
Washington Elementary



Danielle Vekich, Principal
Regina Brown, Counselor
Dani Ford, Behavior Specialist
Heather Sprague, Instructional Facilitator

Current Demographics - 304 students
K-6 since 2019/2020
26 students with an IEP in RR
23 with a “Communication/Speech Only IEP”
56 Multilingual students
70% F & R Lunch
21 certificated staff
12 classified staff



OUR JOURNEY TO CREATE A STRONG CULTURE OF LEARNING & INCLUSION

- 2015-2016: Leadership Team attended PBIS Seminars to implement building-wide expectations and positive systems- Each year we continued to improve and focus on the positives & started our CICO work to support students
- 2019-2020: Shift from K-3 / 4-6 to K-6 Neighborhood schools
- 2019-2020: Began Character Strong- Building-Wide



- 2020-2021: Self-Contained Behavior Program was transitioned to neighborhood schools with RBT support in the general education setting (WA had 6 students transition with support)
- 2020-2021- Focus on Calm and regulated nervous system building-wide



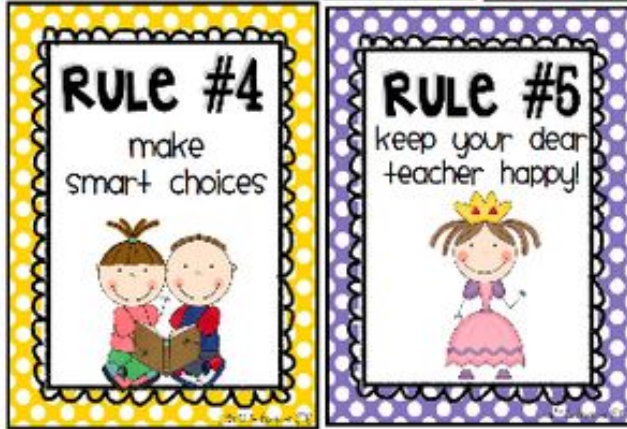
- 2022-2023- PurposeFULL People (Character Strong Curriculum) began- SEL every day in every classroom
- 2023-Behavior Specialists added in each school, as well as a full-time Behavior/SEL Para to offer support
- 2024-25 – Commitment building-wide to starting every morning with a class meeting at the carpet



COMMUNICATE EXPECTATIONS CLEARLY AND EFFECTIVELY

- Teaching/reteaching routines and structures
 - CHAMPS training:
Teach-Monitor-Feedback
 - Behavior Matrix
- Attendance focus with incentives
- SCHOOL-WIDE 5 RULES





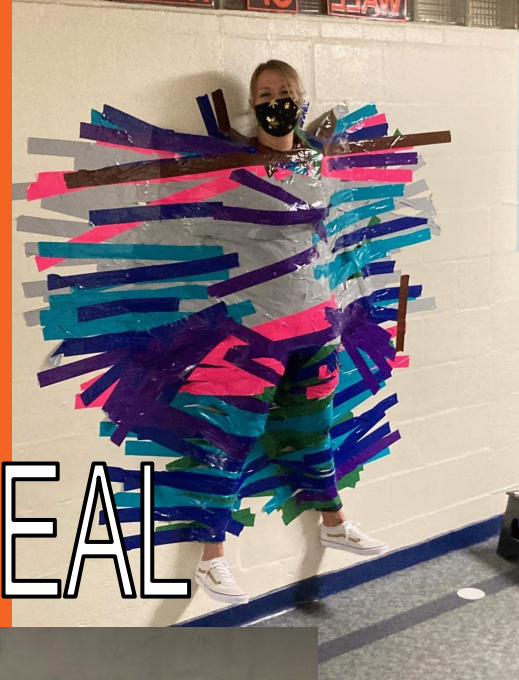
Ms. Kennedy Rule #5
Keep your dear learning community happy

Class Rules

Whole Brain Teaching Strategies



**CELEBRATE AND RECOGNIZE
HARD WORK,
GROWTH
AND SUCCESS**



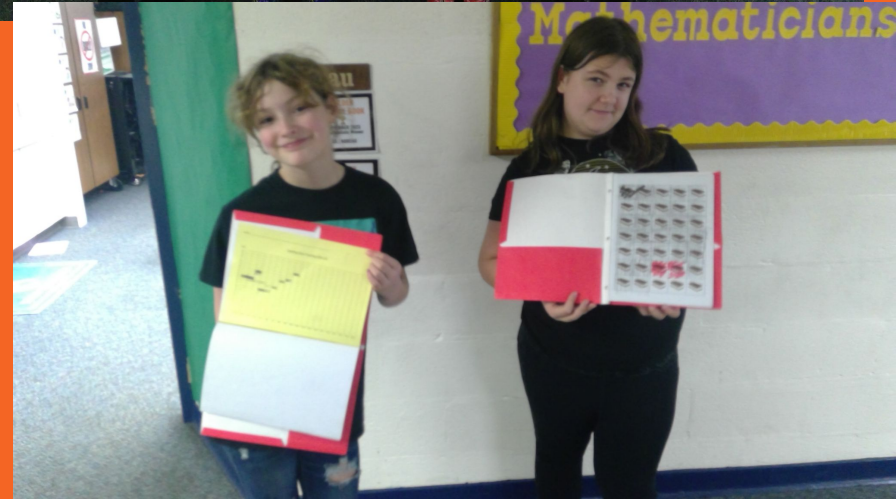
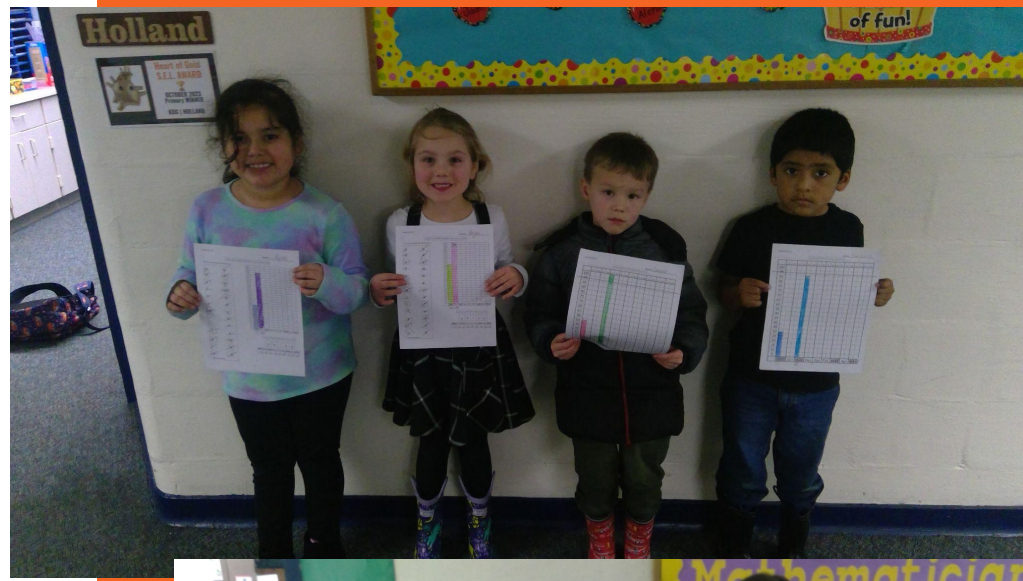
THE BIG DEAL



HOLD EACH OTHER TO THE HIGHEST STANDARDS, WHILE ACCEPTING PROGRESS OVER PERFECTION

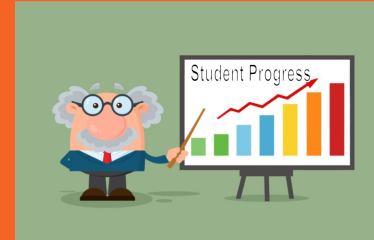
Student goal setting and graphing/celebrating progress

Differentiated behavioral support for classrooms and individual students



SY 2024–2025 SMARTIE Goal #1: Increase the percentage of students on an IEP making 1 year or more of growth in reading as measured by I-ready from Fall of 2024 to Spring of 2025 from 58% of students in Spring of 2024 to 100% of students in Spring 2025 achieving a minimum of 1 years growth or more.

- Homeroom teachers confer with students weekly to discuss goals and ask questions
- Monthly PD meetings to focus on best practices
- Students set goals and celebrate successes
- Data Review every 6-8 weeks to discuss interventions needed



SY 2024–2025 SMARTIE Goal #2: By Spring 2025, 17/17 classrooms will adopt the No Excuses University and use the 6 Pillars in the program. 95% of students will engage in goal-setting, including family voice during October conferences.

- Promote the idea of career/college ready for every student
- Every child-every choice
- 96% of parents attended Fall Conference and partnered to create goals for their students
- Career dress-up day to promote student voice
- Every classroom has adopted a University

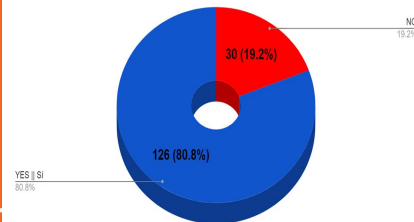


SY 2024–2025 SMARTIE Goal #3: Increase in student survey results from Fall 2024 to Spring 2025 by 10% in the following 2 areas: “I enjoy coming to school & Our classroom does morning meetings daily.”

- Daily Class meetings using Character Strong- Tier 1- A sense of belonging and community
- Mrs. Brown teams with teachers and delivers 2 GROW lessons each month to every class- including lagging skills - teaching tier 2 skills to entire classes that are showing they need it
- Tier 2 Character strong lessons started last year and continue to grow. Small group to teach the skills that are getting in the way of students being successful



Do you like coming to school most days?
Grades 3 - 6





Externalizing Emotions



Teaching students emotion regulation skills to respond to situations that cause strong externalizing emotions, like anger, frustration, and impatience, to feel calmer and more skilled to make helpful choices.



Notice Your Buttons



Session 3
Buttons

Overview: The session will introduce “buttons” and how when they are pushed, they can cause strong emotions which show up in their Brains, Bodies, and Behavior.

Objective: Students will understand that everyone has buttons. Students will learn to connect buttons to specific strong emotions.

Thank you Washington Elementary



Demonstration Sites at UW Haring Center for Inclusive Education

[Centralia District Page](#)

[Washington Elementary Page](#)

For more information and resources:

<https://ippdemosites.org/>

- School recordings
- School artifacts
- Inclusive resources
- Tip sheets



Thank you!
