

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name:
Washington School District

School Building Name:
Washington Junior High School

4-Digit School Building Code: 6912

Address:
201 Allison Ave. Washington, PA 15301

A. School Improvement Committee

Committee Members and Positions in School/Community (Name Position/Role Building/Group/Organization):

Jessica Gardner, Special Education Teacher

Bethany Henry, 8th Grade Math Teacher

Lee Bigelow, 7th Grade English Teacher

Dr. James Konrad, Superintendent of Schools

Carla Herrnberger, Director of Special Education

BJ Mihelcic, Director of Curriculum and Instruction

Lou Magnotta, Junior High School Principal

Mike Campsey - Blueprints

Ester Barnes - Southwest Training

Tara Sparks-Gatling- Board Member/Parent

Mrs. Danielle Slesh- Parent

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students.

School district administration met and identified stakeholders to invite based on current leadership roles and known prior experiences. To ensure the greatest possible diversity of perspectives, a general invitation was issued to the Washington School District community via phone blast for participation in the district's ATSI improvement plan planning process.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The role of the assembled committee is to evaluate school level data, analyze student, teacher, and, parent surveys, and develop an action plan to improve identified areas of improvement (student achievement, growth, and attendance). In doing so, this committee will develop goals that will be reviewed, and revised as needed in order to achieve the identified goals.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students:

What will students know and be able to demonstrate upon leaving the school?

Washington School District is committed to developing students academically, socially, and emotionally in order to meet the challenges of the 21st Century and to become productive members of society.

Measures of Success *How will you know you are on track to achieving your vision or students?*

By the end of the 2021-2022 school year, the total aggregate increase of proficient/advanced on the ELA PSSA for students with disabilities will be 11.4%.

By the end of the 2021-2022 school year, the total aggregate increase of proficient/advanced on the Math PSSA for students with disabilities will be 12.0%

By the end of the 2021-2022 school year, the aggregate increase of attendance for students with disabilities will be 6.1%

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

ATSI Committee reviewed the results of the three surveys sent out by the district. Surveys were given to parents/ guardians, teachers, and students so that all groups were represented in the gathering of data. Stakeholders were invited to join the group through a letter and then the established group members corresponded through emails and collaborated in small and large group meetings. In addition, the committee reviewed the Future Ready PA Index Data and the six Indicators with historically underperforming student groups. The committee reviewed each indicator with cut scores to understand the "WHY" the Junior High school got the ATSI Designation.

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Career Standards Benchmark	● At 99.0% our all student group exceeded the statewide average of 91.8% and exceeded the statewide 2030 goal of 98.0%
English Language Arts Proficient/Advanced on PSSA	● At 49.8% our all student group exceeded the 2017-2018 interim target of 47.3% for ELA. ● 17.4% of proficient/advanced, our students with disabilities increased 3% for ELA.
Math Proficient/Advanced on PSSA	● 31.0% of our all student group exceeded the 2017-2018 interim target of 22.5% for Math. ● Our students with disabilities group scored 21.7% which exceeded the interim target for 2017-2018 by 11.2%. We also showed growth from our baseline of 6.5% for Math
English Language Arts Growth (PVAAS)	● 79.0% of our all student group exceeded the state average growth score by 4.1% and

	exceeded the statewide growth standard by 9% for ELA. • 72.0% of our students with disabilities met the interim target
Overall Climate/Positive Learning Environment	• Teacher survey results indicate teachers believe they have a shared responsibility in the development of curriculum and instructional strategies. • Majority of teachers reported that they have collaborated with others about instructional practices multiple times. • Teacher survey results indicated 85% of teachers feel a sense of loyalty towards the school. • Student and parent survey results indicated that students mostly feel safe in classrooms. • About 2/3 (135/218) believe that teachers listen to their ideas.

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Priority for Planning	Challenge	Supporting Evidence from Needs Assessment	Primary Root Cause
✓	Attendance	- Students with Disabilities Group scored 57.5% for Regular Attendance, our data clearly indicates that attendance is a larger concern, as only 71.1 % of our All Student Group also met the regular attendance target. - An analysis of attendance data showed that students missed 7,781.5 days and were tardy 3,271 days over less than three years. - Parents were surveyed about challenges to attendance. Few endorsed family or situational barriers such as housing instability, medical issues, conflicting responsibilities, or transportation. The largest percentages acknowledged lack of meaningful relationships with adults at school (41%); safety concerns (37%); and lack of interest in classes (46%). - Most student comments on the survey focused on social emotional issues. Comments from 148/218 students exclusively addressed social-emotional issues. Major themes included feeling unsafe (especially in unstructured areas), the need for more attention to mental health and student stress, the need for improved student behavior/anti-bullying action, and more effective discipline. A large percentage of student comments also focused on	- Analysis of survey and discussion group results suggests that while academic issues (see below) are certainly a factor, the primary root cause for low attendance is school culture: 55% of students say teachers "pay attention to ALL students": The MOST comments in this category focused on more respectful/sensitive communication from teachers/improved relationships. - More than 50% of students DISAGREE that students "help each other learn": Several comments mentioned bullying. - Over 50% of students DISAGREE they "look forward to their classes" & "topics they are studying are interesting and challenging" - Students comments on the section of how often these things happen in class MOST or ALL the TIME. 37 % students stated, "It's clear to me what I need to show that I know the skills we are learning", 38% said "we stay busy and don't want to waste time", and 25% "feel they learn interesting things in my classes." 56% of students say that a

		relationships between students and staff, with several students citing a need for more respect and listening to what they have to say. These issues also were raised in about 47% of academic comments, raising the number of social emotional-related comments to 70% of student needs being met.	consequence/discipline received was meaningful/changed their perspective or behavior: Comments called for more meaningful and effective discipline, more consistent rule enforcement, and improved school culture and safety. • Teacher comments in response to the student survey and data dive indicate frustration with student behavior as well as with a lack of respect from students. • About 36% of parents surveyed disagreed or strongly disagreed that the school is meeting the social-emotional needs of their child. • More than 50% of students indicated that most or all of their peers believed that it was important to come to school every day.
✓	Academic Achievement of all Students, Especially those with Disabilities	• Only 17.4% of our Students with Disabilities Group met the interim target for scoring proficient or advanced on state assessments, but their performance increased from the prior year in ELA. Our data also shows that 49.8% of All Students did not meet annual growth targets in ELA. • 21.7% of our Students with Disabilities Group met the interim target for scoring proficient or advanced on state assessments in Mathematics/Algebra; but their performance increased from the prior year in Math. • On parent surveys, about 45% disagreed/strongly disagreed that their child received adequate academic support or helpful comments on returned work. School-wide, students survey	Although the level and accessibility of academic support is an issue to address, the primary root cause of this challenge seems to be a need for more effective instructional practices and support systems to support more rigor overall: • 147 student survey comments addressed academic issues. Major themes included more varied and effective instructional practices, increasing challenge/rigor, improving support for students who struggle, more relevant and meaningful classwork. • Teacher feedback highlighted a need for more effort to "uphold rigor." Most students (about 97%) agreed/strongly agreed that work is challenging. However, student survey responses indicated wide

		responses indicated that improving writing in response to comments is less frequent than peer review of writing or discussion of reading. In their comments, many students cited a need for more accessible academic help.	variation in several key areas of engaging and rigorous instruction, including; being required to explain/discuss their thinking, differentiating points of view, receiving meaningful feedback, monitoring their own progress, and making real-world connections to content. • Student survey responses on academic communication suggest that the academic experience of individual students varies widely in terms of the quality of explanation they are receiving. About 37% said that most or all teachers "explain information in a way that I understand" and 25% indicated that all or most teachers "explain things in a different way when I don't understand." • Students and teachers reported frustration with meeting varied student needs. In terms of PACING -- a large number of students said classes moved too slow, while many others said they moved too fast and that they needed more support. Teachers reported struggling with this issue in terms of lesson design and testing demands. In addition, many teachers report frustration with lack of retention and skills, necessitating less rigorous standards.
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D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

Priority Statements and Rationale Outcome Category

1. Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in student's truancy, improved academic performance.
2. Increase proficiency in ELA and Math specifically for students with disabilities and ALL STUDENTS by using a variety assessment (multiple data sources) to monitor student learning, adjust programs, and instructional practices in the classroom.

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in student's truancy, improved academic performance.

Measurable Goal	Quarterly Benchmark 1	Quarterly Benchmark 2	Quarterly Benchmark 3
By June 30, 2020, 59.8% or more of Washington Junior High School Students registered 60 days or more will be present 90 percent or more of the days in which they are enrolled. (Baseline=57.5%)	By October 31, 2019, at least 59.8% of students will have regular attendance.	By February 29, 2020, at least 59.8% of students will have regular attendance.	By May 31, 2020, at least 59.8% of students will have regular attendance.

Priority Statement #2: Increase proficiency in ELA and Math specifically for students with disabilities and ALL STUDENTS by using a variety assessments (multiple data sources) to monitor student learning, adjust programs, and instructional practices in the classroom.

Measurable Goal	Quarterly Benchmark 1	Quarterly Benchmark 2	Quarterly Benchmark 3
Students with disabilities will score Proficient or Advanced on the PSSA's 2019-2020 school year as follows: • ELA = 20.25% (baseline 17.4%) • Math = 24.7% (baseline 21.7%)	November MAPS testing proficiency benchmark targets: • ELA = 18.35% • Math = 22.7%	January MAPS testing proficiency benchmark targets: • ELA = 19.3 % • Math = 23.7 %	May MAPS testing proficiency benchmark targets: • ELA = 20.25% • Math= 24.7%

IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Use evidence and research based practices to develop and implement the district's Social-Emotional Learning initiative to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, which will lead to a reduction in student's truancy, improved academic performance.

Measurable Goal	Evidence-Based Strategy
By June 30, 2020, 59.8% or more of Washington Junior High School Students registered 60 days or more will be present 90 percent or more of the days in which they are enrolled. (Baseline=57.5%)	Mentoring: Create a mentoring program between teachers and students in which mentors and mentees meet on a regular basis. Create a School Wide Attendance Team Adopt Tiered Attendance System of Support Check & Connect is a dropout prevention program that has two main components. The "Check" piece determines student engagement through the "checking" of student performance; the "Connect" piece utilizes program staff to provide individualized attention to students, in connection with school personnel, family members, and community service providers. Utilization of weekly advisory period to build stronger student-teacher relationships and develop stronger social-emotional learning environments which will increase student graduation rate. District will utilize Suite 360 Student, Suite 360 Staff, and Suite 360 Parent to develop a system of support and training for primary stakeholders.

	https://evpco.com/our-story Supporting Research: • "Check and Connect": http://checkandconnect.umn.edu/ • https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/ • https://www.cyc-net.org/cyc-online/cycol-0106-monitors.html • https://www.mentoring.org/our-work/about-mentor/ • Monitors and Mentors: https://www.evidenceforpa.org/strategies/5 • Mailings Home to Parents/guardians: https://www.evidenceforpa.org/strategies/3 • SWISSuite: https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx • CASEL https://casel.org/what-is-sel/ - IIRP https://www.iirp.edu/

Priority Statement #2: Increase proficiency in ELA and Math specifically for students with disabilities and ALL STUDENTS by using a variety assessment (multiple data sources) to monitor student learning, adjust programs, and instructional practices in the classroom.

Measurable Goal	Evidence-Based Strategy
Students with disabilities will score Proficient or Advanced on the PSSA 2019-2020 school year as follows:	Common assessments supported by enhanced teacher collaboration, distributed leadership and streamlined access to student data. Use 100% of the student data to create MTSS/RTI system

ELA = 20.25% (baseline 17.4%)

Math = 24.7% (baseline 21.7%)

using universal screeners.

MATH: Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

ELA: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2).

Flexible Grouping

Supporting Research:

- <https://blogcea.org/2011/09/30/collaboration-raises-achievement/>;
- <http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/How-We-Know-Collaboration-Works.aspx>).
- <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/When-Teachers-Run-the-School.aspx>
- http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092_909.pdf
- <https://www.nwea.org/>
- <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>
- <https://www.evidenceforpa.org/strategies/217>
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf
- https://ncsi-library.wested.org/system/resources/documents/000/000/235/original/FL_Data_Use_Spotlight_8.30.18.pdf?1536152096
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=27
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25
- https://ncsi-library.wested.org/system/resources/documents/000/000/235/original/FL_Data_Use_Spotlight_8.30.18.pdf?1536152096
- "Check and Connect": <http://checkandconnect.umn.edu/>

B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

Priority Statement #1: Use coordinated, research-based practices to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, to assist with increasing student attendance.

Measurable Goal #1: By June 30, 2020, 59.8% or more of Washington Junior High School Students registered 60 days or more will be present 90 percent or more of the days in which they are enrolled. (Baseline=57.5%)

Evidence-Based Strategy: Create a comprehensive, school-wide program for social emotional learning using the CASEL & IIRP Frameworks and SWPBIS.

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Provide professional learning for all staff on: CASEL Framework: Effect Circles & Restorative Practices	PLC/Act 80 time Training resources, models and best practices from national professional associations, CASEL, (PAPBS Network), IU1 Training, Attendance Works,	Superintendent, SEL Team	7/1/2019-6/1/2024
Teacher In-service. SEL Team will teach entire district. : Effect Circles & Restorative Practices	CASEL Framework Culturally Responsive Teaching Developmental Relationships	SEL Team	8/15&16/2019
Creation & Implementation of School Wide Social Emotional Curriculum. Suite360	Suite360, PLC/Act 80 time	Principal	8/27-8/30
Advisory Period using Suite360, Effective Circles, & Restorative Practices	Suite360	Principal	7/1/2019-6/5/2020 1 day a week
Create School Wide Positive Behavior Intervention System Action Plan with guidance from IU1 SWPBIS Coordinators	IU1 SWPBIS Coordinators, Training days for SWPBIS Team. PAPBS Network	Principal, SWPBIS Team	9/2/2019-6/4/2020 By October 31, 2019, SWPBIS Team completes Phase 1: 2019-2020: YEAR 1 SWPBIS Action Plan

			- By February 29, 2019, 2020, SWPBIS Team completes Phase 2: 2019-2020: YEAR 1 SWPBIS Action Plan - By May 31, 2020, 2019-2020: YEAR 1 SWPBIS Action Plan is Completed
Anticipated Outputs:			
SEL Team will teach entire district CASEL Framework: Effect Circles & Restorative Practices Effect Circles: By learning the value and process of Effective Circles, staff members can use Effective Circles to create a positive classroom environment, manage classroom behavior, engage students in their education and improve academic achievement. Circles teach students that their classroom is a community, how to build trust, to support each other's learning, and to hold each other accountable. Restorative Practices: The fundamental premise of Restorative Practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them. The four goals of Restorative Practices are to develop community, build relationships, repair harm, and manage conflict. The intended impact is that parties involved will be less likely to repeat negative behaviors. This process empowers all participants including the teacher and student to share their feelings, address negative behaviors and work to mend aspects of the relationship that is broken. Also, by monitoring progress, we can assess whether the negative behaviors are decreasing. Suite 360 foundation is rooted in the five CASEL Competences (self-awareness, self-management, social awareness, relationship skills, Responsible decision-making). Using this curriculum will support students who will have a consistent delivery of social-emotional learning as both classroom-based and student-driven experiences. Students will have an opportunity to learn the impact of their actions and help decide how to make things right with the victim and any others affected. Teachers are provided with consistent, reliable delivery of professional development on SEL and Character Development. Parents can get sent web/mobile lessons to equip them to have smart conversations with their kids about behavior and social & emotional learning. Advisory Period using Suite360, Effect Circles, & Restorative Practices: Establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, to assist with increasing student attendance, and reduced drop-outs.			
Monitoring/Evaluation Plan:			
- Councilors, tracking teachers, and principal will monitor weekly usage of Suite 360 student completion of Suite 360 Student and Intervention portal - Principal will monitor Suite 360 Staff weekly PD completion assignment and Parent usage of Suite 360 parent portal.			

- Data Team will monitor student feedback from advisory period quarterly

Expenditure (Brief Description)	Funding Source	Cost
CASEL Framework	N/A	N/A
Suite 360	General Fund	\$10,000
Pennsylvania Positive Behavior Support Network (PAPBS Network)	N/A	\$1000 (Sub. Coverage)
SWIS Suite	General Fund	\$500
PBIS posters, school matrix, and incentives	General Fund	Est. \$5,000
Substitutes: PBIS Team Training w/ IU1	Title II	\$1000
Postage	District budget	District budget Postage times # of student families.
Printing supplies for mass quantity of letters, handbooks, etc.	District budget	Unknown

Professional Learning Goal 1: The goal is to provide strategies to teachers to build meaningful relationships with students. Students that feel safe, valued and respected are more likely to attend school than those that do not.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers, Building Administrators	Principal, SEL District Trainers	9/30/2019	2019-2020 School Year EX: Weekly PD during PLC Time with Suite 360 and 2x a month training by the SEL District Trainers

Topics Included:
SEL, Culturally Responsive Teaching, Developmental Relationships, Effect Circles, Restorative Practices, PBIS, C&C, Suite 360, Neuro Cognitive Sciences, Goal Setting, Physical Health
Evidence of Learning:
Data reporting from Suite 360 admin

Professional Learning Goal 2: To introduce and establish a basic understanding of Restorative Practices and Positive Behavior Interventions & Supports, identify leading practitioners and design a SWPBIS System Plan.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teacher	Superintendent, SEL District Trainers	12/01/2018: SEL/Restorative Practices 8/15&16/2019 Effect Circles & Restorative Practices 2 Fridays a month during PLC time in the morning. SEL District Trainers will hold PD sessions for teachers. 9/2/2019 Est: PBIS Team	2019-2020 School Year Ongoing

Topics Included:
Restorative Practices, Social Emotional Learning, PBIS, C&C, SWPBIS
Evidence of Learning:
-SWPBIS Fidelity check survey - SWPBIS TEAM Training by the IU1 -Completion of SWPBIS YEAR 1 Action Plan - Data reporting from Suite 360 admin - PD sign in sheets and topics taught by the SEL District Trainers

Priority Statement #1: Use coordinated, research-based practices to establish a safe, supportive, and nurturing environment that will foster positive student-staff relationships, to assist with increasing student attendance.

Measurable Goal #2: By June 30, 2020, 59.8% or more of Washington Junior High School Students registered 60 days or more will be present 90 percent or more of the days in which they are enrolled. (Baseline=57.5%)

Evidence-Based Strategy: Create and implement a school-wide mentoring program utilizing Check & Connect Intervention Program

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Identify teacher mentors	Program goals and expectations	Building Principals	7/1/2019-8/14/2019
Train teacher mentors on Check and Connect	Check and Connect mentor training, IU1	Principals	7/1/2019-8/19/2019
Notify students and families of program availability	Check & Connect Flyer and information. Letter from school about program	Principal	8/20/2019-9/15/2019
Refer Students to Check & Connect	C&C referral Form, PowerSchool Student Data	Teachers and Principal	8/20/2019-10/1/2019
Monitor student progress	Check & Connect App, C&C Monthly Meetings	Mentor teacher and Principal	ongoing
Anticipated Outputs:			
Improve student attendance, reduce behavior referrals, and improve core performance			
Monitoring/Evaluation Plan:			
Utilizing the Check and Connect app, mentors and principal will be able to monitor student attendance, behavior, and grades. Program will be evaluated based on student outcomes			

Expenditure (Brief Description)	Funding Source	Cost
Admin Check & Connect Implementation Training	District	\$590
Check and Connect app	District	\$499
Check and Connect Mentor Training	District	N/A

Professional Learning Goal 1: To provide comprehensive and continued training in Social-Emotional Learning to staff members in order to develop stronger, more supportive relationships with students to improve student attendance, behavior and academics.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers, Counselors,	Superintendent ,Principal	August 15,2019	Ongoing
Topics Included:			
Self-Management, Relationship Skills, Responsible Decision Making, Social Awareness			
Evidence of Learning:			
Monthly discipline reports, attendance reports, and academic reports			

Professional Learning Goal 2: To provide professional development to teachers in using and documenting C&C students using the C&C “App” and the Student Attendance Protocol and Supports

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers, Building Principals	Outside Consultants: IU 1, Principal, SEL TEAM	8/12-14/2019	9/20/2019-Ongoing
Topics Included:			
Restorative Practices, Social Emotional Learning, PBIS			
Evidence of Learning:			
Utilizing the Check and Connect app, mentors and principal will be able to monitor student attendance, behavior, and grades. Program will be evaluated based on student outcomes			

Priority Statement #2: Increase proficiency in ELA and Math specifically for students with disabilities and ALL STUDENTS by using a variety assessment (multiple data sources) to monitor student learning, adjust programs, and instructional practices in the classroom.

Measurable Goal #2: Students with disabilities will score Proficient or Advanced on the PSSA's 2019-2020 school year as follows: ELA = 20.25% (baseline 17.4%), Math = 24.7% (baseline 21.7%)

Evidence-Based Strategy: Common assessments supported by enhanced teacher collaboration, distributed leadership, streamlined access to student data, and Flexible Intervention (MTSS/RTII) with appropriate levels of support.

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Train all teachers on NWEA MAPS Assessments	PLC Time, Team time, Student Data, Consultation, Research-based technology tools and teaching strategies	Principal, Curriculum Coordinator	10/7/2019 & 11/5/2019-ongoing

100% of students completed NWEA MAPS Assessments	NWEA MAPS Assessment	Principal	10/31/2019-11/8/2019
Train teachers in data literacy. EX: reviewing (Universal Screener)	PLC Time, Team time, Student Data, Consultation, Research-based technology tools and teaching strategies	Principal	10/7/2019
Create a site based Data Team to monitor attendance, behavior, and grades	Team meets minimum weekly during PLC Time, Technical support from TIPPS, best practices from National Dropout Prevention Services, PBIS, CASTEL	Principal	9/30/2019
MTSS plan established that outlines the tiered systems, definitions, goals, and services/supports at each tier that focuses on Attendance, Behavior, and Academics	PLC/Act 80 time Training resources, models and best practices from national professional associations, CASEL Content Experts, Reading Specialists, Special Education Teachers, Research-based technology tools and teaching strategies Technical support from TIPPS, best practices from National Dropout Prevention Services	Principal	10/31/2019

Anticipated Outputs:

By using the NWEA MAPS Common Assessment, teachers can measuring students' skills and using this data to decide which types of targeted teaching to use in their flexible grouping in Math and ELA. Teacher s will progress monitor their targeted students during intervention time with their reading specialist teachers 3 times a week for 41 minutes in small groups. Math teachers will teach a concept for one period. The second period, both classes of students will be grouped through the daily class assessment. One teacher will take the high students and one teacher will take the students who are still struggling using stations and targeting teaching with flexible grouping daily.

Monitoring/Evaluation Plan:

NWEA MAPS data will be monitored quarterly culminating with the return of the PSSA Scores; Data will be shared out weekly between teachers for planning and implementation of their targeted flexible grouping.

Expenditure (Brief Description)	Funding Source	Cost
NWEA MAPS Assessment Program & Training	General Funding	\$14,662.50

Professional Learning Goal 1: Train all teachers in “data literacy” with the universal screener.

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Teachers	Principal, Director of Special Education, and Director of Curriculum	8/20/2019	6/4/2020
Topics Included:			
Common and PA Core standards, relevant National Standards, and Common Core-SEL connections, ELA and Math evidence-based interventions, MTSS, Flexible Grouping, progress monitoring, universal screeners			
Evidence of Learning:			
Review of Students NWEA MAPS Assessments, Math Class PM Monitoring with Flexible Grouping,			

Professional Learning Goal 2: Train all teachers on NWEA MAPS Assessments

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Building Principals, Teachers	Curriculum Director	10/7/2019 and 11/5/2019	2020
Topics Included:			
Common and PA Core standards, relevant National Standards, and Common Core-SEL connections, ELA and Math evidence-based interventions, MTSS, Flexible Grouping, progress monitoring, universal screeners			
Evidence of Learning:			
Review of Students NWEA MAPS Assessments, Math Class PM Monitoring with Flexible Grouping			

Priority Statement #3:

Measurable Goal #1:

Evidence-Based Strategy:

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning Goal 1:

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Topics Included:			
Evidence of Learning:			

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Professional Learning Goal 2:

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Topics Included:			
Evidence of Learning:			

Priority Statement #3:

Measurable Goal #2:

Evidence-Based Strategies:

Action Steps	Materials/Resources /Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			

Expenditure	Funding Source	Cost

(Brief Description)		

Professional Learning Goal 1:

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Topics Included:			
Evidence of Learning:			

Professional Learning Goal 2:

Audience	Person(s)/Position Responsible	Start Date	Anticipated Completion
Topics Included:			
Evidence of Learning:			

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Staff: Review Draft Plan May 2019 in PLCs

June 3-5: Students to receive Summary Paper Document, distributed at grade-level assemblies or through classes. Presentation will highlight connections to their survey results and an opportunity for feedback.

Community/Parent/Public Review: Full document available May 2019 via website. Summary paper document will be distributed through students and at year-end events during last half of May, beginning of June. Stakeholder feedback June 2019.

Board/Admin Finalization July 2019

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this **Assurance of Quality & Accountability**, we, therefore, request that the Secretary of Education and the Pennsylvania

Department of Education grant formal approval to implement the school level plan submitted by Washington School District for the 2019-2020 school year.

Board Approval: *Date of Board Meeting:*

July 22, 2019

Board President: Mrs. Marsha Pleta

July 22, 2019 Marsha Pleta Name
(printed) Signature Date

Superintendent of Schools/Chief Executive Officer: Dr. James Konrad

July 22, 2019 James Konrad Name
(printed) Signature Date

Building Administrator: Mr. Lou Magnotta

July 22, 2019 Lou Magnotta Name
(printed) Signature Date

School Improvement Facilitator: N/A

(printed) Signature Date *Name*