

Washington School-wide Three-Year Priorities

Collaboration with families and community	High expectations for all students	Responding effectively to individual needs	Providing a safe, healthy environment
<p>Washington Elementary is dedicated to building family and community involvement in education. Through two-way communication, volunteer opportunities, and including parents in shared governance and site-based decision-making, we plan to educate families and provide them with the services that best meet their students' needs.</p>	<p>Washington Elementary believes that all students can learn. All teachers and staff hold high expectations for students. Our administrators, teachers, and staff understand that their positive attitudes influence our students' attitudes. A climate of mutual respect has been built to empower students to take risks necessary for growth.</p>	<p>Washington Elementary knows that each student is unique. We recognize the importance of answering students' needs for affirmation, contribution, power, purpose, and challenge. We do so through the following response elements: Invitation, opportunity, investment, persistence, and reflection. We seek to establish connections with every one of our students.</p>	<p>Washington Elementary's administration, faculty, and staff are committed to a healthy, safe, and supportive learning environment. We have safety protocols and procedures in place and consistently practice them so that we are prepared. Our school wellness plan promotes healthy eating and physical activity. We employ trained staff and provide services to meet students' mental health and social-emotional needs.</p>

Washington SMART Goals 2019-2020

Whole-School Academic Need	Whole-School Achievement Gap	Whole-School Culture Need
<p>By June 2020, all students (K-6) will show a 5% increase of growth on their DIBELS composite score/SRI lexile score.</p> <p>Teachers will progress monitor identified students performing below standard on a weekly basis. The desired outcome is to have 65% of students in grades 1-3 demonstrate typical or better than typical growth as measured by DIBELS pathways of progress.</p>	<p>By June 2020, all students with disabilities will show a 5% increase in growth as measured by DIBELS composite score or Reading Inventory.</p>	<p>By June 2020, teachers will be provided support, training, observation opportunities and resources to effectively implement classroom community circles 1-2 times per week. The desired outcome is to create welcoming and inclusive spaces in our building where every student feels like a valued member of our school.</p>