Washington District Elementary School
Strategic Plan 2026 - 2027

Goal 1: Improving Academic Achievement in English Language Arts

By May 2027, Washington District Elementary School will exceed the Annual Learning Target (57.65% proficiency) school year as assigned by the West Virginia Department of Education.

Progress Monitoring Data Sources

Beginning, Middle, and End of the Year I-Ready Diagnostic Scores, Interim Assessment Data, and End of the Year WVGSA Scores for 2025-2026 school year will be utilized to drive decision-making processes related to teaching and learning.

Action Step: Implementation of the Science of Reading

To improve foundational skill development and elevate instructional practice, our school will implement the Science of Reading (SoR) through a comprehensive, school-wide approach grounded in evidence-based practices. This initiative will include the systematic integration of phonemic awareness, phonics, vocabulary, fluency, and comprehension instruction across all classrooms, with intervention as needed.

Strategy	Strategy Descriptions
Upshur County Grade Level Professional Learning Community (PLC) Participation	Teachers will participate in grade level professional learning communities and Rigorous Curriculum Design planning, where they collectively and collaboratively share ideas related to current teaching practices, standards and curriculum alignment, and opportunities for bettering the teaching and learning environment.
Walkthrough and Observation Data	Teacher walkthrough and observation data will be utilized to promote feedback and reflection. Data will be analyzed alongside academic, behavior, and attendance data to drive decision-making processes and foster high-quality instructional opportunities.
Professional Learning Communities (PLCs)	To foster a culture of continuous improvement and deepen collaboration, grade level teams will engage in regularly scheduled Professional Learning Community (PLC) meetings. Teachers and instructional support specialists will work collaboratively to set clear, measurable goals, design and refine instructional strategies, and use data to inform decisions. Cycles of inquiry (planning,

	implementing, observing, and reflecting) will be embedded into the agendas to improve teaching effectiveness and student outcomes. Administrative and coaching support will guide teams in maintaining productive dialogue, fostering shared leadership, and ensuring alignment with school-wide priorities.
Literacy in Motion	Students will participate in a school-wide problem-based learning activity inspired by a book of choice selected by each classroom/student group. Each student will select a book of their choice, which they will keep to help build their home libraries. In partnership with a cross-grade level buddy, students will complete a project-based learning task from a choice board that inspires cross-curricular connections. The project will include research, planning, design, and reflective writing components, fostering learning across multiple domains, including reading, writing, art, mathematics, science, and engineering. The culminating event will be a school-wide event, where students will proudly showcase their visual or performance-based creations, celebrating literacy and student voice in a community-centered environment.
Continuation of the 95% Group Phonics Program	The 95% Group Phonics Core Program will continue to be implemented across grades K-5. Instructional routines, decodable texts, and progress monitoring tools will foster foundational literacy development that will promote reading progress and overall student success. Student progress will be tracked through embedded assessments and universal screening data to inform interventions and ensure that all students master phonics skills critical to reading success. Walkthroughs will be utilized to determine implementation fidelity and feedback will be provided to refine practice and instructional delivery. Professional development and coaching provided by the school and county will be ongoing as an additional means of support.
Intentional Planning and Curriculum Implementation	Teachers and support staff will engage in regular planning cycles that integrate curriculum alignment with intentional goal-setting. These cycles include reviewing standards, selecting evidence-based instructional practices, and determining how student learning will be measured. Support staff, to include the school administrator, instructional coaches, and school improvement specialists, will participate in planning sessions to ensure classroom instruction, supplemental supports, and intervention strategies provide reinforcement and curriculum implementation fidelity through a culture of continuous improvement.
Student Personalized I-Ready Learning Path Instruction	Students will engage in 10-minutes of I-Ready personalized instruction lessons each day that align with individual learning needs as identified on the I-Ready Reading Diagnostic and Phonemic Awareness and Phonics Screener Inventories, classroom reading, vocabulary, and comprehension performance, and classroom reading assessments. Adaptive lessons will build

	upon students' foundational skills and deepen conceptual understanding. Teachers will monitor student progress by analyzing personalized learning summary data weekly during PLCs, and may adapt learning path instruction as needed.
Strengthening Writing with Purposeful Skill Practice	With the implementation of explicit grammar instruction as a core component of the Being a Writer curriculum, students will practice grammar in context through target practice using the Student Skill Practice Books. The Skill Practice Book also provides a consistent progression of skills across grade levels, creating alignment and reducing gaps as students move from early writing development to more complex composition tasks. This implementation will support grammar and mechanic applications within students' drafts, revisions, and published compositions.
Action Step: Family Engagement Family Engagement informational sessions will be held at the beginning of the school year where teachers explain the purpose and significance of benchmark assessments. During these sessions, families can learn about the different types of assessments, how they are administered, and how the data will be used to support student learning. Families will participate in ELA workshops to gain an understanding of how to foster reading and writing development at home. Additional data meetings will be held during Fall and Spring Family Teacher Conferences.	
Strategy	**Strategy Descriptions**
Family Teacher Conferences	Families will participate in Fall and Spring Family-Teacher Conferences to analyze student data in order to identify strengths and areas for improvement, set targeted goals, and create actionable strategies to support student growth. Teachers will use data from assessments, observations, and student work to provide meaningful updates and collaboratively set goals with families to support student growth. Conferences will be offered in multiple formats to accommodate family needs and increase participation. Ongoing communication before and after conferences will ensure families remain engaged as partners in their child's education.
Student-Led Conferences	In support of our school mission, students will be empowered to collect, analyze, and present their data to their families, who will support goal development and progress monitoring. Students will take the lead in presenting their academic progress, strengths, goals, and reflections to their families using portfolios, data notebooks, and work samples. Teachers will support students in preparing for the conferences through guided reflection and goal-setting activities.

Open House	Open House will serve as an opportunity to host informational sessions. During this event, families will receive overviews of academic expectations, curriculum programs, assessment tools, and behavioral frameworks such as PAX and PBIS. School team members will use this time to establish strong home-school connections, share resources, and answer questions, ensuring families are informed and empowered to support student learning throughout the year.
Book Bash	The family engagement event will be offered to families during the school day to foster and promote a take-home literacy connection. This family education workshop will promote a culture of literacy and teaching of families what is appropriate to foster growth and ELA development. Families will join students for a festive "Book Bash" where they will celebrate reading. The event in conjunction with our Fall Festival will feature a workshop that supports how to choose appropriate books, the development of reading routines, and book-themed games. Students will receive books to help build their home libraries. A theme day will be held to allow students and staff to dress as book characters and offer "mystery book" giveaways wrapped in brown paper with clues written on them to spark curiosity.
Winter Harmonies and Holiday Traditions	This event will begin with a winter concert featuring student performances of seasonal songs from various cultures, followed by a family cultural connection activity. This event is student-led and features our students' academic and creative art performances. Our gymnasium will be decorated with student/family displays that showcase holiday traditions of our school families. Families and students will create a product at home to share how they celebrate the holidays, which will be on display. Following the concert and cultural sharing, families and students will work together to create an artifact to commemorate this special time together.
Action Step: Data Documentation and Analysis Teachers will develop and maintain a data binder housing recent data collections (i.e., I-Ready Benchmark data, phonics skill data, writing performance, etc.). Short-term goals and objectives will be established and analyzed to identify patterns, strengths, and areas for improvement.	
Strategy	**Strategy Descriptions**

Data Notebooks	Data notebooks will be implemented for teachers and students to house collected data, analyze results for patterns, strengths, and areas needing improvement, and establish short-term goals and objectives to drive progress and growth.
Student Empowerment and Goal Tracking	Students will engage in regular data-tracking routines that build ownership of learning and strengthen their ability to reflect on progress. Students will build an age-appropriate portfolio to hold artifacts that showcase their academic, behavior, and attendance progress toward achieving their goals. Teachers and support staff will guide students in analyzing their data to identify strengths, areas for improvement, and next steps aligned to grade-level expectations. As a school-wide initiative, all school staff will incorporate student-conferences to support students in reviewing their data, setting goals, and developing action plans to foster improvement.

Action Step: Whole Child Skill Development

Our school is committed to nurturing the whole child by addressing academic, social, emotional, physical, and behavioral development. Every student is and will continue to be supported in developing the skills needed for success in school and life. Whole Child Skill Development will be embedded throughout daily instruction, classroom culture, and school-wide initiatives.

Strategy	Strategy Descriptions
Fine Motor/Handwriting Skill Application	Teachers will incorporate 10-15 minutes of daily fine motor and/or handwriting instruction to foster student development. Progress will be monitored through teacher observation checklists, student work samples, and quarterly handwriting performance tasks.
Project-Based Learning Activities	During the fall and spring semesters, each grade level will implement a standards-aligned Project-Based Learning (PBL) unit that integrates core content areas such as science, social studies, Math, and ELA. Students will engage in inquiry-driven tasks that promote higher-order thinking skills, culminating in a final product or presentation that demonstrates real-world applications of their learning. Staff collaboration will ensure the PBL units foster critical thinking, collaboration, and creativity. Family engagement opportunities, such as gallery walks or showcase events, will be incorporated to highlight student learning and community connections.

Minds in Motion: A Summer of Learning Discovery	Students and families will participate in a summer learning adventure, visiting local and state destinations such as the library, parks, nature trails, historical landmarks, and downtown businesses. Each stop will include an educational connection aligned with core subjects.
Fine Motor, Cognitive, and Executive Functioning Skill Application	Students will engage in collaborative art projects, ensemble music activities, and performance tasks to foster speaking, listening, and cooperative problem-solving skills. Utilizing creative expression will support students in articulating ideas, retelling stories, and applying reasoning to higher order thinking tasks. Through reflective discussions and structured critiques, teachers will deepen students' academic language and reasoning by demonstrating the essential role of Art and Music in supporting ELA achievement and justifying the need for high-quality instructional supplies.
Strengthening Cooperative Learning	To deepen student engagement, strengthen communication skills, and improve academic outcomes across all grade levels, Washington District Elementary School will expand the intentional use of Kagan Cooperative Learning structures as a core instructional strategy. Kagan structures provide predictable, research-based routines that ensure every student participates actively, processes content deeply, and collaborates meaningfully with peers. This strategy supports whole-child development by building social skills, confidence, and positive interdependence while simultaneously increasing academic rigor. Students learn to articulate their thinking, listen to diverse perspectives, and take shared responsibility for learning. Professional development will focus on helping teachers implement structures with fidelity, integrate them into existing curriculum materials, and use them to differentiate instruction.
Academic Fairs that Inspire Learning	To elevate student engagement, deepen content understanding, and celebrate diverse strengths, Washington District Elementary School will implement Academic Fairs as an empowering learning experience across grade levels. Engaging in long-term projects, hands-on investigations, and collaborative presentations, students will strengthen critical thinking, communication, creativity, and problem-solving skills. Academic fairs also promote whole-child development by building confidence, ownership of learning, and pride in achievement. Teachers will benefit from increased cross-grade level collaboration as they design vertically aligned projects that reinforce key standards and skills. Families will gain meaningful insight into classroom learning and become active partners in the educational process.

Goal 2: Improving Academic Achievement in Mathematics

By May 2027, Washington District Elementary School will exceed the Annual Learning Target (41.96% proficiency) as assigned by the West Virginia Department of Education.

Progress Monitoring Data Sources

Beginning, Middle, and End of the Year Diagnostic Scores, Interim Assessment Data, and End of the Year WVGSA Scores for 2025-2026 school year will be utilized to drive decision-making processes related to teaching and learning.

Action Step: Implementation of Number Talks

Number Talks will be utilized to promote student independence using mental math strategies. Students will build upon their confidence and understanding through collaborative discussion that allows for ownership of learning. Teachers will facilitate discussions and record math strategies presented by students.

Strategy	Strategy Description
Professional Learning Communities	Grade-level professional learning communities will be held with School Improvement Specialists to support the implementation of Number Talks throughout the school year, specifically for teachers needing additional support in developing instructional routines and practices.
Continue Implementation of the Monitoring Plan for Number Talks	A Number Talks walkthrough form will be implemented to guide instructional leaders and teachers in conducting regular classroom walkthroughs to collect data on the fidelity of implementation, student engagement, and instructional practices aligned with Number Talk strategies. Collected data will be analyzed to provide targeted feedback, identify professional development needs, and support continuous improvement. Feedback will be targeted monthly to support teachers through the implementation process.

Action Step: I-Ready Math Implementation

To strengthen math achievement and ensure alignment with state standards, the i-Ready Math curriculum will be implemented county-wide as a core component of mathematics instruction in grades K-5. This implementation will support a balanced math framework by combining teacher-led instruction, diagnostic-driven small group lessons, and personalized student learning paths.

Upshur County Professional Learning Communities	Teachers will participate in grade-level professional learning communities and Rigorous Curriculum Design planning, where they collectively and collaboratively share ideas related to current teaching practices and opportunities to improve the teaching and learning environment.
Walkthrough and Observation Data	Teacher walkthrough and observation data will be utilized to promote feedback and reflection. Data will be analyzed alongside academic, behavior, and attendance data to drive decision-making processes and foster high-quality instructional opportunities. Walkthroughs will be conducted across grade levels. Additionally, implementation walkthroughs will be conducted alongside I-Ready Math consultants, who will provide explicit feedback for improved practice.
Grade Level Professional Learning Communities	To foster a culture of continuous improvement and deepen collaboration, grade level teams will engage in regularly scheduled Professional Learning Community (PLC) meetings. Teachers and instructional support specialists will work collaboratively to set clear, measurable goals, design and refine instructional strategies, and use data to inform decisions. Cycles of inquiry (planning, implementing, observing, and reflecting) will be embedded into the agendas to improve teaching effectiveness and student outcomes. Administrative and coaching support will guide teams in maintaining productive dialogue, fostering shared leadership, and ensuring alignment with school-wide priorities.
Manipulative and Concrete-Representational-Abstract Framework Implementation	Develop and implement a system for organizing and implementing mathematical manipulatives to ensure consistent, daily integration of the CRA framework. Grade-level manipulative kits and storage systems will be organized by concept and unit to ensure ease of access for students. Ongoing training for staff will be provided to support the transition through the CRA phrases. Teacher lesson planning will reflect this progression, and implementation will be monitored through walkthroughs and observations.
Quarterly Math Field Day Student Engagement	During each Math Field Day (once per quarter), students will rotate through a series of stations that target major content domains such as number sense, operations, geometry, measurement, and data. Activities will be standards-driven and designed to promote mathematical reasoning, communication, and collaboration. Stations will incorporate the Concrete–Representational–Abstract (CRA) framework progression, ensuring that students have opportunities to manipulate materials, visualize concepts, and apply reasoning. Teachers and support staff will collaborate to design developmentally appropriate tasks, organize materials, and facilitate stations.

Student Personalized I-Ready Learning Path Instruction	Students will engage in 10-minutes of I-Ready personalized instruction lessons each day that align with individual learning needs as identified on the I-Ready Math Diagnostic, classroom mathematical performance, and classroom mathematical assessments. Adaptive lessons will build upon students' foundational skills and deepen conceptual understanding. Teachers will monitor student progress by analyzing personalized learning summary data weekly during PLCs, and may adapt learning path instruction as needed.

Action Step: Family Engagement

Family Engagement informational sessions will be held at the beginning of the school year where teachers explain the purpose and significance of benchmark assessments. During these sessions, families can learn about the different types of assessments, how they are administered, and how the data will be used to support student learning. Families will participate in Math workshops to gain an understanding of how to foster foundational math development at home. Additional data meetings will be held during Fall and Spring Family Teacher Conferences.

Strategy	Strategy Descriptions
Family-Teacher Conferences	Families will participate in Fall and Spring Family-Teacher Conferences to analyze student data in order to identify strengths and areas for improvement, set targeted goals, and create actionable strategies to support student growth. Teachers will use data from assessments, observations, and student work to provide meaningful updates and collaboratively set goals with families to support student growth. Conferences will be offered in multiple formats to accommodate family needs and increase participation. Ongoing communication before and after conferences will ensure families remain engaged as partners in their child's education.
Student-Led Conferences	In support of our school mission, students will be empowered to collect, analyze, and present their data to their families, who will support goal development and progress monitoring. Students will take the lead in presenting their academic progress, strengths, goals, and reflections to their families using portfolios, data notebooks, and work samples. Teachers will support students in preparing for the conferences through guided reflection and goal-setting activities.

Mathematical Workshops and Exploration Connections	Workshops will be conducted to help families understand math strategies and how to support their students at home. Take-home kits with math activities and resources for families will be utilized to promote engagement and foster understanding.
Open House	Open House will serve as an opportunity to host informational sessions. During this event, families will receive overviews of academic expectations, curriculum programs, assessment tools, and behavioral frameworks such as PAX and PBIS. School team members will use this time to establish strong home-school connections, share resources, and answer questions, ensuring families are informed and empowered to support student learning throughout the year.
Fall Festival STEAM Engagement	The Fall Festival will feature hands-on STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities that engage students and families in meaningful educational experiences. These activities will be intentionally designed to align with grade-level standards and promote problem-solving, innovation, and collaboration. By integrating STEAM into a school-wide event, we aim to strengthen the home-school connection, increase student engagement, and showcase the real-world relevance of academic concepts in an interactive and festive setting.
Spring Sounds and Math in Motion	Families will join students at school for our engaging event that combines the joy of a spring concert with hands-on math and science exploration. Families will enjoy a musical performance by students, showcasing seasonal songs and rhythm-based pieces that connect to mathematical patterns such as beat, tempo, and sequencing. Following the concert, families will rotate through interactive, project-based math stations that allow them to solve real-world math problems together using creativity, collaboration, and critical thinking.
Action Step: Whole Child Skill Development Our school is committed to nurturing the whole child by addressing academic, social, emotional, physical, and behavioral development. Every student is and will continue to be supported in developing the skills needed for success in school and life. Whole Child Skill Development will be embedded throughout daily instruction, classroom culture, and school-wide initiatives.	
Project-Based Learning Activities	During the fall and spring semesters, each grade level will implement a standards-aligned Project-Based Learning (PBL) unit that integrates core content areas such as science, social studies, Math, and ELA. Students will engage in inquiry-driven tasks that promote higher-order thinking skills, culminating in a final product or presentation that demonstrates real-world applications of their learning. Staff collaboration will ensure the PBL units foster critical

	thinking, collaboration, and creativity. Family engagement opportunities, such as gallery walks or showcase events, will be incorporated to highlight student learning and community connections.
Minds in Motion: A Summer of Learning Discovery	Students and families will participate in a West Virginia summer learning adventure, visiting local and state destinations such as the library, parks, nature trails, historical landmarks, and downtown businesses. Each stop will include an educational connection aligned with core subjects.
Fine Motor, Cognitive, and Executive Functioning Skill Application	Students will engage in collaborative art projects, ensemble music activities, and performance tasks to foster speaking, listening, and cooperative problem-solving skills. Utilizing creative expression will support students in articulating ideas, explaining mathematical thinking, and applying reasoning to higher order thinking tasks. Through reflective discussions and structured critiques, teachers will deepen students' academic language and reasoning by demonstrating the essential role of Art and Music in supporting Math achievement and justifying the need for high-quality instructional supplies.
Executive Functioning and Real-World Connections through Math Tasks	Teachers will incorporate routines that help students plan, organize, and monitor their work, such as breaking multi-step problems into chunks, using checklists, and setting goals. These supports build independence and help students manage complex mathematical thinking. Students will engage in tasks that connect math to meaningful, authentic contexts—such as budgeting, measurement projects, or data collection. This increases engagement, relevance, and critical-thinking skills while helping students gain confidence as problem-solvers.
Empowering and Enriching Interventions	Students will receive targeted and intensive mathematical support or enrichment needed to foster growth. Through differentiated math interventions, teachers will use ongoing formative assessments, classroom observations, and performance data to identify individual student needs and tailor instruction accordingly. Students receiving targeted and/or intensive support will engage in instructional practices that focus on foundational skills, conceptual understanding, and guided practice using models and strategies aligned with core instruction. Additionally, students who demonstrate readiness for deeper exploration participate in enrichment opportunities that extend their thinking through complex problem-solving, real-world applications, and advanced reasoning tasks.

Strengthening Cooperative Learning	To deepen student engagement, strengthen communication skills, and improve academic outcomes across all grade levels, Washington District Elementary School will expand the intentional use of Kagan Cooperative Learning structures as a core instructional strategy. Kagan structures provide predictable, research-based routines that ensure every student participates actively, processes content deeply, and collaborates meaningfully with peers. This strategy supports whole-child development by building social skills, confidence, and positive interdependence while simultaneously increasing academic rigor. Students learn to articulate their thinking, listen to diverse perspectives, and take shared responsibility for learning. Professional development will focus on helping teachers implement structures with fidelity, integrate them into existing curriculum materials, and use them to differentiate instruction.
Academic Fairs that Inspire Learning	To elevate student engagement, deepen content understanding, and celebrate diverse strengths, Washington District Elementary School will implement Academic Fairs as an empowering learning experience across grade levels. Engaging in long-term projects, hands-on investigations, and collaborative presentations, students will strengthen critical thinking, communication, creativity, and problem-solving skills. Academic fairs also promote whole-child development by building confidence, ownership of learning, and pride in achievement. Teachers will benefit from increased cross-grade level collaboration as they design vertically aligned projects that reinforce key standards and skills. Families will gain meaningful insight into classroom learning and become active partners in the educational process.
Action Step: Data Documentation and Analysis Teachers will develop and maintain a data binder housing recent data collections (i.e., I-Ready Benchmark data, phonics skill data, writing performance, etc.). Short-term goals and objectives will be established and analyzed to identify patterns, strengths, and areas for improvement.	
Data Notebooks	Data notebooks will be implemented for teachers and students to house collected data, analyze results for patterns, strengths, and areas needing improvement, and establish short-term goals and objectives to drive progress and growth.
Student Empowerment and Goal Tracking	Students will engage in regular data-tracking routines that build ownership of learning and strengthen their ability to reflect on progress. Students will build an age-appropriate portfolio to hold artifacts that showcase their academic, behavior, and attendance progress toward achieving their goals. Teachers and support staff will guide students in analyzing their data to identify strengths, areas for improvement, and next steps aligned to grade-level expectations. As a school-wide initiative, all school staff will incorporate student-conferences

	to support students in reviewing their data, setting goals, and developing action plans to foster improvement.

Goal 3: Attendance Washington District Elementary School will maintain a 95% daily attendance rate, while maintaining a 10% chronic absenteeism rate for the 2026-2027 school year. **Progress Monitoring Data Sources** Daily attendance is entered and monitored through WVEIS and Zoom-E.	
Action Step: Family Engagement Families are an integral part of student's academic performance and attendance in school. Home-to-school and school-to-home relationships will be established and fostered through communicating the value and importance of regular attendance.	
Strategy	**Strategy Description**
Attendance Pledges	As part of the Title I compact, families will support students in creating an attendance pledge to promote their commitment to regular school attendance. A copy of the pledge will be maintained at school and a copy will be shared with the family for home. The pledge initiative will be supported by awareness campaigns, classroom discussions, and family communications that emphasize the connection between attendance and learning outcomes. Regular monitoring and follow-up will ensure that students and families receive encouragement and support to maintain strong attendance habits.
Attendance Recognition	Each month, students and staff with perfect or improved attendance will be celebrated through school shout-outs, certificates, recognition on a school bulletin board or digital display. This approach encourages effort and persistence, while promoting a positive school culture around attendance. Recognition will be shared with families to build awareness and support for the importance of daily school participation through monthly newsletters.
MTSS Attendance Interventions	Families will receive 3- and 5-day two-way communication identifying unexcused absences with the request for an excuse submission. Quarterly, families will receive a letter that

	identifies their student's current attendance performance (i.e., faithful attendance, on-watch attendance, or chronically absent) to include strategies for maintaining or increasing attendance and engagement in school. In-person meetings will be held with families of students who are identified as being chronically absent.

Action Step: Data Collection and Analysis

The school counselor will develop and maintain a data binder housing recent data collections (i.e., attendance data, engagement, etc.). Short-term goals and objectives will be established and analyzed to identify patterns, strengths, and areas for improvement.

Strategy	Strategy Description
Data Notebooks	Data notebooks will be implemented for the school counselor and students to house collected data, analyze results for patterns, strengths, and areas needing improvement, and establish short-term goals and objectives to drive progress and growth. Students will track their daily attendance and reflect on the impact it has on their educational development.

Goal 4: Behavior

By the end of the 2026–2027 school year, Washington District Elementary School will reduce the total number of documented Spleems by 20% from the established baseline data through the implementation of an aligned PAX and PBIS framework and measured by spleem count data.

Progress Monitoring Data Sources

Behavioral data is entered and monitored through WVEIS and Zoom-E, as well as through quarterly Spleem counts.

Action Step: Tier I and II PBIS Implementation

This foundation focuses on creating clear expectations for behavior, teaching those expectations explicitly, and consistently reinforcing positive behaviors across all settings. Team members will collaboratively refine and post clear school-wide behavior expectations that align with PAX, develop a common language for behavior, and implement routines for acknowledging positive student actions. Visual cues, lessons, and reinforcement systems will be used to ensure consistent implementation. Data on behavior will be collected and reviewed regularly to monitor effectiveness and guide adjustments.

Strategy	Strategy Description
Define and Teach School-Wide Expectations	Teachers, the school administrator, and the school counselor will deliver direct instruction and role-play lessons on behavior expectations. All team members will collaboratively develop PAX vision expectations with students, which will be revisited daily. Additional training sessions will occur following extended breaks.
Leadership Meetings and Professional Learning Communities (PLCs)	School team members will participate in professional learning communities, where they collectively and collaboratively share ideas related to current PBIS/PAX alignment practices and opportunities for bettering our school culture and environment.
Open House	Open House will serve as an opportunity to host informational sessions. During this event, families will receive overviews of academic expectations, curriculum programs, assessment tools, and behavioral frameworks such as PAX and PBIS. School team members will use this time to establish strong home-school connections, share resources, and answer questions, ensuring families are informed and empowered to support student learning throughout the year.
Tier II PAX Behavior Charts (Positive Reinforcement Plans), Goal-Setting, and Check and Connect Monitoring	Individualized PAX visions and behavioral monitoring charts will be developed with student participation and engagement on an as-needed basis. A designated adult mentor meets regularly with the student to build rapport, monitor attendance and behavior data, and provide ongoing encouragement to reinforce progress toward goals.

Action Step: PAX Implementation

The continued implementation of the PAX Good Behavior Game will serve as a proactive, school-wide strategy. PAX promotes positive behavior through student self-regulation, clear expectations, and consistent reinforcement of prosocial actions.

Strategy	Strategy Descriptions
Define and Teach School-Wide and Classroom Expectations	Proactive behaviors will be defined and taught school-wide through the continued implementation of the PAX Good Behavior Game with a focus on co-creating a PAX Vision in every classroom and shared area (e.g., bus room, cafeteria, etc.). All team members will collaboratively develop PAX vision expectations with students, which will be revisited daily. Additional training sessions will occur following extended breaks.

PAX Kernel Integration	Teachers and school support staff will implement PAX kernels (PAX sticks, Beat the Timer, Tootles, Granny's Wacky Prizes, etc.) during lessons, transitions, and learning activities to support student engagement and promote positive behavior.
Family Engagement in PAX Practices	Through family workshops, take-home resources, and communication of strategies, school staff will share PAX strategies with families and support investment in learning about PAX practices and language that can be connected between the school and home environments. Tiered supports can be utilized to foster student progress and success within the school and home environments through an implementation partnership.
Data Driven Monitoring and Reflection	Leadership team members and teachers will develop and implementa data reflection tool to review collected data (i.e., spleem counts, Good Behavior Game minutes, Tootles, office referrals, etc.) during PLCs monthly to evaluate the impact of PAX kernel and the Good Behavior Game implementation. Through reflection, staff members will address challenges, reteach expectations, and adjust implementation to foster a culture of peace, productivity, health, and happiness.
PAX Professional Development	For team members who are in need of receiving/renewing their initial PAX: Good Behavior Game training, a professional development session will be provided to build a strong foundation in evidence-based practices that reduce disruptions, increase instructional time, and strengthen students' self-regulation skills. Participants will learn how to implement core PAX strategies such as kernels, cues, and classroom routines that immediately enhance student engagement and support whole-child development. For educators ready to level up as PAX Partners, the professional development deepens expertise and expands leadership capacity. PAX Partners receive advanced training that allows them to coach peers, model high-quality implementation, and support data-driven decision-making within their buildings. Investing in both new learners and emerging leaders, the PAX Professional Development model ensures that schools not only implement the program effectively but also grow internal capacity to maintain and expand its impact over time.