



TITLE I SCHOOLWIDE PROGRAM PLAN

2026–2027 SCHOOL YEAR | GRADES 1–5

A family-facing overview of the schoolwide approach to teaching, intervention, student support, and family engagement.

School Leader: Tene’ ya Buchanan, M.A. Ed., Interim Principal

Schoolwide Expectations: Safety • Respect • Responsibility • Effort (SR²E)

Our Commitment

At Washington Elementary, we believe every scholar deserves high-quality grade-level instruction, timely support, and a school community where belonging and academic expectations go hand in hand. Our Title I schoolwide approach coordinates resources and practices to help all scholars learn and grow, with particular attention to students who need additional support.

Our Five Priorities

Priority	What Families Can Expect
Academic achievement	Standards-aligned reading and mathematics instruction with meaningful learning goals.
Targeted intervention	Small-group instruction and progress monitoring based on student needs.
Positive school culture	SR ² E, Eagle Wings, PBIS, restorative practices, and student supports.
Family partnership	Title I information, school events, two-way communication, and opportunities for input.
Instructional improvement	Teacher collaboration, coaching, classroom feedback, and use of student data.

1 Understanding Student Needs

Washington uses multiple sources of evidence to identify academic and nonacademic needs and determine where additional support is necessary.

- i-Ready reading and mathematics assessments at beginning, middle, and end of year
- Missouri assessment results, classroom work, and formative assessments
- Attendance, behavior, and intervention progress records
- Input from teachers, families, school leaders, and support staff

2 Strong Classroom Instruction

All scholars receive instruction aligned to Missouri Learning Standards and the district's adopted curriculum. Teachers plan lessons with clear learning targets, checks for understanding, differentiation, and opportunities for students to practice independently.

Literacy focus	Mathematics focus
Foundational reading skills, vocabulary, comprehension, and explicit instruction	Number sense, fluency, problem-solving, reasoning, and mathematical discussion

3 Targeted Academic Interventions

Washington uses a Multi-Tiered System of Supports (MTSS) to respond to different learning needs. Additional intervention is intended to complement, not replace, strong core instruction.

Level	Support
Tier 1	High-quality instruction and differentiation for all students.
Tier 2	Targeted small-group support with progress monitoring.
Tier 3	More intensive, individualized intervention with frequent review.

Encore teachers support scheduled academic intervention opportunities. Intervention schedules are coordinated around grade-level lunch and recess times.

4 Student Well-Being and School Culture

Our SR²E expectations—Safety, Respect, Responsibility, and Effort—guide the learning environment. Eagle Wings recognizes positive choices and growth. PBIS, restorative conversations, Check-In/Check-Out, attendance outreach, and the CARE Team provide additional support when needed.

5 Supporting Effective Teaching

School improvement depends on consistent, effective classroom practice. Washington supports teachers through professional learning communities (PLCs), instructional coaching, co-planning, lesson modeling, co-teaching, learning walks, and feedback.

Professional learning priorities include literacy, mathematics, differentiated instruction, classroom culture, culturally responsive teaching, and effective use of assessment data.

6 Family and Community Partnerships

Families are valued partners in student success. Washington works to provide accessible information, opportunities for two-way communication, and meaningful participation in school improvement.

Opportunity	Purpose
Annual Title I meeting	Explain Title I, family rights, schoolwide goals, and ways to participate.
Open House and conferences	Share expectations, progress, and next steps for student learning.
ClassDojo and school communications	Maintain ongoing communication between school and home.
Family Engagement Committee	Gather input and coordinate school-family connections.
Family learning events	Share practical strategies for supporting reading and mathematics at home.
School–Parent–Student Compact	Clarify shared commitments to student learning.

Families may request information about teacher professional qualifications under ESSA. Washington will also review its family engagement policy and compact with families and provide required notifications.

7 Coordinating School Resources

Classroom teachers, the Instructional Coach, Encore teachers, the CARE Team, the Family Engagement Liaison, the PBIS Committee, the Guided Coalition, and school administration work together to support the schoolwide plan.

Any Title I-funded activities and purchases must align with approved district allocations and applicable program requirements.

8 Monitoring Progress and Improvement

Washington reviews student learning and schoolwide indicators throughout the year. Leadership and teacher teams use the results to adjust instruction, intervention, and support.

When	Schoolwide focus
Fall	Review baseline data, identify needs, and establish interventions.
Winter	Analyze midyear progress and adjust instruction and supports.
Spring	Review achievement, attendance, behavior, and family engagement.
Year-end	Evaluate effectiveness and identify next-year priorities.

Measures We Will Review

- Reading and mathematics growth and grade-level performance
- Intervention participation and progress-monitoring results
- Instructional planning and professional learning implementation
- Attendance and behavioral trends
- Family engagement participation and feedback

Specific annual performance targets will be published after baseline data and district-aligned goals are confirmed.

Learn More or Share Feedback

Contact the Washington Elementary main office for information about Title I, family engagement opportunities, the School–Parent–Student Compact, or how to participate in school improvement conversations.