

2024-25 School Improvement Plan

**Mission:** Warsaw Elementary's mission is to provide a student-centered approach based on learner profiles that inform individualized learning paths and competency-based progression in a flexible learning environment.

**Vision:** Warsaw Elementary's vision is to meet students where they are and help them along their personalized pathway to high school graduation and beyond.

**Goals:**

By May 2025, Warsaw Elementary School will have an overall grade-level proficiency of 32.5% in Reading, Math, and Science to increase the school’s performance grade while exceeding school accountability growth to remove the TSI designation by improving the performance of the students with disabilities subgroup.

By May 2025, 85% of students will exemplify mastery of the school's core behavior and social-emotional learning supports.

By May 2025, Warsaw Elementary will decrease the non-proficiency of SWD by 32%, by increasing the number of proficiencies to 33 proficient tests out of 68 tests.

! = Past Due Objectives		KEY = Key Indicator			
Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of September 2024, the principal fosters an environment that prioritizes student learning. By emphasizing commitment, discipline, and the careful implementation of effective practices, the principal sets a clear expectation for both staff and students. This approach suggests that leadership is crucial in shaping a culture of accountability and continuous improvement, ultimately aiming for better educational outcomes.	Limited Development		
How it will look when fully met:		Clear vision and goals are established for student learning that outlines specific goals. This vision is shared with staff, students, and parents through meetings, newsletters, or school websites. Regular Communication platforms, such as emails, Connect Ed, Class Dojo, Parent Year-at-a-Glance Handbook, and school assemblies, keep		Pamela F. Murray	05/23/2025

			everyone informed about initiatives, progress, and expectations. Teachers and staff are involved in discussions about effective practices and improvements. This fosters ownership and commitment to the shared goals. Ongoing training is provided and support for teachers on effective instructional strategies through Professional Development helps ensure that teachers are equipped to implement practices that enhance student learning. Expectations are modeled through demonstrations of commitment and discipline throughout the principal's work, with the goal of others following suit. Feedback Mechanisms, such as surveys, focus groups, or suggestion boxes, allowed the community to voice their ideas and concerns. Implementing these strategies can enhance the clarity and effectiveness of communication regarding student learning expectations, ultimately leading to improved educational outcomes.			
<b>Actions</b>				<b>0 of 4 (0%)</b>		
			Create channels for community feedback and open communication.		Adrian Grandy	05/23/2025
<i>Notes:</i>						
			Use data to communicate progress to the community and school, such as the School Improvement Plan's baseline data and target data.		Pamela Murray	05/23/2025
<i>Notes:</i>						
			Foster strong relationships with staff, students, and parents, building trust and rapport to enhance communication and collaboration towards common goals.		Adrian Grandy	05/23/2025
<i>Notes:</i>						
			Consistent Messaging to ensure that the messages about expectations are consistent across all channels and among all leaders in the school to avoid confusion.		Renee McCoy	05/23/2025
<i>Notes:</i>						
		<b>A2.01</b>	<b>Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			As of September 2024, Instructional Teams are dedicated to continuously improving teaching practices and monitoring student outcomes. Regular meetings help two-three times per week to ensure that strategies are effectively	Limited Development		

	implemented and allow for timely adjustments based on student progress.			
<b>How it will look when fully met:</b>	Regular meetings of Instructional Teams involve several key components. Each PLC (Professional Learning Community) creates an Agenda for each meeting, typically starting with a clear agenda outlining the topics to be discussed, such as reviewing student data, assessing the effectiveness of instructional strategies, and planning future interventions. The PLC analyzes student performance data (e.g., test scores, attendance, engagement metrics) to identify trends and areas needing improvement. This data-driven approach helps guide collaborative discussions. Team members share insights and experiences related to instructional practices. They discuss what’s working, what isn’t, and brainstorm innovative solutions or strategies to enhance student learning. Based on the discussions, teams develop action plans that outline specific steps to address identified issues. This could include modifying lesson plans, implementing new teaching techniques, or providing additional resources for students. Teams establish follow-up actions and assign responsibilities to ensure accountability. They set timelines for revisiting certain topics in future meetings. Occasionally, the meetings include professional development components, where team members learn about new research, tools, or methodologies that can improve their practice. At the end of each meeting, PLCs reflect on their discussions and the effectiveness of their collaboration, fostering a culture of continuous improvement. By consistently engaging in these practices, Instructional Teams (PLCs) create a supportive environment focused on student success and effective teaching.		<b>Monica Parker (Elected 2024)</b>	<b>05/23/2025</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
	Create a Professional Development schedule to include best practice topics, Revised Blooms Taxonomy, Depths of Knowledge, and Classroom Management.		Adrian Grandy	05/23/2025
<i>Notes:</i>				
	Establish MTSS and Administrative PLCs to discuss teaching practices, data analysis, and action plans.		Pamela Murray	09/07/2025
<i>Notes:</i>				
	Create the school-wide MTSS Core Team to provide support toe student academics, attendance, and behavior.		Belinda Morrisey	09/07/2025

Notes:						
			Revise Warsaw Elementary Communication tool to include direct access to state and local curriculum, pacing guides, resources, and Professional Development topics.		Pamela Murray	10/11/2025
Notes:						
		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of September 2024, the principal is dedicated to supporting teachers and enhancing instructional practices. Spending at least 50% of time on activities, such as classroom observations signifies a strong commitment to professional development and collaboration. This approach can lead to improved teaching effectiveness and student outcomes.	Limited Development		
How it will look when fully met:			In practice, Ms. Pamela Murray spends at least 50% of her time working directly with teachers to improve instruction. The principal regularly visits classrooms to observe teaching practices, providing immediate feedback and support. She conducts one-on-one coaching sessions with teachers to discuss instructional strategies, lesson plans, and classroom management techniques. The principal organizes and leads workshops or training sessions focused on best practices in teaching, data analysis, and curriculum development. Ms. Murray facilitates collaborative planning meetings where teachers work together to design lessons, analyze student data, and share successful strategies. After observations, the principal provides constructive feedback, encouraging teachers to reflect on their practices and set goals for improvement. By spending time in classrooms, the principal builds strong relationships with teachers, fostering an open culture where educators feel supported and valued. Ms. Murray works with teachers to analyze student performance data, helping them identify areas for improvement and adjust instruction accordingly. Occasionally, Ms. Murray might teach a lesson to model effective instructional strategies, demonstrating how to engage students and manage a classroom effectively. She provides resources and strategies for teachers to effectively support diverse learners, including those with special needs or English language learners. By actively engaging with teachers, Ms. Murray fosters a culture that values continuous learning, encouraging		Pamela F. Murray	05/23/2025

			educators to innovate and improve their practices. This hands-on approach not only enhances teaching quality but also strengthens the overall school community.			
<b>Actions</b>				<b>0 of 4 (0%)</b>		
			Create an observations schedule that is doable and consistent to provide feedback to teachers.		Pamela Murray	02/28/2025
<i>Notes:</i>						
			Create a walkthrough document to provide teachers with quick and easy feedback for LETRS/Literacy Instruction and content areas.		Alisa Simmons	02/28/2025
<i>Notes:</i>						
			Establish daily observations in the classrooms.		Pamela Murray	05/23/2025
<i>Notes:</i>						
			Align Professional Development to the results of teacher observations.		Adrian Grandy	05/23/2025
<i>Notes:</i>						
		<b>B1.02</b>	<b>The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			As of September 2024, the Leadership Team identifies as the MTSS Core Team who provides direction and support for students, teachers, and parents. The MTSS Leadership is focused on successful implementation of any school-wide innovation. Ms. Pamela Murray, Mr. Adrian Grandy, and Dr. Renee McCoy along with the school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.	Limited Development		
<i>How it will look when fully met:</i>			A Leadership Team serving as a conduit of communication to faculty and staff involves several key activities. The Leadership Team holds regular meetings to discuss important updates, gather feedback, and address concerns from faculty and staff. They communicate through email updates that highlight key decisions, upcoming events, and other pertinent information. Implementing surveys or suggestion		<b>Monica Wallace (Elected 2024)</b>	<b>05/23/2025</b>

			boxes encourages staff to share their thoughts, which the Leadership Team can then address. The Leadership Team organizes professional development workshops that align to their areas to communicate new initiatives or policies while also fostering a sense of community. Leadership engages in individual conversations with faculty and staff to ensure that everyone feels heard and valued. Sharing the rationale behind decisions made by the Leadership Team builds trust and understanding within the organization. Celebrating achievements and contributions of faculty and staff enhances morale and strengthens communication channels. By engaging in these practices, the Leadership Team can effectively bridge the gap between administration and faculty/staff, fostering a collaborative and informed environment.			
<b>Actions</b>				<b>0 of 4 (0%)</b>		
			Each Leadership Team member creates a welcome presentation with requirements for their assigned area. This may include on-boarding, training sessions, and professional development.		Vonda Grady	05/23/2025
<i>Notes:</i>						
			Review MTSS Leadership Team example and identify the components of the discussion.		Renee McCoy	05/23/2025
<i>Notes:</i>						
			Review Three-Tiered Instructional model and determine MTSS data entry points.		Adrian Grandy	05/23/2025
<i>Notes:</i>						
			Align district and Warsaw Elementary schedule of assessments to include weekly academic checks to meet or exceed EVAAS projections for each student.		Pamela Murray	05/23/2025
<i>Notes:</i>						
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>As of September 9, 2024, the School Improvement Teams meet at least twice monthly to address school goals/indicators and a three-tiered intervention model for student growth.</p> <p>As of September 18, 2023, the SIT is meeting at least twice a month to address school goals and indicators.</p>	Limited Development		

<b>How it will look when fully met:</b>			The School Improvement team functions as a cross-grade and departmental, collaborative team. They provide a strategic approach where faculty and staff frequently collaborate on aspects that affect student growth, such as school culture, professional development, data analysis, and student mastery. This collaboration involves dissolving traditional silos that exist between grade levels and within the school organization. Faculty and staff are empowered to implement diverse skill sets to progress toward school goals and, ultimately, leading students to exceed growth. The fostering of teamwork and communication between staff members who provide multiple perspectives, knowledge, and experiences, will help drive continuous improvement and school-wide efficiency. The SIT will meet twice monthly with agendas and minutes to collect and share with all staff.		<b>Marcy Gentile (Elected 2024)</b>	<b>05/01/2025</b>
<b>Actions</b>				<b>1 of 3 (33%)</b>		
			Each grade level team will elect a representative that will serve as the School Improvement Team member.	Complete 09/06/2024	Marcy Gentile	09/07/2024
<i>Notes:</i>						
			SIT team will meet twice monthly		Marcy Gentile (Elected 2024)	05/01/2025
<i>Notes:</i>						
			Each grade level team will meet once a month to review the contents of the SIT meeting		Marcy Gentile	05/01/2025
<i>Notes:</i>						
		<b>B1.04</b>	<b>The principal effectively and clearly communicates the message of change.(5138)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			As of September 2024, the principal demonstrates clear communication in managing transitions, as it helps to ensure that everyone understands the vision, goals, and processes involved. This can foster a supportive environment where staff and students feel informed and engaged in the changes being implemented.	Limited Development		
<b>How it will look when fully met:</b>			Effective communication of change by the principal manifests through regular meetings with staff, students, and parents to discuss upcoming changes, allowing for questions and feedback. Information is shared through clear and concise language in communications, whether through emails, newsletters, or announcements, ensuring that everyone		<b>Pamela F. Murray</b>	<b>05/23/2025</b>

			<p>understands the reasons for the change and its benefits. Presentations with charts, graphs, or infographics help illustrate the goals and expected outcomes of the changes, making the information more accessible.</p> <p>The principal encourages an open-door policy, inviting staff and students to discuss concerns or suggestions regarding the changes, fostering a collaborative atmosphere. Providing ongoing updates about the progress of the changes helps to keep the community informed and engaged, reinforcing the principal's commitment to transparency. By incorporating these practices, a principal effectively leads the school through change, ensuring that everyone feels involved and informed throughout the process.</p>			
<b>Actions</b>				<b>0 of 3 (0%)</b>		
			Acknowledge and celebrate small victories during the change process to motivate the community and reinforce a positive outlook.		Regina Sherrod	04/28/2025
Notes:						
			Implement surveys or feedback forms to allow the community to share their thoughts and experiences, helping the principal to make adjustments as needed.		Regina Sherrod	04/28/2025
Notes:						
			Organizing workshop or training session to help staff and students adapt to new policies or practices demonstrates the principal's investment in their success.		Adrian Grandy	05/23/2025
Notes:						
	KEY	B2.03	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>As of September 2024, each grade level has an established professional learning team with a facilitator and assigned roles for each member. The specific duties for each role include notes taker, time manager, and chairperson who collects the PLC agendas. Each teacher has an instructional planning block from 50 to 87 minutes.</p> <p>As of September 2, 2023, a Master schedule has been established to reflect PLC meetings, specific duties, and times for grade-level planning, subject area departments, and leadership teams.</p>	Limited Development		
<b>How it will look when fully met:</b>			Teams of teachers continuously implement, assess, and adjust instruction in short-term		Jennifer Armstrong (Elected 2024 )	05/01/2025

	cycles of improvement. Common team tasks include intensive efforts to align content taught across grades and the development of interim and diagnostic mini-assessments to monitor student progress continuously. Practices such as developing agendas and minutes and using organized procedures for meetings help the teams stay focused and maintain a history of teamwork.			
<b>Actions</b>		<b>0 of 3 (0%)</b>		
	The School Improvement Team(whole team) meets on the second Monday of each month. Agendas are developed, and minutes are taken by the assigned member of this task. Agendas and minutes are used to organize procedures for meetings and to help the team stay focused. Minutes are maintained to provide the historical context of meetings.		Monica Wallace (Elected 2023)	03/31/2025
<i>Notes:</i>				
	Department teams will meet weekly: To practice the development of agendas and minutes and the use of organized procedures for meetings that help the team stay focused and maintain a history of teamwork for school improvement.		Jennifer Armstrong (Elected 2023)	03/31/2025
<i>Notes:</i>				
	The School Improvement Team (Administrative Team) will meet each month: To practice the development of agendas and minutes and the use of organized procedures for meetings that help the team stay focused and maintain a history of teamwork for school improvement.		Monica Wallace	05/01/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>			<b>Practice 1B: Monitor short-and long-term goals</b>			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>As of September 2024, the principal monitors the instructional data dashboards, long-range plans, and lessons for each grade level and classroom teacher. Daily walk-throughs help in monitoring interventions and mastery of content. Teachers are provided feedback on instructional best practices.</p> <p>As of September 2023, the Principal monitors the curriculum for intervention and mastery.</p>	Limited Development		

	Principal and Assistant Principals monitor Planbook for all teachers and provide feedback.			
<b>How it will look when fully met:</b>	<p>Regular classroom observations involve routine visits to classrooms to observe teaching methods, student engagement, and classroom management. These observations are systematic and not just random. The principal meets with teachers to discuss their findings. Feedback is specific, focusing on strengths and areas for improvement; delivered constructively.</p> <p>The principal collaboratively sets professional development goals with teachers based on observation results that can help guide teacher growth and improve instructional practices. Fostering an environment where teachers feel comfortable sharing challenges and successes encourages open communication.</p>		<b>Pamela F. Murray</b>	<b>04/30/2025</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
	Administration will monitor the curriculum for intervention and mastery: Edmentum, mClass Progress Monitoring, Amira, and iReady		Pamela Murray	04/01/2025
<i>Notes:</i>				
	Administration monitors Data Dashboards for all teachers.		Adrian Grandy	04/01/2025
<i>Notes:</i>				
	After a walk-through, Administrators will provide teachers with feedback.		Pamela Murray	04/01/2025
<i>Notes:</i>				
	Administration will monitor lesson plans in Planbook to ensure lessons are purposeful and relevant.		Adrian Grandy, Renee McCoy, Pamela Murray	04/20/2025
<i>Notes:</i>				
	The administration will utilize the ELEOT (Effective Learning Environment Observation) as a walk-through document that rates the learning environment of each classroom.		Adrian Grandy	04/30/2025
<i>Notes:</i>				
	The Administrative Team will review walkthroughs as a team. This will be done to monitor the fidelity and efficacy of administrators' walkthrough performance and feedback.		Adrian Grandy, Renee McCoy, and Pamela Murray	04/30/2025
<i>Notes:</i>				

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial resources are equitably distributed based on student enrollment and staff allotments. Differentiated financial allotments are provided to support schools with higher needs, such as those designated as low-performing or those with staff vacancies in hard-to-fill content areas. The district utilizes input from a variety of stakeholders when establishing priorities and regularly reviews district goals and the Duplin County Schools Five Year Strategic Plan, helping to ensure a focused effort in accomplishing expected outcomes. To maximize resources, the district and schools blend funding sources to have the most positive impact on our students and staff.	Full Implementation		

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>				
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>As of August 30, 2024, Warsaw Elementary has BT site coordinators, assigned mentors, and weekly support from the district-level BT coordinators. Warsaw Elementary has retained 100% of its staff.</p> <p>As of August 2023, Warsaw Elementary has BT site coordinators, assigned mentors, and weekly support from the district-level BT coordinators.</p>	Limited Development		
<b>How it will look when fully met:</b>			Warsaw Elementary has establishment of a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. The school has a clear job description and qualifications for each position. They utilize diverse recruitment channels to attract a wide range of candidates and conduct structured interviews to ensure fairness. Once aquired, regular performance evaluations are conducted using a standardized rubric. This includes classroom observations, student feedback, and self-assessments to provide a comprehensive		Shana Troublefield (Elected 2024)	04/30/2025

	view of each staff member's performance. The school celebrates small success by recognizing and rewarding staff achievements through various means, such as designated parking spaces, gift cards, luncheons, daily news, professional development opportunities, and public acknowledgment during staff meetings or events. There is a protocol for addressing underperformance, which includes support and professional development plans. If necessary, a clear process for staff replacement is in place, ensuring that transitions are smooth and do not disrupt the learning environment. Overall, this system ensures that the school has qualified, effective staff who are supported and recognized for their contributions, while also having a clear plan for addressing challenges. The overall goal is to retain 100% of our staff members with support from DCS Human Resources.			
<b>Actions</b>		<b>0 of 6 (0%)</b>		
	Golden Tiger Vitality Group		Gretta Lee	01/31/2025
<i>Notes:</i>				
	Teachers will receive social and emotional support by utilizing the teacher calming area.		Diana Evans	03/15/2025
<i>Notes:</i>				
	Mentors meet with beginning teachers at least once a week to discuss items on the quarterly checklists and other areas of concern or for celebration of accomplishments.		Shana Troublefield	04/30/2025
<i>Notes:</i>				
	Teachers will be evaluated through weekly walk-throughs, formal evaluations, and informal evaluations. Timely, clear, and constructive feedback will be provided for reflection in order to enhance the teaching process and to improve student performance outcomes		Pamela Murray, Renee McCoy, and Adrian Grandy	04/30/2025
<i>Notes:</i>				
	In-house PD for teacher reflections with motivational aspects that focus on teacher self-awareness and classroom tactics with small celebrations monthly.		Renee McCoy	04/30/2025
<i>Notes:</i>				
	Certified/Classified Employee of the Month		Gretta Lee	04/30/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>			<b>Practice 2B: Target professional learning opportunities</b>			
	<b>KEY</b>	<b>C2.01</b>	<b>The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>As of September 2024, the school administrators, PLCs, and MTSS team review performance data and determine student progress to manage and adjust intervention tiers. The data is also used to determine the professional development needs of teachers.</p> <p>As of August 2023, a plan is in place that provides professional development for beginning teachers that includes strategies for the first days of school. Classroom observations and teacher suggestions guide PD for remaining teachers.</p>	Limited Development		
<i>How it will look when fully met:</i>			<p>The MTSS team assists teachers in gathering various performance metrics, such as standardized test scores, attendance rates, and classroom observation reports. School leaders and educators analyze this data to identify trends and areas for improvement. For instance, they might look for patterns in student performance across different subjects or grade levels. Based on the analysis, school leadership makes informed decisions about necessary improvements. This could involve adjusting the curriculum, implementing new teaching strategies, or focusing on specific student groups that need additional support.</p> <p>The data also helps identify professional development needs for staff. For example, if classroom observations indicate that teachers struggle with certain instructional techniques, targeted training sessions can be organized.</p> <p>After implementing changes, the school continues to monitor performance data to assess the effectiveness of their interventions and make further adjustments as needed. Overall, this cycle of data collection, analysis, decision-making, and monitoring fosters a culture of continuous improvement within the school.</p>		Adrian Grandy	03/31/2025
<b>Actions</b>				<b>0 of 3 (0%)</b>		
			Create, maintain, and analyze data dashboard and interventions spreadsheet by grade level.		Adrian Grandy	03/31/2025

<i>Notes:</i>				
	The administrative and MTSS Core teams will use walkthrough data to determine topics for monthly professional development.		Adrian Grandy	03/31/2025
<i>Notes:</i>				
	The administrative and MTSS Core teams will meet monthly to focus on attendance, behavior, and schoolwide improvement as a result of school data.		Adrian Grandy	03/31/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	<b>KEY</b>	<b>A4.01</b>	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>As of September 9, 2024, students have been screened for math, reading, and science in mClass, Schoolnet, and Edmentum. Based on assessment results, students will receive interventions that align to learning gaps.</p> <p>As of September 29, 2023, students have been screened for math, reading, and science in mClass, Schoolnet, and Edmentum. Based on assessment results, students will receive interventions that align to learning gaps.</p>	Limited Development		
<i>How it will look when fully met:</i>			Warsaw Elementary operates within the MTSS framework. Part of this model includes a tiered instructional system that Tiers students based on analyzed, assessment data. Under Tier 1, Universal Instruction, all students receive high-quality, evidence-based core instruction in the general classroom. This includes differentiated teaching strategies, such as flexible grouping, varied instructional methods, and regular assessments to monitor progress. Tier 2, which is Targeted Intervention, students who demonstrate additional needs receive more focused support. This could involve small group instruction or specific interventions tailored to address skill gaps. For instance, students struggling with reading participate in a reading intervention program that provides research-based practices and support. Tier 3, described as Intensive Intervention, are for students who continue to struggle despite Tier 1 and Tier 2 supports, Tier 3 provides intensive, individualized interventions. This involves one-on-one interventions or specially designed instruction if		Pamela F. Murray	03/31/2025

	there is a suspicion of a learning disability. Throughout this process, teachers continuously assess student progress and adjust instruction as necessary, ensuring that each student's unique needs are met effectively. Collaboration among teachers, specialists, and families is also crucial to support students' learning journeys.			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
	During monthly PLC and MTSS meetings Teachers, Administrators, and Support Staff will disaggregate academic, behavioral, and attendance data and create Tier 1, Tier 2, and Tier 3 Intervention plans.		Pamela Murray	02/28/2025
<i>Notes:</i>				
	Teachers will differentiate and use a tiered instructional system based on academic, behavior, and attendance data. Teachers, Instructional Assistants, and Support Staff will use Tiger Time to deliver Intervention/Enrichment to Tier 1, Tier 2, and/or Tier 3 Students		Pamela Murray	02/28/2025
<i>Notes:</i>				
	Teachers use data from ClassDoJo to hold monthly celebrations for students that have 80% positive points		Diana Evans	03/31/2025
<i>Notes:</i>				
	School-wide celebrations are held at the end of each grading period for students that have 80% positive points.		Gretta Lee and Patrica Mason	03/31/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>As of August 28, 2024, The First Ten Days Core Behavior Plan is implemented by all homeroom teachers to establish core behavioral expectations for all students.</p> <p>As of August 26, 2023, The first 10 student days plan (MTSS Core Behavior Support lessons) were created and implemented.</p>	Limited Development		

<b>How it will look when fully met:</b>	Teachers consistently acknowledge and reward positive behavior, encouraging students to follow rules. Classroom rules are clearly defined and communicated to students at the beginning of the school year and revisited regularly. Teachers model appropriate behaviors and responses to various situations, demonstrating what is expected by engaging students' interactive and engaging techniques to teach rules, such as role-playing scenarios or group discussions. Frequent reminders and check-ins about the rules and classroom procedures reinforce understanding and compliance. Fair and consistent consequences are applied when rules are broken, ensuring students understand the importance of following them. Students have a voice in creating rules and procedures that foster a sense of ownership and accountability. Overall, this approach creates a positive learning environment where students feel respected and are more likely to adhere to established expectations.		<b>Adrian Grandy</b>	<b>05/01/2025</b>
<b>Actions</b>		<b>1 of 6 (17%)</b>		
	Teachers teach and review Core Behavior Support lessons	Complete 09/15/2025	Adrian Grandy	09/30/2024
<i>Notes:</i>				
	Beginning teachers will review and implement classroom management strategies that align to research-based practices from The First Days of School.		Shana Troublefield	04/02/2025
<i>Notes:</i>				
	<p>The administrative team supports school-wide behavior expectations and reinforces P.A.W.S. expectations in order to maximize classroom instruction.</p> <p>P - We persevere and practice delayed gratification.</p> <p>A - We accept responsibility.</p> <p>W -We are willing and truthful</p> <p>S - We sustain balance and self-control (calming and mindfulness techniques)</p>		Adrian Grandy	05/01/2025
<i>Notes:</i>				
	Administrators will assess and monitor data in the Educator's Handbook to assign consequences.		Adrian Grandy	05/01/2025
<i>Notes:</i>				

			Classroom teachers will use ClassDojo (PreK-8) to reward or remove points for following the P.A.W.S. expectations.		Adrian Grandy	05/01/2025
Notes:						
			The administrative team will review Educators Handbook data monthly to determine the equity of practices.		Adrian Grandy	05/01/2025
Notes:						
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>As of September 2024, teachers plan once a week in grade-level PLCs and meet bi-monthly with the MTSS Core Team and Curriculum Coordinator. Department meetings take place in grades 5-8. Vertical Alignment teams have been established to provide direction for standards-based vertical instruction.</p> <p>As of September 2023, teachers are planning once a week in grade-level PLCs and bi-monthly with the MTSS Core Team and Curriculum Coordinator. Department meetings take place in grades 6-8.</p>	Limited Development		
How it will look when fully met:			Instructional Teams collaborate to create cohesive and relevant units of instruction that align with established educational standards. Teachers across different subjects and grade levels meet to discuss curriculum goals and share insights about student needs. Teams outline the key concepts, skills, and assessments for each unit, ensuring they meet state or national standards. Educators choose appropriate materials, texts, and resources that support the learning objectives and engage students. Teachers plan for diverse learners by incorporating various instructional strategies and assessments that cater to different learning styles and abilities. They create formative and summative assessments to measure student understanding and progress, aligning them with the unit's learning goals. After implementing the units, PLCs along with the MTSS Core Team review student outcomes and feedback to make necessary adjustments for future instruction. This collaborative approach helps ensure that instruction is consistent, rigorous, and tailored to the needs of all students, resulting in 100% of teachers (K-3 Reading, 4-8 Reading, 6-8 Science/Social Studies, K-3 Math, 4-8 Math) completing long-range, standard aligned plans.		Pamela F. Murray	05/01/2025

<b>Actions</b>		<b>0 of 4 (0%)</b>		
	Teachers will differentiate and use a tiered instructional system based on academic data. Teachers, Instructional Assistants, and Support Staff will use Tiger Time to deliver Intervention/Enrichment to Tier 1, Tier 2, and/or Tier 3 Students		Teachers	04/15/2025
<i>Notes:</i>				
	STEAMA Facilitator and teachers will use pacing guides to create standard-aligned weekly plans and units		Pamela Murray and K-8 teachers	05/01/2025
<i>Notes:</i>				
	STEAMA Facilitator and teachers will create common assessments using SchoolNet, Teacher Toolbox iReady, and NC Check-in 2.0, to assess mastery of content skills to monitor standards-aligned units. Students will track their progress after each assessment.		Alisa Simmons teachers	05/01/2025
<i>Notes:</i>				
	PLCs will disaggregate data from Common Assessments to assist with creating standard-aligned interventions for tiered groups.		Teachers	05/01/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>		
<b>Effective Practice:</b>		<b>Practice 3C: Remove barriers and provide opportunities</b>		
	<b>A2.16</b>	<b>Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		<p>As of September 2024, students with disabilities have been identified and categorized according to tiers of support with personalized strategies to increase each student's chance of proficiency</p> <p>As of September 2023, students with disabilities have been identified and categorized according to tiers of support with personalized strategies to increase each student's chance of proficiency</p>	Limited Development	
<b>How it will look when fully met:</b>		Aligning units of instruction and activities with AIG (Academically and Intellectually Gifted) goals, ELL (English Language Learner) student progress, and IEP (Individualized Education Program) goals involves the following key strategies. Teacher-created differentiated lesson	Pamela F. Murray	05/01/2025

<p>plans cater to varying levels of ability and language proficiency. For example, advanced materials and projects for AIG students are implemented while ensuring that ELL students have access to language support and visual aids. Formative assessments gauge the progress of all students. This includes quizzes tailored for different levels, self-assessments for ELL students to reflect on their language use, and performance tasks aligned with IEP goals. Common Instructional Framework implementation of collaborative learning/cooperative learning, writing, and questioning strategies where AIG students may mentor ELL peers, fostering both academic growth and language development. This could involve group projects that require collaboration and communication. Specific, measurable goals for AIG students focused on higher-order thinking skills, while simultaneously establishing language objectives for ELL students that align with their proficiency levels. For students with IEPs, specially designed instructional activities target their specific learning objectives. The school integrates support services such as special education resources and ESL (English as a Second Language) instruction into the classroom activities. Regular feedback to all students on their progress towards their individual goals, encouraging self-reflection and adjustment of strategies are implemented. This feedback is tailored to the specific needs of AIG, ELL, and IEP students. Engaging topics and culturally relevant materials that resonate with all students help in maintaining motivation and interest, especially for ELL students who may benefit from content that connects to their backgrounds. By systematically incorporating these practices, Warsaw Elementary will create an inclusive learning environment that supports the diverse needs of all students while maintaining alignment with AIG, ELL, and IEP goals.</p>				
<b>Actions</b>		<b>0 of 6 (0%)</b>		
	Monitor and support the development of work habits, class behaviors, and organization skills		Pamela Murray	02/28/2025
<i>Notes:</i>				
	Give students multiple opportunities to improve their work for standards mastery		Monica Parker	03/31/2025
<i>Notes:</i>				
	MTSS Core Team and teachers will monitor the progress of each student by adjusting instruction and strategies according to data outcomes.		Monica Parker	05/01/2025
<i>Notes:</i>				

			Use regular formative assessment to measure learning progress and provide feedback about the next steps in mastering standards		Pamela Murray	05/01/2025
Notes:						
			Increase the use of visual models, such as graphic organizers, top-down notes, and annotation		Pamela Murray	05/01/2025
Notes:						
			Practice co-teaching during Tier 1 content instruction in reading, math, and science		Denice Morrissey	05/01/2025
Notes:						
	KEY	A4.16	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>As of August 26, 2024, grades 6-8 students will participate in a three-day Tiger Academy transition process from Elementary to Middle School secondary education.</p> <p>As of August 28, 2023, grades 6-8 students will participate in Tiger Academy as a transition process from Elementary to Middle School secondary education.</p>	Limited Development		
<b>How it will look when fully met:</b>			<p>Warsaw Elementary creates structured programs for students moving from elementary to middle school and from middle to high school. These programs include Tiger Academy which includes orientation sessions, teacher/student mentoring, and themed sessions to help students adjust. Teachers from different grade levels continue to collaborate to share insights about students' academic and social needs, ensuring a smoother transition. This involves joint planning sessions or transition meetings. The school implements regular check-ins for students during the transition periods, providing opportunities for students to discuss their experiences and challenges. Engaging parents through informational meetings, memos, and Open House helps parents understand how to support their children during transitions. The MTSS team assist in identifying students who may need additional support and providing targeted interventions, such as counseling or academic assistance, to ease transitions. The school plans to establish feedback mechanisms, such as surveys or focus groups, to gather input from students and parents about the transition process and make necessary adjustments. Overall, these practices aim to create a supportive environment that fosters resilience</p>		<b>Richard Bradley (Elected 2024)</b>	<b>05/01/2025</b>

	and adaptability in students as they progress through their educational journey. Currently, students in grades 6-8 participate in a three-day Tiger Academy, which outlines procedures and strategies for a successful transition to middle school.			
<b>Actions</b>		<b>0 of 3 (0%)</b>		
	At-risk intervention plans for students who are at risk will be created and shared with the receiving grade-level teachers.		Classroom Teachers	01/31/2025
<i>Notes:</i>				
	A vertical team will establish a common academic language that is seamless from grade level to grade level.		Jennifer Armstrong, Richard Bradley, Marcy Gentile	05/01/2025
<i>Notes:</i>				
	A vertical grade-level team will create common annotation strategies from grade level to grade level.		Pamela Murray	05/01/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>			<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>As of September 15, 2024, all teachers are attentive to students' emotional needs and utilize Class Dojo as two-way communication with parents, implementation of SEL lessons, Tiger Transition Academy for grades 6-8, Core Behavior Supports, and School Counselor support.</p> <p>As of August 29, 2023, all teachers are attentive to students' emotional state with the use of Class dojo, SEL videos and lessons, School Counselor support, and Core Behavior Support Expectations.</p>	Limited Development		
<i>How it will look when fully met:</i>			Teachers pay close attention to students' behavior and mood changes, noticing signs of stress, anxiety, or disengagement. They create a safe environment where students feel comfortable expressing their feelings. This involves regular check-ins or open discussions about emotions. Teachers provide strategies for managing emotions, such as mindfulness exercises, breathing techniques, or coping		Diana Evans (Elected 2024)	05/23/2025

	mechanisms. When a student is struggling, teachers coordinate with MTSS, counselors, psychologists, or other support services to provide additional help. They implement programs or activities that promote emotional intelligence and resilience, helping students develop skills to handle challenges. The school engages with parents and guardians to ensure a holistic approach to supporting the student's emotional health. By integrating these practices, teachers foster a supportive atmosphere that prioritizes emotional well-being alongside academic success.			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
	PreK-8 teachers will send weekly messages to parents about various school happenings and to communicate all behavior concerns		Renee McCoy	02/28/2025
<i>Notes:</i>				
	With parent approval, students complete Panorama Survey K-2 Students - Teacher Perception of Student SEL survey 3-8 Students - SEL Survey		Diana Evans	03/31/2025
<i>Notes:</i>				
	Pre-K-8 teachers will use ClassDojo to establish and maintain positive behaviors to create a positive school climate		Diana Murphy	05/01/2025
<i>Notes:</i>				
	K-8 Ripple Effects lessons to promote cooperation, effective communication, and empathy among students		Adrian Grandy	05/01/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>			<b>Practice 4C: Engage students and families in pursuing education goals</b>			
	<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>As of October 9, 2024, Connect Ed phone messages, emails to go with ConnectEd calls, K-8 Class Dojo messages, a year-at-a-glance Parent Communication book, and a Warsaw Elementary handbook are in use for school-home communication.</p> <p>As of October 9, 2023, Connect Ed phone messages, emails to go with ConnectEd calls, K-8 Class Dojo messages, a year-at-a-glance Parent</p>	Limited Development		

	Communication book, and a Warsaw Elementary handbook are in use for school-home communication.			
<b>How it will look when fully met:</b>	Warsaw Elementary implements this practice by sending out regular newsletters or emails to parents and guardians. These communications include clear expectations, outlining what the school expects from parents in terms of support—such as monitoring homework, attending parent-teacher conferences, and engaging in school activities. Providing tips and resources for parents on how to create a conducive learning environment at home, such as setting specific times for homework, encouraging reading, or using educational apps. The school hosts meetings or informational sessions that educate parents on the curriculum and effective strategies to support their children’s learning at home. Parents are encouraged to provide feedback or share their strategies, fostering a collaborative approach to education. Warsaw Elementary celebrates success by highlighting how parental involvement positively impacts student outcomes through success stories or testimonials from other families. This kind of communication fosters a supportive partnership between the school and families, ultimately benefiting student learning.		<b>Mandy Dunn (Elected 2024)</b>	<b>05/24/2025</b>
<b>Actions</b>		<b>2 of 10 (20%)</b>		
	The Year-at-a-Glance Parent handbook is updated in real-time weekly.	Complete 10/04/2024	Pamela F. Murray	10/04/2024
<i>Notes:</i>				
	Parent Engagement Policy created	Complete 10/04/2024	Pamela F. Murray	12/30/2024
<i>Notes:</i>				
	ESL Parent Meetings (parent resources for at home support, school and community English Language support as well as health services support will be shared with parents)		Regina Sherrod	04/25/2025
<i>Notes:</i>				
	The school's website will be kept up-to-date with current events and information about the school.		Regina Sherrod	04/28/2025
<i>Notes:</i>				
	Each teacher will conduct parent conferences and maintain parent communication logs.		Regina Sherrod	04/28/2025
<i>Notes:</i>				
	ConnectEd and Class Dojo will be used to keep parents informed of events happening at school.		Regina Sherrod	04/28/2025

<i>Notes:</i>				
	Curriculum Nights and Report Card Pickup (academic expectations, available support from community agencies and health programs, and student health services will be shared during curriculum presentations)		Regina Sherrod	04/28/2025
<i>Notes:</i>				
	School-home correspondence will be translated into parents' appropriate language.		Regina Sherrod	04/28/2025
<i>Notes:</i>				
	The school's support team will collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning (e.g. Tarheel Therapy, New Dimensions, Building Peace, Teen Court).		Regina Sherrod	05/01/2025
<i>Notes:</i>				
	The school will promote student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning (e.g. dental screening, vision, and hearing screening, and telehealth).		Regina Sherrod	05/01/2025
<i>Notes:</i>				