Washington SD
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN	
Washington School District		101638803	
Address 1			
311 ALLISON AVE			
Address 2			
City	**State**	**Zip Code**	
WASHINGTON	PA	15301-4272	
Chief School Administrator		**Chief School Administrator Email**	
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Single Point of Contact Name			
Mr. George Lammay			
Single Point of Contact Email			
lammayg@prexie.us			
Single Point of Contact Phone Number			
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Steering Committee

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LEA Profile

Washington is a small inner city school district located in the City of Washington in Southwestern Pennsylvania. Washington School District students reside in the City of Washington or the Borough of East Washington. This 3.3 square mile area reported a population of 13,176 at the 2020 census. The City of Washington is the County seat and provides numerous services for dependent families. Industries available are limited in the city of Washington, PA. However, many community members are employed in the private sector. There are 4 women's shelters in the City as well as 4 federal housing properties and 4 group homes. As a result, the school district has a transient population. It is not uncommon for Washington to be the fourth or fifth district a new student enrollee experiences in his/her school career. In addition, we service an intensive population that requires resiliency training and self-advocacy to assist with managing their many challenges.

The Washington School District is made up of 2 buildings and 3 schools. The first building is Washington Park Elementary School servicing approximately 837 elementary students in grades K-6. The second building is Washington Junior/Senior High School, servicing approximately 194 Junior High students in grades 7-8 and 387 High School Students in grades 9-12. The district also provides services to approximately 100 students in grades K-12 virtually through the Prexie Cyber Academy. Students may also attend programs at the Western Area Career and Technical Center.

The population of Washington School District is diverse being made up of 43% Caucasian students, 26% African-American students, 21% Multi-racial students, 5% Hispanic, and less than 1% Asian or American-Indian.

The district records an economically disadvantaged percentage of 82%. Due to this high percentage, the school district can offer free lunches to all students through the National School Lunch Program. The Washington Park Elementary School is also recognized as a Title 1 school and receives additional funding. The district also participates in the Title IIA and Title IVA programs. In grades K-12 the school district currently has 425 special education students.

Mission and Vision

Mission

Washington School District is committed to educating and supporting all students so that they have the necessary academic and personal skills to be successful in their future endeavors.

Vision

Washington School District provides well-rounded educational opportunities focused on academic, social, emotional, and interpersonal skills preparing students to be socially aware and responsive to become future global leaders who successfully communicate, network, and make ethical decisions.

Educational Values

Students

Perseverance, Resilience, Integrity, Engaged, Self Advocates

Staff

Integrity, Relationship focused, Empathy, Professional, Selfless

Administration

Integrity, Relationship focused, Ethics, Empathy, Servant-oriented

Parents

Nurturing, Moral character, Supportive, Communicative, Involved

Community

Supportive, involved, connected

Other (Optional)

Shared Values: 1. Demonstrate genuine care, and concern for students. 2. Adopt an education-centered focus where students come first, followed closely by the needs of their parents. 3. Develop and nurture healthy, productive, and cooperative relationships with colleagues. 4. Communicate regularly and clearly with all district and community stakeholders. 5. Create and maintain a positive working environment where all employees are valued. 6. Exemplify ethical decision-making and embrace a love of life-long learning.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Washington Park Elementary School	Student growth in math exceeded the state average. Achievement in math is within 7 percentage points of the state average with all sub-groups trending upward.
Washington High School	Career standard benchmark percentage data for the high school is .3% above the state average.

Challenges

Indicator	Comments/Notable Observations
High School attendance rates	Based on our attendance rates, our high school attendance continues to be significantly less than the statewide average.
Junior High School attendance rate	Based on our attendance rates, our junior high school attendance continues to be significantly less than the statewide average.
Junior High School Math	Based on our PSSA Data, our junior high school math results indicate that we are performing significantly worse than the statewide average.
Elementary School ELA	Based upon our PSSA Data, our elementary school ELA results indicate that we are performing 15% points less than the statewide average.
Elementary School attendance rates	The elementary school attendance rate is 14% points below the state average.

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

Strengths

Indicator Black student graduation rate **Grade Level(s) and/or Student Group(s)** Class of 2023	**Comments/Notable Observations** 91.7% of black students in the 2023 senior class graduated.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Indicator Career readiness **Grade Level(s) and/or Student Group(s)** High school	**Comments/Notable Observations** The high school career readiness results exceed state recommendations.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Elementary math **Grade Level(s) and/or Student Group(s)** 3-6 grades	**Comments/Notable Observations** Elementary grades 3-6 students grew at .7% greater than the state average for growth.
Indicator Black elementary students growth performance **Grade Level(s) and/or Student Group(s)** 3-6 grades	**Comments/Notable Observations** 81% of elementary students in 3-6 grades grew in their math performance.

Challenges

Indicator Attendance at all levels is a major concern. **Grade Level(s) and/or Student Group(s)** All	**Comments/Notable Observations** While many schools are struggling with attendance, the issue is pervasive at the Washington School District.
Indicator ELA tests results are well below expected levels **Grade Level(s) and/or Student Group(s)** Junior and Senior High	**Comments/Notable Observations** Part of the issue is a lack of cohesive reading programming concept at the elementary school over time. Additionally, reading must be addressed in the secondary level as wll.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Indicator Future Ready PA Index Results **Grade Level(s) and/or Student Group(s)** Elementary reading	**Comments/Notable Observations** Reading was identified through data analysis and school community meetings as a need for improvement.

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.

Black student graduation rate
The high school career readiness results exceed state recommendations.

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.

Reading was identified through data analysis and school community meetings as a need for improvement.
Increasing student attendance rates.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA Map Assessment	Students K-12 showed a 50/50 percent proficient/not proficient.
NWEA Map Assessment	64% of students K-12 showed growth from the fall test.

English Language Arts Summary

Strengths

Curriculum in-service work has shown value in slight improvements on NWEA Map assessments.
Science of learning concepts along with the EDGE tutoring program show progress in our local assessment data.

Challenges

Elementary students are 15 points behind the state average in ELA testing.
Junior high special education students fall far behind on ELA testing.

Mathematics

Data	Comments/Notable Observations
NWEA Map Assessments	Proficient versus non-proficient tested out at 50/50.
NWEA Map Assessments	73% showed growth in math from the beginning of the year.

Mathematics Summary

Strengths

Elementary and high school students trend slightly upward in math achievement.

Challenges

Junior high students in general and special education specifically fall far below their age peers in state comparisons.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Internal achievment data paired with state data	Science achievement is stonger than other areas of focus.

Science, Technology, and Engineering Education Summary

Strengths

Our district shifted a staff member to full time STEM teacher at the elementary.

Challenges

Funding for programs and materials is a challenge.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PIMS Data	95.7% 5th grade proficient, 92.2% 8th grade proficient, and 89.9 % 11th grade all above the state average.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Enrollment data from Powerschool	Student enrollment increased at the CTC by over 20% this year.

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

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

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.

The school district career readiness programs demonstrate excellent proficiency.
There is an increased interest in vocational programs based on school curriculum concepts.
The high school offers many AP and CHS courses.

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.

A higher percentage of students need to excel on national career testing.
AP scores must improve.

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
Graduation Rate	Graduation rate for this group has continued to rise.
Career Standards Benchmark	Data pulled from PA Future Ready Index. Usage of Smart Futures and development of Career Pathways.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Due to 82% of all Washington students meeting the definition for living in poverty, building level scores and economically disadvantaged students scores are nearly the same.	Data for free/reduced lunch students.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	In may cases, black student outpace their white peers academically.

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 student graduation rates exceed all other groups in Washington School District.
Students with Disabilities are enrolled in a Transitions or a Career Planning course to meet the career standards benchmark.

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.

Two percent of junior high school special education students were proficient in math.
Overall, special education students are lagging behind on assessment data.

Designated Schools

Washington Junior High School

Priority Challenge	Comments and Notable Observations
Junior high special education results	2 % math and 18.4 % ELA

Washington Junior High School

Priority Challenge	Comments and Notable Observations

Washington Junior High School

Priority Challenge	Comments and Notable Observations

Washington Junior High School

Priority Challenge	Comments and Notable Observations

Washington Park El Sch

Priority Challenge	Comments and Notable Observations
Special education test results	Recent designation for TSI

Systemic LEA Challenges
Attendance K-12

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Continued need to strengthen direct instruction for IEP students for math and ELA, at the junior high level.
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA
A-TSI Plan	We need to focus on collecting and monitoring accurate student data and on the implementation of programs to support student post-secondary transition.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Adding specific special education classes at all levels has increased student service delivery.
Adjusting staff assignments to support EL students.

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.

A need to provide specific scientifically designed learning concepts
Improving general education and special education integration,

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all students, educators, and families
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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
The high school career readiness results exceed state recommendations.	False
Black student graduation rate	False
Curriculum in-service work has shown value in slight improvements on NWEA Map assessments.	False
Science of learning concepts along with the EDGE tutoring program show progress in our local assessment data.	False
Elementary and high school students trend slightly upward in math achievement.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Students with Disabilities are enrolled in a Transitions or a Career Planning course to meet the career standards benchmark.	False
The school district career readiness programs demonstrate excellent proficiency.	False
There is an increased interest in vocational programs based on school curriculum concepts.	False
The high school offers many AP and CHS courses.	False
Black student graduation rates exceed all other groups in Washington School District.	False
Adding specific special education classes at all levels has increased student service delivery.	True
Adjusting staff assignments to support EL students.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Our district shifted a staff member to full time STEM teacher at the elementary.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Reading was identified through data analysis and school community meetings as a need for improvement.	True
Increasing student attendance rates.	True
PSSA data reflects a serious concern in the area of mathematics.	False
Elementary students are 15 points behind the state average in ELA testing.	False
Junior high special education students fall far behind on ELA testing.	False
Ensure effective, standards-aligned curriculum and assessment	False
A higher percentage of students need to excel on national career testing.	False
Junior high students in general and special education specifically fall far below their age peers in state comparisons.	False
AP scores must improve.	False
Overall, special education students are lagging behind on assessment data.	False
A need to provide specific scientifically designed learning concepts	False
Improving general education and special education integration,	False
Ensure effective, standards-aligned curriculum and assessment	False
Funding for programs and materials is a challenge.	False
Two percent of junior high school special education students were proficient in math.	False
Ensure effective, standards-aligned curriculum and assessment	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	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.

Reading at the K-6 grades is a major concern. As student progress through the district with a deficit in reading ability, their educational activities increase in difficulty. Attendance at all levels is a concern.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Reading was identified through data analysis and school community meetings as a need for improvement.	Previously reading instruction was delivered in a blended literacy model that did not meet the needs of many of our students. A science of reading approach is in process.	True
Increasing student attendance rates.	A lack of staff-to-student connection is needed to improve attendance.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Adding specific special education classes at all levels has increased student service delivery.	Various specialized special education classes are being added to increase maintaining LRE and provide the best possible support for our students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The science of reading program is the core reading approach in the school district. Additional staff training will provide a basis of understanding to ensure student success.
	By working closely with staff and students, priority will be placed on attendance to ensure high-quality instructional opportunities take place everyday.

Goal Setting

Priority: By working closely with staff and students, priority will be placed on attendance to ensure high-quality instructional opportunities take place everyday.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Students must be present each day to ensure high-quality learning opportunities. On average we have 88% attendance from our students on a daily basis. In 3 years, our goal is to have the average student attendance be at 94%		
Measurable Goal Nickname (35 Character Max)		
Increase District Attendance for students.		
Target Year 1	**Target Year 2**	**Target Year 3**
Average student attendance will be 90%.	Average student attendance will be 92%	Students must be present each day to ensure high-quality learning opportunities. On average we have 88% attendance from our students on a daily basis. In 3 years, our goal is to have the average student attendance be at 94%

Priority: The science of reading program is the core reading approach in the school district. Additional staff training will provide a basis of understanding to ensure student success.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
The elementary ELA achievement for grades 3-6 will reach 55% by the end of year 3.		
Measurable Goal Nickname (35 Character Max)		
Park reading goal		
Target Year 1	**Target Year 2**	**Target Year 3**
The elementary reading achievement percentage will reach 45%.	The elementary reading achievement percentage will reach 50%.	The elementary ELA achievement for grades 3-6 will reach 55% by the end of year 3.

Action Plan

Measurable Goals

Increase District Attendance for students.	Park reading goal

Action Plan For: Continue developing the RTI program using UFLI, Wilson reading, Haggerty, and other reasources

Measurable Goals:
• The elementary ELA achievement for grades 3-6 will reach 55% by the end of year 3.

Action Step		Anticipated Start/Completion Date	
Professional development for K-2 teachers for increased capacity with the RTI program.		2024-06-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mrs. Courtney LeViere	IFLI materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Dibels assessment will reflect a 3% increase for core instruction over the first year.	Dibels testing is monitored by the reading specialist and Mrs. LeViere three times a school year.

Action Plan For: Contract with EDGE learning systems for tutoring.

Measurable Goals:
• The elementary ELA achievement for grades 3-6 will reach 55% by the end of year 3.

Action Step		Anticipated Start/Completion Date	
Contract with EDGE learning system for 2024-2025 school year.		2024-08-24	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/guidance counselor	Assessment and traning materials from Attendance Works	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PSSA scores will increase by 5%	EDGE staff/LizHofreuter monitor the process weekly. The tuturs provide written feedback for review.

during the 2024-2025 school year.	Mrs. LeViere works with the EDGE administrators to facilitate the program. PSSA scores

Action Plan For: Implement Attendance Works concept

Measurable Goals:
• Students must be present each day to ensure high-quality learning opportunities. On average we have 88% attendance from our students on a daily basis. In 3 years, our goal is to have the average student attendance be at 94%

Action Step		Anticipated Start/Completion Date	
Identify and train attendance teams		2024-08-26	2024-12-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/guidance counselor	Attendance Works training materials	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Implement outreach programs for chronically absent students.		2025-01-06	2025-12-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Guidance counselor	None	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will increase by 6% over three years.	Superintendent, principals will monitor attendance monthly/

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Continue developing the RTI program using UFLI, Wilson reading, Haggerty, and other reasources	Professional development for K-2 teachers for increased capacity with the RTI program.
Implement Attendance Works concept	Identify and train attendance teams

UFLI professional development

Action Step		
• Professional development for K-2 teachers for increased capacity with the RTI program.		
Audience		
K-2 teachers		
Topics to be Included		
UFLI methodology		
Evidence of Learning		
Successful implementation leading to fidelity		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mrs. Courtney LeViere	2024-06-10	2024-08-14

Learning Format

Type of Activities	Frequency
Workshop(s)	Training event during the summer.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Implement Attendance Works concept	Implement outreach programs for chronically absent students.

Facebook video for parents and students to explain outreach program

Action Step		
• Implement outreach programs for chronically absent students.		
Audience		
Parents and students		
Topics to be Included		
Importance of attendance and support for chronically absent students.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building principal/guidance counselor	2024-09-09	2024-09-13

Communication

Type of Communication	Frequency
Other	Posted for the duration of the school year.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date