

Washington Park El Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Washington Park Elementary School		101638803
Address 1		
801 E Wheeling Street		
Address 2		
City	State	Zip Code
Washington	PA	15301
Chief School Administrator		Chief School Administrator Email
Mr. George Lammay		lammayg@prexie.us
Principal Name		
Nicole Bockstoce		
Principal Email		
bockstocen@prexie.us		
Principal Phone Number		Principal Extension
724-223-5000		1100
School Improvement Facilitator Name		School Improvement Facilitator Email
N/A		N/A

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mr. George Lammay	Superintendent	Washington SD	lammayg@prexie.us
Nicole Bockstoce	Principal	Washington Park	bockstocen@prexie.us
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Dale Hamilton	Title 1 Parent Liaison	Washington Park	hamiltond@prexie.us
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Tiffani Titler	ELA Curriculum Leader3-6	Washington Park	titlert@prexie.us
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Camilla Justice	District Level Leaders	Washington SD	justicec@prexie.us
Jordan Kuntz	Teacher	Washington Park	kuntzj@prexie.us
Toni Stewart	Teacher	Washington Park	stewart@prexie.us
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Vision for Learning

Vision for Learning

Washington School District is committed to educating all students under the guidance of our dedicated staff members. We provide our learners with lifelong tools to navigate a course toward growth and advancement while collectively supporting and celebrating students, staff and community achievement.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group exceeds performance standard for college and career measures	A district wide database (Smart Futures) continued to be used to address the requirements for Career and Readiness indicators. All students participated and met the goals aligned with the grade bands.
All student group exceeds the standard demonstrating growth in ELA	Most recent data indicates the following: 99% of all or our students showed growth in ELA/Literature from the previous year.

Challenges

Indicator	Comments/Notable Observations
Attendance	Students with Disabilities 22-23: 53.73%
Academic Achievement and Growth of Students with Disabilities in Math and ELA Combined	2022-2023 School Year: Growth: .58 Achievement: 14.62%
Career Standards Benchmark for Students with Disabilities	Students with Disabilities 22-23: 80.77%

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

Strengths

Indicator	Comments/Notable Observations
Increase performance in ELA ESSA Student Subgroups African-American/Black, Economically	Annual academic growth/expectation was achieved in ELA by Black students (100%) and Economically Disadvantaged (99%)

Disadvantaged	
Indicator Increased performance in Mathematics ESSA Student Subgroups Multi-Racial (not Hispanic), Economically Disadvantaged	Comments/Notable Observations Annual academic growth/expectation was achieved in Mathematics by Multiracial students (83%) and Economically Disadvantaged (83%)

Challenges

Indicator Did not meet goal in Mathematics ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All groups did not meet the goal and there is a decrease in Hispanic Students.
Indicator Did not meet goal in ELA ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All groups did not meet the goal and there is a decreased in Hispanic, White, MultiRacial and Students with Disabilities.
Indicator Expectations not met ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Annual expectation was not met in Science/Biology by All student groups and there is a decrease in Black, White, and Economically Disadvantaged students.

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.

Annual academic growth/expectation was achieved in ELA by Black students (100%) and Economically Disadvantaged (99%)
The overall percent proficient and advanced in Mathematics/Algebra 1 improved (35.5%) compared to the year before (34.9%)

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.

22-23 students with disabilities regular attendance is 53.73%
22-23 students with disabilities academic achievement and growth
22-23 students with disabilities career standards benchmark is 80.77%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Benchmark Assessments	3-6 Data indicates students struggle in meeting specified goals.
Acadience	K-2 Data indicates students struggle in meeting specified goals

English Language Arts Summary

Strengths

Acadience Data shows 71% of Kindergarten students were at benchmark by the end of the 22-23 school year.
MAPS Assessment data shows that 80% of 6th grade students showed growth from the MOY to the EOY in ELA for the 22-23 school year.

Challenges

Due to such a transient population, we do not have the capability to educate all of our students that we are held accountable for and have enough time to meet all of their needs.
Students are not on track to meet the statewide 2030 goals and interim targets.
Based on our districts demographics, all students K-6 are eligible for free lunch through the Community Eligibility Program (CEP).

Mathematics

Data	Comments/Notable Observations
NWEA MAP Benchmark Assessments	3-6 Data indicates students struggle in meeting specified goals.
Curriculum Based Assessments	All student groups showed progress in grade level content assessments.

Mathematics Summary

Strengths

Math Benchmark data shows 71% of Kindergarten and 68% of 2nd grade students were at benchmark by the end of the 22-23 school year.
MAPS Assessment data shows that 76% of 6th grade students showed growth from the MOY to the EOY in Math for the 22-23 school year.

Challenges

Based on our districts demographics, all students K-6 are eligible for free lunch through the Community Eligibility Program (CEP).
Due to such a transient population, we do not have the capability to educate all of our students that we are held accountable for and have enough time to meet all of their needs.

Students are not on track to meet the statewide 2030 goals and interim targets.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Data continues to be favorable

Science, Technology, and Engineering Education Summary

Strengths

Percentage of all students who were proficient or advanced was above the statewide average for the 23-24 school year.

Challenges

Due to such a transient population, we do not have the capability to educate all of our students that we are held accountable for and have enough time to meet all of their needs.

Students are not on track to meet the statewide 2030 goals and interim targets.

Based on our districts demographics, all students K-6 are eligible for free lunch through the Community Eligibility Program (CEP).

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	All students completed grade level band activities

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.

All students completed grade level band activities in Smart Futures.
For the 2-23 school year, the LEA Selected Measure for Educator Effectiveness was focused district wide on Career Readiness.

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.

Our transient population makes it challenging to ensure transfer of career readiness data from other schools.
Students who did not attend school regularly required makeup sessions to complete Career Readiness Artifacts.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	Based on current data, we have reviewed, revisited and revised as needed.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Based on recent data, we will review, revisit and revise as needed.
2 or More Races	Based on recent data, we will review, revisit and revise as needed.
Hispanic	Based on recent data, we will review, revisit and revise as needed.

White	Based on recent data, we will review, revisit and revise as needed.
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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.

Black, White and Multiracial student groups showed growth from the previous year in ELA.
Economically Disadvantaged student group showed growth from the previous year in ELA.

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.

Black, White, Hispanic and Multiracial student groups did not meet the interim goal/improvement target in ELA.
Economically Disadvantaged student group did not meet the interim goal/improvement target in ELA.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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	Operational
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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Implement evidence-based strategies to engage families to support learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement new K-2 research based reading program and aligned benchmark assessments through newly hired reading specialists at the primary level

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Identify professional learning needs through analysis of a variety of data

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
Annual academic growth/expectation was achieved in ELA by Black students (100%) and Economically Disadvantaged (99%)	False
The overall percent proficient and advanced in Mathematics/Algebra 1 improved (35.5%) compared to the year before (34.9%)	True
Acadience Data shows 71% of Kindergarten students were at benchmark by the end of the 22-23 school year.	False
MAPS Assessment data shows that 80% of 6th grade students showed growth from the MOY to the EOY in ELA for the 22-23 school year.	False
Math Benchmark data shows 71% of Kindergarten and 68% of 2nd grade students were at benchmark by the end of the 22-23 school year.	False
Economically Disadvantaged student group showed growth from the previous year in ELA.	True
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
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
MAPS Assessment data shows that 76% of 6th grade students showed growth from the MOY to the EOY in Math for the 22-23 school year.	False
Percentage of all students who were proficient or advanced was above the statewide average for the 23-24 school year.	False
Black, White and Multiracial student groups showed growth from the previous year in ELA.	False
For the 2-23 school year, the LEA Selected Measure for Educator Effectiveness was focused district wide on Career Readiness.	False
Implement new K-2 research based reading program and aligned benchmark assessments through newly hired reading specialists at the primary level	False
All students completed grade level band activities in Smart Futures.	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
22-23 students with disabilities academic achievement and growth	True
22-23 students with disabilities regular attendance is 53.73%	True
Due to such a transient population, we do not have the capability to educate all of our students that we are held accountable for and have enough time to meet all of their needs.	False
Students are not on track to meet the statewide 2030 goals and interim targets.	False
Based on our districts demographics, all students K-6 are eligible for free lunch through the Community Eligibility Program (CEP).	False
Due to such a transient population, we do not have the capability to educate all of our students that we are held accountable for and have enough time to meet all of their needs.	False
	False
Students are not on track to meet the statewide 2030 goals and interim targets.	False
Based on our districts demographics, all students K-6 are eligible for free lunch through the Community Eligibility Program (CEP).	False
Students who did not attend school regularly required makeup sessions to complete Career Readiness Artifacts.	False
Based on our districts demographics, all students K-6 are eligible for free lunch through the Community Eligibility Program (CEP).	False
Our transient population makes it challenging to ensure transfer of career readiness data from other schools.	False
Due to such a transient population, we do not have the capability to educate all of our students that we are held accountable for and have enough time to meet all of their needs.	False
Students are not on track to meet the statewide 2030 goals and interim targets.	False
22-23 students with disabilities career standards benchmark is 80.77%	True
Black, White, Hispanic and Multiracial student groups did not meet the interim goal/improvement target in ELA.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Identify professional learning needs through analysis of a variety of data	False
Economically Disadvantaged student group did not meet the interim goal/improvement target in ELA.	False

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
22-23 students with disabilities academic achievement and growth		True
22-23 students with disabilities regular attendance is 53.73%	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
22-23 students with disabilities career standards benchmark is 80.77%		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Economically Disadvantaged student group showed growth from the previous year in ELA.	
The overall percent proficient and advanced in Mathematics/Algebra 1 improved (35.5%) compared to the year before (34.9%)	
Implement evidence-based strategies to engage families to support learning	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The school will provide special education educators with a new phonics program and progress monitoring system to utilize and track student progress throughout the year.
	The school will develop a truancy team that will meet biweekly and work in conjunction with local agencies to decrease student truancy.
	Students with disabilities will complete career artifacts that will be uploaded and monitored through Smart Futures and/or their permanent file.

Goal Setting

Priority: The school will develop a truancy team that will meet biweekly and work in conjunction with local agencies to decrease student truancy.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase attendance for students with disabilities			
Measurable Goal Nickname (35 Character Max)			
Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55% of special education students enrolled in the school will have regular attendance of 90% or more of the days they are enrolled in Q1.	55% of special education students enrolled in the school will maintain regular attendance of 90% or more of the days they are enrolled in Q1 and Q2 combined.	58% of special education students enrolled in the school will maintain regular attendance of 90% or more of the days they are enrolled in Q1-Q3.	60% of special education students enrolled in the school will have regular attendance of 90% or more of the days they are enrolled in the 24-25 SY if enrolled more than 90 days.

Priority: The school will provide special education educators with a new phonics program and progress monitoring system to utilize and track student progress throughout the year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
A minimum of 60% of students with disabilities will show at least a 50 point increase in composite score on grade level DIBELS benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will complete the BOY Amplify mClass assessment to gain a baseline score.	Progress monitoring data will be used for students with disabilities not reaching the composite score benchmark.	Students with disabilities will show a 20 point increase in composite score on the MOY Amplify mClass assessment.	Students with disabilities will show an additional 30 point increase in composite score on the EOY Amplify mClass assessment.

Priority: Students with disabilities will complete career artifacts that will be uploaded and monitored through Smart Futures and/or their permanent file.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
At least 90% of students with disabilities will complete the career standards benchmark for 5th grade.			
Measurable Goal Nickname (35 Character Max)			
Career Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students with disabilities will begin working on their first career artifact in Smart Futures and/or their permanent file.	Students with disabilities will complete their first career artifact in Smart Futures and/or their permanent file.	Students with disabilities will begin working on their second career artifact in Smart Futures and/or their permanent file.	Students with disabilities will complete their second career artifact in Smart Futures and/or their permanent file.

Action Plan

Measurable Goals

Attendance Goal	ELA Goal
Career Goal	

Action Plan For: Truancy Team

Measurable Goals:

- Increase attendance for students with disabilities

Action Step		Anticipated Start/Completion Date	
Truancy team will meet biweekly to review each grade levels attendance, identify at risk students, send attendance letters home, hold SAIP meetings if necessary and utilize services and involve Blueprints and CYS.		2024-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Guidance Counselors	Attendance Reports pulled from SIS/partnership with Blueprints and CYS agencies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student attendance	Monitored through truancy team biweekly meetings and tracking of students referrals made by guidance counselors and their outcomes.

Action Plan For: UFLI and Amplify

Measurable Goals:

- A minimum of 60% of students with disabilities will show at least a 50 point increase in composite score on grade level DIBELS benchmark assessment.

Action Step	Anticipated Start/Completion Date
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Teachers of students with disabilities will utilize the UFLI phonics program during instruction and intervention.		2024-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers of students with disabilities	UFLI manual and Google slides/Powerpoints	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers of students with disabilities will utilize the Amplify mClass benchmark testing and progress monitoring tool.		2024-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers of students with disabilities	Amplify mClass online access	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase growth and achievement for students with disabilities	Monitored 3 times a year through the mClass benchmark assessment given by teachers of students with disabilities.

Action Plan For: Career Benchmark

Measurable Goals:
<ul style="list-style-type: none"> At least 90% of students with disabilities will complete the career standards benchmark for 5th grade.

Action Step		Anticipated Start/Completion Date	
Teachers of students with disabilities will ensure students create two artifacts to be added to their permanent file or uploaded in the Smart Futures program.		2024-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance counselors and teachers of students with disabilities	Smart Futures program and career standards	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase of completion of career stands benchmark.	Monitored quarterly by guidance counselors and teachers through the use of Smart Futures and reviewing students permanent files.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Truancy Team• UFLI and Amplify• Career Benchmark	Teacher Salaries & Benefits	839205
Instruction	<ul style="list-style-type: none">• Truancy Team• UFLI and Amplify• Career Benchmark	Curriculum Leaders & Benefits	7083
Instruction	<ul style="list-style-type: none">• Truancy Team• UFLI and Amplify• Career Benchmark	After School Program Teacher Salaries & Benefits	37773
Total Expenditures			884061

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
UFLI and Amplify	Teachers of students with disabilities will utilize the UFLI phonics program during instruction and intervention.

UFLI and Amplify

Action Step		
• Teachers of students with disabilities will utilize the UFLI phonics program during instruction and intervention.		
Audience		
All K-6 Homeroom Teachers & Reading Specialists		
Topics to be Included		
Benchmark Assessment, Progress Monitoring and Screening Assessments		
Evidence of Learning		
Knowledge and competency in administering assessments and progress monitoring		
Lead Person/Position	Anticipated Start	Anticipated Completion
Outside Agency	2024-07-01	2024-08-24

Learning Format

Type of Activities	Frequency
Course(s)	Self-paced
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• TSI Plan Affirmation.pdf

Chief School Administrator	Date
George Lammay	2024-11-04
Building Principal Signature	Date
Nicole Bockstoce	2024-11-01
School Improvement Facilitator Signature	Date