Washington El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Washington El Sch		121390302
Address 1		
837 N 9th St		
Address 2		
City	**State**	**Zip Code**
Allentown	PA	18102
Chief School Administrator		**Chief School Administrator Email**
Dr Carol Birks		birksc@allentownsd.org
Principal Name		
Jeffrey Grillo		
Principal Email		
grilloj@allentownsd.org		
Principal Phone Number		**Principal Extension**
484-765-4945		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Melissa L. Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey Grillo	Principal	WES/ admin / ASD	grilloj@allentownsd.org
Deanna Foley	guidance	WES / counselor /ASD	foleyd@allentownsd.org
Robert Taggart	intervention specialist	WES / interventions / ASD	taggartr@allentownsd.org
Tanja Turchanik	Other	WES/ reading specialist/ASD	turchanikt@allentownsd.org
Jill Emert	Special ed teacher	WES/ AS TEACHER/ ASD	emertj@allentownsd.org
Wes Spence	Other	WES/ Asst. Principal / ASD	spencep@allentownsd.org
Julie Church	Teacher	WES / ELD Teacher/ ASD	churchj@allentownsd.org
Mary Frost	nurse	WES/ nurse/ ASD	frostm@allentownsd.org
Beth Tomlinson	Community Member	united way connect (Community Partner)	betht@unitedwayglv.org
Dia Smith	5th grade teacher	WES/ 5th / ASD	smithd@allentownsd.org
Jeffery Espinola	Community school coordinator	CIS/asd (Community partner)	espinolaj@allentownsd.org
Elizabeth Able	Parent	WES / parent	484-522-0923
Valerie Sosa	Parent	WES/ parent/	brooks.v@rcn.com
Cindy Andino	secretary	ASD/ head secretary/ asd	andinoc@allentownsd.org
Melissa Smith	District Level Leaders	ASD/ EX director school improvement and compliance	smithm@allentownsd.org
Arcelius Brickhouse	District Level Leaders	ASD/Executive Director of Instructional Leadership	brickhousea@allentownsd.org
Dr. Carol Birks	Chief School Administrator	ASD/Superintendent	birksc@allentownsd.org
Michele Kloiber	Other	ASD/Supervisor of Instruction	kloiberm@allentownsd.org

Vision for Learning

Vision for Learning

Washington Elementary School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
23-24 PSSA - All student groups met the standard demonstrating growth in mathematics	Scored Above Statewide Average Growth Score
23-24 Percent English Language Growth and Attainment 52.1%	Scored Above Statewide Average Growth Score
23-24 PSSA ELA/Math Assessment Participation Rate 97.3%	All student groups meet above 95% participation assessment rates
23-24 Attendance - Increase of Percent of Students not Chronically Absent	All student groups improved attendance from previous school year.
23-24 Career Standards Benchmark 100%	All student groups exceeds performance standard

Challenges

Indicator	Comments/Notable Observations
23-24 Math PSSA - 14.6% proficiency - All students groups did not meet interim goal/improvement target.	Decrease from 16.1% proficiency from previous year.
23-24 ELA PSSA - 20.8% proficiency - All students groups did not meet interim goal/improvement target.	Decrease from 32.0% proficiency from previous year.
23-24 Science PSSA - 33.3% proficiency - All students groups did not meet interim goal/improvement target.	Decrease from 42.6% proficiency from previous year.
23-24 Regular Attendance - All Student Group Did Not Meet Performance Standard	40.8% of students were chronically absent.

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

Strengths

Indicator	**Comments/Notable Observations**
23-24 PSSA ELA - 2 or more race subgroup increased in performance from the previous year. **ESSA Student Subgroups** Multi-Racial (not Hispanic)	Increase from 24.0% to 27.3%

Indicator Students with Disabilities Subgroup Increased in Performance from the previous year scored 72 academic growth in Math **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Meeting Statewide Growth Standard of 70.0
Indicator All eligible student groups improved daily student attendance rate. **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Multi-racial subgroup were the only subgroup to increase percent of students not chronically absent the previous year.

Challenges

Indicator English Language Learners scored only 4.4% proficiency in ELA **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** This was the subgroup that scored the lowest
Indicator 5 subgroups decreased in math proficiency percentages from the previous year **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	**Comments/Notable Observations** The black subgroup scored only 4.3% proficiency in mathematics. The lowest of all subgroups.
Indicator All eligible subgroups decreased with English Language Growth and Attainment **ESSA Student Subgroups** Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Even though subgroups decreased in English Attainment they are still above the statewide average of 31.7%

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.

100% of all student groups met annual academic growth expectations Mathematics
Students with Disabilities Subgroup Increased in Performance from the previous year scored 72 academic growth in Math
100% of students met the Career Standards benchmark
All student groups improved attendance from previous school year.
23-24 PSSA ELA - 2 or more race subgroup increased in performance from the previous year.

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.

Low achievement - All students scored 20.8% proficiency in ELA
Low achievement - All students scored 14.6% proficiency in Mathematics
Low achievement - All students scored 33.3%% proficiency in Science
Decrease in performance - All student proficiency levels decreased in ELA, Mathematic, & Science from previous year.
Regular Attendance - All Student Group Did Not Meet Performance Standard

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Tier 2 Priority Groups	77% of our 3rd-5th grade Tier 2 intervention students have made growth in Star Reading.
STAR Reading Grades 3-5.	Grades 3-5 increased from 23%-29%.
Star Early Literacy & Reading Grades 1-2.	Reading Grades 1-2 increased proficiency from 21%-40%

English Language Arts Summary

Strengths

By consistently applying the Data Wise protocol, we're pinpointing student strengths and needs, enabling targeted differentiation.
Our classrooms have seen an increase in implementation of grade level content in ELA.

Challenges

20.8% proficient in ELA and overall low ELA achievement
ELs student population has shown minimal growth in ELA Proficiency.
38.2% Chronically Absenteeism Rate

Mathematics

Data	Comments/Notable Observations
PSSA Math Scores	2024-2025 - Preliminary data indicates an increase in Washington students testing proficient or advanced in PSSA Math.
STAR Math (2024-2025 School Year)	Math Grades 1-5 increased proficiency from 26% to 36% in Star Math.

Mathematics Summary

Strengths

Use of Data Wise and PLCs to analyze and respond to data in real time; ensure access to actionable data tools for teachers.
Our classrooms have seen an increase in implementation of grade level content in mathematics.

Challenges

EL's were only 6.70% proficient in math.
Student attendance (38.2% chronically absent).
Low math proficiency - 14.6% of students are proficient in Mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

23-24 PSSA Science Scores	33.30% Proficient in Science. From 2019, there was a 15.59 decrease of proficiency

Science, Technology, and Engineering Education Summary

Strengths

High-quality instructional materials ensure alignment to the depth and rigor of science standards.
Cross-disciplinary competencies that support broader achievement and growth targets.

Challenges

Low proficiency in foundational math and literacy directly hinders performance on PSSA State Assessments and affects On-Track Measures.
Use data to identify and close skill gaps early, strengthen Tier 1 instruction and provide more targeted small-group or individualized supports

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	100% of students meet the benchmark

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 meet the benchmark

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.

We can not identify a challenge

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	Fewer ELs in the upper grades than in lower grades. 4 students reclassified in last years WIDA scores. Writing domain scores were lowest across all grade levels. Reading was 2nd lowest.
Star Reading	3 of 68 students scored at or above the minimum district benchmark proficiency level
Star Math	11 of 101 students estimated to score at or above proficiency benchmark on the Math state assessment. 66.7% of EL did however demonstrate growth

Students with Disabilities

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

Data	Comments/Notable Observations
Star Reading	16% proficiency level
Star Math	9% proficiency level

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Reading	23% proficiency level
Star Math	26% proficiency level

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	36.1% of students scored at or above proficiency benchmark on the reading state test but 61.3% of students showed growth. 25.6% were proficient on the Math State Test but 79.4% showed growth.
Hispanic	19.7% were proficient on the Reading state test but 57.6% of students showed growth. 24.9% were proficient on the Math State Test but 72.5% showed growth.

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.

While leadership at Washington has been inconsistent, ESOL teachers have been consistent.
Washington reclassified 4 students last year.
Fewer ELs in the upper grades than in the lower grades.

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.

Els writing domain scores are the lowest overall across the grade levels.
If students with a disability are supported and monitored, it would increase the overall reading growth.
Els reading domain scores are the 2nd lowest overall across the grade levels.

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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging

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?

Collectively shape the vision for continuous improvement of teaching and learning
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Implement a multi-tiered system of supports for academics and behavior
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Use multiple professional learning designs to support the learning needs of staff *

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 and address individual student learning needs
Implement evidence-based strategies to engage families to support learning
Identify professional learning needs through analysis of a variety of data
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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
100% of students met the Career Standards benchmark	False
100% of all student groups met annual academic growth expectations Mathematics	False
Students with Disabilities Subgroup Increased in Performance from the previous year scored 72 academic growth in Math	False
By consistently applying the Data Wise protocol, we're pinpointing student strengths and needs, enabling targeted differentiation.	False
Our classrooms have seen an increase in implementation of grade level content in ELA.	True
Fewer ELs in the upper grades than in the lower grades.	True
Use of Data Wise and PLCs to analyze and respond to data in real time; ensure access to actionable data tools for teachers.	False
High-quality instructional materials ensure alignment to the depth and rigor of science standards.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
While leadership at Washington has been inconsistent, ESOL teachers have been consistent.	False
Washington reclassified 4 students last year.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Our classrooms have seen an increase in implementation of grade level content in mathematics.	False
All student groups improved attendance from previous school year.	False
23-24 PSSA ELA - 2 or more race subgroup increased in performance from the previous year.	False
All students meet the benchmark	False
Implement a multi-tiered system of supports for academics and behavior	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	False
Use multiple professional learning designs to support the learning needs of staff *	True
Cross-disciplinary competencies that support broader achievement and growth targets.	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
Low achievement - All students scored 20.8% proficiency in ELA	False
Low achievement - All students scored 33.3%% proficiency in Science	False
Low achievement - All students scored 14.6% proficiency in Mathematics	False
EL's were only 6.70% proficient in math.	True
20.8% proficient in ELA and overall low ELA achievement	True
Implement evidence-based strategies to engage families to support learning	False
Low math proficiency - 14.6% of students are proficient in Mathematics.	True
Student attendance (38.2% chronically absent).	True
We can not identify a challenge	False
Identify and address individual student learning needs	False
Identify professional learning needs through analysis of a variety of data	False
Decrease in performance - All student proficiency levels decreased in ELA, Mathematic, & Science from previous year.	False
Regular Attendance - All Student Group Did Not Meet Performance Standard	False
ELs student population has shown minimal growth in ELA Proficiency.	False
38.2% Chronically Absenteeism Rate	False
Els reading domain scores are the 2nd lowest overall across the grade levels.	False
Els writing domain scores are the lowest overall across the grade levels.	False
If students with a disability are supported and monitored, it would increase the overall reading growth.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Low proficiency in foundational math and literacy directly hinders performance on PSSA State Assessments and affects On-Track Measures.	False
Use data to identify and close skill gaps early, strengthen Tier 1 instruction and provide more targeted small-group or individualized supports	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.

Our ELL and second language population needs defined instruction for second language challenges. There will need to be a continued use of multiple professional learning designs to support the learning needs of the students

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
EL's were only 6.70% proficient in math.	Targeted small group differentiated instruction based on student data	True
Student attendance (38.2% chronically absent).		True
Low math proficiency - 14.6% of students are proficient in Mathematics.		False
20.8% proficient in ELA and overall low ELA achievement		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our classrooms have seen an increase in implementation of grade level content in ELA.	
Fewer ELs in the upper grades than in the lower grades.	
Use multiple professional learning designs to support the learning needs of staff *	departmentalizing, looping and embedded ESOL support

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.
	By the end of the 2025-2026 academic year, Washington Elementary School will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being.
	increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.

Goal Setting

Priority: Increase the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by STAR. Indicator 2: Increase the percentage of students scoring at or above proficiency on enVision Math Topic Assessments or Benchmark Assessments from (BASELINE) to 3% or higher. Indicator 3: Increase EL and IEP subgroups proficiency on benchmark math assessments from (BASELINE) to 3% or higher. by implementing and expanding push-in model instruction supports.			
Measurable Goal Nickname (35 Character Max)			
Improve Math Outcomes			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Increase benchmark assessment proficiency performance - Baseline TBD.	TBD	TBD	3% higher than Baseline of students testing proficient or advanced.

Priority: increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase the percentage of students meeting their individual growth targets in English Language Arts from (BASELINE) to 3% HIGHER as measured by STAR. Indicator 2: Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER. Indicator 3: Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER.			
Measurable Goal Nickname (35 Character Max)			
Improve Literacy Outcomes			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Increase benchmark assessment proficiency performance - Baseline TBD.	TBD	TBD	3% higher than Baseline of students testing proficient or advanced.

Priority: By the end of the 2025-2026 academic year, Washington Elementary School will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2025, decrease Chronic Absenteeism from 38% to 20% Indicator 1: Increase daily average attendance from 90.54% to 91.45% Indicator 2: Increase the percentage of students reporting a positive sense of belonging and safety on the annual district climate survey from 3.09 to 3.4. Indicator 3: Reduce the total number of out-of-school suspension from 7 total OSS to 5 or less.			
Measurable Goal Nickname (35 Character Max)			
School Climate and Culture			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Chronic Absenteeism -38%	32%	26%	20%

Action Plan

Measurable Goals

Improve Literacy Outcomes	Improve Math Outcomes
School Climate and Culture	

Action Plan For: Increasing the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.

Measurable Goals:
• By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase the percentage of students meeting their individual growth targets in English Language Arts from (BASELINE) to 3% HIGHER as measured by STAR. Indicator 2: Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER. Indicator 3: Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER.

Action Step		**Anticipated Start/Completion Date**	
Strengthen Tier One instruction to ensure alignment with PA Core Standards across all grade levels		2025-08-18	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team / Grade-Level Team Leaders	PA Core Standards, curriculum maps, instructional planning templates, walkthrough tools	Yes	
Action Step		**Anticipated Start/Completion Date**	
Conduct beginning, middle, and end-of-year benchmark assessments (e.g., STAR, IXL, CDT)		2025-08-18	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist / Assessment Coordinator	Screening tools, Chromebooks, data analysis spreadsheets	No	
Action Step		**Anticipated Start/Completion Date**	
Targeted intervention groups for students below grade level using research-based strategies		2025-09-08	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist / Interventionist	Intervention programs, small group instruction, Just in time scheduling	Yes	
Action Step		**Anticipated Start/Completion Date**	
Use data-driven instruction protocols in PLCs to guide reteaching and differentiation		2025-08-18	2026-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Grade-Level Team Leaders / Instructional	Student data dashboards, PLC recording binders	Yes	

Leadership Team			
Action Step		**Anticipated Start/Completion Date**	
Engage families with literacy workshops and home reading strategies		2025-10-06	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Family Engagement Coordinator	Workshop materials, translators (if needed), take-home books	Yes	
Action Step		**Anticipated Start/Completion Date**	
Monitor fidelity of implementation through classroom walk-throughs and lesson plan reviews		2025-09-01	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/Assistant Principal	Walk-through tools, feedback forms	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
- Increased number of students meeting Proficient/Advanced on 2026 PSSA. - Increased implementation of standards-aligned instruction across all grade levels and content areas. - Enhanced capacity to effectively implement differentiated small-group instruction to meet the learning needs of all students. - Strengthened understanding and implementation of strategies to increase language acquisition and academic achievement for English Learners.	- School Principal, Assistant Principal and Instructional Leadership Team will monitor implementation of instructional strategies monthly through classroom walk-throughs and lesson plan reviews. - Instructional Leadership Team will meet weekly to analyze student data and instructional practices using Data Wise data protocols. - Reading Specialist, Interventionist and ELD (English Language Department) will monitor English Learners' growth quarterly using language proficiency assessments and formative classroom data. - Adjustments to instruction and intervention plans will be made collaboratively during weekly PLC meetings and Data Team reviews.

Action Plan For: increasing the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.

Measurable Goals:
• By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by STAR. Indicator 2: Increase the percentage of students scoring at or above proficiency on enVision Math Topic Assessments or Benchmark Assessments from (BASELINE) to 3% or higher. Indicator 3: Increase EL and IEP subgroups proficiency on benchmark math assessments from (BASELINE) to 3% or higher. by implementing and expanding push-in model instruction supports.

Action Step	**Anticipated Start/Completion Date**

Conduct item analysis of 2025 Math PSSA to identify priority standards		2025-08-18	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, Data Team	PSSA data, data analysis protocols	No	
Action Step		**Anticipated Start/Completion Date**	
Implement standards-aligned instruction in all math classrooms		2025-08-18	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal,/Assistant Principal/Interventionist/Teachers	Lesson plan templates, curriculum guides	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide professional development on differentiated small-group instruction		2025-08-18	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/Assistant Principal	Professional learning sessions, instructional rounds, observation tools	Yes	
Action Step		**Anticipated Start/Completion Date**	
Use formative assessments to create flexible student groups		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers	Exit tickets, quick checks, digital tools	Yes	
Action Step		**Anticipated Start/Completion Date**	
Conduct weekly PLC meetings to analyze data and adjust instruction		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Leads, Teachers	Data protocols, PLC time	No	
Action Step		**Anticipated Start/Completion Date**	
Facilitate classroom observations and coaching cycles		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/Assistant Principal	Walkthru templates, observation tools	Yes	
Action Step		**Anticipated Start/Completion Date**	
Progress monitor targeted students using interim assessments		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers/Data Team	Interim assessments, diagnostic tools	No	
Action Step		**Anticipated Start/Completion Date**	

Review and revise intervention plans based on student progress		2025-10-01	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	MTSS folders, intervention tracking tools	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
- Observable increase in the use of standards-based lesson plans across all grades and content areas. - Improvement in Tier I instructional quality and targeted support through small-group instruction. - Data-driven instructional decisions and student groupings. - A minimum 3 percentage point increase in Proficient/Advanced scores in grades 3–5 Math PSSA.	- School Administrators & Instructional Coaches will Classroom walkthroughs, lesson plan reviews, PLC meeting notes bi-weekly. - Grade-level PLC Teams will review student data, formative assessments, instructional plans on a weekly basis. Instructional Leadership Team will analyze benchmark/interim assessments aligned to PSSA standards quarterly. -Instructional Leadership Team will meet weekly, following the Data Wise Protocol, to examine a wide range of evidence to identify student strengths and areas for growth, leading to informed instructional decisions and improving student learning.

Action Plan For: Fostering a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being.

Measurable Goals:
• By June 2025, decrease Chronic Absenteeism from 38% to 20% Indicator 1: Increase daily average attendance from 90.54% to 91.45% Indicator 2: Increase the percentage of students reporting a positive sense of belonging and safety on the annual district climate survey from 3.09 to 3.4. Indicator 3: Reduce the total number of out-of-school suspension from 7 total OSS to 5 or less.

Action Step		**Anticipated Start/Completion Date**	
Use Attendance Improvement Team to conduct root cause analysis using 2024–25 data		2025-08-18	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Team/Principal/Assistant Principal	Attendance dashboards, data analysis tools	No	
Action Step		**Anticipated Start/Completion Date**	
Implement tiered attendance interventions (e.g., check-ins, home visits, goal setting) for students with students who have been chronically absent.		2025-08-25	2026-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Counselor, Parent Liaison, Home Visitor, Outreach Worker	Intervention logs, templates for outreach	Yes	
Action Step		**Anticipated Start/Completion**	

		Date	
Launch monthly classroom and individual attendance incentives (e.g., perfect attendance, shout-outs, prize drawings).		2025-08-18	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Team	Incentive calendar, recognition materials	No	
Action Step		**Anticipated Start/Completion Date**	
Embed weekly SEL lessons and restorative practices into homeroom/classroom routines.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Guidance Counselor, Behavior Specialist, Classroom Teachers	SEL curriculum, restorative circles toolkit	Yes	
Action Step		**Anticipated Start/Completion Date**	
Implement a Positive Behavior Intervention System (PBIS) with clear school-wide expectations and reinforcement system.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Leadership Team	PBIS pledge, reward system, staff handbook	Yes	
Action Step		**Anticipated Start/Completion Date**	
Analyze OSS and referral data monthly and identify trends by grade, location, time, and incident type		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Leadership Team	Discipline tracker, data dashboard	No	
Action Step		**Anticipated Start/Completion Date**	
Host quarterly family engagement events focused on attendance, SEL, and behavior supports		2025-09-15	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Family Engagement Coordinator	Event materials, interpreters, refreshments	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
-Improve student attendance through the implementation of proactive strategies. - Decrease Chronic Absenteeism from 38% to 20% - Increase daily average attendance from 90.54% to 91.45% - Increase the percentage of students reporting a positive sense of belonging and safety on the annual district climate survey from 3.09 to 3.4. -Reduce the total number of out-of-school suspension from 7 total OSS to 5 or less.	-Teachers: Accurately take attendance each day and report absences. - Attendance celebrations: Weekly goals, Monthly goals and quarterly celebrations. - Biweekly Attendance Team Meetings: Discuss trends, interventions, and follow-up actions. -Attendance Committee: Meet monthly to review attendance data to assess progress towards our challenges -Data Dialogue Meetings: Quarterly meetings with classroom teachers to review attendance concerns and follow up with plans implemented -Year-End Review: Evaluate the overall success of attendance initiatives and set goals for the next school year.

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
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increasing the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.	Strengthen Tier One instruction to ensure alignment with PA Core Standards across all grade levels
Increasing the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.	Targeted intervention groups for students below grade level using research-based strategies
Increasing the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.	Use data-driven instruction protocols in PLCs to guide reteaching and differentiation
Increasing the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.	Engage families with literacy workshops and home reading strategies
increasing the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.	Implement standards-aligned instruction in all math classrooms
increasing the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.	Provide professional development on differentiated small-group instruction
increasing the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.	Use formative assessments to create flexible student groups
increasing the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.	Facilitate classroom observations and coaching cycles
Fostering a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being.	Implement tiered attendance interventions (e.g., check-ins, home visits, goal setting) for students with students who have been chronically absent.
Fostering a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being.	Embed weekly SEL lessons and restorative practices into homeroom/classroom routines.
Fostering a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being.	Implement a Positive Behavior Intervention System (PBIS) with clear school-wide expectations and reinforcement system.

Instructional Rounds

Action Step

• Facilitate classroom observations and coaching cycles
Audience
District Administration, School Administration, Instructional Leadership Team, Washington Teachers
Topics to be Included
Best practices in literacy and math instruction (to be determined once problem of practice is identified)
Evidence of Learning
• -Implement observations, walkthroughs, and instructional rounds. District Administration, School Administration, Instructional Leadership Team, Washington Teachers Best practices in literacy and math instruction (to be determined once problem of practice is identified) -Review of local assessment data (STAR, Benchmark, Heggerty, Lexia, and enVisions). -Observations and walkthroughs to ensure core curricular resources are being utilized effectively. -Instructional Coaches conduct classroom observations to identify instructional weaknesses and subsequently adjust professional learning sessions to address and strengthen these identified areas. Jeff Grillo (Principal) 11/01/2024 06/06/2025 Learning Formats

Lead Person/Position	Anticipated Start	Anticipated Completion
Jeff Grillo (Principal)	2025-10-01	2026-06-05

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Instructional Rounds once per year at Washington for all staff. Additional rounds at networked schools for administration and leadership team
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Standards-Aligned Instruction at Tier One

Action Step
• Strengthen Tier One instruction to ensure alignment with PA Core Standards across all grade levels
Audience
Teachers, School Administration, Instructional Leadership Team
Topics to be Included
Understanding PA Core Standards Unpacking Standards and Learning Targets Curriculum Mapping and Vertical Alignment Designing Standards-Based Lessons and Assessments Differentiation Within Tier One Instruction Using Data to Inform Tier One Instruction Strategies for Inclusive Instruction
Evidence of Learning
Revised lesson plans aligned to PA Core Standards Collaborative planning documentation Walkthrough and observation feedback Teacher reflections or surveys Student work samples demonstrating standard alignment Data team meeting notes

Lead Person/Position	Anticipated Start	Anticipated Completion
School Administration/Instructional Leadership Team	2025-08-18	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly/monthly/ongoing support
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Professional Learning

Action Step		
• Provide professional development on differentiated small-group instruction		
Audience		
Classroom Teachers, Special Education Teachers, Interventionists		
Topics to be Included		
Principles of differentiation Data-driven grouping strategies Planning and managing small-group rotations Differentiated materials and resources Formative assessment in small groups Strategies for inclusion and ELL support Technology integration in small-group instruction		
Evidence of Learning		
Teacher-created small-group lesson plans Implementation reflection logs Peer observations and feedback Student work samples demonstrating growth Exit tickets and session feedback surveys Participation in PLC discussions or follow-up coaching sessions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal/Assistant Principal/Reading Specialist	2025-08-25	2025-06-26

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	-The fourth Tuesday of each month. -Act 80 days
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3c: Engaging Students in Learning	

• 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files

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