	46.4%	46.78%
Hispanic	11.4%	12.4%	12.12%
Multiracial	11.7%	11.8%	11.04%
White	29.1%	28.0%	28.37%

Free/Reduced/Paid Lunch

Year/Sub-Group	2016-2017	2017-2018	2018-2019
Free Lunch	43.3%	49.7%	49.23%
Reduced Lunch	4.5%	6.3%	6.75%
Paid Lunch	52.2%	44.0%	44.02%

Attendance Data Monitoring and Goal

Crooked Creek Elementary School will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will celebrate students meeting the definition of a “model attendee” or “persistent attendee.” We will utilize school personnel such as social workers and administration to work directly with parents and students when a child’s lack of attendance is impacting his ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of “model” or persistent attendance.

	2016-2017	2017-2018	2018-2019
Attendance Rate	96.7%	97.0%	96.70%
Number of Unexcused Absences	1215	973.5	1040.5

3-Year Trend Data on Student Achievement by Subgroups

Mathematics ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi racial	SPED	ELL	F/R
2018-2019	58%	42%	***	43%	84%	70%	38%	33%	39%
2017-2018	63%	50%	50%	49%	81%	84%	42%	41%	54%
2016-2017	60%	47%	75%	56%	77%	79%	39%	9%	50%

ELA ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi racial	SPED	ELL	F/R
2018-2019	47%	33%	***	27%	71%	65%	28%	17%	29%
2017-2018	61%	50%	17%	47%	80%	81%	36%	30%	53%
2016-2017	69%	58%	50%	71%	80%	79%	44%	9%	60%

Comprehensive Needs Assessment Summary

Area of Review	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities : What are the priorities for your school?
Demographics	<ul style="list-style-type: none"> Diversity brings in different ideas 	<ul style="list-style-type: none"> Lack of background knowledge and experiences Need more space 	<ul style="list-style-type: none"> Being more culturally responsive to each students' needs
Attendance	<ul style="list-style-type: none"> Students make it a point to be here 	<ul style="list-style-type: none"> Parent training Phone calls in different languages Increase comfort level for all 	<ul style="list-style-type: none"> Priority – calls from office made daily Follow through with social worker
Student Achievement	<ul style="list-style-type: none"> Interventions are in place PLCS/Data meetings Maintaining scores with changing demographics and staff Recognitions: Lexia, Math Facts, IB, Dreambox 	<ul style="list-style-type: none"> Hard for classroom teachers to meet all the needs with interventions in time Scheduling Push for higher % of student achievement 	<ul style="list-style-type: none"> Major priority for school No excuse attitude Focus on objectives, differentiation, checks for understanding

			<ul style="list-style-type: none"> Increasing classroom engagement
School Culture and Climate	<ul style="list-style-type: none"> PBS Responsive Classroom techniques Community building Controlled atmosphere Brain research 	<ul style="list-style-type: none"> Make sure the neediest students are getting support Stability with Cummins Supporting staff with skills to work with challenging students 	<ul style="list-style-type: none"> Priority – use of full time social worker Small groups Teacher PD Meet student needs Culturally responsive practices used daily
Staff Quality/Professional Development	<ul style="list-style-type: none"> Training offered Many opportunities for PD 	<ul style="list-style-type: none"> Teachers would like to observe others and get feedback Teacher incentives for observing others More teacher input for PD Teachers Teaching Teachers 	<ul style="list-style-type: none"> Priority to provide more differentiation and time for others to observe each other More training on Small group reading and writing instruction
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> Pacing guides Materials Comprehensive Core Program-Journeys Math intervention materials Investigations-Math 	<ul style="list-style-type: none"> Flexibility Over assessing Changing assessments 	<ul style="list-style-type: none"> Major priority – aligning small groups and instructional practices to pacing guides
Family and Community Involvement	<ul style="list-style-type: none"> PTO Thursday family nights and events Connect Ed phone calls Room parents 	<ul style="list-style-type: none"> Get more involved ENL families Translation for Spanish information 	<ul style="list-style-type: none"> Priority –want to get more involved Compact and Back to School Nights to get parents involved in volunteering
Technology	<ul style="list-style-type: none"> Lots of technology Class computers Promethean Boards Laptop carts Ipads IT support Differentiated professional development 	<ul style="list-style-type: none"> Not always working Remember what we can do when it is not working Scheduling Tech Training 	<ul style="list-style-type: none"> Teachers engaging students with technology New technology teacher every other week providing students lessons

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2019-2020 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p>Priority 1 Equitable Achievement - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1A: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Literacy: Improve academic proficiency for all subgroups, Asian -1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1B: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1C: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2A: Pursue and implement strategies to hire faculty who better represent the community that we serve.</i></p>
3	<p>Priority 3 - Partnerships - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p>

<i>Goal 3 A: CC will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i>
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Cultural Competency

In order to improve the cultural competency of its teachers, administrators, staff, parents, and students, Crooked Creek Elementary School will focus on the following three areas: discipline, cultural responsiveness, and response to instruction and intervention. Culturally appropriate instructional and behavioral strategies will be identified and monthly professional development will be provided to staff accordingly.

Decision Making Process

Our teachers are fully aware of their data throughout the year. We meet with teachers at the beginning of the year, middle, and end of the year to review each child and the growth the class has made in the areas of reading and math. We also meet when necessary regarding behavior and interventions that need to be in place for that. As a staff we look at our growth throughout the year in grade level teams as well as an entire school. The school improvement/leadership team meets quarterly to discuss data and objectives of the school. Data meetings are held monthly by teams to look at grade level data and make instructional decisions as a team. Our instructional leadership team meets monthly to discuss schoolwide objectives and the school improvement plan. During these meetings, we review individual students, instructional practices, interventions, and future professional development.

When we meet as a school improvement team, we look at current data as well as trend data. When we met this year, we were able to assess our current practices as well as where we were on our plan and make necessary changes to our goals and practices. This information is then shared with the staff through grade level teams and shared with the parents through parent information meetings and the school newsletter.

Teachers and parents know that they have every opportunity to offer information and suggestions with regard to the plan and practices in the building. As those come to our attention, they are discussed and implemented in the best way the committee sees fit. All of the professional development needs come from the teachers, so we know that we are differentiating to meet their needs. Teachers completed surveys throughout the year stating how they are doing with the school non-negotiable and where they would like further professional development. The administrators also set up professional development opportunities based on teacher observations and evaluations.

Equitable Achievement Goal 1A

By 2024-2025, CC will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Reading Proficiency.

Crooked Creek	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	64%	61%	60%	91%	83%	53%	48%
2020-21	65%	63%	62%	92%	84%	55%	50%
2021-22	66%	65%	64%	93%	85%	57%	52%
2022-23	67%	67%	66%	94%	86%	59%	54%
2023-24	68%	69%	68%	95%	87%	61%	56%
2024-25	69%	71%	70%	96%	88%	63%	58%

Strategies

Goal 1: School Action Plan for the 2019-2020 School Year (Title Component 2, 4, and 9)

Strategy: Implement all components of the Phonics and Word Study Workshop		
Strategy Goal: 100% of teachers will implement daily instruction in phonics and word study using TCRWP and Fountas and Pinnell resources.		Evidence Lesson Plans, PD calendar
Action Steps	Required Resources/PD	Timeline
The Literacy coach will deliver PD on implementing phonics and word study instruction in the workshop framework.	<ul style="list-style-type: none"> ● SIOP Handouts and Materials ● TCRWP Phonics book 	September
Teachers will study and implement phonics and word study instructional practices from TCRWP Units of study and SIOP strategies to incorporate into teaching.	<ul style="list-style-type: none"> ● TCRWP Resource Materials ● Guide to the Phonics Workshop ● District 'Look for' Sheet ● Guide to Small Group Instruction 	August-May

Strategy: Analyze literacy assessments using the Assess, Decide, Guide Framework

Strategy Goal: 70% of students within minority subgroups will show growth based on developmental spelling inventory or word knowledge inventory, NWEA, and F and P benchmarks.		Evidence MSDWT Scorecard or District Subgroup Sheet?
Action Steps	Required Resources/PD	Timeline
Coach will facilitate PLC's to analyze spelling inventory and/or word knowledge inventory.	<ul style="list-style-type: none"> ● K-2 Developmental Spelling Inventory, ● 3-5 Word Knowledge Inventory ● Benchmarks 	August
The Literacy coach will deliver PD and lead lab classrooms on Shared Reading and Interactive Read Aloud structure. <i>(Both structures incorporate phonics and word study practices to build fluency).</i>	<ul style="list-style-type: none"> ● Example Shared Reading and Interactive Read Aloud Lessons ● Field Guide 	August-May
80% of teachers will use data to drive instruction during workshop structures, Shared Reading and/or interactive read aloud.	<ul style="list-style-type: none"> ● Lesson Plans 	August- May
80% of teachers will analyze conferring notes from reading workshop and writing workshop to intentionally make instructional decisions for strategy groups and small groups.	<ul style="list-style-type: none"> ● Conferring Notes ● Group Sheets 	August-May
100% of 3-5 teachers will "thin-slice" one question from every pre and post assessment.	<ul style="list-style-type: none"> ● Coach will facilitate thin-slicing during PLC ● Pre/Post TCRWP assessments 	August-May



Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Lexia

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

<https://www.lexialearning.com/resources/research/validity-IN-iread-3-Core5>

<https://www.lexialearning.com/resources/research/lexia-core5-reading-and-wisconsin-forward-ela>

<https://www.lexialearning.com/resources/research/lexia-core5-reading-progress-report-half-year-results-risk-students-grades-k-5>

Professional Learning Communities

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

Equitable Achievement Goal 1B

By 2024-2025, CC will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Math Proficiency.

Crooked Creek	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	55%	55%	52%	90%	82%	45%	47%
2020-21	56%	57%	54%	91%	83%	47%	49%
2021-22	57%	59%	56%	92%	84%	49%	51%
2022-23	58%	61%	58%	93%	85%	51%	53%
2023-24	59%	63%	60%	94%	86%	53%	55%

2024-25	60%	65%	62%	95%	87%	55%	57%
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Strategies

Goal #2: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Teachers will promote student discourse through talk moves.		
Strategy Goal: Teachers will use talk moves during discussion opportunities to increase student discourse in minority subgroups.		Evidence Math anecdotal notes, Learning Walks, Lesson Plans, classroom visuals, Look for rubric, observations
Action Steps	Required Resources/PD	Timeline
Implement PD on talk moves that support student discourse <ul style="list-style-type: none"> Model various talk moves Self-reflection on talk moves in daily math instruction 	<ul style="list-style-type: none"> PD/resources as needed Modeling from math specialist Look for document 	Winter
Coaches will gather and reflect on data with teachers regarding teacher vs. student talk	<ul style="list-style-type: none"> Observation notes 	January-May
Lab Classrooms	<ul style="list-style-type: none"> Field Guide Sub coverage 	Spring

Strategy: Analyze assessment data using assess, decide, and guide framework		
Strategy Goal: 100% of teachers will use data to plan for math instruction.		Evidence Anecdotal Notes Lesson Plans PLC/planning
Action Steps	Required Resources/PD	Timeline
100% of teachers will track mastery of standards using EOY assessment	<ul style="list-style-type: none"> Tracking document with standards for assessments 	August-May

Coach will run PLC's to analyze specific skill deficits to intentionally make instructional decisions for reteach or small groups.	<ul style="list-style-type: none"> ● Student work samples ● Anecdotal notes ● PLC framework 	August-May
100% of teachers will run small groups based on data	<ul style="list-style-type: none"> ● Anecdotal notes 	September-May
Strategy Goal: 70% of students within minority subgroups will show growth in proficiency based on NWEA.		Evidence Anecdotal Notes, Lesson Plans, observations PLC/planning, NWEA Reports, PD documents
Action Steps	Required Resources/PD	Timeline
100% of teachers will analyze the proficiency of subgroup data	<ul style="list-style-type: none"> ● NWEA Classroom Breakdown 	August-May
ELL Coach and math coach will run PD on SIOP and CR strategies	<ul style="list-style-type: none"> ● SIOP Strategies 	August-May

[Redacted]

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Dreambox
 DreamBox continuously assesses students to present them with targeted lessons. Adaptive Learning™ technology tracks each student interaction and evaluates the strategies used to solve problems.
<https://files.eric.ed.gov/fulltext/ED544506.pdf>
<http://www.dreambox.com/research>

Professional Learning Communities
 An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is

continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

Equitable Achievement Goal 1C

By 2024-25, CC will decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

Crooked Creek	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	0	167	8	33	17	40	1
2020-21	0	148	7	29	15	35	1
2021-22	0	140	7	28	14	33	1
2022-23	0	131	6	26	13	31	1
2023-24	0	124	6	24	13	30	1
2024-25	0	117	6	23	12	28	1

Strategies

Goal #3: Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports monitored by proactive discipline teams using monthly data.		
Strategy Goal: We will reduce negative behaviors by ensuring classroom management plans in place; lesson plans are written to teach behaviors and booster lessons are in place throughout the year as needed. We will identify students in need of Tier 2 interventions promptly via behavior plan referral forms or due to lost instructional time. Tier 2 and Tier 3 interventions will be used in a systematic approach.		Evidence Walkthrough Data ODRs Classroom Referrals Tier behavior tracker data
Action Steps	Required Resources/PD	Timeline
Teachers will create and receive feedback on classroom management plans that take into account the culture	Conscious Discipline Training CR Training	July 2020 - initial feedback May 2021 Overall School-wide data review

of their classroom, neuroscience and conscious discipline.	Second steps	May 2021 EOY review and revisions to classroom management plans
Universal tier 1 proactive discipline team monthly meetings to look over school wide data and tier 1 universal procedures.	Great 8 monthly data Code of Conduct School wide behavior matrix	Monthly meetings throughout the 2020-2021 school year
Tier 2 and tier 3 behavior intervention team will implement tier behavior plans in collaboration with teachers. Teachers will collect data and plans will be monitored by team and teacher using the tier behavior tracker bi-weekly.	Tier behavior tracker MSDWT RTII behavior guidance documents CC behavior guidance documents	Meetings every other week or as needed between August 2020-May 2021

Strategy Goal: We will reduce negative behaviors by increasing staff background knowledge in conscious discipline and culturally responsive practices to create a more equitable learning environment.		Evidence Walkthrough Data ODRs Classroom Referrals
Action Steps	Required Resources/PD	Timeline
The Resiliency Team will deliver staff PD and training with a focus on equity through culturally responsive practices and conscious discipline.	Conscious Discipline CR Training	4 PD sessions: August 27, 2020 October 1, 2020 November 19, 2020 January 28, 2021

Hiring & Retention of a High Quality & Diverse Staff Goal 2A

By 2024-25 school year, CC will pursue and implement strategies to hire faculty who better represent the community that we serve.

Baseline and benchmark data may be established following a review and revision of Human Resources data collection in the recruitment and hiring process for our school.

Baseline Data: to be determined year 1

Benchmarks:

2020-21:

2021-22:

2022-23:

2023-24:

2024-25:

Strategies

- Implement suggested action steps from the work of the District Diversity Advisory Council
- Collaborate with Human Resources to apply the gender-bias analysis software to job descriptions prior to posting
- Appropriate staff will participate in recruitment opportunities posed by Human Resources
- Implement and train interviewers on behavioral interviewing process from Human Resources where appropriate
- Review and analyze applicant, interview process and hire data for diversity

Partnership Goal 3A

By the 2024-25 school year, CC will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.

Baseline Data (2019): 6% of WT families completed a parent survey. (CC%)

Benchmarks:

2020-21: Increase percentage of participation with EOY survey by 5%

2021-22: Increase percentage of participation with EOY survey by 5%

2022-23: Increase percentage of participation with EOY survey by 5%

2023-24: Increase percentage of participation with EOY survey by 5%

2024-25: Increase percentage of participation with EOY survey by 5%

Goal #4: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Increase parent volunteers/involvement		
Strategy Goal: Increase attendance of families of color at school events.		Evidence Sign in sheets
Action Steps	Required Resources/PD	Timeline
Hold events at school to promote mission and vision of school	Evening events Day time events	Quarterly

Provide PD on what school looks like for parents	Title PD on look fors for what school expectations are	Each semester
ENL parent PD	How to help ENL students succeed in school	Each semester

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Professional Learning Communities
 An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

Using Results for Continuous Improvement

Description of Ongoing Data Review Process

Washington Township (WT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, the division or department level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams. In alignment with the district quality assurance process, WT will implement a process to

regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

School Improvement Plan Timeline

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment			X	
SIP Development by School Improvement Committee	X	X	X	X
SIP Progress Monitored by Quality Assurance Team	X		X	X
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance			X	
Feedback Submitted to School	X		X	X
Professional Development Approved by WT Education Association				X
SIP Submitted to Superintendent, Cabinet, and School Board	x			
School Board Approves SIP	Sept. SB Meeting			
SIP Submitted to State	October 1			

Description of Curriculum

MSDWT evaluates curriculum every six years in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, MSDWT has developed curriculum/standards guides in special areas, elective areas and academic core areas of English/Language Arts, Math, Science, and Social Studies. The curriculum guides incorporate the most recent State Standards, district technology proficiencies and district media proficiencies and are reviewed annually.

[Title 1 Schoolwide Components](#)

[Highly Qualified Teachers and Paraprofessionals \(Title I Component 3\)](#)

2020-2021 Highly Qualified Teachers: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Highly Qualified Paraprofessionals (Title 1 Component 3)

2018-2019 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Strategies to Retain Highly Qualified Teachers (Title 1 Component 5)

In an effort to recruit and retain highly qualified teachers and administrators, the district uses a multifaceted approach. We dedicate a lot of time to the interview process. We take part in at least four university recruitment fairs as well as a job fair focused solely on minority teacher and administrative candidates. During these recruitment fairs, the district is represented by at least four administrators who spend the entire fair interviewing potential candidates.

The district also hosts its own recruitment fair in the spring of each year in order to showcase the district and attract top candidates. The local recruitment fair provides candidates with the opportunity to interview at a particular school of interest and meet and interview the administration from that building.

In addition, our principals provide the director of human resources with the names of student teachers who they believe would make strong teacher candidates, and the director screens each of the candidates to determine if he/she should become part of the pool that principals are required to interview before selecting a candidate.

New teachers attend a lot of professional development so that a clear expectation is established with new teachers as the district sees professional growth as a must. In addition, all teachers, who are new to the profession, receive a coach who works with the individual during the first year of teaching in an attempt to address many of the challenges that new teachers encounter. The coaches are retired master teachers who have the flexibility in their schedules to devote a lot of time to each individual teacher.

We also believe that outstanding teachers need to be fairly compensated, so we work diligently to provide a salary and fringe benefit package that is among the best in the State so that we can attract and retain the best teacher and administrative applicants available.

Transition

Transition (Title I Component #7)

1. Kindergarten Registration begins in January.
2. A Kindergarten Orientation is held in July prior to the start of school for students and parents. The orientation includes a tour of the school, a tour of the bus, and a trip through the lunch line. Parents also have time with their teacher to ask questions about the beginning of school.

3. Students are brought into the school for assessments before the beginning of the school year, so they are able to see the school and classrooms.
4. Teachers assess students in Language Arts and Math before school begins.
5. Reading lists and math activities are included on the website, so parents know what they can be working on prior to the start of the school year.

Transition Plans for 5th to 6th grade

1. Middle school materials are mailed to 5th grade families to include detailed information in February of each school year from middle school principals
2. 5th grade families are invited to attend Middle school Open Houses for incoming and current families
3. Parents are invited to attend Parent Curriculum Night in February of each school year
4. Students are administered assessments to determine math placement for middle school in February of each school year
5. 5th grade students visit middle schools in May of each school year
6. Incoming 6th grade students participate in orientation in August of each school year

Program Statement

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Parent Compact

Crooked Creek Parent Compact

Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Incorporate instructional best practices that promote student achievement (building academic vocabulary, whole group and small group instruction).
- Motivate my students to learn.
- Set high expectations and help every child to succeed in meeting the Indiana academic achievement standards.
- Follow the non-negotiables from the community created school improvement plan.
- Meet frequently and make data driven decisions using frequent and timely assessments.
- Communicate frequently and meet annually with families about student progress and the School - Parent Compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families by following the Washington Township Human Relations Policy.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Complete 20-30 minutes of nightly reading and math fact practice as well as other homework assignments.
- Bring necessary materials, completed assignments and homework.
- Understand and follow school and class essential agreements.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Respect the school, classmates, staff and families through your verbal and nonverbal actions.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read with my child every day (20-30 minutes) and review math facts that are appropriate for his/her grade level.
- Ensure that my child arrives on time at school each day, gets adequate sleep, medical attention when required, and proper nutrition.
- Regularly monitor my child's progress in school by communicating with the teacher, checking the binders/folders each night, and reading school related materials.
- Participate, as appropriate, in decisions about my child's education: attend intervention meetings, case conferences, meetings with special programs or administration and teachers.
- Attend parent-teacher conferences.

- Communicate the importance of education and learning to my child by holding him/her accountable for learning and behaving at school.
- Respect the school, staff, students, and families by following the Human Relations Policy of Washington Township.

Staff

Student

Parent

Crooked Creek Promesa/Contrato de Padres

Las familias y las escuelas deben trabajar juntos para ayudar a los estudiantes a que logran niveles académicos altos. Por un proceso que incluyó a maestros, familias, representantes de estudiantes y de la comunidad, los siguientes son roles y responsabilidades que nosotros como socios llevaremos a cabo para sostener éxito de los estudiante en la escuela y en la vida.

Promesa de los Empleados/Maestras

Concuero en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Proveer un ambiente de aprender seguro.
- Enseñar clases interesantes y tener un currículo desafiante que promueve el logro de estudiante (mejorando el vocabulario académico, la instrucción del grupo entero y pequeño).
- Motivar a mis estudiantes para que aprendan.
- Obtener metas de esperanzas altas y ayudar a cada niño a tener éxito en obtener y aprender los estándares académicos de logro de Indiana.
- Seguir las partes no negociable de la plan para mejorar la escuela que estaba creada por la comunidad.
- Reunirme frecuencia y hacer las decisiones usando datos de las evaluaciones frecuencias y oportunos.
- Comunicar con frecuencia y reunirme anualmente con las familias acerca del progreso del estudiante y en compacto de la escuela con los padres.
- Proveer oportunidades profesionales del desarrollo que mejoran la enseñanza y el aprendimiento y sostienen la formación de asociaciones con familias y la comunidad.
- Tomar parte activamente en el proceso de tomar decisiones cooperativas con padres y colegas de la escuela para hacer nuestra escuela accesible y dar la bienvenida a todas las familias.
- Respetar la escuela, los estudiantes, el personal y las familias por siguiendo la policía de las relaciones humanas de Washington Township.

Promesas de los Estudiantes

Conuerdo en llevar a cabo las responsabilidades siguientes a la mejor de mis habilidades:

- Venir a la escuela listo para aprender y trabajar duramente.
- Completar 20-30 minutos de la lectura de noche y la práctica de los hechos de matemáticas así como otra tarea.
- Traer las materias necesarias, las tareas y los deberes completados.
- Entender y seguir los acuerdos esenciales de la escuela y el salón.
- Comunicar regularmente con mis padres y maestros acerca de mis experiencias de la escuela para que ellos me puedan ayudar a tener éxito en la escuela.
- Limitar el tiempo de ver televisión, jugar con los videos, y el uso del internet o red electrónica.
- Estudiar o leer cada día después de la escuela.
- Respetar la escuela, los compañeros de clase, el personal y las familias a través de sus acciones verbales y no verbales.

Promesa de la Familia/Padres

Concuerdo en llevar a cabo las responsabilidades siguientes a la mejor de mis habilidades:

- Proveer un tiempo y lugar callado para los deberes de la escuela y controlar el tiempo de la televisión.
- Leerle a mi niño o alentar a mi niño a leer cada día (20 minutos K-3, y 30 minutos para grados 4-6) y revisar los hechos de matemáticas que son apropiados por su nivel.
- Asegurar que mi niño asista escuela cada día y obtenga el sueño adecuado, la atención médica regular y nutrición apropiada.
- Estar pendiente regularmente del progreso de mi niño en la escuela.
- Participar, como apropiadamente, en las decisiones acerca de la educación de mi niño; asistir reuniones intervenciones, conferencias, Reuniones con programas especiales o administración y maestras.
- Asistir las conferencias de padres y maestros.
- Comunicare la importancia de la educación y aprendizaje a mi niño por hacerle responsable para aprender y portarse en la escuela.
- Respetar la escuela, los estudiantes, el personal y las familias por siguiendo la policía de las relaciones humanas de Washington Township.

Maestra

Estudiante

Padre

Definitions

Quality Assurance Reviews

The principal will meet with the Teaching and Learning Division in three Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal Action Plan. The principal will be provided feedback and offered support on progress towards achieving their goals.

School Assessment Measures – Definition

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. The measures are chosen due to the correlation to state assessment proficiency or the district mission. The School Assessment Measures do not include routine teacher designed classroom assessments.

Goal Action Plan – Definition

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies, that, when deployed with fidelity will impact student performance. The principal is asked to measure teacher capacity and level of fidelity in district selected Action Steps and Strategies. And, the SIP team may select additional Action Steps.

Key Strategy Goal: This section sets the level of deployment, fidelity, or level of classroom use for each goal.

Key Strategy Action Steps – Instructional Strategies refers to the identified way of delivering instruction and facilitating student learning within a given framework. Action Steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

Resources/Professional Development Needed – This section outlines the professional development needs for the school. The information should include detail such as the grade level and the type of PD (online, face to face, group, individual, by coach or through a workshop).

Target Date – The SIP team is asked to set a goal for completion of the goal – For example: By December of the school year, by the end of the first quarter, etc.

Evidence – The SIP team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use – For example: Classroom Checklists, Walkthrough Checklist data, observation data from teacher evaluation data (aggregated and anonymous), reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD.

School Scorecard



Crooked Creek Elementary School

Indicator	District Targets				2016-2017			2017-2018			2018-2019			Indicator 2019-2020			School Targets 2019-2020					
	Min	At	Exceeds		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Mat.	Winter	Mat.	Spring	Mat.
Attendance																						
Attendance Rate	0-98.9	97-97.9	98-100		96.7		97.0		96.7													97.2
Student Enrollment					795		794		794		652		520									
Discipline																						
Number of Students Suspended	0-30	21-30	0-20		21		15															13
Number of Students Expelled	0-6	1-5	0		0		0															0
Accountability																						
Report Card	D-F	B-C	A		C		B		CME													A
LEARN																						
LEARN-3 Final	0-79.9	80-84.9	85-100		89.7		89.3		81.3													88.8
LEARN-3 Spring	0-79.9	80-84.9	85-100		89.0		79.3		89.4													88.6
LEARN-3 Final (SPE)	0-79.9	80-84.9	85-100		76.9		76.9		76.9													77.5
LEARN-3 Final (E)	0-79.9	80-84.9	85-100		85.7		86.7		86.7													88.2
LEARN																						
LEARN Math Pass Rate (Overall)	0-79.9	80-84.9	85-100		89.4		89.2		88.2													89.3
LEARN ELA Pass Rate (Overall)	0-79.9	80-84.9	85-100		86.4		81.5		47.8													89.3
LEARN Science Pass Rate (Overall)	0-79.9	80-84.9	85-100		54.2		59.2		46.4													52.1
LEARN Social Studies Pass Rate (Overall)	0-79.9	80-84.9	85-100		80.4		82.1		89.4													83.8
LEARN 3 Math Pass Rate	0-79.9	80-84.9	85-100		54.8		59.0		63.0													59.2
LEARN 4 Math Pass Rate	0-79.9	80-84.9	85-100		64.4		66.4		65.2													67.3
LEARN 5 Math Pass Rate	0-79.9	80-84.9	85-100		59.1		66.4		47.1													60.2
LEARN Math Pass Rate (SPE)	0-79.9	80-84.9	85-100		55.3		49.1		37.7													42.7
LEARN Math Pass Rate (E)	0-79.9	80-84.9	85-100		77.8		80.7		83.8													85.0
LEARN 3 ELA Pass Rate	0-79.9	80-84.9	85-100		75.2		63.7		53.4													64.1
LEARN 4 ELA Pass Rate	0-79.9	80-84.9	85-100		63.0		69.8		43.8													58.3
LEARN 5 ELA Pass Rate	0-79.9	80-84.9	85-100		59.0		59.0		47.1													60.7
LEARN ELA Pass Rate (SPE)	0-79.9	80-84.9	85-100		49.0		49.6		28.3													36.3
LEARN ELA Pass Rate (E)	0-79.9	80-84.9	85-100		23.5		25.6		16.7													25.1
LEARN 4 Science Pass Rate	0-79.9	80-84.9	85-100		54.2		55.2		46.4													53.0
LEARN Science Pass Rate (SPE)	0-79.9	80-84.9	85-100		40.0				35.7													30.0
LEARN Science Pass Rate (E)	0-79.9	80-84.9	85-100						0.0													2.0
LEARN 5 Social Studies Pass Rate	0-79.9	80-84.9	85-100		69.4		82.1		89.4													85.6
LEARN Social Studies Pass Rate (SPE)	0-79.9	80-84.9	85-100		39.8				15.8													25.3
LEARN Social Studies Pass Rate (E)	0-79.9	80-84.9	85-100																			64.64
NWFA (Proficiency) At Grade Level																						
NWFA Math (K-5)	0-59.9	60-74.9	75-100		59.6	68.0	66.9	59.7	57.4	66.4	57.1	54.6	61.8	62.3	56.3	61	Yes	61	Yes	66	66	
NWFA Reading (K-5)	0-59.9	60-74.9	75-100		65.4	71.0	63.2	64.0	70.1	65.1	62.2	69.9	65.8	65.0	66	Yes	66	Yes	66	72	66	
NWFA Grade K Math	0-59.9	60-74.9	75-100		51.1	64.7	63.0	62.7	57.4	58.2	47.3	59.0	42.7	46.6	42	Yes	54	Yes	60	65	66	
NWFA Grade 1 Math	0-59.9	60-74.9	75-100		57.6	64.0	61.5	61.7	55.5	75.9	54.3	46.6	63.8	57.4	56.1	61	Yes	57	Yes	60	69	
NWFA Grade 2 Math	0-59.9	60-74.9	75-100		73.7	70.8	72.4	72.1	59.3	75.2	71.4	64.3	79.1	78.1	59.4	74	Yes	61	Yes	67	77	
NWFA Grade 3 Math	0-59.9	60-74.9	75-100		52.7	65.6	66.5	58.6	59.3	62.7	49.6	49.5	50.6	56.7	60.2	56	Yes	60	Yes	66	67	
NWFA Grade 4 Math	0-59.9	60-74.9	75-100		60.8	59.8	62.9	63.3	64.7	64.4	59.3	59.3	66.3	66.3	56.3	64	Yes	63	Yes	67	67	
NWFA Grade 5 Math	0-59.9	60-74.9	75-100		63.2	65.0	61.8	63.3	67.2	67.8	65.2	58.6	54.5	67.6	58.4	66	Yes	66	Yes	66	66	
NWFA Math (SPE)	0-59.9	60-74.9	75-100		37.6	49.0	53.0	49.5	46.2	36.5	44.3	57.1	45.5	46.8	35.8	46	Yes	53	Yes	54	54	
NWFA Math (E)	0-59.9	60-74.9	75-100		25.9	29.8	31.4	24.2	33.3	46.5	25.7	76.0	44.0	39.7	30.1	27	Yes	48	Yes	50	50	
NWFA Grade K Reading	0-59.9	60-74.9	75-100		55.7	69.2	65.4	47.8	48.7	45.5	52.8	60.2	58.4	57.3	57.7	54	Yes	60	Yes	66	66	
NWFA Grade 1 Reading	0-59.9	60-74.9	75-100		58.1	71.7	67.7	61.7	59.7	65.2	59.6	50.5	71.4	63.2	60.6	62	Yes	63	Yes	74	74	
NWFA Grade 2 Reading	0-59.9	60-74.9	75-100		72.0	72.9	70.8	74.4	73.8	83.3	73.9	71.4	75.3	79.2	67.7	71	Yes	75	Yes	82	82	
NWFA Grade 3 Reading	0-59.9	60-74.9	75-100		58.5	70.0	68.0	67.2	69.5	59.5	67.9	63.1	69.3	63.6	72.0	61	Yes	70	Yes	76	76	
NWFA Grade 4 Reading	0-59.9	60-74.9	75-100		67.5	72.6	69.0	65.8	71.4	72.0	67.8	67.8	73.3	75.0	69.8	69	Yes	73	Yes	75	75	
NWFA Grade 5 Reading	0-59.9	60-74.9	75-100		70.2	69.6	75.1	58.7	68.0	65.0	61.7	58.6	57.4	52.9	59.8	66	Yes	66	Yes	69	69	
NWFA Reading (SPE)	0-59.9	60-74.9	75-100		44.0	50.0	51.0	51.5	53.8	39.4	53.8	50.0	51.5	47.6	46.4	53	Yes	53	Yes	54	54	
NWFA Reading (E)	0-59.9	60-74.9	75-100		25.9	31.9	42.6	25.8	27.0	37.9	30.0	28.4	43.8	38.5	34.1	25	Yes	31	Yes	42	42	
NWFA Growth (At Grade Level)																						
NWFA Math (K-5)	0-49.9	50-54.9	55-100		61.7	67.3	62.3	69.8		51.5	66.9		60.4		57	Yes	61	Yes	70	70		
NWFA Reading (K-5)	0-49.9	50-54.9	55-100		67.2	67.0	59.1	64.3		46.3	60.9		62.7		56	Yes	66	Yes	86	86		
NWFA Grade K Math	0-49.9	50-54.9	55-100		72.7	74.4	53.3	75.3		63.6	60.7		68.4		61	Yes	66	Yes	80	80		
NWFA Grade 1 Math	0-49.9	50-54.9	55-100		63.3	69.5	49.6	75.3		51.0	66.3		72.7		56	Yes	74	Yes	75	75		
NWFA Grade 2 Math	0-49.9	50-54.9	55-100		57.8	60.0	59.8	59.3		65.7	60.6		63.0		62	Yes	70	Yes	70	70		
NWFA Grade 3 Math	0-49.9	50-54.9	55-100		69.8	71.4	45.1	62.2		47.3	66.3		60.2		56	Yes	70	Yes	72	72		
NWFA Grade 4 Math	0-49.9	50-54.9	55-100		47.4	57.4	49.6	58.9		41.9	38.8		48.9		42	Yes	54	Yes	54	54		
NWFA Grade 5 Math	0-49.9	50-54.9	55-100		59.6	67.9	56.4	67.5		42.7	35.2		54.5		55	Yes	59	Yes	59	59		
NWFA Math (SPE)	0-49.9	50-54.9	55-100		53.2	66.4	61.4	71.2		48.5	60.0		58.82		56	Yes	66	Yes	66	66		
NWFA Math (E)	0-49.9	50-54.9	55-100		55.3	66.2	68.3	67.2		57.7	66.7		59.0		63	Yes	69	Yes	69	69		
NWFA Grade K Reading	0-49.9	50-54.9	55-100		76.4	75.0	48.0	80.0		58.0	69.0		69.3		64	Yes	69	Yes	69	69		
NWFA Grade 1 Reading	0-49.9	50-54.9	55-100		66.7	74.1	44.4	76.5		44.4	66.0		59.1		54	Yes	75	Yes	75	75		
NWFA Grade 2 Reading	0-49.9	50-54.9	55-100		66.7	60.0	48.3	64.1		37.0	61.2		52.8		53	Yes	64	Yes	64	64		
NWFA Grade 3 Reading	0-49.9	50-54.9	55-100		66.5	51.7	60.0	58.6		46.8	64.8		75.0		63	Yes	67	Yes	67	67		
NWFA Grade 4 Reading	0-49.9	50-54.9	55-100		59.5	56.5	61.1	61.3		53.0	64.9		55.4		60	Yes	64	Yes	64	64		
NWFA Grade 5 Reading	0-49.9	50-54.9	55-100		62.5	67.0	53.4	67.0		40.0	38.8											