

## **WASHINGTON JUNIOR HIGH SCHOOL**

201 Allison Avenue

ATSI non-Title 1 School Plan | 2023 - 2024

---

### **VISION FOR LEARNING**

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.

## STEERING COMMITTEE

Name	Position	Building/Group
George Lammay	Superintendent	Washington School District
BJ Mihelcic	Director of Curriculum and Instruction	Washington School District
Lou Magnotta	Principal	Washington School District
Megan Roach	Teacher	Washington School District
Kim Pelkey	Teacher	Washington School District
Camilla Justice	Director of Special Education	Washington School District
Rich Barnes	Community Member	Washington School District
Sadie Dayton	Teacher	Washington School District
Rhonda Barns	Board Member	Washington School District
Stacy Connolly	Parent	Washington School District
Jocelyn Sabruno	District Level Leaders	Washington School District

**Name**

**Position**

**Building/Group**

---

---

Name	Position	Building/Group

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Washington Junior High School with the assistance of Tracey Czajkowski (IU1) will develop a comprehensive, standards-aligned, and vertically integrated ELA Curricula.</p>	<p>English Language Arts</p>
<p>Washington Junior High School will continue its implementation of schoolwide positive behavior interventions and supports (SWPBIS) using the Benchmark of Quality measures that have already determined the program's fidelity. Priority components from the BoQ will guide focus on program development and improvement, many with specific attention to increasing positivity in the learning environment to aid in engaging students and growing academic achievement.</p>	<p>Regular Attendance</p>
<p>Washington Junior High School will continue use of Open Up Resources as a means to increase proficiency in Math specifically for students with disabilities and ALL STUDENTS. Additionally, will purchase PRISMS VR to expose students to real-world problem-solving using math</p>	<p>Mathematics</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy	
<p>ELA Curriculum</p>	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Curriculum IU1	Increase proficiency in ELA specifically for students with disabilities and ALL STUDENTS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
3-day Curriculum Summit to map out new ELA 7 pacing guides and curriculum Plan out classroom Visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY	2023-07-19 - 2023-07-21	Tracy Czajkowski/ IU1 ELA Curriculum Specialist	ELA Pacing Guides & Curriculum
3-day Curriculum Summit to map out new ELA 8 pacing guides and curriculum Plan out classroom visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY	2023-07-31 - 2023-08-02	Tracy Czajkowski/ IU1 ELA Curriculum Specialist	ELA Pacing Guides & Curriculum

Anticipated Outcome
Fully developed comprehensive, standards-aligned, and vertically integrated 7&8 ELA Curricula

Monitoring/Evaluation
Monitored throughout the 2023-2024 school year Tracy Czajkowski- IU1 ELA Curriculum Specialist Lou Magnotta- JH Principal Jocelyn Subruno- Academic Principal



## Evidence-based Strategy

Math

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math Prisms VR

Increase proficiency in Math specifically for students with disabilities and ALL STUDENTS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase Prisms VR	2023-05-24 - 2023-08-01	Lou Magnotta/ Principal Sam Kohl/ Prisms VR	30 headsets with a cart, software licenses, and professional development
Plan professional development and Implementation in the classrooms 3 days total Day 1- Initial training Day 2&3- Implementation in the classroom - modeling for the teachers and students	2023-05-24 - 2023-08-01	Sam Kohl/ Prisms VR Lou Magnotta/ Principal	30 headsets with a cart, software licenses

## Anticipated Outcome

Fully integrated Prisms VR platform starting in the JH Math department and increased achievement and growth.

## Monitoring/Evaluation

Sam Kohl- Prisms VR Lou Magnotta- JH Principal Jocelyn Sabruno- Academic Principal



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency in ELA specifically for students with disabilities and ALL STUDENTS (ELA Curriculum IU1)	ELA Curriculum	3-day Curriculum Summit to map out new ELA 7 pacing guides and curriculum Plan out classroom Visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY	07/19/2023 - 07/21/2023



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency in ELA specifically for students with disabilities and ALL STUDENTS (ELA Curriculum IU1)	ELA Curriculum	3-day Curriculum Summit to map out new ELA 8 pacing guides and curriculum Plan out classroom visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY	07/31/2023 - 08/02/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency in Math specifically for students with disabilities and ALL STUDENTS (Math Prisms VR)	Math	Plan professional development and Implementation in the classrooms 3 days total Day 1- Initial training Day 2&3- Implementation in the classroom - modeling for the teachers and students	05/24/2023 - 08/01/2023

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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 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 the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

**Signature (Entered Electronically and must have access to web application).**

---

Chief School Administrator

George Lammay

2023-05-31

---

School Improvement Facilitator Signature

---

Building Principal Signature

Lou Magnotta

2023-05-25

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

---

2021-2022 Growth ELA. - 75% of our students with disabilities exceeded the state-wide ELA growth standard by 5% - Students identified as white and black races exceeded the statewide growth standard in ELA. Math - 75% of our students with disabilities exceeded the state-wide Math growth standard by 5% - Students identified as white and black races exceeded the statewide growth standard in Math. Science -- Students with disabilities had an insufficient sample in Science - All students exceeded the statewide growth standard in science.

Career Standards Benchmark- 97.3% of our all-student group exceeded the statewide average by 9%

NWEA-MAPs is a benchmark assessment with a built-in progress monitoring to measure student growth.

Achieve 3000 is a diagnostic Assessment monitoring the improvement of reading comprehension, fluency, vocabulary, and writing for all students.

ELA - 15.2% of proficient/advanced, students with disabilities increased 11.5%

NWEA-MAPs is a benchmark assessment to measure student

### Challenges

---

2021-2022 SY- Washington Junior High School's students with disabilities regular attendance is 51.4%

Academic Achievement and Growth of all Students, especially those with disabilities in ELA

Academic Achievement and Growth of all Students, especially those with disabilities in Math

Academic and growth expectations with students with disabilities and all students in ELA

Academic and growth expectations with students with disabilities and all students in Math

Keep tracking student's completion of their artifacts.

Use multiple professional learning designs to support the learning needs of staff \*

NA

Monitor and evaluate the impact of professional learning on staff practices and student learning \*

---

## Strengths

growth.

TTM is a diagnostic assessment monitoring the improvement of reading comprehension, fluency, vocabulary, and writing for all students.

NA

Partner with local businesses, community organizations, and other agencies to meet the needs of the school \*

Partner with local businesses, community organizations, and other agencies to meet the needs of the school \*

Partner with local businesses, community organizations, and other agencies to meet the needs of the school \*

Partner with local businesses, community organizations, and other agencies to meet the needs of the school \*

2021-2022 -97.3% of all student groups met the career standards benchmark

Math -

Implement evidence-based strategies to engage families to support learning

## Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Monitor and evaluate the impact of professional learning on staff practices and student learning \*

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

MATH -2021-2022 Cohort scores in Math were 2.2% of proficient/advanced, and our students with disabilities decreased by 1.5%.

2021-2022 SY Attendance Students with disabilities- 51.4%  
Decreased 29.2% from 2020-2021

Identify professional learning needs through analysis of a variety of data \*

Identify professional learning needs through analysis of a variety of data \*

Identify professional learning needs through analysis of a variety of data \*

ELA 2021-2022 Cohort scores in ELA were 15.2 %

### Strengths

2022-2023 Align curricular materials and lesson plans to the PA Standards \* ELA

### Challenges

proficient/advanced, and our students with disabilities

Use multiple professional learning designs to support the learning needs of staff \*

Monitor and evaluate the impact of professional learning on staff practices and student learning \*

Monitor and evaluate the impact of professional learning on staff practices and student learning \*

---

### Most Notable Observations/Patterns

Academic and growth expectations with students with disabilities and all students in ELA and Math Implement an evidence-based system of schoolwide positive behavior interventions and supports \* -2018 Cohort scores in Math were 16.7% of proficient/advanced, our students with disabilities decreased by 5%.

---

Challenges	Discussion Point	Priority for Planning
2021-2022 SY- Washington Junior High School's students with disabilities regular attendance is 51.4%	Primary correlating factors to truancy or low student attendance are race and socio-economic status. Our school is nearly 50 percent minority student population and over 60 percent low SES.	✓
Academic and growth expectations with students with disabilities and all students in ELA	ELA- IU Support to update and align our ELA Curriculum	✓
Academic Achievement and Growth of all Students, especially those with disabilities in Math	Math- Prisms VR	✓



## ADDENDUM B: ACTION PLAN

### Action Plan: ELA Curriculum

Action Steps	Anticipated Start/Completion Date
3-day Curriculum Summit to map out new ELA 7 pacing guides and curriculum Plan out classroom Visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY	07/19/2023 - 07/21/2023
Monitoring/Evaluation	Anticipated Output
Monitored throughout the 2023-2024 school year Tracy Czajkowski- IU1 ELA Curriculum Specialist Lou Magnotta- JH Principal Jocelyn Subruno- Academic Principal	Fully developed comprehensive, standards-aligned, and vertically integrated 7&8 ELA Curricula
Material/Resources/Supports Needed	PD Step
ELA Pacing Guides & Curriculum	yes

---

**Action Steps****Anticipated Start/Completion Date**

3-day Curriculum Summit to map out new ELA 8 pacing guides and curriculum Plan out classroom visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY

07/31/2023 - 08/02/2023

**Monitoring/Evaluation****Anticipated Output**

Monitored throughout the 2023-2024 school year Tracy Czajkowski- IU1 ELA Curriculum Specialist Lou Magnotta- JH Principal Jocelyn Subruno- Academic Principal

Fully developed comprehensive, standards-aligned, and vertically integrated 7&8 ELA Curricula

**Material/Resources/Supports Needed****PD Step**

ELA Pacing Guides & Curriculum

yes

**Action Plan: Math**

**Action Steps****Anticipated Start/Completion Date**

Purchase Prisms VR

05/24/2023 - 08/01/2023

**Monitoring/Evaluation****Anticipated Output**Sam Kohl- Prisms VR Lou Magnotta- JH Principal  
Jocelyn Sabruno- Academic Principal

Fully integrated Prisms VR platform starting in the JH Math department and increased achievement and growth.

**Material/Resources/Supports Needed****PD Step**

30 headsets with a cart, software licenses, and professional development

no



**Action Steps****Anticipated Start/Completion Date**

Plan professional development and Implementation in the classrooms 3 days total Day 1- Initial training Day 2&3- Implementation in the classroom - modeling for the teachers and students

05/24/2023 - 08/01/2023

**Monitoring/Evaluation****Anticipated Output**

Sam Kohl- Prisms VR Lou Magnotta- JH Principal  
Jocelyn Sabruno- Academic Principal

Fully integrated Prisms VR platform starting in the JH Math department and increased achievement and growth.

**Material/Resources/Supports Needed****PD Step**

30 headsets with a cart, software licenses

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency in ELA specifically for students with disabilities and ALL STUDENTS (ELA Curriculum IU1)	ELA Curriculum	3-day Curriculum Summit to map out new ELA 7 pacing guides and curriculum Plan out classroom Visits from Tracy to observe the implementation of the curriculum throughout the 2023-2024 SY	07/19/2023 - 07/21/2023
Increase proficiency in ELA specifically for students with disabilities and ALL STUDENTS (ELA Curriculum IU1)	ELA Curriculum	3-day Curriculum Summit to map out new ELA 8 pacing guides and curriculum Plan out classroom visits from Tracy to observe the implementation of	07/31/2023 - 08/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the curriculum throughout the 2023-2024 SY	
Increase proficiency in Math specifically for students with disabilities and ALL STUDENTS (Math Prisms VR)	Math	Plan professional development and Implementation in the classrooms 3 days total Day 1- Initial training Day 2&3- Implementation in the classroom - modeling for the teachers and students	05/24/2023 - 08/01/2023

---



---

## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Curriculum Summit #1	JH ELA Teachers JH Special Education Teachers Tracy Czajkowski- IU1 ELA Curriculum Specialist Lou Magnotta- JH Principal Jocyln Sabruno- Academic Principal	Initial 3-day professional training Planning dates for visits by Tracy

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Fully developed comprehensive, standards-aligned, and vertically integrated 7&8 ELA Curricula	07/19/2023 - 07/21/2023	Tracy Czajkowski- IU1 ELA Curriculum Specialist

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Structured Literacy

---

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Classroom Visits and PD	Jh Math Teachers	Usage training and classroom modeling

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Student growth in achievement	07/03/2023 - 08/22/2023	Sam Kohl/ Prisms VR Lou Magnotta/ Principal

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

---

Structured Literacy

---

---



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

