



Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221
School Improvement Plan
2022-2023



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

9/12/22

Principal Signature, Keana Parquet

Date

Dr. Nikki Woodson

9/14/22

Superintendent Signature, Dr. Nikki Woodson

Date

Tracey Horth

9.14.2022

School Board President Signature, Mrs. Tracey Horth Krueger

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

Equitable, Affirming, Responsive

[MSDWT Strategic Plan 2020-2027 Link](#)

School Improvement Team and Participation (Title I Components 6a, 6b, and 6c)

School Improvement and Schoolwide Planning Team

Keana Parquet - Principal, Chair
Kelly Ouattara - Assistant Principal
Natalie Manthey - Resource Teacher
Becky Smith - Math Coach
Roleen Demmings - K-2 Literacy Coach/MTSS Coach
Stephanie Hodge - 3-5 Literacy Coach/MTSS Coach
Dawn Richardson -Kdg. Teacher
Lindsey McMillan-1st Grade Teacher
Lisa Blanton - 2nd Grade Teacher
Stephanie Hayden - 3rd Grade Teacher
Natalie Callahan - 4th Grade Teacher
Hannah Koehler - 5th Grade Teacher
Azjah Bass-PE Teacher

Meeting Dates:

Sept. 2
Nov. 4
Feb. 3
May 5

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. 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 Weekly Happenings 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 Meetings
- Spring Festival
- Fall Festival
- Surveys for parents and students
- Submit and review parent compacts
- Weekly Happenings (Smore 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

Strategies to Increase Parent Participation

- Crooked Creek Newsletters – A section is devoted to sharing educational tips and strategies. Those strategies will include building reading comprehension and vocabulary as well as math number sense, computation, and problem solving.
- School Wide Reading Program – Parents will be given information encouraging them to have their child participate in the at home reading program. Goals will be set, tracking sheets sent home, and parents will be reminded throughout the year of the importance of reading outside of the school day.
- School Wide Math Fact Initiative – Families are encouraged to practice math facts nightly using a variety of methods and strategies.
- Academic Information Nights – The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical activities. Families are exposed to a variety of reading genres and materials and are engaged in math and literacy activities throughout the night. Strategies are given to parents to help their children be successful.
- Family Math and Literacy Nights – Parents and students work together to solve math and literacy problems and learn about strategies that can continue at home. All problems are specific to the child’s grade level.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
PTO Parent Education Nights and Meetings	Parents	2022-2023
Math and Science Night/Family Game Nights	CC Families	2022-2023
I LEARN/I-Read Night	Grade 3-5 Families	2022-2023
Fall Festival and Spring Fling	CC Families	2022-2023

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. 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. Light of the World Church has reached out to begin a partnership with the school.

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2019-2020	18	0
2020-2021	7	0
2021-2022	25	0

Suspensions/Expulsions by Sub-Group

	2019-2020	2020-2021	2021-2022
American Indian	0	0	0
Asian	0	0	0
Black	11	5	17
Hispanic	2	1	1
Multiracial	1	0	4
White	4	1	3
Female	3	1	3
Male	15	6	22
IEP - Yes	9	2	6
IEP - No	9	5	19

Enrollment by Ethnicity

	2019-2020	2020-2021	2021-2022
American Indian	0.0%	0.0%	0.0%
Asian	2.3%	2.6%	4.2%
Black	45.8%	46.4%	45.6%
Hispanic	15.8%	18.4%	16.1%
Multiracial	10.8%	8.8%	8.8%
White	25.2%	23.7%	25.3%

Enrollment by Free/Reduced/Paid Lunch

	2019-2020	2020-2021	2021-2022
Free/Reduced Lunch	57.3%	51.9%	51.9%
Paid Lunch	42.7%	48.4%	48.4%

Attendance

	2019-2020	2020-2021	2021-2022
Attendance Rate	97.2%	94.6%	93.9%
Number of Unexcused Absences	1,282.5	2,800.5	1,666.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	41%	34%	8%	17%	79%	33%	20%	12%	21%
20-21	39%	25%	33%	20%	75%	33%	30%	11%	19%
19-20									
18-19	47%	33%	***	27%	71%	65%	28%	17%	29%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	46%	32%	25%	30%	83%	48%	34%	25%	29%
20-21	44%	24%	50%	25%	85%	48%	35%	24%	19%
19-20									
18-19	58%	42%	***	43%	84%	70%	38%	33%	39%

Comprehensive Needs Assessment Summary

	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"> ● Teachers' lack of background knowledge and experiences with diversity/cultures 	<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"> ● Phone calls in different languages 	<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"> ● PLCS/Data meetings ● Recognitions: Lexia, Math Facts, and Dreambox 	<ul style="list-style-type: none"> ● Hard for classroom teachers to meet all the needs with interventions in time ● Push for higher % of student achievement 	<ul style="list-style-type: none"> ● Major priority for school ● No excuse attitude from staff ● Focus on objectives, differentiation, checks for understanding ● Increasing classroom engagement
School Culture and Climate	<ul style="list-style-type: none"> ● Responsive Classroom techniques ● SEL curriculum-Second Step 	<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 ● Behaviorist 	<ul style="list-style-type: none"> ● Priority – use of full time social worker and behaviorist ● Small groups ● Teacher PD ● Meet student needs ● Culturally responsive practices used daily
Staff Quality/Professional Development	<ul style="list-style-type: none"> ● Opportunities for PD in Lit and math ● Walk throughs and observations to gauge use of PD in classrooms 	<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

Comprehensive Needs Assessment Summary (Continued)

	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities: What are the priorities for your school?
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● Pacing guides ● Materials ● Comprehensive Core Program-TCRWP ● Math intervention materials-Bridges ● 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 ● Parent Square emails ● 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 ● Interactive 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 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 2021-2022 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 1B: 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>

	<p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Reading: Improve academic proficiency for all subgroups, Asian -1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1C - Math: 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%</i></p> <p><i>Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</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%</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 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</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> <p><i>Goal 3A: 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></p>

Cultural Competency

Crooked Creek Elementary School will focus on proactive discipline, cultural responsiveness, and response to instruction and intervention in efforts to meet the needs of students. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. The resiliency team focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the resiliency team, including administrators, will identify inequities within systems that are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. Within professional learning communities, team and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data,

focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. The District Equity Leadership Team (DELT) will support the work of the resiliency teams and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

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 weekly to discuss schoolwide objectives and the school improvement plan. During these meetings, we review individual students, instructional practices, interventions, and future professional development.

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.

School Improvement Priorities (Title I Components 2, 4, and 9)

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B																
<i>By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i>																
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0		167		8		33		17		40		1		225	
20-21	0	0	159	5	8	0	31	1	16	0	38	2	1	1	214	6
21-22	0	0	151	37	7	4	30	4	15	2	36	5	1	1	103	47
22-23	0		143		7		28		15		34		1		193	
23-24	0		136		7		27		14		33		1		183	
24-25	0		129		6		26		13		31		1		174	
25-26	0		123		6		24		12		29		1		165	
26-27	0		117		6		23		12		28		1		157	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal																
NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts																

Goal 1B: Action Plan for the 2022-2023 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.			
Action Steps	Required Resources/PD	Timeline	Evidence
Universal tier 1 proactive discipline team monthly meetings to look over school wide great 8 report data and tier 1 universal procedures.	Great 8 monthly data Code of Conduct School wide behavior matrix	Monthly meetings throughout the 2022-2023 school year	<ul style="list-style-type: none"> ● Great 8 data ● Meeting notes
Tier 2 and tier 3 behavior intervention team led by Emily Reynolds, school behaviorist, will implement tier behavior plans in collaboration with teachers. Teachers will collect data and plans will be monitored by Behaviorist, team and teacher using the tier behavior tracker bi-weekly.	Tier behavior tracker Behavior assessment data MSDWT MTSS behavior guidance documents CC behavior guidance documents	Meetings every other week or as needed between August 2022-May 2023 Regular meetings between Emily Reynolds and MTSS Coach to address overlapping academic and behavior needs.	<ul style="list-style-type: none"> ● Tier behavior tracker ● MTSS forms and notes
Alternative Education classrooms will be available to students who are not successful on a tier 3 plan. Constant communication and planning time between Alternative Ed teacher and Gen Ed teachers. Constant communication between Alternative Ed teacher and parents of students transitioning back and forth between Alt Ed room and Gen Ed room.	Guiding documents for transitioning between alternative education and Gen Ed Classroom. Guiding documents across the district including any FBA's being used, student contracts between parents, student and teachers, Goal setting templates, Behavior screeners, daily behavior monitoring tools etc.	This process will occur all year as needed as students transition between the Alternative Education classroom and their General Education classroom.	<ul style="list-style-type: none"> ● FBAs ● Meeting notes

Strategy Goal: We will reduce negative behaviors by increasing staff background knowledge in culturally responsive practices and increase use of proactive discipline systems to create a more equitable learning environment.

Action Steps	Required Resources/PD	Timeline	Evidence
<p>The Behavior Support Team will follow up on staff PD created by the district with a focus on equity through culturally responsive practices</p> <p>Behavior Support group meetings monthly to reflect and discuss PD and work around CR instruction.</p>	<p>CR PD and training from the district to lead / present to staff</p>	<p>All early release days will be reserved for monthly CR PD/Trainings Regularly scheduled new to CC teacher meetings.</p> <p>Behavior Support groups once per month during 2:45 PM professional activity time.</p>	<ul style="list-style-type: none"> ● Reflection logs ● Connection Group survey

Equitable Achievement Goals 1C-NWEA Reading and 1D-ILEARN ELA

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	63.6%		60.9%		59.8%		90.7%		83.3%		52.5%		48.0%	
20-21 (RBL)	53.0%		57.0%		39.0%		91.0%		65.0%		48.0%		30.0%	
21-22	53.5%	38.5%	58.0%	56.6%	40.0%	41.7%	91.5%	87.8%	65.5%	67.5%	48.5%	33.3%	30.5%	30.9%
22-23	57.9%		61.0%		48.6%		93.0%		72.4%		50.8%		37.3%	
23-24	60.3%		63.0%		53.4%		94.0%		76.2%		52.3%		41.0%	
24-25	62.7%		64.9%		58.2%		95.0%		79.9%		53.7%		44.7%	
25-26	65.2%		66.9%		63.0%		96.0%		83.6%		55.1%		48.3%	
26-27	67.6%		68.9%		67.8%		97.0%		87.3%		56.5%		52.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal														
NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts														

Equitable Achievement Goal 1D - ELA

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN ELA proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0.0%		31.1%		25.6%		71.7%		65.2%		28.6%		14.7%	
20-21 (RBL)	33.0%		25.0%		20.0%		75.0%		33.0%		30.0%		11.0%	
21-22	33.5%	8.3%	26.0%	33.7%	21.0%	17.4%	75.5%	78.8%	33.5%	33.3%	30.5%	20.0%	11.5%	11.5%
22-23	35.0%		29.7%		24.5%		77.0%		45.1%		32.0%		13.6%	
23-24	36.0%		32.1%		26.8%		78.0%		51.1%		33.0%		14.9%	
24-25	37.0%		34.4%		29.1%		79.0%		57.1%		34.0%		16.1%	
25-26	38.0%		36.8%		31.3%		80.0%		63.2%		35.0%		17.4%	
26-27	39.0%		39.1%		33.6%		81.0%		69.2%		36.0%		18.7%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Reading and 1D-ILEARN ELA: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Implementation of data-driven tier 2 and tier 3 small groups.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will make data driven instructional decisions using checks for understanding to intentionally plan for small group instruction (reading and writing)	<ul style="list-style-type: none"> ● PLC Agenda ● Data Meetings ● Conferring templates 	August-May	<ul style="list-style-type: none"> ● AGMO - data ● PLC agendas ● Anecdotal notes ● Word Knowledge Inventory and Developmental Spelling Assessment data ● CA data
Teachers selected by admin will participate in coaching cycles to increase the proficiency of on-grade level readers.	<ul style="list-style-type: none"> ● 1-5 F&P data for BOY, MOY, EOY 	August- May	<ul style="list-style-type: none"> ● Coaching/Teacher notes

Strategy: Reading Workshop framework will be implemented.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will study and implement instructional routines from 95% and F&P Phonics Word Study (PWS).	<ul style="list-style-type: none"> ● F&P PWS-principles and routines ● 95% Phonics 	August-May	<ul style="list-style-type: none"> ● 95% phonics ● F & P Phonics Word Study
Teachers will follow the appropriate framework and architecture structures for small groups (guided reading groups, strategy groups, and conferences).	<ul style="list-style-type: none"> ● MSDWT guidance documents ● Jan Richardson guided reading framework ● Reading PD ● WIDA Can do descriptors 	August-May	<ul style="list-style-type: none"> ● Rubrics w/specific skills ● Walkthroughs ● Lab Classroom ● Field Guides ● ENL Guide books (blue)
Literacy coaches will deliver PD around balanced literacy structures (<i>Mini-Lesson model, Interactive Writing, Shared Reading, Phonics, and Interactive Read-Alouds</i>).	<ul style="list-style-type: none"> ● Shared Reading Framework/Look-for document ● Interactive Read Aloud Look-for document ● Building Schedule ● Interactive Writing-Model ● Field Guides for Lab classrooms and Instructional Walkthroughs 	August -May	<ul style="list-style-type: none"> ● Coach will review shared reading framework and expectations from 22-23 ● Coach will lead PD and model interactive writing

Strategy: Analyze reading and writing CA data to drive tier 1 instruction.

Action Steps	Required Resources/PD	Timeline	Evidence
Create CA/assessments by grade level to use for PLC	<ul style="list-style-type: none">● CA● PLC	Summer	<ul style="list-style-type: none">● CA/exit tickets● PLC documentation form
Teachers will analyze CAs during PLC.	<ul style="list-style-type: none">● Anecdotal notes from conferences● Study and analyze TCRWP Writing Progressions● CAs	August-May	<ul style="list-style-type: none">● Rubrics w/specific skills● Anecdotal notes● PLC agendas● Tier 1 checks for understanding

Equitable Achievement Goals 1C-NWEA Math and 1D-ILEARN Math

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	54.5%		54.9%		52.4%		89.6%		81.9%		45.5%		46.7%	
20-21 (RBL)	80.0%		43.0%		40.0%		90.0%		65.0%		49.0%		37.0%	
21-22	80.5%	53.8%	44.0%	49.5%	41.0%	48.2%	90.5%	91.3%	65.5%	62.5%	49.5%	50.0%	37.5%	44.1%
22-23	82.0%		49.6%		46.8%		92.0%		72.0%		51.0%		41.6%	
23-24	83.0%		53.0%		50.2%		93.0%		75.5%		52.0%		43.9%	
24-25	84.0%		56.3%		53.6%		94.0%		78.9%		53.0%		46.1%	
25-26	85.0%		59.6%		57.0%		95.0%		82.4%		54.0%		48.4%	
26-27	86.0%		62.9%		60.4%		96.0%		85.9%		55.0%		50.7%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal														
NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts														

Equitable Achievement Goal 1D - Math

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN Math proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	60.0%		41.1%		41.9%		83.7%		69.6%		37.5%		32.4%	
20-21 (RBL)	50.0%		24.0%		25.0%		85.0%		48.0%		35.0%		24.0%	
21-22	50.5%	25.0%	25.0%	31.7%	26.0%	30.4%	85.5%	83.3%	48.5%	47.6%	35.5%	34.3%	24.5%	25.0%
22-23	54.7%		32.4%		33.3%		87.0%		56.5%		37.2%		28.1%	
23-24	57.0%		36.6%		37.5%		88.0%		60.8%		38.3%		30.2%	
24-25	59.3%		40.7%		41.6%		89.0%		65.1%		39.3%		32.3%	
25-26	61.7%		44.9%		45.8%		90.0%		69.3%		40.4%		34.3%	
26-27	64.0%		49.1%		49.9%		91.0%		73.6%		41.5%		36.4%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Math and ILEARN Math: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Implementation of data-driven tier 2 and tier 3 small groups.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will make data driven instructional decisions using checks for understanding to intentionally plan for small group instruction.	<ul style="list-style-type: none"> ● PLC Agenda ● Data Meetings ● Conferring templates 	August-May	<ul style="list-style-type: none"> ● AGMO - data ● PLC agendas ● Anecdotal notes ● CA data ● Eureka Curriculum ● Small group lesson plans
Teachers will participate in coaching cycles to increase the proficiency of on-grade level standards.	<ul style="list-style-type: none"> ● AGMO data collection training 	August-May	<ul style="list-style-type: none"> ● Coaching/Teacher notes ● AGMO data

Strategy: Math Workshop framework will be implemented.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will study and implement instructional routines from Eureka and Bridges.	<ul style="list-style-type: none"> ● Eureka curriculum ● Bridges materials 	August-May	<ul style="list-style-type: none"> ● Lesson plans ● Eureka Curriculum ● Bridges materials
Teachers will follow the appropriate framework and architecture structures for small groups (guided math groups, strategy groups, and conferences).	<ul style="list-style-type: none"> ● Eureka curriculum ● Bridges template for small groups ● WIDA Can Do descriptors 	August-May	<ul style="list-style-type: none"> ● Rubrics w/specific skills ● Walkthroughs ● Lab Classroom ● Field Guides ● ENL Guide book (blue)
Math coach will deliver PD to strengthen knowledge of the new math curriculum.	<ul style="list-style-type: none"> ● Eureka curriculum 	August - May	<ul style="list-style-type: none"> ● Training materials ● Coach plans

Strategy: Analyze math CFA/Math Facts data to drive instruction.			
Action Steps	Required Resources/PD	Timeline	Evidence
Create CFA/Math Facts assessments by grade level to use for PLC	<ul style="list-style-type: none"> ● CFA ● PLC 	Summer	<ul style="list-style-type: none"> ● CFA ● PLC documentation form
Teachers will analyze CFAs/Math Fact data during PLC.	<ul style="list-style-type: none"> ● Anecdotal notes from conferences ● Study and analyze Eureka ● CFAs 	August-May	<ul style="list-style-type: none"> ● Anecdotal notes ● PLC agendas ● AGMO data

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

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	Goal	Result
2015-2020 (BL)	10.8%	
2020-21	10.0%	5.4%
2021-22	9.0%	26.3%
2022-23	8.0%	
2023-24	7.0%	
2024-25	6.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies

- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.

Partnership Goal 3A

Partnerships Goal 3A		
<i>By 2024-2025, 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>		
	Goal	Result
2018-19 (BL)	6.0%	
2020-21	11.0%	17.0%
2021-22	16.0%	23.3%
2022-23	21.0%	
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Goal 3A: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Increase parent volunteers/involvement			
Action Steps	Required Resources/PD	Timeline	Evidence
School-wide expectation of 20 minutes of reading and 10 minutes of math fact practice at home.	<ul style="list-style-type: none"> Books for home use Flashcards for home use 	August-May	<ul style="list-style-type: none"> Reading/Math log parent signature
Hold events at school (Back to School Night, Fall Festival, Family Game Night, IREAD/ILEARN, Math and Science Night, and Spring Fling) to promote mission and vision of school	<ul style="list-style-type: none"> Evening events Day time events 	Quarterly	<ul style="list-style-type: none"> Sign in sheets Photos
ENL parent PD	<ul style="list-style-type: none"> PD to help ENL students succeed in school 	September	<ul style="list-style-type: none"> ENL PD sign in sheets
Plan quarterly grade level field trips tied to curriculum	<ul style="list-style-type: none"> Grade level curriculum 	Quarterly	<ul style="list-style-type: none"> Sign in sheets Photos

Appendices

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)

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

1. Kindergarten Registration begins in February.
2. Brigance Assessment is conducted on all incoming K students and used for classroom placement.
3. 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.
4. 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 Elementary School - Parent Compact 2022-2023

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.

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

Conuerdo 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 aprendizaje 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 two 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 toward achieving their goals.

If you are interested in requesting a copy of the school's QAR, please contact the Office of the [Assistant Superintendent](#).

School Assessment Measures

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

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 details 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 – 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.