

## Comprehensive Progress Report

**Mission:** Washington Montessori Elementary School will prepare students who honor community, show excellence, and think critically leading them on a path to a college or career of their choice.

**Vision:** Improving life outcomes by fostering community, inspiring character, and motivating life-long learners.

**Goals:**

By June 30, 2025, Washington Elementary will increase overall DIBELS proficiency in first and second grade reading by at least 3 percentage points, from 60% in 2023-24 to 63% in 2024-2025. By June 30, 2025, Washington Elementary will increase overall Math proficiency in third through fifth grade by at least 6 percentage points, from 42% in 2023-24 to 48% in 2024-2025. By June 30, 2025, Washington Elementary will increase overall 3rd grade reading EOG proficiency by at least 5 percentage points, from 28.6% in 2023-24 to 33.6% in 2024-25. By June 30, 2025, Washington Elementary will increase overall Reading proficiency in third through fifth by at least 5 percentage points, from 32.8% in 2023-24 to 37.8% in 2024-2025. By June 30, 2025, Washington Elementary will increase overall Science proficiency in fifth grade by at least 4 percentage points, from 53.1% in 2023 - 24 to 57.1% in 2024-2025.

By June 30, 2025, Washington Elementary will decrease lost instructional days resulting from discipline referrals by 10 days, from 107.39 in 2023-24 to 97.39 in 2024-2025.

By June 30, 2025, Washington Elementary will move from an emerging/developing to an operationalizing range in Item 35 FAM-S, intensive behavior/social and emotional practices exist that are defined across grade levels/span and content areas by essential components of instruction, curriculum, environment, and learner. These practices are specified in intervention protocols. These practices are refined based on both students outcome an implementation data for continuous improvement in 2024-2025. By June 30, 2025, Washington Elementary will move from an operationalizing to an optimizing range in Item 21 FAM-S, Educators actively engage students, families and community stakeholders at all tiers of MTSS. These are refined based on both student outcome and implementation data for continuous improvement in 2024-2025.

By the end of 2024-25, decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 26.1% to 21.1%.



Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			MCLA and PLCs look at assessment data weekly. We use DIBELS and NWEA data to determine supplemental instruction groups, and DIBELS and Fastbridge data to determine if the help is helping. We look for data trends to make decisions on how to utilize personnel and monetary resources, as well as needed PD.  We use Restart and Title 1 funding to secure MCLs to increase teacher effectiveness.	Limited Development 09/13/2016		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			This goal will be met when staff has fluid procedures embedded for data analysis that include core, supplemental, and intensive data, and systems in place in which that analysis leads to updated lesson plans and shifts in small group instruction. We will reach this goal when this is in place and we have exited our TSI status.	Objective Met 06/11/25	Meg Sisk	06/30/2025
Actions						
	10/28/22	21-22 used Restart calendar flexibility to add 6 additional teacher work days to provide additional PD focused on standards and content delivery.		Complete 10/12/2021	Paul Travers	10/31/2021
Notes:						
	10/26/21	Use Title 1 and other funds to support students' critical thinking and scientific knowledge by purchasing robotics and Lego kits.		Complete 11/09/2021	Mary Sluder	11/30/2021
Notes:						
	12/14/21	MCLs will provide differentiated support and opportunities for lead teachers to lead subject planning.		Complete 03/08/2022	Brandi Turner	03/31/2022
Notes:						
	11/30/21	Used restart flexibility to have MCLs facilitate weekly PLCs to ensure the use of data driven instruction.		Complete 06/03/2022	Brandi Turner	06/30/2022
Notes:						

6/29/21	In weekly data PLCs, teachers will consider Fastbridge progress monitoring data and student progress on interventions in Number Worlds, CKLA Assessment and Remediation guides, ARC Toolkits, and Reading Sourcebook to determine supplemental groups and appropriate next steps.	Complete 06/03/2022	Meg Sisk	06/30/2022
<i>Notes:</i>				
10/24/22	Use flexibility from Restart funding to fund a Multi-classroom teacher leader.	Complete 07/12/2022	Paul Travers	07/31/2022
<i>Notes:</i>				
4/29/22	Use Title funds to pay for Multi-classroom teacher leaders.	Complete 08/31/2021	Paul Travers	08/31/2022
<i>Notes:</i>				
10/18/22	Purchase an additional Eureka math kit per grade level. (using Title 1 funds)	Complete 09/30/2022	Brandi Turner	09/30/2022
<i>Notes:</i>				
10/18/22	Purchase library books--\$7000 using Title 1 funds.	Complete 11/14/2022	Melissa Cholewa	10/31/2022
<i>Notes:</i>				
4/29/22	Provide half day planning day for classroom teachers for second quarter. (using Title 1 funds)	Complete 11/14/2022	Paul Travers	11/30/2022
<i>Notes:</i>				
10/18/22	Order Time for Kids magazine subscriptions for the school. (using Title 1 funds)	Complete 11/14/2022	Paul Travers	11/30/2022
<i>Notes:</i>				
4/29/22	Provide half day planning for teacher for third quarter. (using title 1 funds)	Complete 04/19/2023	Paul Travers	03/31/2023
<i>Notes:</i>				
3/14/23	Teachers will participate in instructional walkthroughs to observe teacher feedback.	Complete 05/09/2023	Maria Wellmaker	05/01/2023
<i>Notes:</i>				
4/19/23	Grade levels will report feedback about master schedule.	Complete 05/09/2023	Paul Travers	05/31/2023
<i>Notes:</i>				
10/28/22	In 22-23 used Restart calendar flexibility to add 8 additional student days to provide additional time for student learning.	Complete 06/06/2023	Paul Travers	06/30/2023
<i>Notes:</i>				
11/1/22	Create and deliver ongoing professional development for certified staff on how to provide students with effective feedback.	Complete 06/06/2023	Meg Sisk	06/30/2023

<i>Notes:</i>				
12/13/22	During IPS meetings, incorporate time to train all members around IPS processes and roles and continue to refine logistics.	Complete 06/06/2023	Paul Travers	06/30/2023
<i>Notes:</i>				
11/1/22	Teaching staff will participate in weekly lesson rehearsals with focus on effective core instruction	Complete 06/06/2023	Meg Sisk	07/01/2023
<i>Notes:</i>				
6/6/23	The IPS team will meet to norm on individual responsibilities, processes of case distribution and overall facilitation of IPS procedures.	Complete 10/10/2023	Tammy Adams	10/31/2023
<i>Notes:</i>				
6/6/23	The IPS team will provide a presentation of the IPS process and procedures to our school staff.	Complete 10/10/2023	Tammy Adams	10/31/2023
<i>Notes:</i>				
4/1/24	Teachers provide after school tutoring to targeted students in 4th and 5th grade based on NWEA data	Complete 03/19/2024	Tashoy Gentles-McDonald	02/19/2024
<i>Notes:</i>				
4/1/24	MCLA planned professional development based on teacher walkthrough data	Complete 03/18/2024	Meg Sisk	03/18/2024
<i>Notes:</i>				
4/1/24	MCLA used walkthrough data to identify lead teachers who would provide professional development to staff	Complete 03/18/2024	Meg Sisk	03/18/2024
<i>Notes:</i>				
2/13/24	Provide PD on feedback using student survey results	Complete 12/08/2023	Meg Sisk	03/30/2024
<i>Notes:</i>				
2/13/24	March 4th teachers will participate in walkthroughs focused feedback	Complete 03/11/2024	Paul Travers	03/30/2024
<i>Notes:</i>				
4/1/24	Grade level teams meet weekly in PLCS to discuss data points related to student instruction	Complete 06/11/2024	Meg Sisk	06/07/2024
<i>Notes:</i>				
4/1/24	Grade level teams meet with MCLs weekly to plan for upcoming units of study	Complete 06/11/2024	Meg Sisk	06/07/2024
<i>Notes:</i>				
10/10/23	The IPS will meet twice a month	Complete 06/11/2024	Tammy Adams	06/07/2024

<i>Notes:</i>				
10/30/23	Allocate Tile 1 funding to pay the supplement for 1.8 Multi-Classroom-Leaders at level 2. MCLs will use observation data to develop, create and deliver professional development for their team teachers.	Complete 06/11/2024	Paul Travers	06/15/2024
<i>Notes:</i>				
10/30/23	Allocate Tile 1 funding to pay the base salary for 1 Multi-Classroom-Leader for the purpose of developing and delivering customized professional development and coaching.	Complete 06/11/2024	Paul Travers	06/15/2024
<i>Notes:</i>				
10/30/23	Allocate Title 1 funding to pay admissions for students attend field trips aligned to North Carolina Core Standards.	Complete 06/11/2024	Paul Travers	06/15/2024
<i>Notes:</i>				
2/13/24	teachers will participate in differentiated ongoing PD by pushing into 3rd grade classes during core instruction	Complete 06/11/2024	Maria Wellmaker	06/30/2024
<i>Notes:</i>				
4/1/24	Grade levels departmentalized to align instruction with teacher effectiveness, student data and classroom observation	Complete 06/11/2024	Paul Travers	11/30/2024
<i>Notes:</i>				
5/13/25	K-5 Teachers completed a deep dive on student data and made action steps for individual students base on data (Interim Assessment, NWEA, CFAs)	Complete 04/30/2025	Dallas Godbold	04/30/2025
<i>Notes:</i>				
10/8/24	The MCL team and teachers will provide monthly professional development on the different components of feedback.	Complete 06/11/2025	Dallas Godbold	05/27/2025
<i>Notes:</i>				
10/8/24	Weekly conversations will take place between MCLs and teachers using walk through data to target core instruction and classroom management.	Complete 06/11/2025	Dallas Godbold	05/27/2025
<i>Notes:</i>				
11/12/24	IPS team meets twice a month to review interventions to make decisions about student support.	Complete 06/11/2025	Paul Travers	05/30/2025
<i>Notes:</i>				
2/11/25	Teachers will use formative assessments, common assessments, and a success criteria to differentiate targeted small group instruction during Intervention & Enrichment time.	Complete 06/11/2025	Dallas Godbold	05/30/2025
<i>Notes:</i>				

10/16/24	Allocate Title I funds to provide substitute teachers for half-day planning periods, allowing teachers to focus on effective unit planning.	Complete 06/11/2025	Dallas Godbold	06/30/2025
<i>Notes:</i>				
10/16/24	Allocate Title I & Restart funds to pay the differential for Multi-Classroom Leaders (MCLs), enabling them to increase their coaching support for classroom teachers. This will support provide support to all k-5th grade teachers in delivering high quality core, supplemental, and intensive instruction in math, reading, science, and social studies.	Complete 06/11/2025	Dallas Godbold	06/30/2025
<i>Notes:</i>				
11/12/24	MCLs and teachers meet for data PLCs 6 to 7 weeks to review supplemental data and interim data to create intervention groups.	Complete 06/11/2025	Dallas Godbold	06/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/11/2025		
<b>Evidence</b>	6/11/2025 The IPS team/PLC/MCLA can provide meeting minutes, data spreadsheets, and agendas.			
<b>Experience</b>	6/11/2025 The team agreed upon structures and routines			
<b>Sustainability</b>	6/11/2025 Following procedures and routines, communicating any changes, IPS team meets twice a month, weekly PLC, weekly coaching, professional development.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math and Reading based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be “at-risk” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.	Limited Development 08/30/2016		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math and Reading based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be “at-risk” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.	Objective Met 06/11/25	Dallas Godbold	06/30/2025
Actions						
	10/12/16	Reallocate funds to have math coach who can model lessons and facilitate guided math training.		Complete 09/30/2016	Sharon Jacobs	10/31/2016
Notes: PS-32 created and submitted for approval						
	10/12/16	Professional Development for guided math, small group instruction, and standards based mastery teaching will be planned for staff throughout the year.		Complete 10/04/2016	Sharon Jacobs	11/15/2016
Notes:						
	10/12/16	Southeastern Region Math Coordinator will conduct curriculum mapping session with K-5 math teachers.		Complete 04/07/2017	Rachel Holoman	06/09/2017

	<p><i>Notes:</i> -meet with 3-5 teachers after school -meet with K-2 teachers during PLC -map curriculum for each quarter -review data and form guided math groups</p> <p>1st Session with Math Coordinator had to be rescheduled; we are awaiting her new date.</p>			
10/12/16	Data analysis to form small groups	Complete 06/23/2017	Laura Holt	06/20/2017
	<i>Notes:</i>			
10/12/16	Investigate Guided Math practices through staff book study (2018) with focus discussion and planning during PLC's.	Complete 08/17/2018	Kendra Bledsoe	06/22/2018
	<p><i>Notes:</i> Guided Math practice through book study has been purchased and book will be given out to classroom teachers to support learning within their rooms.</p> <p>Learning the district restructured system of support for professional development</p>			
10/12/16	PLC's will be guided by data and discussion on power standards	Complete 08/17/2018	Cequoia Hector	06/22/2018
	<i>Notes:</i>			
9/4/17	Professional Development for all staff on developing individual student work plans and creating effective work cycles will be provided by Montessori Certified staff and contracted Montessori Consultant.	Complete 08/17/2018	Cherilyn Hendrick	06/22/2018
	<i>Notes:</i>			
9/4/17	Data team meetings will occur consistently and analyze grade level data noting trends and gaps.	Complete 08/17/2018	Sharon Jacobs	06/22/2018
	<i>Notes:</i>			
9/6/17	Professional Development for small group reading instruction based on data analysis will be provided to staff. (Contracted Consultant will facilitate- Title I funds will be utilized)	Complete 03/08/2018	Sharon Jacobs	06/22/2018
	<i>Notes:</i>			
8/22/18	The district's MTSS coach will speak to our IST team.	Complete 09/18/2018	Mary Sluder	09/19/2018
	<i>Notes:</i> Must reschedule			
9/18/18	Complete IRLA assessments, TRC, and DIBELS.	Complete 10/16/2018	Shayla Thompson	10/29/2018
	<i>Notes:</i>			



9/18/18	In 3-5, look at power goals during PLCs to group students to create a conference/group schedule. In K-2, use DIBELS and TRC data and CKLA assessments to determine small groups.	Complete 10/16/2018	Paul Travers	10/29/2018
<i>Notes:</i>				
10/16/18	Purchasing extra Eureka days.	Complete 10/16/2018	Paul Travers	10/31/2018
<i>Notes:</i>				
9/18/18	Lesson plans will include small group lessons for ELA and math	Complete 11/20/2018	Mary Sluder	11/30/2018
<i>Notes:</i> 10/16--in progress; many teachers are getting in small group plans; PLCs have focused on creating math small groups				
11/20--improving plans but still need to consistently plan for small groups				
10/16/18	In PLCS analyze math data to inform instruction.	Complete 11/20/2018	Shayla Thompson	11/30/2018
<i>Notes:</i>				
10/16/18	3-5 IRLA conferencing calendar created and posted for students.	Complete 11/20/2018	Shayla Thompson	12/01/2018
<i>Notes:</i>				
10/16/18	Progress monitor weekly	Complete 11/20/2018	Shayla Thompson	12/30/2018
<i>Notes:</i> 11/20 We are not at 100%.				
11/20/18	Target student proficiency in power domains in math on shared excel sheets.	Complete 12/21/2018	Shayla Thompson	12/31/2018
<i>Notes:</i> November standards of focus: KCC4 1OA6 2NBT5 3OA2 and 3 4NBT1 5NBT7c				
11/20/18	We will implement extended planning time once a week for each grade level through extra specials OR our math lab.	Complete 12/21/2018	Paul Travers	12/31/2018
<i>Notes:</i>				
12/5/18	Work alongside School Turnaround to target students for interventions/corrective instruction.	Complete 01/15/2019	Paul Travers	01/31/2019
<i>Notes:</i> Ms. Blanks is coming to support us in forming groups.				
3/19/19	We will review corrective instruction data entered into shared document to make informed decisions on next steps.	Complete 04/30/2019	Vanneisha Black	04/30/2019
<i>Notes:</i>				

3/19/19	Teachers will monitor Schoolpace/IRLA and DIBELS data weekly.	Complete 04/30/2019	Shayla Thompson	04/30/2019
<i>Notes:</i>				
11/29/18	Purchase a mobile lab of 30 laptops to be used by students in the classroom to access Zearn, GCS ebooks, complete research and ARC final projects, etc.	Complete 03/19/2019	Paul Travers	06/30/2019
<i>Notes:</i>				
11/29/18	Purchase supplies, materials, and equipment for music, art, and PE.	Complete 03/19/2019	Paul Travers	06/30/2019
<i>Notes:</i>				
11/29/18	Purchase a Poster Printer and Letter Cutter so support math and literacy by creating anchor charts, vocabulary posters and word walls.	Complete 03/19/2019	Paul Travers	06/30/2019
<i>Notes:</i>				
6/25/19	Hire interventionists to support tier III instruction.	Complete 10/31/2019	Paul Travers	10/31/2019
<i>Notes:</i>				
9/17/19	Staff will watch MTSS webinars.	Complete 02/18/2020	Mary Sluder	12/30/2019
<i>Notes:</i>				
10/15/19	Purchase ARC toolkits in White, Black, and Orange.	Complete 12/17/2019	Mary Sluder	12/30/2019
<i>Notes:</i>				
12/12/19	Purchase decodable texts for grades K-2	Complete 12/17/2019	Mary Sluder	01/31/2020
<i>Notes:</i>				
5/14/19	Begin the process of implementing MTSS and training staff.	Complete 02/18/2020	Mary Sluder	02/28/2020
<i>Notes:</i>				
2/18/20	Hold 2 hour planning sessions for each grade level to analyze data.	Complete 02/18/2020	Vanneisha Black	02/28/2020
<i>Notes:</i>				
12/17/19	Hire a tutor for science.	Complete 02/14/2020	Paul Travers	02/29/2020
<i>Notes:</i>				
2/18/20	Grade level teams will hold data PLCs once a week.	Complete 03/31/2020	Vanneisha Black	04/30/2020
<i>Notes:</i>				
6/23/20	Use Title 1 funds to purchase a data drop in the media center.	Complete 09/14/2020	Paul Travers	09/30/2020
<i>Notes:</i>				
6/24/20	Use Title 1 funds to purchase decodable texts for K-2 students.	Complete 09/01/2020	Mary Sluder	09/30/2020
<i>Notes:</i>				

10/13/20	Mrs. Hill will create videos on the IPS process to share with teachers.	Complete 11/10/2020	Mary Sluder	11/30/2020
	Notes:			
10/13/20	Math teachers will receive training in the intervention system Number Worlds.	Complete 11/10/2020	Mary Sluder	11/30/2020
	Notes:			
2/18/20	Teachers and co-teachers in grades 3-5 will meet with small groups and individual students (IRLA).	Complete 11/10/2020	Mary Sluder	11/30/2020
	Notes: This target date was moved due to Covid-19.			
2/18/20	K-2 teachers will plan for intervention groups using data and "assessment and remediation guides."	Complete 11/10/2020	Mary Sluder	11/30/2020
	Notes: This target date was moved due to Covid-19.			
11/10/20	Staff will receive training in administering MAP and Fastbridge assessments.	Complete 01/12/2021	Meg Sisk	12/31/2020
	Notes:			
11/10/20	Hire a part-time tutor (interventionist) when students return to in person to support with literacy interventions.	Complete 01/12/2021	Mary Sluder	12/31/2020
	Notes:			
2/18/20	Hold two hour planning sessions with each grade level to analyze data.	Complete 01/12/2021	Vanneisha Black	01/30/2021
	Notes: This target date was moved due to Covid-19.			
11/10/20	The ILT team will use NWEA to analyze school wide data and inform data PLCs.	Complete 01/12/2021	Franka McKinney	01/31/2021
	Notes:			
2/18/20	Implement corrective instruction groups	Complete 03/09/2021	Mary Sluder	02/28/2021
	Notes:			
1/12/21	MCLs will work together to identify key math concepts for each grade level--what do we want students in each grade level to definitely know prior to leaving the grade level?	Complete 03/09/2021	Brandi Turner	02/28/2021
	Notes:			
1/12/21	The ILT team and MCLs will provide specialists with key math concepts they can embed in their lessons.	Complete 02/09/2021	Brandi Turner	02/28/2021
	Notes:			
2/9/21	Utilize third grade co-teacher in small group math.	Complete 02/09/2021	Vanneisha Black	02/28/2021
	Notes:			
2/9/21	During specialist PLC, specialists will discuss and then plan for integrating math skills into their lessons.	Complete 02/09/2021	Mary Sluder	02/28/2021

<i>Notes:</i>				
2/9/21	Use NWEA data to create supplemental instruction groups to monitor student progress towards grade level mastery.	Complete 03/09/2021	Mary Sluder	03/31/2021
<i>Notes:</i>				
3/9/21	The IPS team will serve as the problem solving team to take care of a state corrective action of looking at students who have been in IST since last March when schools shut down.	Complete 04/13/2021	Mary Sluder	04/30/2021
<i>Notes:</i>				
3/22/21	Purchase High Noon decodable readers for third grade.	Complete 04/13/2021	Mary Sluder	04/30/2021
<i>Notes:</i>				
3/9/21	Mr. Hiatt will serve additional 5th graders through the talent and development program (math) alongside the gifted students--90 minutes per week per subject.	Complete 05/18/2021	Mary Sluder	05/31/2021
<i>Notes:</i>				
11/30/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings.	Complete 05/18/2021	Paul Travers	06/01/2021
<i>Notes:</i>				
11/12/24	Use Title 1 funding to provide action based learning professional development for staff.	Complete 11/04/2024	Cox Kirsten	11/12/2024
<i>Notes:</i>				
10/8/24	Use title 1 funding to hire 6 classroom teachers to provide after school tutoring for 4 weeks to support students across K-5 on foundational skills.	Complete 01/14/2025	Dallas Godbold	01/06/2025
<i>Notes:</i>				
10/8/24	Use title 1 funding to hire 6 classroom teachers to provide after school tutoring for 4 weeks to support students across K-5 on maintenance and enrichment skills.	Complete 03/11/2025	Dallas Godbold	04/30/2025
<i>Notes:</i>				
10/16/24	Allocate Title 1 Funding to purchase library books to provide a diverse range of reading materials that can help students develop their literacy skills, including vocabulary, comprehension, and critical thinking.	Complete 03/11/2025	Melissa Cholewa	04/30/2025
<i>Notes:</i>				
10/8/24	Use title 1 funding to hire 6 classroom teachers to provide after school tutoring for 4 weeks to support students across K-5 on remediation.	Complete 06/11/2025	Dallas Godbold	06/30/2025
<i>Notes:</i>				

10/16/24	Allocate Title I funds to enrich and enhance student learning through standards-aligned field trips. These experiences will enrich and extend classroom instruction, providing students with hands-on opportunities to explore and apply their knowledge.	Complete 03/11/2025	Bianca Watkins	06/30/2025
<i>Notes:</i>				
10/16/24	Allocate title 1 funds to purchase necessary supplies and materials to ensure equitable access to standards-based learning across all subjects and curricula.	Complete 03/11/2025	Natasha Vick	06/30/2025
<i>Notes:</i>				
1/14/25	PLC focused on remediation, enrichment, maintenance, and interventions during RISE-Up Small group time.	Complete 06/11/2025	Dallas Godbold	06/30/2025
<i>Notes:</i>				
1/14/25	Specialist will be pulling small groups to provide enrichment with Math and Reading aligned with grade level standards.	Complete 06/11/2025	Melissa Cholewa	06/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/11/2025		
<b>Evidence</b>	6/11/2025 Attendance log for supplemental and intensive interventions, student progress monitoring data.			
<b>Experience</b>	6/11/2025 Teachers met daily with students implementing all tiers of instruction. Tutors pulled students out to provide tier 2 and 3 interventions.			
<b>Sustainability</b>	6/11/2025 Continue with tiered instruction, PLC, funding for tutors.			

<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>		
		<b>A4.05</b>	<b>ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			We have a normed school-wide Behavior System and Consequence System.	Limited Development 10/08/2024	
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9		
<b>How it will look when fully met:</b>			The school has implemented a consistent behavior management system that has led to a decrease in disciplinary issues and an increase in academic achievement. Students feel valued and supported, leading to improved social-emotional well-being. Effective communication and a focus on student needs have contributed to this positive school environment.	<b>Objective Met 06/11/25</b>	<b>Paul Travers 06/30/2025</b>
<b>Actions</b>					
	12/10/24	The PBIS team will provide a PBIS Winter Celebration as a behavior incentive for 3rd-5th grade students.		Complete 03/11/2025	Florannette Frenia
<i>Notes:</i>					
	10/8/24	Classroom teachers implement 20 minutes of Morning Movement to support student health & wellness and social emotional well-being, and academic readiness.		Complete 06/11/2025	Cox Kirsten
<i>Notes:</i>					
	12/10/24	Implement Morning Movement as a part of the daily schedule to support with SEL for students.		Complete 06/11/2025	Paul Travers
<i>Notes:</i>					
	4/8/25	The PBIS team will provide a PBIS End of Year Celebration as a behavior incentive for 3rd-5th grade students.		Complete 06/11/2025	Florannette Frenia
<i>Notes:</i>					
	12/10/24	All teacher will implement the Washington Core behavior system.		Complete 06/11/2025	Paul Travers
<i>Notes:</i>					
<b>Implementation:</b>				06/11/2025	

<b>Evidence</b>	6/11/2025 Fun Friday point sheets, Discipline Data (Educator's Handbook), Check-in Check Out, parent contact logs.			
<b>Experience</b>	6/11/2025 Washington Core management plan, stronger student relationships, student accountability.			
<b>Sustainability</b>	6/11/2025 Continuing morning movement (SEL focus), continue to build strong relationships, school wide incentives, setting high expectations for staff and students			

<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>E1.11</b>	<b>All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers meet with parents to talk about how their kids are doing in school. They also ask parents what they think about school events and lessons. Teachers want to know if the kids are happy, healthy, and learning well. They use a special list of things to talk about during these meetings. School helpers work with teachers to stay in touch with parents.	Limited Development 10/08/2024		
		Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
<b>How it will look when fully met:</b>		Teachers hold quarterly conferences with all parents to discuss student progress, receive parent feedback on school events and instruction, and address social, emotional, physical, and academic needs. A standardized outline guides these conferences, ensuring consistency and thoroughness. Support staff collaborates with teachers to maintain regular communication with families throughout the year.	<b>Objective Met 06/11/25</b>	<b>Paul Travers</b>	<b>06/30/2025</b>
<b>Actions</b>					
10/16/24	Allocate Title I funds increase social worker hours to provide support to students and families, including resources to help them access instruction, improving attendance and overall well-being.	Complete 01/14/2025	Paul Travers	12/30/2024	
<i>Notes:</i>					
2/11/25	Title 1 night to for parents to learn about the Science Curriculum	Complete 03/07/2025	Paul Travers	02/28/2025	
<i>Notes:</i>					

2/11/25	Kindergarten Kickoff to support parents with enrolling upcoming kindergarteners and learning about Washington Elementary School	Complete 03/06/2025	Florannette Frenia	03/30/2025
<i>Notes:</i>				
10/8/24	Create a school-wide outline with talking points for parent teacher conferences.	Complete 04/08/2025	Torva Felton	03/31/2025
<i>Notes:</i>				
3/11/25	Teachers will meet with parents to conduct 3rd quarter conferences.	Complete 05/13/2025	Paul Travers	04/30/2025
<i>Notes:</i>				
4/8/25	Spring Showcase, Rocking Around the World, will be held afterschool and performed by students playing music and singing.	Complete 06/11/2025	Kamesha Boyd	05/21/2025
<i>Notes:</i>				
5/13/25	Parent Notification of Supplemental ELA, Math, Behavior, Attendance	Complete 06/11/2025	Dallas Godbold	05/30/2025
<i>Notes:</i>				
5/13/25	5th Grade Promotion Ceremony	Complete 06/11/2025	Bianca Watkins	06/30/2025
<i>Notes:</i>				
10/16/24	Allocate Title 1 funds to staff a full-time Communities In Schools/Youth Development coordinator to provide enrichment opportunities, communities support to create a stronger and more supportive school community by building relationships with students, families, and staff.	Complete 06/11/2025	Paul Travers	06/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/11/2025		
<b>Evidence</b>	6/11/2025 Parent attendance at events, social media, agendas.			
<b>Experience</b>	6/11/2025 Multiple events for parents to participate, Class Dojo/ConnectEd messages, collaboration on how to engage families and communities.			
<b>Sustainability</b>	6/11/2025 Continue to have events to highlight students (talents, work, achievements)			