PITTSBURGH ALLEGHENY 6-8

810 Arch Street

CSI School Plan | 2022 - 2023

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Vision for Learning

To establish a learning community that promotes excellence in education, socialization and emotional wellness for the entire school community.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
8th grade science MAP scores maintained from Fall 2020 to Winter 2021 administrations.	No
Based on 2020-21 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met. The Academic Growth Score of 75.0 meets/exceeds the statewide growth target and indicates a significant increase from the year before. (60.0)	No
Based on data from the 2020-21 school year, the Career Standards Benchmark is 96.5% for the All Student group. This is above the statewide average of 86.2% but below the statewide performance standard of 98.%.	Yes
Align curricular materials and lesson plans to the PA Standards	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	No
Implement evidence-based strategies to engage families to support learning	No
Student worked diligently to complete the 8th grade tasks in the short time frame provided to them.	No
The Students Considered Economically Disadvantaged student group exceeded the statewide growth target in ELA at 74.0 and increased their score from the year before.	No
The Students Considered Economically Disadvantaged student group exceeded the statewide growth target in Math at 72.0 and increased their score from the year before.	No
Over 50% of students at each grade level showcased academic growth on the most recent PSSA.	No
7th and 8th grade students exceeded the district Mean RIT by at least 1.0 points on the Winter NWEA MAP.	No

Challenges

Challenge	Consideration In Plan
Based on data from the 2020-21 Math PSSA, 1.9% of Grade 7 students are on track to be successful in math courses. 98.1% of 7th grade students are not on track to be successful in future math courses.	Yes
Based on the Math PSSA data, from the 2020-21 school year, there was a proficiency rate of 0.8% for the All Student group in comparison to the statewide average of 37.3%. Allegheny had a participation rate of 76% on this assessment.	Yes
Based on the Science PSSA data, from the 2020-21 school year, there was a proficiency rate of 3.1% for the All Student group in comparison to the statewide average of 63.7%. Allegheny had a participation rate of 54.2% on this assessment.	Yes
Based on the ELA PSSA data, from the 2020-21 school year, there was a proficiency rate of 28.2% for the All Student group in comparison to the statewide average of 55%. Allegheny had a participation rate of 72.5% on this assessment.	Yes
Based on data from the 2021-22 school year, the percent of students with Regular Attendance was 77.2% compared to the state average of 85.8% and the statewide performance standard of 94.1%	Yes
Overall mathematics achievement is low, although some growth was made for all grade levels.	No
There was limited time to complete all required tasks with the entire student body.	No
The black student group was slightly below the academic growth target in Math.	No
The percent proficient and advanced across all student groups is low in both ELA and Math.	No
While students show that they are meeting the academic standard in Science, they are profiling in the lowest 60% of students statewide. To close the achievement gap, we need these students to exceed the PA Academic growth standard.	No
73.1% of students are not proficient on the PSSA Science assessment.	No
NWEA Science Mean RIT scores are low. 6th and 7th grade science scores declined.	No
Implement evidence-based system of school-wide positive behavior interventions and supports.	No
Identify and address individual student learning needs.	No
Naviance completion was low due to the absence of the School-based Naviance facilitator during the first semester of the 2021-2022 school year. Student absences have also played a factor in this decline in completion.	No

Under 50% of students at each grade level performed at the proficient level on the most recent PSSA.	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Based on data from the 2020-21 school year, the Career Standards Benchmark is 96.5% for the All Student group. This is above the statewide average of 86.2% but below the statewide performance standard of 98.%.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Based on data from the 2020-21 Math PSSA, 1.9% of Grade 7 students are on track to be successful in math courses. 98.1% of 7th grade students are not on track to be successful in future math courses.		No	
Based on the Math PSSA data, from the 2020-21 school year, there was a proficiency rate of 0.8% for the All Student group in comparison to the statewide average of 37.3%. Allegheny had a participation rate of 76% on this assessment.	Students have gaps across all skills in math. Math was more difficult to teach in a virtual setting. Teachers are not identifying the needs of each individual students and planning instruction according to these gaps.	Yes	If we use available data to identify and address the learning needs of each student and focus on including higher order questions during instruction, then we will increase achievement in reading and math across all grade levels.
Based on the Science PSSA data, from the 2020-21 school year, there was a proficiency rate of 3.1% for the All Student group in comparison to the statewide average of 63.7%. Allegheny had a participation rate of 54.2% on this assessment.		No	

Based on the ELA PSSA data, from the 2020-21 school year, there was a proficiency rate of 28.2% for the All Student group in comparison to the statewide average of 55%. Allegheny had a participation rate of 72.5% on this assessment.	Students have skill deficits across all grade levels. Core instruction is not providing opportunities for students to learn missing skills. Teachers are not using data to identify the gaps of each student to plan lessons accordingly.	Yes	If we use available data to identify and address the learning needs of each student, then we will increase achievement in reading and math across all grade levels.
Based on data from the 2021-22 school year, the percent of students with Regular Attendance was 77.2% compared to the state average of 85.8% and the statewide performance standard of 94.1%	The PBIS team has not been using attendance data to plan for interventions based on the attendance needs of students. The PBIS team has not been operating with a full team this year. One person has been carrying the weight of the team due to covid related issues.	Yes	If we implement an evidence-based systematic whole school approach to address attendance challenges, then we will be able to provide tiered interventions to better support students and families focused on improving student attendance.

Goal Setting

Priority: If we use available data to identify and address the learning needs of each student and focus on including higher order questions during instruction, then we will increase achievement in reading and math across all grade levels.						

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	As a result of targeted instruction in Math, 70% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.	Math- Unit Assessments	95% of students enrolled in 6th-8th grade Math courses at Allegheny will complete the Full CDT by September 30th.	CDT data will reflect an increase of one standard error from the baseline scores (or achieving the middle of the green score) by 40% of students by December 30th.	N/A	As a result of targeted instruction in Math, 70% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.
Mathematics	By June 30, 2023, at least 20% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics.	Math- Open Ended Responses	Based on the initial baseline results, at the end of quarter 1, 10% of students will score proficient or advanced on Open Ended Response district assessments as of 10/14/2022.	At the end of quarter 2, 20% of students will score proficient or advanced on Open Ended Response district assessments as of 1/6/2023.	At the end of quarter 3, 30% of students will score proficient or advanced on Open Ended Response district assessments as of 3/31/2023.	By June 30, 2023, at least 20% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics.

Priority: If we use available data to identify and address the learning needs of each student, then we will increase achievement in reading and math across all grade levels.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By June 30, 2023, at least 45% of all students will score at the proficient or advanced level on the PSSA metrics.	ELA- Text-Dependent Analysis	Based on the initial baseline results at the end of Quarter 1, 10% of students will improve by one performance level on one of the components (Comprehension, Analysis, Essay Writing) using the TDA State Learning Progressions (Beginning, Emerging, Developing) as of 10/14/2022.	At the end of Quarter 2, 20% of students will improve by one performance level on one of the components (Comprehension, Analysis, Essay Writing) using the TDA State Learning Progressions (Beginning, Emerging, Developing) as of 1/6/2023.	At the end of Quarter 3, 30% of students will improve by one performance level on one of the components (Comprehension, Analysis, Essay Writing) using the TDA State Learning Progressions (Beginning, Emerging, Developing) as of 3/31/2023.	By June 30, 2023, at least 45% of all students will score at the proficient or advanced level on the PSSA metrics.
English Language Arts	As a result of targeted instruction in ELA, 70% of students in grades 6th-8th will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.	ELA- CDTs	95% of students enrolled in ELA courses will complete the Full CDT by September 30th.	CDT data will reflect an increase of one standard error from the baseline scores (or achieving the middle of the green score) by 40% of students by December 30th.	N/A	As a result of targeted instruction in ELA, 70% of students in grades 6th-8th will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.

Priority: If we implement an evidence-based systematic whole school approach to address attendance challenges, then we will be able to provide tiered interventions to better support students and families focused on improving student attendance.						
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target 1st Quarter**	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Regular Attendance	By June 30, 2023, regular attendance rates will increase by at least 10% from 58.3% to 68.3% to meet the state average.	Attendance Rates	The Regular Attendance Rate will increase by 2.5% points to 60.8% as of 10/14/2022.	The Regular Attendance Rate will increase by 2.5% points to 63.3% as of 1/6/2023.	The Regular Attendance Rate will increase by 2.5% points to 65.8% as of 3/31/2023.	By June 30, 2023, regular attendance rates will increase by at least 10% from 58.3% to 68.3% to meet the state average.

Action Plan

Action Plan for: Attendance Works					

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
• Attendance Rates		Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2021-2022 school year. Teachers will be submitting names of students after 3 days of school has been missed.		PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Establish an attendance team with clear roles for each member.	08/01/2022	08/31/2022	Principal		No
Create a schedule for the attendance team to meet consistently throughout the year.	08/01/2022	06/16/2023	Principal and Attendance Team	Meeting Calendar	No
Set school wide goals for attendance and share goals with the school community.	08/23/2022	06/16/2023	Attendance Team	Attendance goals and expectations	Yes
Create a system to track attendance interventions that allows the team to identify implementation challenges and the impact of the intervention.	08/23/2022	06/16/2023	Principal and Attendance Team	Attendance tracking system and documents	Yes
Review intervention data and utilize data to make adjustments, as needed.	10/03/2022	06/16/2023	Attendance Team and Grade Level ITLs	Data documents	No
During attendance team meetings review attendance data broken down by student group and other meaningful criteria.	09/01/2022	06/17/2022	Principal, Attendance Team, SDSS	Attendance data reports	No
Provide regular attendance updates to staff.	08/29/2022	06/16/2023	Attendance Team, SDSS	Attendance reports	Yes

Provide parents with attendance policies, updates, and other important information regarding attendance.	09/06/2022	06/16/2023	PBIS Lead, School Social Worker	Attendance documents	Yes
Facilitate a parent meeting to recruit parent volunteers, share the ATA Attendance Challenge, and strategies that support maintaining regular attendance.	09/06/2022	12/23/2022	PBIS Team, FACE Coordinator	PBIS documents	No
During monthly PSCC meetings, team members will share attendance rates, trends, and challenge updates with parents.	09/06/2022	05/31/2023	PBIS Team, FACE Coordinator	Title I funds will be utilized to pay the stipend and benefits for a Family and Community Engagement Coordinator (FACE) ($ 2,911). The FACE coordinator will support the attendance strategy by helping to communicate updates and offerings to families.	No
Recruit at least one parent per month to support the school environment (i.e. SEEK incentive, etc.)	08/23/2022	05/31/2023	PBIS Lead, PBIS Team, FACE Coordinator, Homeroom Teachers	N/A	No

Action Plan for: HOTS (Higher Order Thinking Questions)

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• ELA- CDTs • ELA- Text-Dependent Analysis • Math- Unit Assessments • Math- Open Ended Responses	Increase in academic performance Increase in proficient and advance students	Unit assessments, open-ended response samples, TDA samples

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Review PD focused on the gradual release model.	09/01/2022	10/31/2022	Principal, Academic Coaches, ITLs	Title I funds will be utilized to pay .5 of the salary of a teacher. ($40,781) The teacher will engage in PLCs, provide instruction utilizing the gradual release model and plan instruction utilizing higher order thinking questions. Gradual release presentation materials	Yes
Two weeks after the PD, the Leadership team will begin progress monitor for evidence of the gradual release model through lesson planning, CBC, and observation.	09/15/2022	06/16/2023	Principal, ELA & Math Teachers & Interventionist, ITLs, LAC & MAC	CSI funds will be utilized to pay the salary of a math interventionist ($89,896). The math interventionist will support the implementation of Higher Order Thinking through assisting teachers in progress monitoring student data, working with small groups of students, and providing professional development. Follow-up materials	No
As needed, collaborative with Learning Environment Specialist (LES) to support educators with transitions and classroom management	09/15/2022	06/16/2023	Principal, LES		Yes
Provide PD focused on using collaborative strategies during the instructional delivery process. This will be done via PLCs, a strategy will be introduced and modeled, then teachers will have the time to practice the strategy, next educators will engage in peer visits to see the colleagues implement the strategy.	10/03/2022	06/16/2023	Math Team: Teachers & Interventionist, ITL & MAC ELA Team: Teachers, LAC	CSI funds will be utilized to purchase instructional technology to support tier 1 instruction all classrooms. Funds will be used for interactive boards in classrooms that currently do not have them. So that all classrooms have technology to support interactive activities connected to Higher Order Questioning instructional approaches. ($10,770) Presentation on collaborative strategies	Yes
Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.	11/14/2022	06/16/2023	Math Team: Teachers & Interventionist, ITL & MAC ELA Team: Teachers, LAC	Lesson plans, DOK wheels, question bank	No

Collect student work samples and conduct teacher feedback, reflection & planning sessions (quarterly). The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/14/2022	06/16/2023	Principal, Academic Coaches, ITLs	Title I funds will be utilized to purchase general supplies for math and ELA classrooms to support Tier I instruction. ($9,125) Student work samples	No
Teachers will review with students how to utilize accountable talk in the classroom. Teachers will learn methods during PLC time. Teachers will model accountable talk to and with students. The LAC, MAC, and ITLs can assist in this modeling, as needed. Require accountable talk to define and justify solutions.	10/31/2022	01/31/2023	Academic Coaches, ITLs, Teachers	Accountable talk guidelines and routines, anchor charts, question stems	Yes
Teachers will assess student progress and understanding of skills and standards through the administration of unit tests, and common formative assessments on the open-ended responses. They will also analyze the data collected from these assessments to formulate next steps in instruction for whole, small, and individual groups of students.	10/03/2022	06/16/2023	Math Team	Title I funds will be utilized to hire a tutor to provide support in math & ELA to individuals and small groups of students during the day and after school. Students will be selected based on the data analyzed and collected from common formative assessments and open ended responses. ($15,000) Assessment materials	No
Teachers will assess student progress and understanding of skills and standards through the administration of unit tests, and the text-dependent analysis (using the Learning Progressions). They will also analyze the data collected from these assessments to formulate next steps in instruction for whole, small, and individual groups of students.	10/03/2022	06/16/2023	ELA Team	Learning Progression, TDA rubrics, work samples, prompts	No
Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	09/01/2022	06/01/2023	ELA CTM, LAC, ELA Lead teachers		Yes
ELA teachers will develop text dependent questions to guide CLOSE reading activities for at least one text per week and share their strategies within their PLC. Math teachers will continue to	10/03/2022	06/16/2023	Literacy Coach, and ELA/CTM		Yes

provide students with multiple opportunities to solve word problems. Collaborative strategies, accountable talk, and higher order questioning will be used to help support students while working through word problems. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.					
ELA teachers will explicitly teach the reading elements outlined in the eligible content document for their grade level. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	09/01/2022	06/01/2023	LAC, ELA CTM, Principal, ELA Lead Teachers	ELA Standards and Eligible Content,	No
Configure a team to plan, execute and progress monitor Intervention. This will include how to utilize the gradual release model during Intervention instruction and questioning strategies that will help teachers guide student learning.	08/23/2022	06/23/2023	Principal, Leadership Team		No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance Works	• Set school wide goals for attendance and share goals with the school community. • Create a system to track attendance interventions that allows the team to identify implementation challenges and the impact of the intervention. • Provide regular attendance updates to staff. • Provide parents with attendance policies, updates, and other important information regarding attendance.
HOTS (Higher Order Thinking Questions)	• Review PD focused on the gradual release model. • As needed, collaborative with Learning Environment Specialist (LES) to support educators with transitions and classroom management • Provide PD focused on using collaborative strategies during the instructional delivery process. This will be done via PLCs, a strategy will be introduced and modeled, then teachers will have the time to practice the strategy, next educators will engage in peer visits to see the colleagues implement the strategy. • Teachers will review with students how to utilize accountable talk in the classroom. Teachers will learn methods during PLC time. Teachers will model accountable talk to and with students. The LAC, MAC, and ITLs can assist in this modeling, as needed. Require accountable talk to define and justify solutions. • Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • ELA teachers will develop text dependent questions to guide CLOSE reading activities for at least one text per week and share their strategies within their PLC. Math teachers will continue to provide students with multiple opportunities to solve word problems. Collaborative strategies, accountable talk, and higher order questioning will be used to help support students while working through word problems. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

Professional Development Activities

Gradual Release						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Review PD focused on the gradual release model.	Staff	Gradual Release Model ("I do, we do, you do")	Gradual release model evident in lesson plans and during classroom instruction	Academic Coaches, ITLs	09/01/2022	10/31/2022

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Professional Learning Community (PLC)	Weekly	• 1c: Setting Instructional Outcomes	
Classroom/school visitation	Bi-weekly	• 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	During coaching cycles	• 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Collaborative Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide PD focused on using collaborative strategies during the instructional delivery process. This will be done via PLCs, a strategy will be introduced and modeled, then teachers will have the time to practice the strategy, next educators will engage in peer visits to see the colleagues implement the strategy.	Staff	Collaborative strategies	Small group interactions	Academic Coaches, ITLs	11/01/2022	06/16/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	• 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

Literacy Routines

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	Staff	Literacy strategies and routines	Routines and strategies implemented in classroom instruction for all content areas	ELA Team and Academic Coach	09/01/2022	06/01/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Various points in the year as needed (refresher sessions on these strategies and routines will be revisited as needed throughout the year)	• 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students