

## Comprehensive Progress Report

**Mission:**

We exist to enrich every student's individual strengths by providing a challenging and nurturing environment where we instill a passion for learning, the freedom to create and discover; along with the skills and emotional character to become:

- Critical and diverse thinkers
- Active problem-solvers
- Life-long learners
- Leaders and contributors to society
- Caring and compassionate individuals
- Advocates for the community and environment
- Seekers of justice

**Vision:**

J.V. Washam Elementary is a partnership of educators, families and community members dedicated to enriching the lives of all learners.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 83.4% in SY2024-25 to 89.1% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.1% in SY2024-25 to 55.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), between our highest performing student group and our lowest performing student group, on Reading End of Grade assessments in grades 3-5 will decrease from 9.7% in SY2024-25 to 5% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from .1% in SY2024-25 to 0% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 10.77% in SY2024-25 to 5% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 97% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



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
<i>Initial Assessment:</i>			During the 2025-2026 school year, the team will conduct walkthroughs with fidelity. We will use a walkthrough form that captures the data of our individual walkthroughs and then review that data together as an instructional leadership team through discussions during our weekly meetings. The team will highlight trends and focus especially on small group instruction to help guide planning in PLCs and provide other group (grade-level or school) feedback that teachers might need to improve instruction for their students. We will also use the information from walkthroughs to provide feedback and coaching to teachers.	Limited Development 07/18/2024		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>			When full implementation occurs, a walkthrough schedule will be created and team learning walks will take place each week. At full implementation, this will occur weekly and each administrator and instructional coach will perform 8-16 walkthroughs weekly (formal and informal). The administration will provide feedback using a rapid feedback sheet and collect data to discuss at weekly admin meetings. During admin meetings, the team will discuss trends for school, grade level and staff and determine any support needed.		Jaime Tecza (2017)	06/10/2025
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	9/18/25	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, small group instruction, SEL instruction, tiered interventions, and classroom management. This calendar will include observations by the principal, assistant principal, dean, and our multi-classroom leaders (Aligns to All goals and FAM-S 3).			Jaime Tecza (2017)	01/04/2026
<i>Notes:</i>						
<b>Implementation:</b>				06/30/2025		

<i>Evidence</i>	6/30/2025			
<i>Experience</i>	6/30/2025			
<i>Sustainability</i>	6/30/2025			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>

!	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
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<b>Initial Assessment:</b>	<p>During the 2025–2026 school year, we will take an intentional, data-driven approach to meeting the diverse needs of our students through a well-structured tiered instructional system. As part of our MTSS process, we will analyze both formal assessment data and observational evidence to collaboratively determine the appropriate instruction and interventions for each student. Progress monitoring tools will be used consistently to track student growth and guide instructional decisions/adjustments based on data trends. To support this work, we have designed a master schedule that prioritizes Hawk Block, our designated small group intervention time. Expectations for Hawk Block have been clearly communicated to staff, and ongoing walkthroughs are conducted to ensure implementation fidelity. Additionally, we will continue to monitor and support the progress of specific student groups—including students with disabilities (SWD), multilingual learners (MLs), and academically/intellectually gifted (AIG) students—with the goal of closing achievement gaps and promoting equitable outcomes for all learners.</p>	<p>Limited Development 07/18/2024</p>			
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<b>How it will look when fully met:</b>	<p>This year our focus will be to be intentional in our identification of students. We will use collaborative data analysis in identifying students needing strategic and intensive interventions. We will use multiple data points to screen and frequent progress monitor to assess progress in closing the gap. The goal will be to admit students into the intensive and/or strategic programs and discharge them from the programs as quickly as possible. We will also continue to focus on using data to determine the growth of our students with Exceptional Needs, English Language Learners, and Academically/Intellectually Gifted students. This data will be discussed weekly with these specialists. This focus will allow us to address all students receiving supplementary support to assure growth. We will continue to leverage grade-level leadership and to build the capacity of our teacher leaders to do more of the facilitation of MTSS meetings.</p>		<p><b>Jason Childress (2024)</b></p>	<p><b>06/10/2025</b></p>	
<b>Actions</b>		<p><b>0 of 2 (0%)</b></p>			
<p>9/18/25</p>	<p>Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goal 1)</p>		<p>Sabrina Walters</p>	<p>06/10/2026</p>	

<i>Notes:</i>				
9/18/25	The leadership team will develop a calibrated walkthrough document to guide weekly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, FAM-S 29)		Jason Childress (2024)	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/30/2025		
<b>Evidence</b>	6/30/2025			
<b>Experience</b>	6/30/2025			
<b>Sustainability</b>	6/30/2025			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			During the 2025-2026 school year, grade level PLCs will meet 2-3 times weekly to plan for instruction. Our Master Teachers and Multi-Classroom Leader are working with content leads to ensure a focus on high-quality small group instruction. Master Teachers, PLC Leads, and grade-level teams collaborate to analyze assessment data and make logical instructional shifts based on student performance. We use the MTSS process to ensure that students have instruction that matches their needs. This process is overseen by walkthroughs, feedback to instructional leaders, teacher coaching, our administrator's presence in PLCs, and ongoing data collection.	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>			Grade-level PLCs will meet 2x weekly to ensure small group differentiated instruction is the focus. Facilitators will work with grade-level leads to guide teams in this process by attending each PLC and working with PLC leads prior to each PLC meeting. PLC leads will work with support staff to guide teams in the analysis of instruction and establishment of enrichment and intervention activities. Assessment data will be used to make decisions regarding the whole group, small group, and individual instruction. This is measured weekly through administrator visits to PLC meetings and feedback provided to facilitators. We will leverage grade-level leadership and to build the capacity of our teacher leaders to do more of the facilitation of PLC meetings.		Courtney Whittaker (2022)	06/10/2025
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	8/7/24	A master schedule that aligns with the instructional tenets of the district will be created and followed. (Goals 1 and 2 Guardrails 1, 3 and 4)			Courtney Whittaker (2022)	10/01/2025
<i>Notes:</i>						
	8/5/24	Each grade level PLC will utilize the Data-Driven Instruction to assess student understanding and adjust whole/small group instruction accordingly. (Goal 1 and 2)			Courtney Whittaker (2022)	06/10/2026
<i>Notes:</i>						

8/5/24	Classroom teachers will utilize EL, Illustrative Mathematics and CMS curriculum in the core subjects along with district-provided resources with integrity. PLC time will focus on discussing and planning how to teach and analyze the success of the curriculum through the unpacking of standards, assessments and data gained through assessments. (FAM-S 29) (Goal 1 and 2)		Courtney Whittaker (2022)	06/10/2026
<i>Notes:</i>				
2/12/25	Implement small group lesson plan template school-wide. Ensure small group instruction is occurring schoolwide with fidelity. Identify students in each grade in need of support with vocabulary aligned to the standard. Utilize questioning strategies aligned with DOK 3 and 4		Courtney Whittaker (2022)	06/10/2026
<i>Notes:</i>				
9/30/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Courtney Whittaker (2022)	06/10/2026
<i>Notes:</i>				