

## **WASHINGTON SD**

311 Allison Ave

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

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 STATEMENT**

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 VALUE STATEMENTS**

### **STUDENTS**

Perseverance Resilience Integrity Ethical Decision making Self-worth Acceptance,

### **STAFF**

Integrity Positive Relationships High Standards High levels of Support Ethics Empathy

### **ADMINISTRATION**

Integrity Positive Relationships High Standards High levels of Support Ethics Empathy

### **PARENTS**

Positive Relationships High Standards High levels of Support Ethics

### **COMMUNITY**

Positive Relationships High Standards High levels of Support Ethics

### **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. Encourage innovation, creativity, and perseverance, and integrity. 7. Exemplify ethical decision making and embrace a love of life-long learning.

## STEERING COMMITTEE

Name	Position	Building/Group
George Lammay	Administrator	Washington School District
Tara Sparks-Gatling	Board Member	Washington School District
BJ Mihelcic	Administrator	Washington School District
Chet Henderson	Administrator	Washington Senior High School
Lou Magnotta	Administrator	Washington Junior High School
Darren Vaccaro	Administrator	Washington Park Elementary School
Courtney Leviere	Administrator	Washington Park Elementary School
Stephenie Russell	Administrator	Washington School District
Melinda Stewart	Administrator	Washington School District
Megan Ross	Staff Member	Washington School District
Jenny Lent	Other	Intermediate Unit 1
Kelley Zebrasky	Other	KMZ Consulting
Carmine Molinaro	Other	Washington School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Scott Putnam	Community Member	City of Washington
Ron Faust	Community Member	Washington School District - Retired
D. Ryan Bunting	Community Member	Washington & Jefferson College
Ester Barnes	Community Member	Southwest Training
Mary Jo Podgurski	Community Member	Washington Teen Outreach
Jennifer Scott	Community Member	Washington County BHDS
Linda Harris	Community Member	Lemoyne Community Center
Tiffaney Hobson	Parent	Parent
Thomas Kelly	Community Member	Western PA Youth Football League/Compliance Officer
Darlene Bigler	Community Member	Blueprints
Kathy Pienkowski	Community Member	Citizen's Library
Christopher Burton	Community Member	US Army
Claire Shrontz	Community Member	District Manager for Rep. O'Neal
Felicia Walsh	Community Member	US Army
Dana Shiller	Board Member	Washington & Jefferson College

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Marsha Pleta	Board Member	Washington School District
Staci Connolly	Staff Member	Washington Park Elementary School
Erin Moore	Staff Member	Washington Junior High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By working closely with staff and students, priority will be placed on attendance to ensure high-quality instructional opportunities take place everyday.	Regular Attendance
Through effective planning and teamwork, students will be taught a standards-aligned curriculum and will show evidence through assessment data that they know and understand curricular content to be successful in school.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Curriculum Mapping	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Taught standards	Our district will implement a sustainable and viable curriculum where the intended curriculum and taught curriculum are the same and students learn 100% of all eligible standards for each grade level each year.
Action Step	Anticipated Start/Completion      Lead Person/Position      Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a district-wide system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	2022-08-22 - 2024-06-30	Administrative Team	Standard Aligned System from PDE

**Anticipated Outcome**

Staff under the direction of district administration will develop curriculum maps for courses so that all are aligned to the PA Core standards and national common core standards.

**Monitoring/Evaluation**

Building administrators and supervisors will review plans weekly and provide feedback to staff for corrections if necessary.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Our district will implement a sustainable and viable curriculum where the intended curriculum and taught curriculum are the same and students learn 100% of all eligible standards for each grade level each year. (Taught standards )	Curriculum Mapping	Establish a district-wide system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	08/22/2022 - 06/30/2024



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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Our district will implement a sustainable and viable curriculum where the intended curriculum and taught curriculum are the same and students learn 100% of all eligible standards for each grade level each year. (Taught standards )	Curriculum Mapping	Establish a district-wide system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	08/22/2022 - 06/30/2024

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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Foster a vision and culture of high expectations for success for all students, educators, and families

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

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

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

### Challenges

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

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

PSSA data reflects a serious concern in the area of mathematics.

## Strengths

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Foster a vision and culture of high expectations for success for all students, educators, and families

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## Challenges

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

PSSA data reflects a serious concern in the area of mathematics.

50% or all Washington students are below proficient.

36% of all Washington students failed to show growth.

50% of all students are not proficient. It appears that 1/2 of Washington students are not achieving at expected levels.

37% are not growing in their math understanding.

While science achievement is stronger in Washington, proficient levels remain below expected levels of achievement.

A higher percentage of students need to excel on national career testing.

More students need to attend CTC,

Career Standards Benchmark in 2017-2018 was at 100% for All Student group and Students with Disabilities group, but it decreased to 69.7% in 2018-2019 for All Student group while Students with Disabilities had an insufficient number of students.

Graduation Rate for Students with Disabilities in 2016-2017 was 66.7%.

## Strengths

variety of data

High school biology exams exceed the state average. Generally, the school district appears to have a positive science program.

The high school career readiness results exceed state recommendations dramatically.

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The elementary implemented a new reading core curriculum for this year that should increase reading scores.

The school district is developing a new math concept this year.

50% of students are achieving. 73% are showing growth.

State testing data indicates that science is a strength in the Washington School District.

The school district career readiness programs demonstrate excellent proficiency.

There is an increased interest in vocational programs based on

## Challenges

Graduation rate of students with disabilities increased in 2019-2020 from what it was in 2018-2019, but is still lagging behind the whole student group.

Our regular school attendance was 80.3% for the 2021-2022 school year, but attendance for Special Education students that year was 77.84%.

25.49% (13 out of 51 responses) of families stated that their child has a lack of interest in their classes. This was based on they results of a family survey.

29.41% (15 out of 51 responses) of families stated that their child has a lack of meaningful relationships with adults. This was based on the results of a family survey.

29.41% of families stated that their child has a lack of meaningful relationships with adults in the school.

25.49% of families stated that their child has a lack of interest in their classes.

The All Student Group is not meeting growth expectations.

## Strengths

school curriculum concepts.

Regular Attendance for Students with Disabilities increased from 51.3% in 2016-2017, to 61.5% in 2017-2018, to 65.0% in 2019-2020, and 77.84% in 2021-2022.

Graduation Rate for Students with Disabilities has continued to rise from the 2016-2017 school year from 66.7% to 75.9% in the 2019-2020 school year.

Students with Disabilities are enrolled in a Transitions or a Career Planning course to meet the career standards benchmark.

School wide graduation rate has increased from 81% in 2017-2018 to 82.5% in 2018-2019 to 86.2% in 2019-2020.

Industry-Based Learning all student group was 50.9% and Students with Disability group was at 50%. Both outperformed the statewide average of 29.1%. The 2020-2021 Industry-Based Learning was at 74.4% compared to the state-wide average of 26.8%.

NWEA MAP Benchmark Assessments with built in progress monitoring to measure student growth are now in place and part of the school-wide assessment schedule.

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**Most Notable Observations/Patterns**

Curricular alignment and delivery must be mapped out so that all standards are taught each year.

**Challenges**

**Discussion  
Point**

**Priority for Planning**

PSSA data reflects a serious concern in the area of mathematics.

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

## ADDENDUM B: ACTION PLAN

### Action Plan: Curriculum Mapping

Action Steps	Anticipated Start/Completion Date	
Establish a district-wide system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	08/22/2022 - 06/30/2024	
Monitoring/Evaluation	Anticipated Output	
Building administrators and supervisors will review plans weekly and provide feedback to staff for corrections if necessary.	Staff under the direction of district administration will develop curriculum maps for courses so that all are aligned to the PA Core standars and national common core standards.	
Material/Resources/Supports Needed	PD Step	Comm Step
Standard Aligned System from PDE	yes	yes
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Our district will implement a sustainable and viable curriculum where the intended curriculum and taught curriculum are the same and students learn 100% of all eligible standards for each grade level each year. (Taught standards )	Curriculum Mapping	Establish a district-wide system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	08/22/2022 - 06/30/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Curriculum Mapping (Standards Aligned System)	Professional employees (specifically teachers)	Staff under the direction of the administration will develop curriculum maps for courses so that all are aligned to the PA Core standards and national standards.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Assessments will be stored for all courses and curriculum maps will be housed online. These documents will be reviewed regularly and revisions made as needed.		08/22/2022 - 06/30/2025	Director of Curriculum & Instruction
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Language and Literacy Acquisition for All Students	



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Our district will implement a sustainable and viable curriculum where the intended curriculum and taught curriculum are the same and students learn 100% of all eligible standards for each grade level each year. (Taught standards )	Curriculum Mapping	Establish a district-wide system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	2022-08-22 - 2024-06-30

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Mapping Update	Professional Staff (Teachers)	Throughout the duration of this plan, staff will receive professional development updates on research-based, best instructional practices and the use of technology to enhance instruction.
Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/30/2025	Quarterly	Email
Lead Person/Position		
District Administration		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Keep all stakeholders informed of the district shared vision and provide updates as leadership teams carry out the action steps described in the school improvement plan in order to achieve the established measurable goals.	Continuous school improvement and increased student achievement	On-line via district webpage	All stakeholders	Duration of the District Comprehensive Plan (2021-2024)

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