

Washington Junior High School

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Washington Junior High School		101638803
Address 1		
201 Allison Avenue		
Address 2		
City	State	Zip Code
Washington	PA	15301
Chief School Administrator		Chief School Administrator Email
Mr George Lammay		lammayg@prexie.us
Principal Name		
Lou Magnotta		
Principal Email		
magnottal@prexie.us		
Principal Phone Number		Principal Extension
724-223-5080		
School Improvement Facilitator Name		School Improvement Facilitator Email
Sam Taylor		samuel.taylor@iu1.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
George Lammay	Superintendent	Washington School District	lammayg@prexie.us
BJ Mihelcic	Director of Curriculum and Instruction	Washington School District	mihelcic@prexie.us
Lou Magnotta	Principal	Washington School District	magnottal@prexie.us
Megan Roach	Teacher	Washington School District	roachm@prexie.us
Kim Pelkey	Teacher	Washington School District	pelkey@prexie.us
Camilla Justice	Director of Special Education	Washington School District	justicec@prexie.us
Rich Barnes	Community Member	Washington School District	barnes@prexie.us
Sadie Sabo	Other	Washington School District	sabos@prexie.us
Rhonda Barns	Board Member	Washington School District	barnesr@prexie.us
Anthony Belcastro	Parent	Washington School District	belcastroan@prexie.us
Kelly Wright	Parent	Washington School District	kellyraewright@gmail.com

Vision for Learning

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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	All subgroups and all students met the career readiness indicator for the 23-24 school year. During our 23-24 school year 100% of our Students with Disabilities population met the Career Readiness indicator which was a 7.8% increase from the 22-23 school year.
8th Grade Science	During our 23-24 school year 76% of our Students with Disabilities met or exceeded the standard of growth statewide average by 1.3%.
English Language Arts, Math, Science Growth (PVAAS)	2023-2024 School Year English Language Arts The all student group had 100% of the students had an increase in performance from the previous year. In our black student group there were 97% of the students who had an increase in performance from the previous year. In our white student group there were 79% of the students who had an increase in performance from the previous year. In our Economically Disadvantaged group there were 98% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 75% of students the students who had an increase in performance from the previous year. Math Our Students with Disabilities were the only group with that met the standard of growth. 76% of the students had an increase in performance from the previous year. This was an 11% increase from the previous year which only 65% of the students met the growth standard. Science: The all student group had 72% of the students had an increase in performance from the previous year. In our Economically Disadvantaged group there were 72% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 76% of students the students who had an increase in performance from the previous year.
English Language Arts, Math, Science Achievement	2023 - 2024 SY ELA Achievement - All subgroups, Student with Disabilities, and Combined Ethnicity showed an increase in achievement despite not meeting the improvement target - Black student group meets or Exceeds Statewide Goal with 54.4% Math Achievement -All Students, Black, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target Science

	Achievement -All Students, White, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target
Attendance	-All Students, White, Black, 2 or More Race, Economically Disadvantage, & combined Ethnicity showed an increase in performance despite not meeting the improvement target

Challenges

Indicator	Comments/Notable Observations
Attendance	Students with Disabilities 20-21- 80.6% 21-22- 51.4% 22-23- 34.6
Academic Achievement and Growth of all Students, especially those with Disabilities in ELA	23-2024 SY ELA Achievement -All Students, White, Economically Disadvantage, Students with Disability, 2 or More Races, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target in ELA.
Academic Achievement and Growth of all Students, especially those with Disabilities in Math	2023-204 SY Math Achievement- -All Students, Black, White, Economically Disadvantage, Students with Disability, 2 or More Races, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target Math Growth -All Students, Black, White, Economically Disadvantage, 2 or More Races, & Combined Ethnicity showed an increase in achievement despite not meeting the improvement target

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities either met or exceeded the standard of growth in all three subjects.
Indicator Attendance ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Attendance -All Students, White, Economically Disadvantage, Students with Disability, 2 or More Races, & combined Ethnicity showed an increase in attendance despite not meeting the improvement target

Challenges

Indicator Attendance ESSA Student Subgroups	Comments/Notable Observations In all subgroups for the 23-24 school year there was an increase from the previous year, but still did not meet the performance standard. Students with disabilities had 51.4% that were
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African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	not chronically absent in the 21-22 school year. This dropped 17.4% in the 22-23 school year to 34%. There was an increase of 16.4% from the 21-22 school year to the 23-24 school year to 51%.
Indicator Academic Achievement in ELA, Math, and Science ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 2023 - 2024 SY - All subgroups for Math and Science did not meet the statewide goal for achievement. - The only group to meet and had an increase from the previous year in ELA were our black student subgroup. All of the other subgroups did not meet the target.
Indicator Academic Growth in Math and Science ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 2023 - 2024 School Year Math Growth -All Students, Black, Economically Disadvantage, & combined Ethnicity did not meet the improvement target and had a decrease in performance. The only group to meet was our students with disabilities and had an increase. Science Growth -All subset groups had met or exceeded the interim target. They all had an increase from the previous year except our white student subgroup.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

During our 23-24 school year 100% of our Students with Disabilities population met the Career Readiness indicator which was a 7.8% increase from the 22-23 school year.
2023-2024 School Year English Language Arts The all student group had 100% of the students had an increase in performance from the previous year. In our black student group there were 97% of the students who had an increase in performance from the previous year. In our white student group there were 79% of the students who had an increase in performance from the previous year. In our Economically Disadvantaged group there were 98% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 75% of students the students who had an increase in performance from the previous year. Math Our Students with Disabilities were the only group with that met the standard of growth. 76% of the students had an increase in performance from the previous year. This was an 11% increase from the previous year which only 65% of the students met the growth standard. Science: The all student group had 72% of the students had an increase in performance from the previous year. In our Economically Disadvantaged group there were 72% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 76% of students the students who had an increase in performance from the previous year.

2023 - 2024 SY ELA Achievement - All subgroups, Student with Disabilities, and Combined Ethnicity showed an increase in achievement despite not meeting the improvement target - Black student group meets or Exceeds Statewide Goal with 54.4% Math Achievement -All Students, Black, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target Science Achievement -All Students, White, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

2022 - 2023 SY- Washington Junior High School's students with disabilities regular attendance is 34.6%

2023-2024 Academic Achievement and Growth of all Students, especially those with disabilities in ELA, Math, & Science

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA Map Assessment	NWEA Reading MAPS Fall 2024-2025 to Winter 2024-2025 7th Grades Growth: 48th Percentile 8th Grades Growth: 54th Percentile The 7th grades achievement in the fall was in the 44th percentile and they dropped to the 42nd percentile in the winter. The 8th grades achievement in the fall was in the 44th percentile and it increased to the 49th in the winter.
No Red Ink	Both 7th and 8th grade ELA classes are utilizing No Red Ink.

English Language Arts Summary

Strengths

NWEA Map is a benchmark assessment that helps us to track and measure students growth and achievement. They have indicators based on the RIT score students earn to what they should score on the PSSAs.
NoRedInk is a great program for middle school because it helps students improve their grammar, writing, and language skills while using students interests to keep them engaged.
All student group and subset groups showed growth on their ELA performance for 23-24 school year. All student group, Black, 2 or more races, economically disadvantaged, and combined ethnicity met/exceeded the statewide goal for growth.
Even though we did not meet the goal for students with disabilities for performance there was still an increase from the year before.

Challenges

All student group did not meet the statewide or interim target goal for performance.
Our students with disabilities and white subset group met or exceeded the Interim Target, the only two groups that did not meet the state wide goal for growth.
In the subgroups white and 2 or more races there was a decrease in performance from last year.

Mathematics

Data	Comments/Notable Observations
NWEA Map Assessment	NWEA Math MAPS Fall 2024-2025 to Winter 2024-2025 7th Grade Growth: 69th percentile 8th Grade Growth: 47th percentile The 7th graders were in the 42nd percentile for achievement in the fall and increased to the 43rd in the winter. The 8th graders were in the 45th percentile for achievement in the fall and increased to the 52nd in the winter.
Open Up Resources	New adopted Math Curriculum
Imagine Math	Identifies where students math skills are and adapts to the students level

Mathematics Summary

Strengths

NWEA Map is a benchmark assessment that helps us to track and measure students growth and achievement. They have indicators based on the RIT score students earn to what they should score on the PSSAs.
Open Up Resources is peer-reviewed and research -based curriculum. It is built with supports for diverse classrooms and different learning styles.
Imagine Math is an online adaptive math program designed to help middle and high school students improve their skills through personalized learning.
Students with disabilities met the interim target in growth and increased from last year for math.

Challenges

All student group did not meet the interim or statewide target for achievement in math.
All subgroups except Students with Disabilities decreased in performance growth and did not meet the standard showing growth.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Career Readiness Monitoring Tool
PA Career Readiness Standards	PA Career Readiness Standards

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% of all students exceed the state-wide average for career readiness
All students increased in the career readiness from the previous year.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Not letting the 100% drop even a little bit.
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Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Attendance	23-24 School Year - Did not meet the target for regular attendance. -51% of students with persistent attendance. - Increase in performance from the previous year (16.4% increase)
Achievement & Growth in ELA	23-24 School Year ELA Achievement -Did not hit the target for achievement - 25% of proficient/advanced -Increase from the previous year by 6.6% ELA Growth -75% ELA Growth met or exceeds the growth standard -Increase from the previous year by 10%
Achievement & Growth in Math	23-24 School Year Math Achievement -2% decrease from previous year -0% of proficient/advanced Math Growth - 76% Math Growth met or exceeded the growth standard -Increase in growth from previous year by 11%

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

2023-2024 ELA - Students identified as black (97%) and 2 or more races (91%), All (100%), and Students with Disabilities (75%) exceeded the statewide growth standard in ELA and increased from the previous school year.
2023-2024 Math -Students identified as Students with Disabilities (76%) exceeded the statewide growth standard in Math and increase from the previous school year.
2023-2024 Science -- Students identified as Students with Disabilities (76%) exceeded the statewide growth standard in Science - White students (74%) exceeded the statewide growth standard in science.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

23-24 School Year ELA - 25% of proficient/advanced, students with disabilities. -75% ELA Growth met or exceeds growth index
23-24 School Year Attendance - Did not meet the target for regular attendance. -51% of students with persistent attendance. -Increase in performance from the previous year (16.4% increase)
23-24 School Year Math -0% of proficient/advanced, students with disabilities. - 76% Math Growth met or exceeds growth index

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Not Yet Evident
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Not Yet Evident

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Not Yet Evident
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Aligned curricular materials and lesson plans to the PA Standards * ELA and Math
Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify professional learning needs through analysis of a variety of data *
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 *
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement a multi-tiered system of supports for academics and behavior *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
During our 23-24 school year 100% of our Students with Disabilities population met the Career Readiness indicator which was a 7.8% increase from the 22-23 school year.	True
2023-2024 School Year English Language Arts The all student group had 100% of the students had an increase in performance from the previous year. In our black student group there were 97% of the students who had an increase in performance from the previous year. In our white student group there were 79% of the students who had an increase in performance from the previous year. In our Economically Disadvantaged group there were 98% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 75% of students the students who had an increase in performance from the previous year. Math Our Students with Disabilities were the only group with that met the standard of growth. 76% of the students had an increase in performance from the previous year. This was an 11% increase from the previous year which only 65% of the students met the growth standard. Science: The all student group had 72% of the students had an increase in performance from the previous year. In our Economically Disadvantaged group there were 72% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 76% of students the students who had an increase in performance from the previous year.	True
NWEA Map is a benchmark assessment that helps us to track and measure students growth and achievement. They have indicators based on the RIT score students earn to what they should score on the PSSAs.	True
NoRedInk is a great program for middle school because it helps students improve their grammar, writing, and language skills while using students interests to keep them engaged.	False
NWEA Map is a benchmark assessment that helps us to track and measure students growth and achievement. They have indicators based on the RIT score students earn to what they should score on the PSSAs.	False
100% of all students exceed the state-wide average for career readiness	True
2023 - 2024 SY ELA Achievement - All subgroups, Student with Disabilities, and Combined Ethnicity showed an increase in achievement despite not meeting the improvement target - Black student group meets or	True

Exceeds Statewide Goal with 54.4% Math Achievement -All Students, Black, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target Science Achievement -All Students, White, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target	
2023 - 2024 SY -ELA Achievement - All subgroups, Student with Disabilities, and Combined Ethnicity showed an increase in achievement despite not meeting the improvement target - Black- Meets or Exceeds Statewide Goal with 54.4% -Math Achievement -All Students, Black, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target Science Achievement -All Students,White, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target	False
Open Up Resources is peer-reviewed and research -based curriculum. It is built with supports for diverse classrooms and different learning styles.	False
Imagine Math is an online adaptive math program designed to help middle and high school students improve their skills through personalized learning.	False
All student group and subset groups showed growth on their ELA performance for 23-24 school year. All student group, Black, 2 or more races, economically disadvantaged, and combined ethnicity met/exceeded the statewide goal for growth.	False
All students increased in the career readiness from the previous year.	False
2023-2024 ELA - Students identified as black (97%) and 2 or more races (91%), All (100%), and Students with Disabilities (75%) exceeded the statewide growth standard in ELA and increased from the previous school year.	True
	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Implement evidence-based strategies to engage families to support learning	True
Aligned curricular materials and lesson plans to the PA Standards * ELA and Math	False
Even though we did not meet the goal for students with disabilities for performance there was still an increase from the year before.	False
Students with disabilities met the interim target in growth and increased from last year for math.	False
2023-2024 Math -Students identified as Students with Disabilities (76%) exceeded the statewide growth standard in Math and increase from the previous school year.	False
2023-2024 Science -- Students identified as Students with Disabilities (76%) exceeded the statewide growth standard in Science - White students (74%) exceeded the statewide growth standard in science.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
2023-2024 Academic Achievement and Growth of all Students, especially those with disabilities in ELA, Math, & Science	True
2022 - 2023 SY- Washington Junior High School's students with disabilities regular attendance is 34.6%	True
All student group did not meet the interim or statewide target for achievement in math.	False
All student group did not meet the statewide or interim target goal for performance.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Not letting the 100% drop even a little bit.	False
Our students with disabilities and white subset group met or exceeded the Interim Target, the only two groups that did not meet the state wide goal for growth.	False
In the subgroups white and 2 or more races there was a decrease in performance from last year.	False
Implement a multi-tiered system of supports for academics and behavior *	False
Use multiple professional learning designs to support the learning needs of staff *	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	True
23-24 School Year ELA - 25% of proficient/advanced, students with disabilities. -75% ELA Growth met or exceeds growth index	False
23-24 School Year Attendance - Did not meet the target for regular attendance. -51% of students with persistent attendance. -Increase in performance from the previous year (16.4% increase)	True
Identify professional learning needs through analysis of a variety of data *	False
Identify professional learning needs through analysis of a variety of data *	False
Identify professional learning needs through analysis of a variety of data *	False
All subgroups except Students with Disabilities decreased in performance growth and did not meet the standard showing growth.	False

23-24 School Year Math -0% of proficient/advanced, students with disabilities. - 76% Math Growth met or exceeds growth index	False
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Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2023-2024 Academic Achievement and Growth of all Students, especially those with disabilities in ELA, Math, & Science	Implementing MTSS, identifying at-risk students, and implementing data driven interventions	True
2022 - 2023 SY- Washington Junior High School's students with disabilities regular attendance is 34.6%	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.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *		False
23-24 School Year Attendance - Did not meet the target for regular attendance. -51% of students with persistent attendance. -Increase in performance from the previous year (16.4% increase)	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.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
NWEA Map is a benchmark assessment that helps us to track and measure students growth and achievement. They have indicators based on the RIT score students earn to what they should score on the PSSAs.	2023-2024 7th grade is showing growth at or above the grade level norms projected growth 8th grade 35% met growth expectations
2023-2024 ELA - Students identified as black (97%) and 2 or more races (91%), All (100%), and Students with Disabilities (75%) exceeded the statewide growth standard in ELA and increased from the previous school year.	
During our 23-24 school year 100% of our Students with Disabilities population met the Career Readiness indicator which was a 7.8% increase from the 22-23 school year.	Continuing to monitor and track career readiness through artifacts collected.
2023-2024 School Year English Language Arts The all student group had 100% of the students had an increase in performance from the previous year. In our black student group there were 97% of the students who had an increase in performance from the previous year. In our white student group there were 79% of the students who had an increase in	

performance from the previous year. In our Economically Disadvantaged group there were 98% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 75% of students the students who had an increase in performance from the previous year. Math Our Students with Disabilities were the only group with that met the standard of growth. 76% of the students had an increase in performance from the previous year. This was an 11% increase from the previous year which only 65% of the students met the growth standard. Science: The all student group had 72% of the students had an increase in performance from the previous year. In our Economically Disadvantaged group there were 72% of the students who had an increase in performance from the previous year. In our Student with Disabilities group there were 76% of students the students who had an increase in performance from the previous year.	
100% of all students exceed the state-wide average for career readiness	
Implement evidence-based strategies to engage families to support learning	
2023 - 2024 SY ELA Achievement - All subgroups, Student with Disabilities, and Combined Ethnicity showed an increase in achievement despite not meeting the improvement target - Black student group meets or Exceeds Statewide Goal with 54.4% Math Achievement -All Students, Black, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target Science Achievement -All Students, White, Economically Disadvantage, & combined Ethnicity showed an increase in achievement despite not meeting the improvement target	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Washington Junior High School, in collaboration with Tracey Czajkowski and Sam Taylor (IU1), is committed to developing a comprehensive, standards-aligned, and vertically integrated ELA and Math curriculum. Through the adoption of Panorama and the implementation of Prisms VR, the school will enhance student learning by integrating an early warning system to manage MTSS, conducting regular student screenings with standardized tools to predict performance on established benchmarks, and aligning resources to meet individual student needs. Progress monitoring will also ensure that it continuously informs instructional decision-making and tier movement.
	Implementing MTSS for academics, attendance, and SEL will help improve our schools attendance. There are various reasons students are not attending school. It could be because they are not understanding the content in their classes, inability to get to school on their own, social and emotional reasons, and many other reasons. If we can help improve each of these areas through MTSS we can help increase student attendance.

Goal Setting

Priority: Washington Junior High School, in collaboration with Tracey Czajkowski and Sam Taylor (IU1), is committed to developing a comprehensive, standards-aligned, and vertically integrated ELA and Math curriculum. Through the adoption of Panorama and the implementation of Prisms VR, the school will enhance student learning by integrating an early warning system to manage MTSS, conducting regular student screenings with standardized tools to predict performance on established benchmarks, and aligning resources to meet individual student needs. Progress monitoring will also ensure that it continuously informs instructional decision-making and tier movement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will show continued growth and achievement in grade-level ELA standards as measured by NWEA MAP benchmark assessments and supported by curriculum revisions in the 25-26 SY.			
Measurable Goal Nickname (35 Character Max)			
ELA Curriculum IU1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55% of students with IEPs will show growth by a scale score increase from the Spring 24-25 benchmark to the Fall 25-26 benchmark on the Reading assessment.	58% of students with IEPs will show growth by a scale score increase from the Fall 25-26 benchmark to the Spring 25-26 benchmark on the Reading assessment.	58% of students with IEPs will show growth by a scale score increase from the Fall 25-26 benchmark to the Spring 25-26 benchmark on the Reading assessment.	60% of students with IEPs will show growth by a scale score increase from the Fall 25-26 benchmark to the Winter 25-26 benchmark on the Reading assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will show continued growth and achievement in grade-level Math standards as measured by NWEA MAP benchmark assessments and supported by the incorporation of Prisms VR and Math 180 in the 25-26 SY.			
Measurable Goal Nickname (35 Character Max)			
Math Prisms VR			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

55% of students with IEPs will show growth by a scale score increase from the Spring 24-25 benchmark to the Fall 25-26 benchmark on the Math assessment.	58% of students with IEPs will show growth by a scale score increase from the Fall 25-26 benchmark to the Spring 25-26 benchmark on the Math assessment.	58% of students with IEPs will show growth by a scale score increase from the Fall 25-26 benchmark to the Spring 25-26 benchmark on the Math assessment.	60% of students with IEPs will show growth by a scale score increase from the Fall 25-26 benchmark to the Winter 25-26 benchmark on the Math assessment.
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Priority: Implementing MTSS for academics, attendance, and SEL will help improve our schools attendance. There are various reasons students are not attending school. It could be because they are not understanding the content in their classes, inability to get to school on their own, social and emotional reasons, and many other reasons. If we can help improve each of these areas through MTSS we can help increase student attendance.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 7th and 8th-grade students will demonstrate improved emotional regulation skills through the implementation of social-emotional intervention plans based on SEL survey results and the Tier 1 Mind UP curriculum.			
Measurable Goal Nickname (35 Character Max)			
Panorama Education and MindUP Curriculum			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 75% of students will complete the initial SEL survey, and 100% of students will participate in monthly MindUP lessons.	At least 60% of students identified as needing support in Quarter 1 will show a 10% improvement in emotional regulation skills, as measured by mid-year SEL surveys and teacher observations.	At least 70% of students identified as needing support in the first semester will show a 15% improvement in emotional regulation skills, as measured by the 2nd SEL surveys, attendance reports and behavior reports. Additionally, 80% of all students will have 90% of average daily attendance.	At least 70% of students identified as needing support in the first semester will show a 15% improvement in emotional regulation skills, as measured by SEL surveys, attendance and behavior incident reports. Additionally, 85% of all students will have 90% of average daily attendance.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)

By the end of the academic year, increase the regular attendance rate of students identified as at risk (those with attendance below 90%) by 10% through the implementation of a multi-tiered system of supports (MTSS) that integrates attendance interventions and social-emotional learning (SEL) strategies.

Measurable Goal Nickname (35 Character Max)

Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
62% of all students will have 90% of average daily attendance.	64% of all students will have 90% of average daily attendance.	67% of all students will have 90% of average daily attendance.	70% of all students will have 90% of average daily attendance.

Action Plan

Measurable Goals

ELA Curriculum IU1	Math Prisms VR
Panorama Education and MindUP Curriculum	Attendance

Action Plan For: ELA Curriculum

Measurable Goals:
<ul style="list-style-type: none"> Students with disabilities will show continued growth and achievement in grade-level ELA standards as measured by NWEA MAP benchmark assessments and supported by curriculum revisions in the 25-26 SY.

Action Step		Anticipated Start/Completion Date	
Plan out classroom Visits from Tracy to observe the implementation of the curriculum throughout the 2024-2025 SY.		2025-08-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tracy Czajkowski/ IU1 ELA Curriculum Specialist	ELA Pacing Guides & Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evaluation of curriculum created for the previous year and find ways to improve it before finalizing.	Monitored throughout the 2024-2025 school year by evaluating MAP assessment data points, student and teacher feedback on successful strategies and implementation, continued coaching and support from ELA specialist and administration, and impact on spring 2026 test scores before planning for next school year with revisions to curriculum. Tracy Czajkowski- IU1 ELA Curriculum Specialist Lou Magnotta- JH Principal

Action Plan For: Panorama Education Playbook Attendance Interventions

Measurable Goals:
<ul style="list-style-type: none"> By the end of the academic year, increase the regular attendance rate of students identified as at risk (those with attendance below 90%) by 10% through the implementation of a multi-tiered system of supports (MTSS) that integrates attendance interventions and social-emotional learning (SEL) strategies.

Action Step		Anticipated Start/Completion Date	
Utilize Panorama Education to analyze attendance data and identify students with chronic absenteeism. Develop targeted intervention plans, including personalized support and mentorship, to address barriers to attendance. Implement an incentive program, such as rewards for improved attendance or consistent presence, to motivate students. Monitor progress through Panorama's real-time dashboards and adjust strategies as needed to ensure continued improvement.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lou Magnotta/Jr High Principal Richie Barnes/ Truancy Officer Sadie Sabo/ Jr High Counselor	Panorama Education	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By leveraging Panorama Education for data-driven insights and implementing targeted interventions and incentives, the school will experience improved attendance rates, reduced chronic absenteeism, and increased student engagement. Consistent monitoring and adaptive strategies will ensure sustained progress and positive long-term attendance patterns.	Attendance data will be continuously monitored through Panorama Education's real-time dashboards, tracking both individual and group attendance patterns. Progress will be evaluated by comparing baseline data with post-intervention metrics, focusing on reduced absenteeism and increased consistency. Feedback from students, families, and staff will be collected to assess the effectiveness of interventions and incentives. Data will be analyzed monthly to identify trends and the effectiveness of implemented strategies. Surveys and focus groups will gather qualitative insights to complement quantitative data. Adjustments to interventions will be made based on data outcomes and stakeholder feedback, ensuring a responsive and adaptive approach.

Action Plan For: Math Curriculum and VRs

Measurable Goals:
<ul style="list-style-type: none"> Students with disabilities will show continued growth and achievement in grade-level Math standards as measured by NWEA MAP benchmark assessments and supported by the incorporation of Prisms VR and Math 180 in the 25-26 SY.

Action Step		Anticipated Start/Completion Date	
Continue to us the Math Prism VRs while implementing Open-Up resources curriculum.		2025-08-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lou Magnotta/ Principal Sam Kohl/ Prisms VR	Licenses and Software for VRs PD for Open-up	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Fully integrated Prisms VR platform starting in the JH Math department and increased achievement and growth.	Monitored throughout the 2024-2025 school year by quarterly student surveys and increased classroom walkthroughs geared toward monitoring for student engagement in the math curriculum, in addition to data monitoring for student growth and achievement through data sourced from MAP benchmarks (3x per year) and Imagine Math progress (weekly). Sam Kohl- Prisms VR Lou Magnotta- JH Principal

Action Plan For: Social Emotional Learning

Measurable Goals:
<ul style="list-style-type: none"> By the end of the school year, 7th and 8th-grade students will demonstrate improved emotional regulation skills through the implementation of social-emotional intervention plans based on SEL survey results and the Tier 1 Mind UP curriculum.

Action Step		Anticipated Start/Completion Date	
Implement the MindUP social-emotional curriculum alongside Panorama Education's intervention tracking to support the development of students' social-emotional skills and monitor progress at the junior high level.		2025-08-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lou Magnotta/Principal Sadie Sabo/Jr High Counselor	MindUP curriculum and login for teachers, training for all teachers on MindUP.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved social-emotional skills among junior high students, demonstrated by increased self-regulation, empathy, and coping strategies, as well as measurable growth in Panorama Education's SEL data reports.	Principal, Teachers, Students, and Counselor Monthly Data Review and Quarterly Surveys Analyze Panorama Education SEL survey results, track student participation and progress in MindUP lessons, and conduct teacher observations to assess implementation fidelity.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
VR Licenses	<ul style="list-style-type: none">Math Curriculum and VRs	Supplies & Property	1	TBD
Incentives for Attendance	<ul style="list-style-type: none">Panorama Education Playbook Attendance Interventions	Supplies & Property	1	TBD

Total Expenditures	0
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Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Social Emotional Learning	Implement the MindUP social-emotional curriculum alongside Panorama Education's intervention tracking to support the development of students' social-emotional skills and monitor progress at the junior high level.

MindUp and Panorama Professional Development

Action Step		
<ul style="list-style-type: none">Implement the MindUP social-emotional curriculum alongside Panorama Education's intervention tracking to support the development of students' social-emotional skills and monitor progress at the junior high level.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	One to two times a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date