Comprehensive Progress Report

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.

Warsaw Elementary's vision is to meet students where they are and help them

Vision: along their personalized pathway to high school graduation and beyond.

Goals:

By May 2026, Warsaw Elementary School will increase overall student achievement in reading from 31.1% to 41%, mathematics from 32.3% to 42%, and science from 30.3% to 40.3%, resulting in an overall school achievement of 34.5% or higher across all subjects, raising the school's performance grade to a level D and exceeding accountability expectations.

Students will exemplify mastery of the school's core behavior and social-emotional learning supports by reducing the number of office referrals by 50 from 457 to 407 by May 2026.

By May 2026, Warsaw Elementary will no longer be under TSI/CSI designation, having aligned instruction with NCSCOS, implemented progress monitoring using Schoolnet, and provided differentiated instruction based on progress monitoring outcomes.

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Domain 1: Turnaround Leadership**			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
A2.01	**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)**	Implementation Status	Assigned To	Target Date

| Initial Assessment: | As of September 2025, Instructional teams meet regularly, plan together, and evaluate the effectiveness of instructional strategies aligned with standards-based curriculum to monitor student progress.

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 implemented and allow for timely adjustments based on student progress. | Limited Development
10/06/2024 | | |

How it will look when fully met:	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.		Adrian Grandy	12/01/2027
Actions		**0 of 4 (0%)**		
10/6/24	Create a Professional Development schedule to include best practice topics, Revised Blooms Taxonomy, Depths of Knowledge, and Classroom Managment.		Kirk Pullen (Elected 2025)	05/23/2026

				Assigned To	Target Date
		Notes:	Tiger Communications WARE Handbook DCS Handbook Parents at a Glance handout Revised Blooms The Classroom Management Book by Harry K. Wong and Rose Mary T. Wong 7 Comprehension Strategies by Susan Zimmerman		
	10/6/24	Establish MTSS and Administrative PLCs to discuss teaching practices, data analysis, and action plans.		Diana Murphy (Elected 2025)	09/07/2026
		Notes:	MTSS minutes PLC agendas displays practices and data analysis with action plans. MTSS Core Team Monthly MTSS Core team meeting Monthly MTSS/PLC team meeting MTSS school-based website that houses resources, data entry points, and interventions.		
	10/6/24	Create the school-wide MTSS Core Team to provide support to student academics, attendance, and behavior.		Theresa Taylor (Elected 2025)	09/07/2026
		Notes:	MTSS Cofre team meets monthly and during called meetings during the month to assess student progress and make changes according to students' needs. MTSS Core team analyzes academic, behavior, and attendance data.		
	10/6/24	Revise Warsaw Elementary Communication tool to include direct access to state and local curriculum, pacing guides, resources, and Professional Development topics.		Adrian Grandy	10/11/2026
		Notes:	WARE Website Administration Development Topics Nicole Murray, District lead for and appropriate personnel to approve PLCs. NCDPI link to resources, pacing guides, and NCSCOS are linked to the Tiger Communications website.		

KEY	B1.03	**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)**	**Implementation Status**	**Assigned To**	**Target Date**

| Initial Assessment: | As of September 2025, the School Improvement Team meets at least twice monthly to represent the interests of their individual teams, determine how to engage stakeholders in meaningful ways in school affairs, and address our school's goals and indicators.

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. | Limited Development
11/10/2016 | | |

		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	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.			**Marcy Gentile (Elected 2025)**	**04/30/2027**
Actions		**1 of 3 (33%)**			
9/10/19	Each grade level team will elect a representative that will serve as the School Improvement Team member.	Complete 09/05/2025		Regina Sherrod (Elected 2025)	09/06/2025
Notes:					
11/15/21	SIT team will meet twice monthly			Regina Sherrod (Elected 2025)	04/30/2027
Notes:					
11/15/21	Each grade level team will meet once a month to review the contents of the SIT meeting			Regina Sherrod (Elected 2025)	04/30/2027
Notes:	Each grade level meets weekly for PLC's during planning to discuss information from SIT meetings from September 2025, through May 2026				
Implementation:		10/26/2021			

Evidence	10/26/2021			
Experience	10/26/2021			
Sustainability	10/26/2021			

	B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of September 2025, the principal has determined through careful examination of data what needs to be addressed in the school to improve outcomes for all students. The principal has communicated our school's vision, goals, and processes involved to foster a supportive environment where staff and students are informed and engaged in the changes being implemented. 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 10/07/2024		
How it will look when fully met:		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 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. 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.		**Marcy Gentile (Elected 2025)**	**05/03/2027**
Actions			**0 of 2 (0%)**		
	10/7/24	Acknowledge and celebrate small victories during the change process to motivate the community and reinforce a positive outlook with the use of check-in reports.		Jennifer Armstrong (Elected 2025)	05/01/2026

Notes:	-Weekly "Spotlight" on a staff member highlighted in school-wide Tiger Communications. -Starbucks coffee runs for individual teachers and teams of teachers -Shout-outs to staff members for consistent work -"Chat, Chew, and Check" for parents (Conversations with principals, pizza for parents, and opportunity to visit classrooms. -Curriculum Night, various family engagement opportunities.			
10/14/25	Create celebratory flyers		Belinda Morrisey (Elected 2025)	05/03/2027
Notes:				

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of September 2025, a Master schedule has been established to reflect PLC meetings, specific duties, and times for grade-level planning, subject area departments, and leadership teams. 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.	Limited Development 11/10/2016		
How it will look when fully met:		Teams of teachers continuously implement, assess, and adjust instruction in short-term 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.		Marcy Gentile (Elected 2025)	05/01/2026
Actions			0 of 2 (0%)		
	10/15/25	Department teams will be provided with a standard meeting agenda template to review schoolwide goals or focus standards, analyze recent student performance data, plan for differentiated instruction and interventions, share instructional strategies and resources, and reflect and determine next steps.		Jennifer Armstrong (Elected 2025)	12/01/2025
	Notes:				
	11/3/20	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 using the PLC template.		Jennifer Armstrong (Elected 2025)	05/01/2026

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1B: Monitor short-and long-term goals

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

Initial Assessment:	As of September 2025, 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. 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.	Limited Development 11/10/2016		
How it will look when fully met:	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. 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.		Renee McCoy	05/01/2026
Actions		**0 of 8 (0%)**		
9/10/19	After a walk-through, Administrators will provide teachers with feedback.		Shana Troublefield (Elected 2025)	05/01/2026
Notes:				

	Date	Description	Implementation Status	Assigned To	Target Date
	9/12/19	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.		Lamanda Flowers (Elected 2025)	05/01/2026
	Notes:	The Administrative Team consistently (daily) reviews walk-through data to provide feedback and support to teachers.			
	11/8/21	Administration will monitor the curriculum for intervention and mastery: Edmentum, mClass Progress Monitoring, and STAR reading		Shana Troublefield (Elected 2025)	05/01/2026
	Notes:	Data is monitored daily and weekly. Feedback is given to PLCs and to individual teachers.			
	11/8/21	Administration monitors Data Dashboards for all teachers.		Gladys Sutton (Elected 2025)	05/01/2026
	Notes:	Data dashboards are monitored by administrators to provide feedback to teachers.			
	10/12/22	The administration will utilize the ELEOT (Effective Learning Environment Observation) as a walk-through document that rates the learning environment of each classroom.		Lamanda Flowers (Elected 2025)	05/01/2026
	Notes:				
	10/12/22	Administration will monitor lesson plans to ensure lessons are purposeful and relevant.		Gladys Sutton (Elected 2025)	05/01/2026
	Notes:	Lesson plans are submitted weekly and monitored by school administrators.			
	10/14/25	Align Professional Development to the results of teacher observations		Belinda Morrisey (Elected 2025)	05/01/2026
	Notes:				
	10/15/25	Maintain the walkthrough document to provide teachers with quick and easy feedback for Literacy Instruction and content areas		Monica Parker (Elected 2025)	05/01/2026
	Notes:				
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

Initial Assessment:	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. 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 09/08/2023		

Core Function:	Domain 2: Talent Development			
Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent			
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**
Initial Assessment:	As of August 2025, Warsaw Elementary has a BT site coordinator, assigned mentors, and weekly support from the district-level BT coordinators. 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.	Limited Development 11/10/2016		
How it will look when fully met:	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 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.		**Renee McCoy**	**05/01/2026**
Actions		**1 of 5 (20%)**		
10/9/23	Establish Sunshine Committee	Complete 10/31/2025	Glenna Norris	10/31/2025
	Notes:			

9/12/19	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 (Elected 2025)	05/01/2026
Notes:				
9/12/19	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		Gladys Sutton (Elected 2025)	05/01/2026
Notes:	Walkthroughs are held consistently, teachers are provided feedback.			
10/12/22	Certified/Classified Employee of the Month		Belinda Morrisey (Elected 2025)	05/01/2026
Notes:				
10/13/22	Teachers will receive social and emotional support by utilizing the teacher calming area.		Patricia Mason (Elected 2025)	05/01/2026
Notes:	A calming room exists daily. An ice machine, coffee, and a comforting area are provided to teachers.			

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:	As of September 2025, the school administrators, PLCs, and MTSS team review performance data and determine student progress to manage and adjust intervention tiers. The data, classroom observations, and teacher suggestions are used to determine the professional development needs of teachers. 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.	Limited Development 11/10/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	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. 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. 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.			**Renee McCoy**	**05/01/2026**
Actions			**0 of 6 (0%)**		
	9/10/19	Maintain and analyze the data dashboard and interventions spreadsheet by grade level.		Lamanda Flowers (Elected 2025)	05/01/2026
	Notes:	Data Dashboard is created for each teacher. An intervention block is included in the master schedule.			
	10/14/25	Use data to communicate progress to the community and school, such as the School Improvement Plan's baseline data and target data		Kirk Pullen	05/01/2026
	Notes:				
	10/14/25	Create channels for community feedback and open communication		Kirk Pullen	05/01/2026
	Notes:				

	10/15/25	Review Three-Tiered Instructional model and determine MTSS data entry points		Belinda Morrisey (Elected 2025)	05/01/2026
	Notes:				
	10/15/25	The administrative and MTSS Core teams will meet monthly to focus on attendance, behavior, and schoolwide improvement as a result of school data		Lamanda Flowers (Elected 2025)	05/01/2026
	Notes:				
	10/15/25	The Administrative Team will use classroom walkthroughs and formal observations to identify instructional strengths and needs across the school.		Shana Troublefield (Elected 2025)	05/01/2026
	Notes:				
Implementation:			06/08/2018		
Evidence	6/8/2018				
Experience	6/8/2018				
Sustainability	6/8/2018				

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: | As of September 19, 2025, students have been screened for math, reading, and science in mClass, Schoolnet, STAR, and Edmentum. Based on assessment results, students will receive interventions that align with areas of need.

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. | Limited Development
11/10/2016 | | |

		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	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 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.				**Diana Evans (Elected 2025)**	**05/01/2026**
Actions			**0 of 2 (0%)**			
	9/12/19	During monthly PLC and MTSS meetings, Teachers, Administrators, and Support Staff will disaggregate academic, behavioral, and attendance data to create Tier 1, Tier 2, and Tier 3 Intervention plans using monthly meeting notes, teacher feedback, and intervention programs.			Belinda Morrisey (Elected 2025)	05/01/2026
	Notes:	Monitor the progress of each child, "Know your Learners." Be prepared to discuss the progress of each student from all groups during PLC meetings with the MTSS Core Team. We will look closely at students not making progress or students in your Group C. Have data to support your information. If there is a suspicion of a learning disability, that student moves to the Child Find process to receive more intensified interventions for SDI referral. Diana Evans: Collects names of students in Group C who are not making progress and begins data paperwork for Child Find and MTSS Plan in				

Performance Matters.

Staff Assignments for Tiger Time Interventions: 8:05-8:45 Daily

AIG
ESL
Speech/EC Resource
Monica Wallace

-Create a rotation schedule to service AIG students.

Regina Sherrod
Maria Pineda
Sahary Zarate

-Create a rotation schedule to service ELLs.

Liz Bryant
Latika Moore
Denise Morrisey

-Create a rotation schedule to service EC students.

K Grade
Core Teachers plus…
1st Grade
Core Teachers plus…
2nd Grade
Core Teachers plus…

(TA's Pulled for EOG Grades)

(Nurturing Sub)

Joy Futral

3rd Grade
Core Teachers plus…
4th Grade
Core Teachers plus…
5th Grade
Core Teachers plus…
(Consultative/If Needed))
Esther Williams - Reading
Carolann Guagliardi - Math
　　(Consultative/If Needed)
Samantha Gutierrez-Reading
Glenwood Bell - Math

Reading and Math

Juanita Ashford
Belinda Morrisey

6th Grade
Core Teachers plus…
7th Grade
Core Teachers plus…
8th Grade
Core Teachers plus…
Reading and Math

Mary Mathis
Anita Moore
　　Reading and Math

Miranda Smith
Patricia Mason
Reading, Math, and Science

Diana Evans
Tadarius Wallace
Monica Wallace

9/12/19	Teachers will differentiate and use a tiered instructional system based on academic, behavior, and attendance data. Teachers, Instructional Assistants, and Support Staff will use Intervention block to deliver Intervention/Enrichment to Tier 1, Tier 2, and/or Tier 3 Students		Draneice Hall (Elected 2025)	05/01/2026

Notes: Monitor the progress of each child, "Know your Learners." Be prepared to discuss the progress of each student from all groups during PLC meetings with the MTSS Core Team. We will look closely at students not making progress or students in your Group C. Have data to support your information.

If there is a suspicion of a learning disability, that student moves to the Child Find process to receive more intensified interventions for SDI referral.

Diana Evans: Collects names of students in Group C who are not making progress and begins data paperwork for Child Find and MTSS Plan in Performance Matters.

Staff Assignments for Tiger Time Interventions: 8:05-8:45 Daily

AIG
ESL
Speech/EC Resource
Alisa Simmons

-Create a rotation schedule to service AIG students.

Regina Sherrod
Maria Pineda
Sahary Zarate

-Create a rotation schedule to service ELLs.

Liz Bryant
Latika Moore
Denise Morrisey

-Create a rotation schedule to service EC students.

K Grade
Core Teachers plus…
1st Grade
Core Teachers plus…
2nd Grade
Core Teachers plus…

(TA's Pulled for EOG Grades)

(Nurturing Sub)

Joy Futral

3rd Grade
Core Teachers plus…
4th Grade
Core Teachers plus…
5th Grade
Core Teachers plus…
(Consultative/If Needed))
Esther Williams - Reading
Carolann Guagliardi - Math
        (Consultative/If Needed)
Samantha Gutierrez-Reading
Glenwood Bell - Math

Reading and Math

Juanita Ashford
Belinda Morrisey

6th Grade
Core Teachers plus...
7th Grade
Core Teachers plus...
8th Grade
Core Teachers plus...
Reading and Math

Mary Mathis
Anita Moore
    Reading and Math

Miranda Smith
Patricia Mason
Reading, Math, and Science

Diana Evans
Tadarius Wallace
Monica Wallace

Implementation:			11/13/2018		
Evidence	6/6/2018				
Experience	6/6/2018				
Sustainability	6/6/2018				

Core Function:	Domain 3: Instructional Transformation

Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | As of September 8, 2025, The First Ten Days Core Behavior Plan has been implemented by all homeroom teachers to establish core behavioral expectations for all students.

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. | Limited Development 09/14/2017 | | |
|---|---|---|---|---|

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		

How it will look when fully met:	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.		Diana Evans (Elected 2025)	05/01/2026

Actions		1 of 6 (17%)		
	9/10/19 Teachers teach and review Core Behavior Support lessons	Complete 09/09/2025	Draneice Hall (Elected 2025)	09/09/2025

Notes: First 10 Student Days Plan 2025-2026 Year-Long MTSS Core Behavior
Support Lessons
(Do Not Skip Behavioral Expectations)

Monday, August 25, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, and moment of silence, and includes
focus CBS lessons for the day. If you need guidance on how to teach the
CBS lessons, review the speaker notes below the slide. Student Start of
Day and CBS Focus Lessons.
Core Behavior Support Focus Lessons: Classroom and Hallways

Tuesday, August 26, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Bus and Pick-up/Drop-off

Wednesday, August 27, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Bathroom and Cafeteria

Thursday, August 28, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Assembly and Drills/Evacuation

Friday, August 29, 2025
Record Attendance on Goldenrod Attendance Sheet
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS

lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Library and Office

(Re-teaching of last week's expectations)
Tuesday, September 2, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide. Student Start of Day
and CBS Focus Lessons:
Core Behavior Support Focus Lessons: Classroom and Hallways

Wednesday, September 3, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Bus and Pick-up/Drop-off

Thursday, September 4, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Bathroom and Cafeteria

Friday, September 5, 2025
Record Attendance
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS
lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Assembly and Drills/Evacuation

Monday, September 8, 2025
Record Attendance on Goldenrod Attendance Sheet
Complete CBS Focus Lessons:
This is the script for our pledges, moment of silence, and includes focus
CBS lessons for the day. If you need guidance on how to teach the CBS

lessons, review the speaker notes below the slide.
Core Behavior Support Focus Lessons: Library and Office
After day 10, continue to remind students of CBS Expectations!

Core Behavior Support Resources:
School-Wide CBS Matrix
Individual CBS Matrices
Class Dojo Presentation

	9/10/19	The administrative team supports school-wide behavior expectations and reinforces P.A.W.S. expectations in order to maximize classroom instruction. P - We persevere and practice delayed gratification. A - We accept responsibility. W -We are willing and truthful S - We sustain balance and self-control (calming and mindfulness techniques)		Belinda Morrisey (Elected 2025)	05/01/2026

Notes:

P
Perseverance and
Delayed Gratification
A
Accept
Responsibility
W
Willingness
 and Truth
S
Sustain
Balance and Self-Control
Drop-off/Pick-up
Be aware of the school's arrival and dismissal times
Exit your vehicle when directed by an adult assisting in the car rider line, and walk up the breezeway appropriately
When entering the gym after school, find your grade-level section and sit quietly
Patiently wait in your assigned area until your name or number is

called.

When exiting the school, remain vigilant of your surroundings and wait to enter your vehicle until directed by an adult assisting in the car rider line.

If you are dropped off late, make sure an adult escorts you to the front door to be signed in

If you are leaving school early, make sure you report to the front office before exiting the building to ensure you are signed out

Walk when you are entering or exiting the building

Hold on to your belongings

Listen to instructions

Hallways

Maintain quiet voices and think about the teaching and learning that is taking place around you in other classes

Walk on the appropriate side of the hallway.

Adhere to the directive signals on the floor

Be an advocate for yourself and others, if you hear or see something inappropriate, let your teacher or administrator know.

If or when you are walking alone, greet teachers, staff, and other students "The Warsaw Way".

If you are with your entire class, greet others with silent "hellos" (a wave, head nod)

Classroom

Put forth your best effort in all that you do

Maintain a "Growth Mindset", even when it seems difficult to do so

Remember that every day is a "new" day when you walk into each classroom

Think positive and encourage your peers to do so too

Use classroom materials and supplies appropriately

Create a safe and welcoming environment for yourself and others

Know what your teacher's expectations are of you

Treat others the way you want to be treated.

Be honest with yourself and your teachers

Take your learning experience serious, and do not be afraid to let your teacher know you do not understand a skill or concept

Actively participate in all aspects of learning in order to become a well-rounded student at school and citizen of our community (Academic and Social-Emotional)

Bathroom

Understand that our custodians keep our restrooms clean, it our job to help maintain them

Let a custodian or teacher know if restroom supplies are low or out (hand soap, tissue, or paper towels)

Take care of the stalls, and report any damage or vandalism to a
custodian or teacher
Respect the privacy of others
Wash your hands appropriately
Dispose of paper towels by placing them in the trash can
Utilize your scheduled restroom break opportunities
Make sure you have permission to be out of class to use the restroom if
it is not a scheduled classroom bathroom break
Report any inappropriate behavior between yourself and/or others to
an adult immediately
Refrain from being apart of large crowds in the restroom, and let an
adult know that there may be to many people in the restroom at once
Wait patiently for others to exit the restroom before entering
Cafeteria
When providing your lunch number, speak in a complete sentence. Ex.
"My lunch number is 123"
Ensure tables, chairs, and the floors are clean for the next grade-level
you share the space with
Get everything you need the first time you go through the lunch line
Sit in your assigned area, and stay seated and raise your hand if you
need assistance
Clean up your area

Thank the cafeteria staff for serving you
Adhere to the "Stoplight Procedures"
Report any inappropriate behavior between yourself and/or others to
an adult immediately
Wait patiently in the lunch line
Be respectful of others belongings
Bus
When the weather permits, be at your bus stop waiting at the
appropriate time
If you have a note from home regarding transportation, give the note to
your teacher as soon as possible
Keep all of your belongings in your backpack
Respect others and their belongings

Thank your bus driver for getting you to and from school safely
Report any inappropriate behavior between yourself and/or others to

an adult immediately

Remain facing forward and seating in your assigned seat

Wait for your bus driver to call your grade-level before getting out of your seat to enter the building

Library

Prior to visiting the library, use the online system Efollet to explore books of your interest in order to maximize that time that you have during your visit

Remember to read daily

Take care of books and devices

Sit upright in chairs or on the rug

Be mindful of other students or classes that may be working in the media center by keeping your noise level to a minimum

Use school devices appropriately at all times

Report inappropriate use of books or devices to an adult immediately

Wait patiently to check your books in and out

Stay in your personal space and provide personal space to others

Office

Have a purpose and permission

Always check-in if you arrive after the school's start time, and check-out if your leave prior to the school's dismissal time

Be respectful and polite to the front office staff

Be honest about your purpose

Wait patiently to be assisted

Remain in the student lobby

Remain calm

Assembly

Show school pride by participating in activities in a respectful manner

Support your assigned Streak

Remain in your designated area

Reflect sportsmanship

Think and speak positive of others

Report any inappropriate behavior between yourself and/or others to an adult immediately

Listen carefully for directions from the speaker on the floor

Drills/Evacuation

Treat every drill as if it is real situation

Listen closely to your teacher for directions

			Implementation Status	Assigned To	Target Date
		Exit and enter the building quietly, safely, and in a single file line Know, understand, and practice drill expectations and procedures Encourage others to do what is right Remain calm and quiet Reflect on how the procedure went			
	9/10/19	Administrators will assess and monitor data in the Educator's Handbook to assign consequences.		Patricia Mason (Elected 2025)	05/01/2026
	Notes:	Educators Handbook is used daily.			
	10/25/20	Classroom teachers will use ClassDojo (PreK-8) to reward or remove points for following the P.A.W.S. expectations.		Patricia Mason (Elected 2025)	05/01/2026
	Notes:	Class Dojo is used by each teacher and school-wide.			
	10/25/20	The administrative team will review Educators Handbook data monthly to determine the equity of practices.		Patricia Mason (Elected 2025)	05/01/2026
	Notes:	MTSS reviews Educator's Handbook and provides interventions for Tier 3 students.			
	10/13/22	Beginning teachers will review and implement classroom management strategies that align to research-based practices from The First Days of School.		Draneice Hall (Elected 2025)	05/01/2026
	Notes:	Effective classroom management is taught and modeled by mentors and professional learning communities (PLCs). Beginning teachers receive support from the BT coordinator and individual teams.			
Implementation:			06/08/2018		
Evidence		9/15/2017			
Experience		9/15/2017			
Sustainability		9/15/2017			
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:	As of September 2025, teachers are planning once a week in grade-level PLCs and bi-monthly with the MTSS Core Team. Department meetings take place in grades 4-8. 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.	Limited Development 11/10/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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.		Diana Evans (Elected 2025)	05/01/2026
Actions		0 of 3 (0%)		
9/12/19	Teachers will use pacing guides to create standard-aligned weekly plans and units		Patricia Mason (Elected 2025)	05/01/2026
Notes:	Duplin County Schools Pacing guides are implemented into each classroom as teachers use guides to provide instruction.			

9/12/19	Teachers will create common assessments using SchoolNet 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.		Draneice Hall (Elected 2025)	05/01/2026

Notes: Blended Learning (Differentiation)
Small Group Instruction with Learning Stations for Elementary and Middle School (Differentiation)

Stations are a popular but challenging model for small-group instruction. Your stations should be based on the number of small groups you have created in your classroom, 3-4.

Here are three tips to making stations effective without spending hours planning for each lesson.

1. Practice Transitions

o   Before using stations for an actual learning activity, ensure students understand how they need to move.

o   Students need to understand that when the timer goes off, they need to move to the next station even if they're not

finished.

o   Give them a warning, so they have time to wrap up what they're doing. Anyone gets frustrated when they're interrupted

in the middle of a task, and students are no different.

o   When it's time to switch, make sure everyone stops what they're doing. All it takes is one student to lag behind to throw off

the entire rotation.

2. Make it Interesting

o   The key to good centers is coming up with a simple, yet engaging activity.

o   Activities should spark their curiosity.

o   Review standards and reading skills previously taught.

o   Practice phonetic skills, reading passages, writing, etc.

o   Create/make visuals of skills and learnings.

o   You have the opportunity to use/implement multiple resources during small group stations.

3. Teacher Table – Working directly with a small group of students. (Students will rotate to Teacher Table Time.)

o   Small groups can be implemented in any subject: reading, math, science, social studies

o   Most teachers find following a daily routine during teacher table time helpful.

o   Keep in mind that it is what you feel comfortable completing with the students and what focuses on their needs.

o   Here is a sample routine for Teacher Table Time:

o   Begin with a review of previous skills taught or the focus lesson/standard for that day.

o   You may then implement SoR skills/LETRS focus, middle school content focus, etc. Have students practice the

    skills using manipulatives, etc.

o   Use a decodable or leveled reader that matches with the focus SoR skill or content skill.

o   This is also an opportunity to Progress Monitor within the small group if time permits.

		Consistency counts when working with small groups. Make certain your teaching and practices are explicit and systematic at all times. Video Library: Meeting Students Needs through Differentiation (What happens during small-groups instruction?) Reteach and Enrich (Interventions Blocks) Making MTSS/Differentiation work for Middle School			
	9/12/19	PLCs will disaggregate data from Common Assessments to assist with creating standard-aligned interventions for tiered groups.		Patricia Mason (Elected 2025)	05/01/2026
	Notes:	Common Assessments are completedevery three weeks, covering standards taught during that specific period of time.			
Implementation:			06/08/2018		
Evidence		6/8/2018			
Experience		6/8/2018			
Sustainability		6/8/2018			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
KEY A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:	As of August 28, 2025, grades 6-8 students will participate in a three-day Tiger Academy transition process from Elementary to Middle Grades secondary education. 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.	Limited Development 09/22/2017		

			Chris Moore (Elected 2025)	05/01/2026
How it will look when fully met:	Warsaw Elememtary 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 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.			
Actions		**0 of 3 (0%)**		
9/12/19	At-risk intervention plans for students who are at risk will be created and shared with the receiving grade-level teachers.		Classroom Teachers	05/01/2026
Notes:	Monitor the progress of each child, "Know your Learners." Be prepared to discuss the progress of each student from all groups during PLC			

meetings with the MTSS Core Team. We will look closely at students not making progress or students in your Group C. Have data to support your information.

If there is a suspicion of a learning disability, that student moves to the Child Find process to receive more intensified interventions for SDI referral.

Diana Evans: Collects names of students in Group C who are not making progress and begins data paperwork for Child Find and MTSS Plan in Performance Matters.

Staff Assignments for Tiger Time Interventions: 8:05-8:45 Daily

AIG
ESL
Speech/EC Resource

-Create a rotation schedule to service AIG students.

Regina Sherrod
Maria Pineda
Sahary Zarate

-Create a rotation schedule to service ELLs.

Liz Bryant
Latika Moore
Denise Morrisey

-Create a rotation schedule to service EC students.

K Grade
Core Teachers plus…
1st Grade
Core Teachers plus…

2nd Grade
Core Teachers plus…

(TA's Pulled for EOG Grades)

(Nurturing Sub)

Joy Futral

3rd Grade
Core Teachers plus…
4th Grade
Core Teachers plus…
5th Grade
Core Teachers plus…
(Consultative/If Needed))
Esther Williams - Reading
Carolann Guagliardi - Math
       (Consultative/If Needed)
Samantha Gutierrez-Reading
Glenwood Bell - Math

Reading and Math

Juanita Ashford
Belinda Morrisey

6th Grade
Core Teachers plus…
7th Grade
Core Teachers plus…
8th Grade
Core Teachers plus…
Reading and Math

Mary Mathis
Anita Moore
       Reading and Math

Miranda Smith
Patricia Mason
Reading, Math, and Science

Diana Evans
Tadarius Wallace
Monica Wallace

	9/12/19	A vertical team will establish a common academic language that is seamless from grade level to grade level.		Jennifer Armstrong, Marcy Gentile, Chris Moore	05/01/2026

Notes: ⬜ General Academic Language
These terms are common across subjects and promote higher-level thinking:

Analyze

Evaluate

Compare

Contrast

Summarize

Explain

Describe

Identify

Infer

Interpret

Justify

Predict

Synthesize

Determine

Construct

Support

Classify

Organize

Develop

Trace

Assess

 Language for Writing and Discussion
These help students structure arguments, explanations, and narratives:

Claim

Evidence

Reasoning

Thesis

Topic sentence

Transition

Conclusion

Counterargument

Rebuttal

Cohesion

Coherence

Revision

Draft

Edit

Clarify

Persuade

Inform

Narrate

 Cognitive Process Terms
(Aligned with Bloom's Taxonomy and Depth of Knowledge)

Recall

Comprehend

Apply

Analyze

Evaluate

Create

Formulate

Critique

Investigate

Reflect

Solve

Demonstrate

Discipline-Specific Starters
(Suitable across subjects when adapted to context)

Hypothesis

Variable

Equation

Function

Perspective

Textual evidence

Central idea

Theme

Point of view

Historical context

Cause and effect

Figurative language

Genre

Tone

Mood

Source

Bias

Validity

  Academic Conversation Starters
Useful for promoting student discourse and collaborative learning:

I agree with ____ because…

Can you explain what you mean by…?

I see it differently because…

In other words…

This connects to…

According to the text…

Let's look at this another way…

What evidence supports that idea?

Can you give an example?

10/12/22	A vertical grade-level team will create common annotation strategies from grade level to grade level.		Pamela Murray	05/01/2026
Notes:	Annotation Strategies: ?- Turn the title into a question Cloud- put a cloud around unfamiliar words Writing- underline key ideas in the text and write about it in the margins Arrows- Draw arrows to make connections in the text Emotions- Draw or make reactions to what you have read NO symbol- underlining is not annotating			

Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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
Initial Assessment:	As of September, 2025, 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. 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.	Limited Development 11/10/2016		
How it will look when fully met:	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 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.		Diana Evans (Elected 2025)	05/01/2026
Actions		0 of 3 (0%)		
9/12/19	Pre-K-8 teachers will use ClassDojo to establish and maintain positive behaviors to create a positive school climate		Diana Murphy	05/01/2026
Notes:	All teachers use Class Dojo consistently and daily for parent communication.			
9/12/19	PreK-8 teachers will send weekly messages to parents about various school happenings and to communicate all behavior concerns		Renee McCoy	05/01/2026

Notes:	Two-way communication is implemented daily and as needed for parent communication.				
10/12/22	With parent approval, students complete Panorama Survey K-2 Students - Teacher Perception of Student SEL survey 3-8 Students - SEL Survey			Diana Evans	05/01/2026
Notes:	Panorama is implemented during the spring and fall. Data is used to provide interventions for students.				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		**Practice 4C: Engage students and families in pursuing education goals**			
KEY	E1.06	**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)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		As of September 2025, Connect Ed phone messages, emails to go with ConnectEd calls, K-8 Class Dojo messages, a year-at-a-glance Parent Communication book, Infinite Campus App, and a Warsaw Elementary handbook are in use for school-home communication. 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.	Limited Development 11/14/2016		

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	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.			**Patrish Flowers (Elected 2025)**	**05/01/2026**
Actions		**1 of 9 (11%)**			
	10/11/23	Parent Engagement Policy created	Complete 10/04/2024	Pamela F. Murray	12/30/2024
	Notes:				
	10/15/23	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	05/01/2026

	Notes:	School Social Worker and School Nurse work to implement and receive resources from community services: Community Health Assessment Duplin Coalition for Health Emergency Preparedness Health Promotion & Community Outreach			
10/15/23		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	05/01/2026
	Notes:	The School Nurse follows the district's screening schedule for vision, hearing, dental, and sports physicals.			
9/10/19		The school's website will be kept up-to-date with current events and information about the school.		Monica Wallace	05/01/2026
	Notes:	School's website is managed by the school's media coordinator.			
9/10/19		Each teacher will conduct parent conferences and maintain parent communication logs.		Regina Sherrod	05/01/2026
	Notes:	Sample: Date Time of Contact Contact Made with.... Name of Person Contacted/Attempted Method of Contact Discussion Notes 8/14/24 8:00 AM All Parents Parent/Guardian ClassDojo "Dear Parents, Welcome to Mrs. Troublefield's class! I am so excited to have your child join us this school year. We have an exciting journey ahead, and I can't wait to get started. Remember that our Open House is scheduled for Tuesday, August 20, 2024, from 4:00 PM to 7:00 PM. This will be a wonderful opportunity for you to meet me and my amazing assistant, Mrs. Williams, and to get acquainted with our classroom. During the orientation, I will also be sharing the staggered enrollment schedule. Staggered enrollment means your child will attend school on one selected day between Monday, August 26, and Thursday, August 29. All students will then return together on Friday, August 30. Additionally, I am sending out the school supply list. If it's convenient, you are welcome to bring in your child's supplies during orientation. We look forward to meeting all our new friends and making this school year a fantastic one! Thank you, and I can't wait to see you on August 20th! Warm regards, Mrs. Troublefield" 8/19/2024 5:03 PM All Parents Parent/Guardian ClassDojo "Reminder:			

School Open House Tomorrow!

Dear Parents,

Just a quick reminder that our School Open House is tomorrow, from 4:00 PM to 7:00 PM. I would love for you to stop by my classroom, Mrs. Troublefield's Room 111, to see where your child will be learning this year.

This is a great opportunity to meet me, ask any questions you might have, and learn more about what we'll be doing in class.

I look forward to seeing you there!

Best regards,
Mrs. Troublefield"
 Parent/Guardian Sandra Rosales ClassDojo "Hello, good afternoon. Can I bring the supplies tomorrow?
See original

Hello, yes ma'am you can."

	9/10/19	ConnectEd and Class Dojo will be used to keep parents informed of events happening at school.		Laquita Faison	05/01/2026
	Notes:				
	9/10/19	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	05/01/2026
	Notes:				
	9/10/19	School-home correspondence will be translated into parents' appropriate language.		Regina Sherrod	05/01/2026

Notes:	Estimadas familias de : Nos complace invitarles a nuestra Noche de Currículo, que se llevará a cabo el [día de la semana, fecha] a las [hora] en las instalaciones de nuestra escuela. Durante este evento, tendrán la oportunidad de: Conocer a los maestros de sus hijos Obtener una visión general del currículo y las expectativas académicas Aprender cómo pueden apoyar el aprendizaje en casa Hacer preguntas y fortalecer la comunicación escuela-familia Su participación es muy importante para nosotros, ya que creemos firmemente que la colaboración entre escuela y hogar es clave para el éxito académico y personal de nuestros estudiantes. ¡Esperamos contar con su presencia!			
10/11/23	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	05/01/2026
Notes:				
Implementation:		06/08/2018		
Evidence	6/8/2018			
Experience	6/8/2018			
Sustainability	6/8/2018			