



**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: **Clearwater Elementary School**

School Address: 3575 E. 79th Street

School Phone Number: 317-259-5465

School Fax Number: 317-259-5469

School DOE Number: 5407

School Corporation Number: 5370

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Principal Signature, Maravene Inman

Date

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Superintendent Signature, Dr. Nikki Woodson

Date

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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**

Maravene Inman - Principal, Chair  
Amy Clark - Assistant Principal  
Sonya Weber - Grade Level Chair  
Becky Hoog - Grade Level Chair  
Jessica Mayorga - Grade Level Chair  
Mark Tarowsky - Grade Level Chair  
Erik Felts - Grade Level Chair  
Brittany Catt - Grade Level Chair  
Kellee Merritt - Literacy Specialist  
Laura Chittenden - Special Education  
Maribeth Smith - Music Teacher  
Chris Froberg- Parent  
Mary Beth Reffett- Parent

### **Description of Parent Involvement and Participation to Support Goals**

Parents are an integral part of the learning community at Clearwater Elementary. Our Parent-Teacher Organization (PTO) provides multiple opportunities for parents to connect with their children in community activities. Among those include a Back to School Blast, Parent Information Night, Fall Festival, Parent/Teacher conferences, Spring Carnival, monthly Dine to Donates at local area restaurants, Honors Programs, Fine Arts Night, and IB Exhibition. Our Title I staff provides family involvement information and opportunities multiple times a year. Evening events vary in their focus based on the needs of our families. Students in attendance at these events often receive math supplies, books, and lists of literacy and math resources that can be accessed via the internet to utilize at home. A survey is provided at the first event to give parents a chance to share their contact information and topics of interest with the Title I staff in order for them to provide worthwhile activities throughout the year. Parents are communicated with in a variety of ways regarding school events, such as, newsletters, reminder notes, Skylert phone calls, and the school calendar. Sign-in sheets are provided at each event in order for the Title I staff to keep track of attendance.

In an effort to incorporate mathematics opportunities beyond the school day, teachers send home information to parents regarding websites for students to practice math facts and math skills including, but not limited to, Dreambox, a math enrichment website used throughout the district, and Xtra Math, a website primarily for fact fluency practice. In addition, parents are provided games and activities to do at home with their child from our math program, Investigations, to help reinforce math concepts and specific skills, such as number sense. Parents are given individual student assessment information regarding their child at parent conferences in the fall and at the end of each grading period during the school year.

Similar opportunities are provided with regard to literacy. Through the Clearwater PTO (Parent-Teacher Organization), students can participate in the Buck-a Book program which provides books for students to read at home. Title I Family Literacy Nights focus on comprehension and fluency strategies and provide learning activities that parents and students can experience at home. In addition, parents are given a list

of websites including, but not limited to: Lexia Reading Core 5, Moby Max, Myon, and Raz Kids for their students to use as a resource. Students and their siblings are given books throughout the year to continue to build their individual libraries at home with a variety of reading resources so that the joy of reading can extend beyond the school day.

Parents will be given information regarding the school-wide reading initiative to encourage their child to read beyond the school day. Reading opportunities, including after school book clubs for identified grade levels, will provide parents another venue to discuss literacy beyond the school day. Title I family nights are geared toward partnering with parents to provide additional information and practice around literary concepts that are being taught during the school day in a manner that is meaningful, interactive, and engaging.

Parents are always welcome to volunteer in classrooms during the school year. This provides an opportunity to observe what students are learning and experiencing first-hand from the Title I program co-teaching model, which supports classroom core instruction. Parents are encouraged to participate in learning activities and communicate directly with teachers regarding their child's academic progress.

Upon analysis of our Comprehensive Needs Assessment, it is evident that there is a need to solicit more detailed information from parents regarding individual school events, at-home support, and suggestions for improvement. We will continue to provide surveys to parents throughout the school year to gain valuable feedback regarding all school programs. In addition, Clearwater will review the Title I Parent Compact and Title I School Plans each year and parents will be able to provide input through parent meetings. We also recognized the need to share student academic and assessment results with parents in a more formal fashion. At our Curriculum Night in August, we will share end-of-the-year data in addition to district and school-wide assessment information with parents. This will include the content areas that were tested, along with information on how to understand the achievement results. Parents will also receive information regarding assessments that will be given throughout the year at this meeting. When quarterly report cards are distributed, on-going assessment results will be shared with parents.

Clearwater Elementary is very fortunate to have an active Parent Teacher Organization (PTO). The PTO directly supports the instructional programs of the building. By providing financial support, field trip experiences, and resources for our students and staff members, our PTO plays a critical role in the academic initiatives of MSDWT and CWES. A Parent Volunteer Coordinator recruits and facilitates parent volunteers to work in the classrooms to assist our students and teachers in meeting their academic goals.

## **Stakeholder Input Opportunities to Support Goals**

Stakeholder Input Name & Description	Who Participates	Timeline
Feedback from Curriculum Night	All families	Fall 2020
Parent-Teacher Conferences	All families	Fall 2020
PTO Meetings	All families	Quarterly
Fine Arts Night	All families	Spring 2021
Feedback from Title I family literacy night	Title I families	Winter 2021
International Baccalaureate Exhibition Open House	All families	Spring 2021

**Description of Stakeholder Partnerships and Programs to Support Goals**

- Allisonville Christian Church-Volunteers assist in classrooms and at school events, as well as many other financial supports provided to the school.
- Northview Church donates school supplies to students and other financial support
- OASIS tutors - retired community members mentor and tutor first grade students in reading
- AYS - Before and after school program for students
- Back to School Night
- Curriculum Night -Provides the scope and sequence of what will be taught and learned each year, which includes conversations with parents/guardians regarding grade-level expectations.
- Fine Arts Night-Combines the performing arts with classroom visitations to inform parents regarding what their students have learned and participated in during the school year.
- Third grade IREAD-3/ILEARN Parent Night

## Comprehensive Needs Assessment

### Three-year Trend Data

#### Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2016-2017	31	0
2017-2018	14	0
2018-2019	19	0

#### Suspensions by Sub-group

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0	0	0
Asian	0	0	0
Black	21	11	11
Hispanic	0	0	1
Multi-Racial	0	0	0
White	10	3	7
Female	18	3	6
Male	13	11	13
IEP - Yes	13	7	14
IEP - No	18	7	5

## Demographic Data

### Enrollment by Ethnicity

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0.2%	0.2%	0.52%
Asian	1.2%	1.2%	1.05%
Black	45.2%	41.8%	39.20%
Hispanic	10.1%	10.5%	9.06%
Multi-Racial	8.4%	8.4%	6.45%
White	35.0%	37.8%	43.55%

### Free/Reduced/Paid Lunch

Year/Sub-Group	2016-2017	2017-2018	2018-2019
Free Lunch	40.6%	44.5%	43.55%
Reduced Lunch	4.8%	5.3%	5.92%
Paid Lunch	54.7%	50.2%	50.52%

### Attendance Data Monitoring and Goal

*Clearwater 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	97.2%	97.0%	96.59%
Number of Unexcused Absences	1548.5	1301.5	1351.5

### 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	72%	60%	NA	67%	94%	77%	57%	NA	58%
2017-2018	69%	58%	100%	43%	92%	85%	51%	17%	58%
2016-2017	63%	48%	NA	NA	89%	NA	47%	NA	49%

ELA ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi-Racial	SPED	ELL	F/R
2018-2019	59%	42%	NA	50%	86%	65%	40%	NA	43%
2017-2018	73%	61%	100%	64%	89%	95%	40%	67%	64%
2016-2017	75%	65%	NA	NA	93%	NA	40%	NA	69%

### 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?
Attendance	We have maintained a 97% attendance rate for the past five years	No challenges are noted at this time.	We will continue to monitor daily attendance and provide support for students who struggle to maintain good attendance.

<p><b>Student Achievement</b></p>	<p>Our students have had high growth in both literacy and math for the last 6 years. Beginning in 2013 to the present, we have had a larger percentage of students who have met the pass + proficiency level in both literacy and math and have also exhibited high growth.</p>	<p>The academic performance of our White students and our Black students is disproportionate resulting in an achievement gap of approximately 30% in English / Language Arts and 40% in Math. Another large achievement gap is between the performance of those students who comprise our general education population and those identified to be in need of special education services.</p>	<p>Literary text analysis and number sense are a need across all grade levels.</p>
<p><b>School Culture and Climate</b></p>	<p>Our building leadership team created a school vision statement that aligned our goals with the mission of the International Baccalaureate (IB) Primary Years Program. Teachers display a variety of media based on their current IB units of study and Essential Agreements, which are created with students at the beginning of the year, and are displayed in each classroom.</p> <p>Classroom teachers, special education teachers, Title I staff, and administrators participate in bi-weekly Professional Learning Communities (PLC). Teachers select the focus data and share strategies used to help students reach the proficient level of achievement. Open discussions about individual students not achieving at the proficient level give teachers and support staff the opportunity to develop a plan to support students with appropriate interventions to help them achieve proficiency. Response to Intervention (RTI)</p>	<p>Fully implement Proactive Discipline at Tier 2 and Tier 3 level to support students with behavior needs.</p>	<p>Continue the plan in place to ensure we are providing a safe learning environment that is focused on positive reinforcement and building relationships.</p> <p>Creation of T2/T3 Behavior Team that meets monthly to analyze student data and use a problem solving approach for students.</p>

	<p>is also addressed at the monthly PLC meetings.</p> <p>We ensure that our instructional time is focused and purposeful in order to best meet the needs of all students. Therefore, we are proactive in protecting time devoted for learning by limiting classroom interruptions.</p>		
<p><b>Staff Quality/Professional Development</b></p>	<p>Ongoing and continuous professional development offered at the building and district level for certified and non-certified staff ensures that they have a wide repertoire of skills in order to effectively impact whole group and small group instruction. All professional development opportunities are research based and standards driven. Building level professional development is planned to support student achievement goals focusing on best practices for literacy and math instruction. Targeted building-level opportunities are facilitated by literacy and math coaches to improve students' proficiency in areas as identified by formative and summative assessment data. In addition, teachers are encouraged to attend local,</p>	<p>Continue to build strong core instruction and provide targeted interventions that are progress monitored regularly.</p>	<p>Use student achievement data and progress monitoring from interventions to drive classroom instruction.</p>

	<p>state and national conferences to continue to expand their professional knowledge in the areas of language arts, mathematics, and science content. This knowledge is then utilized as a professional resource and shared during grade-level collaborations and monthly staff meetings to provide opportunities for growth for all stakeholders.</p>		
<p><b>Curriculum, Instruction, Assessment</b></p>	<p>In literacy, we utilize a comprehensive core reading program and have seen improvement in reading instruction. Improvements are attributed to the systematic approach of teaching reading skills and strategies that follows a scope and sequence and routines for small group instruction which enables teachers to address student needs through core reading instruction.</p> <p>In math, we adopted and fully implemented Investigations. After three years of the program, we will focus on how to enhance the lessons provided within the program to promote deeper thinking, create focused small groups, and ideas for differentiation using the Investigations teacher resources.</p>	<p>Students would benefit from more frequent engagement in conversations with instructional leaders related to what they are reading and thinking. Reading conferences that occur during independent reading focus on supporting students in the areas of fluency and comprehension. Teachers would provide direct, focused instruction on how to utilize comprehension thinking strategies to make students' exploration of content more meaningful.</p> <p>Students would benefit from differentiated small group math instruction based on their needs and abilities. Teachers will learn strategies for conducting focused math groups based on a workshop model using <u>Math Workshop</u>. To gain automaticity and</p>	<p>Providing teaching staff with professional development opportunities on how to effectively confer with students will assist teachers in developing a deeper understanding of the importance of conferring, while providing strategies for how to engage students in this process during literacy instruction. In addition, assisting teachers with their ability to differentiate instruction to better meet students' needs through purposeful lesson planning.</p> <p>Providing professional development on how</p>

	<p>Daily math review (DMR) is a strategy from the resource, <u>Five Easy Steps to a Balanced Math Program</u>, that allows students to review standards that they have not yet mastered which have been previously taught. In addition, every student has a license to use DreamBox. It helps teachers drill down to specific student needs for instruction within our core math program, create focused small groups for targeted instruction and remediation, and assists parents in helping their children with math at home. Teachers use data to assign specific lessons in Dreambox for students to complete.</p>	<p>fluency with math facts, students need to understand fact strategies and have daily time to practice. Students will engage in discourse with each other and their teacher using a variety of levels of questioning.</p>	<p>to conduct math-focused small groups based on assessment data, skill deficits, and enrichment needs to group students. Professional Development for Math Workshop and Student Discourse.</p> <p>Utilizing Investigations materials as the primary instructional resource within those groups as well as Dreambox for the technology component to math block.</p> <p>Grade levels will incorporate various math fact strategies into their instruction, based on the standards and goals for that grade, as well as discuss additional ways for students to practice and master their math facts.</p>
<p><b>Family and Community Involvement</b></p>	<p>Teachers communicate with parents daily using a variety of methods including, but not limited to: newsletters, behavior logs, emails, phone calls, notes home, etc. These contacts with parents vary in content, ranging from academic to social and emotional conversations, as a way to provide optimal learning for all students.</p>	<p>The participation of our parents and families does not fully reflect the demographics of our student body.</p>	<p>Our future plans include utilizing our current Skylert phone calling system to communicate with families and a parent information center in the lobby of the school.</p>

<b>Technology</b>	Students utilize technology to create research reports and to practice basic skills in literacy and math. Our current utilization of technology has been meaningful for our students. Over the past several years, we have had many teachers participate in the Tech2Teach program, which provides a classroom set of laptops for student use and professional development for teachers in using technology in authentic ways in teaching. In addition, a Technology Teacher was added for grades K-5.	There is a need to expand our usage in order to have a greater impact on student achievement.	We will provide our students with experiences that utilize technology to foster higher-level thinking skills while incorporating technology usage into the curriculum design process.
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**Priority Goal Summary and Decision Making Process**

The following is a summary of the goals encompassed in this plan for the 2020-2021 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p><b><u>Priority 1 Equitable Achievement</u> - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</b></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><b>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</b> – 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><b>Priority 3 - Partnerships</b> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3 A: CW 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**

In order to improve the cultural competency of its teachers, administrators, staff, parents, and students, Clearwater 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**

The Clearwater Elementary School Improvement Committee met once in the fall, winter and spring, and once in the summer to give input on this plan. The committee determined goals based on our school data from ISTEP+ along with district assessments. The staff was asked to give input on this plan to their grade level team leaders during staff meetings and grade level planning meetings. The committee will continue to meet throughout the school year to analyze the student achievement data toward our goals and monitor professional development identified to assist teachers in meeting the needs of our students.

The staff at Clearwater Elementary have a variety of opportunities for involvement in the decision-making process, with regard to instructional strategies and student achievement. The committees that we have in place include International Baccalaureate Core Team, Proactive Discipline, Resiliency Team, School Leadership Team, Professional Learning Communities, School-Wide Data Team, Curriculum Leadership Team, Technology, and School Improvement.

The decision to implement instructional practices is derived from district initiatives as well as student data. The data used to drive our instructional goals and strategies are Fountas and Pinnell Benchmark Assessment (F&P), NWEA, Math Beginning of Year (BOY) and End of Year (EOY) assessments through Investigations, and Kindergarten Math Benchmark. Through collaboration at our Professional Learning Communities (PLCs), grade levels have the opportunity to analyze student data and discuss instructional practices that are effective and areas that require further support. The School-Wide Data Team meets three times throughout the year to analyze data, which identifies areas for building level professional development. After looking at student data, we analyze our instructional practices to determine if they need to be continued, revised, or discontinued.

The Parent Teacher Organization (PTO) at Clearwater collaborates with the staff in making decisions regarding community involvement and funding of instructional needs. The Back to School Blast, Parent Information Night, Fall Festival, Family Literacy Night, Spring Carnival, Township Advancement Center events, and Fine Arts Night are examples of community involvement supported by the PTO. They also fund instructional needs such as field trips, novel sets, math manipulatives, website memberships and other instructional supplies based on student needs. Parents are included in the decision-making process through PTO meetings with the principal and teacher liaisons, as well as soliciting parent input during Title I family nights throughout the school year.

### Equitable Achievement Goal 1A

*By 2024-2025, Clearwater 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.*

Clearwater	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	67%	75%	74%	92%	79%	60%	66%
<b>2020-21</b>	68%	77%	76%	93%	80%	62%	68%
<b>2021-22</b>	69%	79%	78%	94%	81%	64%	70%
<b>2022-23</b>	70%	81%	80%	95%	82%	66%	72%
<b>2023-24</b>	71%	83%	82%	96%	83%	68%	74%
<b>2024-25</b>	72%	85%	84%	97%	84%	70%	76%

### Strategies

**Goal 1: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)**

<b>Strategy:</b> Reading Workshop		
<b>Strategy Goal:</b> Teachers will utilize the reading workshop framework to guide intentional instruction using the Lucy Calkins' Reading Units of Study with an intensive focus on mini-lesson architecture and small group instruction.		Reading UoS- Unit Pre and Post Assessments F&P
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Teachers will administer benchmark assessments and Calkins' Reading UoS pre/post assessments. The data will be used to determine students' reading level and skill level alongside learning progressions. This data will be used to appropriately place students in flexible groups for small group instruction.	Reading Workshop Miscue Analysis utilizing (MSV) F&P training for new teachers Calkins UoS in Reading Reading Pathways Thin-slicing	August - September
Teachers will be trained to effectively use error analysis to plan for targeted small group instruction.	Miscue Analysis utilizing (MSV) Jan Richardson lesson planning framework Guide for Observing and Noting Oral Reading Behaviors Assessment Summary	September-December
Implement a reader's workshop model to include mini-lesson architecture to provide instruction that is systematic and coherent.	Calkins UoS in Reading Reading Pathways  Guide to the Reader's Workshop	September-May
<b>Strategy:</b> Differentiation of Instruction-Whole Group, Small Group, Individual		
<b>Strategy Goal:</b> 100% of teachers will use differentiation as a tool to engage all learners and provide instruction that is meaningful and relevant to address academic, emotional and cultural needs while targeting underperforming subgroups.		<b>Evidence</b> Sample running records Sample lesson plans Team Planning meetings

		Lab Sites Learning Walks Anecdotal notes
Action Steps	Required Resources/PD	Timeline
Implement a framework for daily Independent Reading and develop rich and culturally diverse classroom libraries to support reader's workshop.	Putting Independent Reading into Practice PD Guide to the Reader's Workshop	May-October
Teachers will use conferring with students as a way to differentiate and prioritize students' needs in order to be more responsive in their instruction.	Costa's Levels of Thinking and Questioning  Running Records  Readers notebooks (3-5)	August-December
Teachers will use prompting strategies to engage learners by utilizing Costa's Levels of Thinking and Questioning	Costa's Levels of Thinking and Questioning  Questioning Strategies	October
<b>Strategy: Writer's Workshop</b>		
<b>Strategy Goal:</b> All teachers will continue to receive professional development on how to effectively implement and sustain the Writer's Workshop model for instruction in order to develop and grow writing skills in grades K-5.		<b>Evidence</b> Team Planning meetings Learning Walks Labsite Classrooms Anecdotal notes
Action Steps	Required Resources/PD	Timeline
Utilizing the Calkins' Writing UoS to teach the routines and procedures of writer's workshop K-5..	Launching Units (Kindergarten, Building Readers Unit, Writer's Workshop)	August
Utilizing a stack of mentor texts to determine teaching possibilities and establish primary and secondary goals to provide effective writing within various units of study.	Matt Glover mentor texts Book Room-mentor texts library by genre  Matt Glover's Conferring	August-May  October

Conferring with students to help establish goals to continuously develop writers' strengths and understanding of the writer's craft.	Template	
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Teachers will implement daily instruction in phonics and word study using TCRWP resources(k-2) and Fountas and Pinnell Word study(3-5)	TCRWP Resource Materials Guide to the Phonics Workshop K-2 Developmental Spelling Inventory 3-5 Word Knowledge Inventory Benchmarks	August-May
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**Evidence-Based Interventions for Focus Area - E/LA**

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, Clearwater 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.*

Clearwater	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	83%	71%	83%	94%	85%	58%	74%
<b>2020-21</b>	84%	73%	85%	95%	86%	60%	76%
<b>2021-22</b>	85%	75%	87%	96%	87%	62%	78%
<b>2022-23</b>	86%	77%	89%	97%	88%	64%	80%
<b>2023-24</b>	87%	79%	91%	98%	89%	66%	82%
<b>2024-25</b>	88%	81%	93%	99%	90%	68%	84%

**Baseline Data (2019):**

Benchmarks:

2020-21:

2021-22:

2022-23:

2023-24:

2024-25:

**Strategies**

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

<b>Strategy:</b> Workshop model for focused small group instruction.		
<b>Strategy Goal:</b> All teachers will implement the workshop model as a framework for math instruction. Teachers will create intentional, focused small math groups and use the workshop model to supplement and differentiate Investigations lessons, use during intervention, and use to promote student engagement and target underperforming subgroups.		<b>Evidence</b> Classroom observations Lesson plans Student achievement on district assessments Planning notes with math coach Learning Walks PLC discussion during team planning meetings
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Teachers will implement the workshop model during their math block and focused intervention time.  The workshop model will be used as a framework for teachers to work with intentional small groups to develop number sense, problem solving strategies, and math fact fluency.	DreamBox.com  Learning Walk for small group instruction and differentiation  BOY/EOY data analysis (on-going)	August - May  August - May
Teachers will use small group instruction to differentiate instruction in a variety of ways (e.g.: assessment, conferring, re-teach, pre-teach, mini-lesson ect.)	<u>Math Workshop</u> Book by Jennifer Kemp  Learning Continuum based on NWEA data  Dreambox Data	August-May
<b>Strategy:</b> Student discourse and effective questioning strategies in math.		
<b>Strategy Goal:</b> All teachers will use math discourse and effective questioning strategies to promote engagement, promote a deeper conceptual understanding of math, and use culturally responsive strategies that allow students to take ownership of their learning and express themselves, and to boost individual student confidence in math.		<b>Evidence</b> Classroom observations during whole group and small group instruction.  Lesson plans with deeper level questions prepared
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>

<p>Math coach and IB coordinator will share information and resources on effective math discourse, critical thinking strategies, and questioning strategies during planning.</p> <p>Teachers will utilize discourse strategies during the math block and intervention time, with the goal for teachers to naturally promote student discourse and deeper level thinking questions in all areas of instruction.</p> <p>Teachers will introduce math academic vocabulary and the use of math notebooks (3-5) with students.</p>	<p><u>Becoming the Math Teacher You Wish You'd Had</u> book study</p> <p><u>Making Thinking Visible</u> will be used as a resource</p> <p>Resources for effective questioning and math discourse shared at team planning from district coaches meetings</p> <p>Coaching cycle with teachers; peer observations with teacher colleagues</p> <p>PD for math notebooks and academic vocabulary</p>	<p>August - May</p>
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Evidence-Based Interventions for Focus Area - Math

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>

**Small Group Instruction**

NWEA data is used in conjunction with the Learning Continuum to drill down for individual student need. BOY and EOY Pearson Assessment is given and analyzed to determine standards proficiency and deficit for specific skill based targeted small group instruction.

### Equitable Achievement Goal 1C

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

Clearwater	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	0	77	6	20	3	49	0
<b>2020-21</b>	0	68	5	18	3	43	0
<b>2021-22</b>	0	64	5	17	3	41	0
<b>2022-23</b>	0	61	5	16	2	39	0
<b>2023-24</b>	0	57	4	15	2	36	0
<b>2024-25</b>	0	54	4	14	2	34	0

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

<b>Strategy:</b> Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports.		
<b>Strategy Goal:</b> We will reduce negative behaviors by implementing strong classroom management plans and monitoring them consistently, promptly identifying students in need of Tier 2 behavior support and implementing interventions using a systematic approach, identifying students in need of Tier 3 behavior support and implementing interventions using a systematic approach.		<b>Evidence</b> Walkthrough Data ODRs Classroom Referrals Great 8 data
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Teachers will create and receive feedback on classroom management plans that take into account Second Step, neuroscience, and cultural responsiveness (with a focus on EMR). They will monitor implementation of these plans monthly during Tier 2 behavior team planning time.	CR Training Instructional Coaches Social Worker SEL Coach	August 2020 - initial feedback December 2020- Mid-year May 2021- Overall School-wide data review

<p>Proactive Discipline meetings to better align our building goals with supporting teachers with core implementation of tier 2 intervention.</p>	<p>Great 8 data          Second Step lessons          Code of Conduct          Team meetings to review data          Committee meetings to review data          Monthly Behavior RTI meetings</p>	<p>Ongoing throughout the school year – August 2020 – May 2021</p>
<p>Construct a Tier 3 intervention model that provides more time for intensive behavior supports for those not responding to tier 2 support.</p>	<p>Second Steps Lessons          Mindfulness Instruction          Social Worker          Tier 2/3 Committee meetings</p>	<p>Ongoing throughout the school year – August 2020-May 2021</p>

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

*By 2024-25 school year, CW 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, Clearwater 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. (CW%)**

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)

<b>Strategy:</b> Increase communication with parents and families		
<b>Strategy Goal:</b> Classroom teachers will contact 100% of parents/families each quarter of the school year.		<b>Evidence:</b> Contact notes on communication Google Doc
Action Steps	Required Resources/PD	Timeline
All teachers will contact parents/guardians via conference, phone and email		At least quarterly August - May
Teachers will log parent contact on school-wide parent communication Google Doc	Parent log Google Doc	August - May

### [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	September 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)**

2020-21 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 variety of professional development opportunities so that a clear expectation is established with new teachers as the district views 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 additional 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**

All new students to Clearwater are welcomed with a tour of the building either their first day of school or prior to their first day. Perspective parents from within the district and neighboring districts are encouraged to tour the school at various times throughout the year.

The Kindergarten transition at Clearwater begins with Kindergarten registration in January including parent and student tours of the building. Parents are given information regarding curriculum, transportation, procedures, and school events. Clearwater hosts a Kindergarten meet and greet in the fall to welcome families to the district and provide access to many school and community resources. In

addition, Kindergarten teachers meet individually with students and families prior to school starting to share information and answer questions.

Case conferences are held for students moving from preschool to Kindergarten with identified special needs. Students entering Clearwater from Hilltop Early Childhood Center are observed in their preschool setting by Kindergarten teachers from Clearwater.

All Kindergarten families, along with new Clearwater families, are sent information in the summer about school programs and events. We host a Back to School Blast before school starts so all new students can meet the teacher and visit the school.

The majority of our fifth grade students transition to Eastwood Middle School for their middle school years. In the spring, fifth grade students attend a field trip to Eastwood with their classroom teachers. The visit includes a tour of the school, an information session with the counselors, a visit to a performing arts class, and lunch in the middle school cafeteria.

### [Program Statement](#)

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

### [Parent Compact](#)

#### **Clearwater Elementary School - Parent Compact 2020-2021**

*Families and schools must work together to help students achieve high academic standards. Through a process that included 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.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- 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.

### 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.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- 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.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

### 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 to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).
  - Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
  - Regularly monitor my child's progress in school.
  - Participate, as appropriate, in decisions about my child's education.
  - Attend parent-teacher conferences.
  - Communicate the importance of education and learning to my child.
  - Respect the school, staff, students, and families.
-

Teacher

Parent

Student

## 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.

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

**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

Indicator	District Targets			2016-2017			2017-2018			2018-2019			Indicator 1 2019-2020			School Targets 2019-2020				
	Below	At	Exceeds	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Met	
	0-98.9	97-99.9	98-100																	
<b>Attendance</b>																				
Attendance Rate	0-98.9	97-99.9	98-100	97.2			97.6													97.3
Student Enrollment				601			582			566			661							
<b>Discipline</b>																				
Number of Students Suspended	0-20	21-50	0-20	48			11													18
Number of Students Expelled	0-0	1-5	0	0			0													0
<b>Accountability</b>																				
Report Card	D-F	B-C	A	A			A-B			B-ME										A
<b>IEAD-3</b>																				
IEAD-3 Final	0-79.9	80-84.9	85-100	90.4			91.6			92.1										95.8
IEAD-3 Spring	0-79.9	80-84.9	85-100	83.8			94.7			93.3										92.6
IEAD-3 Final (SPE)	0-79.9	80-84.9	85-100	93.2																91.2
IEAD-3 Final (E-L)	0-79.9	80-84.9	85-100	75.0																77.0
<b>LEARN</b>																				
LEARN Math Pass Rate (Overall)	0-79.9	80-84.9	85-100	63.5			68.8			72.2										68.4
LEARN ELA Pass Rate (Overall)	0-79.9	80-84.9	85-100	75.7			72.8			58.5										69.2
LEARN Science Pass Rate (Overall)	0-79.9	80-84.9	85-100	64.8			61.8			59.7										62.2
LEARN Social Studies Pass Rate (Overall)	0-79.9	80-84.9	85-100	78.4			80.3			83.3										81.8
LEARN 3 Math Pass Rate	0-79.9	80-84.9	85-100	60.7			71.7			72.3										73.9
LEARN 4 Math Pass Rate	0-79.9	80-84.9	85-100	54.3			66.9			70.8										66.3
LEARN 5 Math Pass Rate	0-79.9	80-84.9	85-100	76.9			64.5			79.1										79.3
LEARN Math Pass Rate (SPE)	0-79.9	80-84.9	85-100	46.6			93.0			97.3										53.9
LEARN Math Pass Rate (E-L)	0-79.9	80-84.9	85-100																	88.8
LEARN 3 ELA Pass Rate	0-79.9	80-84.9	85-100	74.7			80.6			53.0										71.8
LEARN 4 ELA Pass Rate	0-79.9	80-84.9	85-100	72.5			76.3			55.6										80.8
LEARN 5 ELA Pass Rate	0-79.9	80-84.9	85-100	80.3			61.3			67.8										71.6
LEARN ELA Pass Rate (SPE)	0-79.9	80-84.9	85-100	87.2			43.2			40.0										45.3
LEARN ELA Pass Rate (E-L)	0-79.9	80-84.9	85-100																	88.8
LEARN 4 Science Pass Rate	0-79.9	80-84.9	85-100	64.5			63.6			59.2										64.0
LEARN Science Pass Rate (SPE)	0-79.9	80-84.9	85-100							45.6										87.3
LEARN Science Pass Rate (E-L)	0-79.9	80-84.9	85-100																	88.8
LEARN 5 Social Studies Pass Rate	0-79.9	80-84.9	85-100	75.4			61.3			63.2										63.8
LEARN Social Studies Pass Rate (SPE)	0-79.9	80-84.9	85-100	46.7						53.3										52.0
LEARN Social Studies Pass Rate (E-L)	0-79.9	80-84.9	85-100																	88.8
<b>NWEA Proficiency At Grade Level</b>																				
NWEA Math (K-5)	0-59.9	60-74.9	75-100	60.0	74.1	81.7	63.9	87.1	79.3	63.7	68.3	81.4	72.0	71.9	85	Yes	72	Yes	83	
NWEA Reading (K-5)	0-59.9	60-74.9	75-100	67.5	76.1	81.5	69.7	79.2	81.8	66.9	75.4	81.3	74.8	72.9	70	Yes	77	Yes	84	
NWEA Grade K Math	0-59.9	60-74.9	75-100	45.9	75.1	81.3	50.8	67.0	85.8	56.2	67.2	86.9	57.3	74.8	53	Yes	72	Yes	81	
NWEA Grade 1 Math	0-59.9	60-74.9	75-100	67.9	87.7	93.0	75.6	73.1	82.5	69.4	58.0	86.4	73.2	68.0	73	Yes	75	Yes	86	
NWEA Grade 2 Math	0-59.9	60-74.9	75-100	83.5	85.4	86.4	84.8	78.2	91.8	80.5	71.8	84.0	90.3	77.4	85	Yes	80	Yes	90	
NWEA Grade 3 Math	0-59.9	60-74.9	75-100	59.3	66.7	66.7	61.0	68.8	76.3	68.6	71.0	80.0	64.5	69.7	65	Yes	72	Yes	77	
NWEA Grade 4 Math	0-59.9	60-74.9	75-100	53.4	64.7	67.1	66.7	60.0	80.3	71.3	69.7	75.9	72.1	70.9	66	Yes	63	Yes	75	
NWEA Grade 5 Math	0-59.9	60-74.9	75-100	66.7	71.8	75.9	62.5	55.3	69.1	65.2	72.5	70.8	78.9	71.8	67	Yes	69	Yes	72	
NWEA Math (SPE)	0-59.9	60-74.9	75-100	51.7	59.7	66.7	55.1	47.7	57.9	54.0	46.1	56.2	57.8	50.6	56	Yes	51	Yes	63	
NWEA Math (E-L)	0-59.9	60-74.9	75-100	26.7	43.2	60.5	22.2	21.6	43.6	16.7	31.3	66.6	41.5	43.4	38	Yes	34	Yes	60	
NWEA Grade K Reading	0-59.9	60-74.9	75-100	63.9	78.2	84.3	62.5	73.8	84.2	56.2	71.8	83.9	72.0	71.8	63	Yes	77	Yes	86	
NWEA Grade 1 Reading	0-59.9	60-74.9	75-100	74.5	82.7	87.5	83.3	79.5	85.5	69.4	68.0	75.7	77.4	64.8	77	Yes	79	Yes	85	
NWEA Grade 2 Reading	0-59.9	60-74.9	75-100	79.1	78.7	80.7	87.2	76.9	87.7	78.0	80.0	87.7	88.0	83.2	83	Yes	81	Yes	88	
NWEA Grade 3 Reading	0-59.9	60-74.9	75-100	58.0	65.1	66.5	58.5	72.5	84.2	68.6	78.3	81.4	67.9	68.2	64	Yes	74	Yes	82	
NWEA Grade 4 Reading	0-59.9	60-74.9	75-100	67.0	68.6	73.2	73.6	69.3	75.7	77.3	84.2	76.5	78.4	72.8	75	Yes	76	Yes	78	
NWEA Grade 5 Reading	0-59.9	60-74.9	75-100	66.7	80.2	87.0	63.8	65.8	64.5	72.5	73.9	77.1	67.5	79.3	63	Yes	75	Yes	78	
NWEA Reading (SPE)	0-59.9	60-74.9	75-100	53.4	58.1	60.2	53.3	52.3	60.5	46.0	55.3	63.4	61.0	55.2	53	Yes	57	Yes	64	
NWEA Reading (E-L)	0-59.9	60-74.9	75-100	20.0	37.8	48.8	33.3	37.8	46.2	20.0	50.0	85.7	46.3	34.0	25	Yes	44	Yes	56	
<b>NWEA Growth At Grade Level</b>																				
NWEA Math (K-5)	0-49.9	50-54.9	55-100	79.1	82.5	82.5	62.5	78.1	82.5	62.4	69.0		71.8							88
NWEA Reading (K-5)	0-49.9	50-54.9	55-100	72.5	79.3	82.4	61.4	78.1	82.9	72.8			63.8							79
NWEA Grade K Math	0-49.9	50-54.9	55-100	40.8	61.0	76.1	49.1	61.5	72.2	54.1			66.4							84
NWEA Grade 1 Math	0-49.9	50-54.9	55-100	66.8	80.4	90.7	72.6		49.3	76.3			75.9							81
NWEA Grade 2 Math	0-49.9	50-54.9	55-100	74.1	81.2	72.0	87.7		67.9	79.2			83.6							83
NWEA Grade 3 Math	0-49.9	50-54.9	55-100	64.2	75.4	69.3	77.8		50.7	83.3			66.3							70
NWEA Grade 4 Math	0-49.9	50-54.9	55-100	39.8	66.8	38.0	73.5		52.8	70.8			52.3							64
NWEA Grade 5 Math	0-49.9	50-54.9	55-100	72.6	73.1	47.9	65.2		63.2	75.1			65.1							75
NWEA Math (SPE)	0-49.9	50-54.9	55-100	66.1	66.6	61.9	70.1		47.9	62.2			63.4							66
NWEA Math (E-L)	0-49.9	50-54.9	55-100	65.5	66.1	54.5	61.6		75.0	67.7			63.6							75
NWEA Grade K Reading	0-49.9	50-54.9	55-100	82.7	87.4	68.3	81.1		70.1	88.6			69.7							85
NWEA Grade 1 Reading	0-49.9	50-54.9	55-100	73.7	83.9	90.7	85.8		54.4	81.1			58.3							74
NWEA Grade 2 Reading	0-49.9	50-54.9	55-100	66.2	81.5	40.0	66.6		48.1	80.7			57.3							72
NWEA Grade 3 Reading	0-49.9	50-54.9	55-100	63.0	61.0	62.7	69.4		35.2	69.7			66.2							68
NWEA Grade 4 Reading	0-49.9	50-54.9	55-100	52.8	61.8	53.5	66.3		67.6	81.3			55.0							62
NWEA Grade 5 Reading	0-49.9	50-54.9	55-100	76.5	66.9	58.4	63.8		71.8	78.8			73.6							72