

PITTSBURGH ALLEGHENY K-5

810 Arch Street

Schoolwide Title 1 School Plan | 2021 - 2022

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Molly O'Malley	Principal	Pittsburgh Public Schools	momalleyargueta1@pghschools.org
Julie Swiderski	Assistant Principal	Pittsburgh Public Schools	jswidersk1@pghschools.org
Lisa Drwal	Teacher	Pittsburgh Public Schools	ldrwal1@pghschools.org
Nicole Odoresio	Teacher	Pittsburgh Public Schools	nodoresio1@pghschools.org
Laura Ward	Social Worker	Pittsburgh Public Schools	lward1@pghschools.org
Janelle Rosselot	Parent	Pittsburgh Public Schools	jrossolot1@pghschools.org
Connie Murray	Parent	Pittsburgh Public Schools	cmurray1@pghschools.org
Tammy Glover	Community Partner	Urban Impact	tglover1@Ulf.com
Dr. Monica Lamar	District Level Leaders	Assistant Superintendent	mlamar1@pghschools.org

Vision for Learning

At Allegheny K-5 we are a collaborative and innovative community dedicated to ensuring that all students become life-long learners, problem solvers, and thinkers who will succeed in any endeavor and all learning environments. Teaching practices are both reflective and responsive to the needs of our students. Decisions are based on data and the needs of ALL children. We encourage children to take risks, be intellectually engaged and always challenge themselves. Ultimately, we want our teachers and students to be responsible, respectful, reflective and productive citizens who make positive choices for themselves; in turn creating more expansive opportunities.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Based on the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for third grade is 193. The Lexile range is 425-575. The college and career readiness lexile range for third grade is 520-820.	No
In the BOY data 56/116 (48%) of students needed intensive support. In the MOY 28/115 (24%) students needed intensive support. They decreased the intensive support by 24%.	No
Black student attendance was 92.4. Overall, student attendance was 94.6.	Yes
Compared to the national norms, Allegheny K-5 students were less than 5 points of the national norm in Science on the NWEA MAP assessment.	Yes
Pittsburgh Allegheny K-5 exceeded the statewide average by 3.8% in ELA, 4.6% in Math and 1.5% in Science.	No
Pittsburgh Allegheny K-5 PSE students increased proficiency in Math from the previous year to 40.7%.	No
The number of AA students increased proficiency in Science from the previous year to 64.2%.	No
Compared to the national norms, Allegheny K-5 students were less than 10 points of the national norm in Math on the NWEA MAP assessment.	No
3rd grade mean RIT scores on the NWEA Math MAP assessments are higher than the district average.	Yes
Currently, 100% of 5th grade students have completed the Naviance Tasks for the 2020-21.	No
Foster a culture of high expectations for success for all students, educators, families, and community members	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	No
Implement a multi-tiered system of supports for academics and behavior	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Yes
During the 20-21 school year, our overall school attendance was 94.6%	Yes
A 3% decrease in Chronically absent students, 19.1% (19-20) to 16.2% (20-21)	No

3rd, 4th and 5th grade mean RIT scores on the NWEA Science MAP assessments are higher than the district average.	No
On the Spring 2021 TLC Survey, 97% of staff responded favorably to the Teacher Leadership construct, which was an 8 percentage point increase from the 2019 TLC Survey.	Yes

Challenges

Challenge	Consideration In Plan
The all student group in ELA, Math and Science did not meet or exceed the standard of growth, according to PVAAS.	Yes
Overall in grades 3-5 we did not meet our interim goal for improvement in Reading and Math, according to the PSSA	Yes
According to the NWEA MAP PSSA projections, all contents and grade levels are projected to have less than 40% proficiency and Advanced on the PSSA.	Yes
According to the Spring 2021 NWEA ELA MAP assessment, 23.4% of students in grades 3-5 are projected to be proficient on the PSSA Math assessment.	Yes
On the Spring 2021 TLC Survey, 74% of staff responded favorably to the question "professional development is evaluated and results are communicated to teachers."	Yes
Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Use multiple professional learning designs to support the learning needs of staff	Yes
According to the Spring 2021 NWEA ELA MAP assessment, 25.4% of students in grades 3-5 are projected to be proficient on the PSSA ELA assessment.	Yes
According to the NWEA MAP and Lexile data, none of the grades except for 3rd grade met benchmark Lexile ranges to be considered on track for college and career readiness.	Yes
There is a disparity between students with disabilities and the all-student subgroup for math and ELA based on the NWEA assessment.	Yes
There is a disparity between students considered economically disadvantaged and the all-student subgroup for math and ELA based on the	Yes

NWEA assessment.	
Although close to the national norms, students at Allegheny K-5 are still below national norms.	Yes
Based on the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for first grade is 165.9. The Lexile range is BR120L-30L. The college and career readiness Lexile range for first grade is 190-530.	Yes
On the Spring 2021 Panorama SEL Survey, 57% of students responded favorably to the question, "How sure are you that you can do the hardest work that is assigned in your class?"	Yes
There is a disparity between black students and white students for math and ELA based on the NWEA assessment.	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes

Most Notable Observations/Patterns

N/A

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Black student attendance was 92.4. Overall, student attendance was 94.6.	
Compared to the national norms, Allegheny K-5 students were less than 5 points of the national norm in Science on the NWEA MAP assessment.	
3rd grade mean RIT scores on the NWEA Math MAP assessments are higher than the district average.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	
During the 20-21 school year, our overall school attendance was 94.6%	
On the Spring 2021 TLC Survey, 97% of staff responded favorably to the Teacher Leadership construct, which was an 8 percentage point increase from the 2019 TLC Survey.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The all student group in ELA, Math and Science did not meet or exceed the standard of growth, according to PVAAS.		No	
Overall in grades 3-5 we did not meet our interim goal for improvement in Reading and Math, according to the PSSA		No	
According to the NWEA MAP PSSA projections, all contents and grade levels are projected to have less than 40% proficiency and Advanced on the PSSA.	During e-learning, foundational skills were difficult to teach to students using our current curricular resources, so as a result students are behind in all content areas.	Yes	At Allegheny K-5, we will implement new curricular resources during the 21-22 school year to explicitly teach foundational skills in reading and math to all students.

According to the Spring 2021 NWEA ELA MAP assessment, 23.4% of students in grades 3-5 are projected to be proficient on the PSSA Math assessment.		No	
On the Spring 2021 TLC Survey, 74% of staff responded favorably to the question "professional development is evaluated and results are communicated to teachers."		No	
Provide frequent, timely, and systematic feedback and support on instructional practices		No	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		No	
Use multiple professional learning designs to support the learning needs of staff		No	
According to the Spring 2021 NWEA ELA MAP assessment, 25.4% of students in grades 3-5 are projected to be proficient on the PSSA ELA assessment.		No	
According to the NWEA MAP and Lexile data, none of the grades except for 3rd grade met benchmark Lexile ranges to be considered on track for college and career readiness.		No	
There is a disparity between students with disabilities and the all-student subgroup for math and ELA based on the NWEA assessment.		No	
There is a disparity between students considered economically disadvantaged and the all-student subgroup for math and ELA based on the NWEA assessment.		No	
Although close to the national norms, students at Allegheny K-5 are still below national norms.		No	

Based on the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for first grade is 165.9. The Lexile range is BR120L-30L. The college and career readiness Lexile range for first grade is 190-530.		No	
On the Spring 2021 Panorama SEL Survey, 57% of students responded favorably to the question, "How sure are you that you can do the hardest work that is assigned in your class?"	There is not common language and coping skills taught to students related to self-efficacy. As a result, students become frustrated when work is challenging.	Yes	At Allegheny K-5, we utilize advisory time to implement a social emotional program with a focus on self-efficacy to all students.
There is a disparity between black students and white students for math and ELA based on the NWEA assessment.		No	
Monitor and evaluate the impact of professional learning on staff practices and student learning	While teachers regularly engage in professional learning, we do not have a system in place to monitor and evaluate the effectiveness of professional learning for staff.	Yes	At Allegheny K-5, we will develop a system to monitor and evaluate professional learning for staff.

Goal Setting

Priority: At Allegheny K-5, we will implement new curricular resources during the 21-22 school year to explicitly teach foundational skills in reading and math to all students.

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 2022, there will be a proficiency rate of 69.6% or above on the 2022 Reading PSSA.	PSSA ELA	Based on the 2021 Fall administration of the NWEA Map Reading assessment there will be a projected proficiency of 48% or above.	Based on the 2021 Winter administration of the NWEA Map Reading assessment there will be a projected proficiency of 55% or above.	Based on the 2022 Spring administration of the NWEA Map Reading assessment there will be a projected proficiency of 62% or above.	By June 2022, there will be a proficiency rate of 69.6% or above on the 2022 Reading PSSA.
Mathematics	By June 2022, there will be a proficiency rate of 69.6% or above on the 2022 Math PSSA.	PSSA Math	Based on the 2021 Fall administration of the NWEA Map Math assessment there will be a projected proficiency of 48% or above.	Based on the 2021 Fall administration of the NWEA Map Math assessment there will be a projected proficiency of 48% or above.	Based on the 2021 Fall administration of the NWEA Map Math assessment there will be a projected proficiency of 48% or above.	By June 2022, there will be a proficiency rate of 69.6% or above on the 2022 Math PSSA.
School climate and culture	On the TLC survey staff will favorably respond 85% to the question: staff will evaluate the school-based professional development delivered to them. These results will be shared with staff.	PD Evaluation	On the TLC survey staff will favorably respond 74% to the question: staff will evaluate the school-based professional development delivered to them. These results will be shared with staff.	On the mini-survey administered -- staff will favorably respond 80% to the question: staff will evaluate the school-based professional development delivered to them	On the mini-survey administered -- staff will favorably respond 83% to the question: staff will evaluate the school-based professional development delivered to them	On the TLC survey staff will favorably respond 85% to the question: staff will evaluate the school-based professional development delivered to them. These results will be shared with staff.

Priority: At Allegheny K-5, we utilize advisory time to implement a social emotional program with a focus on self-efficacy to all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Social emotional learning	On the Spring 2022 Panorama SEL Survey, 80% of student will rate self-efficacy as an SEL strength.	Self-Efficacy	On the Fall 2021 Panorama SEL Survey, 65% of student will rate self-efficacy as an SEL strength.	On the Winter 2021 Panorama SEL mini-survey, 70% of student will rate self-efficacy as an SEL strength.	On the Spring 2022 Panorama SEL mini-survey, 75% of student will rate self-efficacy as an SEL strength.	On the Spring 2022 Panorama SEL Survey, 80% of student will rate self-efficacy as an SEL strength.

Priority: At Allegheny K-5, we will develop a system to monitor and evaluate professional learning for staff.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional learning	On the Spring 2022 TLC Survey, 90% of staff will respond favorably to the question "Professional development is evaluated and results are communicated to teachers".	TLC Survey	On the Fall 2021 TLC Survey, 74% of staff will respond favorably to the question "Professional development is evaluated and results are communicated to teachers" on the TLC survey.	On the Spring 2022 Panorama SEL mini- survey, 81% of staff will respond favorably to the question "Professional development is evaluated and results are communicated to teachers" on the TLC survey.	On the Spring 2022 Panorama SEL mini-survey, 86% of staff will respond favorably to the question "Professional development is evaluated and results are communicated to teachers" on the TLC survey.	On the Spring 2022 TLC Survey, 90% of staff will respond favorably to the question "Professional development is evaluated and results are communicated to teachers".

Action Plan

Action Plan for: Social Emotional Learning					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Self-Efficacy 		Students are persistent and determined when challenged in class. They hold the belief and put into action when academic work becomes challenging and believe they can achieve.		TLC survey increase to 80% around collective efficacy	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Create a master schedule that allows time for advisory.	08/25/2021	06/12/2022	Molly O'Malley, Principal Julie Swiderski, Assistant Principal Nicole Odorisio, Teacher	SEL Curriculum and PD	No
Review TLC results with staff. Highlighting glows and grows	08/25/2021	06/12/2022	Molly O'Malley, Principal Julie Swiderski, Assistant Principal Nicole Odorisio, Teacher	SEL Curriculum and PD	No
Implement and train staff on the research based SEL curriculum	08/25/2021	06/12/2022	Molly O'Malley, Principal Julie Swiderski, Assistant Principal Nicole Odorisio, Teacher	SEL Curriculum and PD	Yes
Implement during advisory -- Rethink ed/Panarama SEL lessons with staff and students	08/25/2021	06/12/2022	Molly O'Malley, Principal Julie Swiderski, Assistant Principal Nicole Odorisio, Teacher Central office, trainer Star Team Teachers	SEL Curriculum and PD	Yes
Evaluate the implementation of Rethink ED. Create Mini-surveys focused around the SEL implementation with staff and students	10/20/2021	06/12/2022	Molly O'Malley, Principal Julie Swiderski, Assistant Principal Nicole Odorisio, Teacher	Monthly surveys distributed to staff/students on the implementation of SEL.	No
FACE coordinator will post through our schools web page, via Facebook and email blasts -- our advisory goals and descriptions on our SEL lessons and what students are learning during advisory time.	09/15/2021	06/11/2022	Laurie Williamson, FACE Coordinator	None	No

Action Plan for: Foundational Reading Skills

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PSSA ELA 		Increased proficiency in grades 3-5 on the ELA PSSA. Increased Lexile and DIBELS scores ---moving from strategic and intensive to core.		Monthly Reading Horizon reports -- separated by grade levels	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Implementation of Reading Horizons, explicit instruction utilizing the teacher kits K-5 and the computer-based portion of the program.	08/25/2021	06/12/2022	Molly O'Malley, Principal Julie Swiderski, Assistant Principal Nicole Odorisio, Teacher	Reading Horizons instructional Kits, K-5	No
Reading Horizons Training-- School based and Reading Horizons Personnel training for ALL reading teachers, K-5	08/25/2021	06/12/2022	Reading Horizons Personnel Nicole Odorisio, Teacher	Reading Horizons	Yes
Opportunities to observe a Reading Horizons exemplar teacher using the Reading Horizons curriculum.	09/15/2021	06/12/2022	Megan Bova -- Reading Horizons Teacher Molly O'Malley-Argueta, Principal		No
Interventionist and Administration will give targeted feedback to teachers using the Reading Horizons Curriculum.			Nicole Odorisio, Interventionist Julie Swiderski, Assistant Principal Molly O'Malley-Argueta -- Principal	Rise Rubric and Reading Horizons observational tool	No
Utilize Reading Horizons during MTSS -- Rtii time. Students will receive 30-45 minutes on Reading Horizons during Tier 1 instruction, and 30-40 additionally for Tier 2 and 3 students, 4 days a week.			Nicole Odorisio, Interventionist	Reading Horizons instructional kits	No
Reading interventionist was hired to implement and train staff around best pedagogical reading practices and Reading Horizons implementation	08/25/2021	06/11/2022	Molly O'Malley, Principal Nicole Odorisio, Interventionist		No
Hiring of an additional PARA to help with small group instruction and differentiating instruction.	08/25/2021	06/11/2022	Nicole Odorisio		No

Action Plan for: Complete lesson plans that include opportunities for students to explore and discover mathematical concepts, and plan to provide explicit instruction for students that may struggle.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PSSA Math 		An overall increase in the Spring PSSA in Math.			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Review the mathematical framework for lesson implementation.	08/25/2021	06/12/2022	Molly O'Malley- Argueta, Principal	Curricular Resources and lesson plans	No
Unpacking of mathematical standards and aligning the curriculum to student needs. All lessons should include focus, coherence and rigor.	08/25/2021	06/12/2022	Molly O'Malley-Argueta, Principal Julie Swiderski, Assistant Principal	Curricular Resources and lesson plans	No
Implement the 5E framework, allowing for an opening, work time, closing and DI for all lessons.	08/25/2021	06/12/2022	Molly O'Malley-Argueta-- Principal Julie Swiderski, Assistant Principal	Curricular Resources	Yes
Allowing multiple opportunities for students to share their thinking throughout the lesson. Highlighting mathematical thinking and explanation during the closing of the lesson.			Molly O'Malley-Argueta-- Principal Julie Swiderski, Assistant Principal	Observational feedback	Yes
Professional learning around explicit instruction in mathematics. Implement different activities for students that may struggle with the content.	08/25/2021	06/11/2025	Molly O'Malley-Argueta, Principal Julie Swiderski, Assistant Principal	PD around explicit instruction and variety of curricular resources	Yes

Action Plan for: TLC Survey

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> TLC Survey 		Increase to 85% on staff responding favorably to evaluating school professional development portion of the TLC survey.			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Review the lowest rated section: Spring 2021 TLC Survey, 74% of staff responded favorably to the question "professional development is evaluated and results are communicated to teachers."	08/25/2021	06/11/2022	Molly O'Malley-Argueta, -- Principal Julie Swiderski, Assistant Principal	TLC Survey	No
Collaborate with staff and create an evaluation to address the professional development staff receives at the school level.	08/25/2021	06/11/2022	Molly O'Malley-Argueta, -- Principal Julie Swiderski, Assistant Principal		Yes
Implement the newly created staff PD evaluation bi-weekly	08/25/2021	06/11/2022	Molly O'Malley-Argueta, -- Principal Julie Swiderski, Assistant Principal	Staff evaluation	No
Share the results of the staff evaluations, semesterly ---	12/30/2021	06/11/2022	Molly O'Malley-Argueta, -- Principal Julie Swiderski, Assistant Principal	Evaluation results	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Social Emotional Learning	<ul style="list-style-type: none"> • Implement and train staff on the research based SEL curriculum • Implement during advisory -- Rethink ed/Panorama SEL lessons with staff and students
Foundational Reading Skills	<ul style="list-style-type: none"> • Reading Horizons Training-- School based and Reading Horizons Personnel training for ALL reading teachers, K-5
Complete lesson plans that include opportunities for students to explore and discover mathematical concepts, and plan to provide explicit instruction for students that may struggle.	<ul style="list-style-type: none"> • Implement the 5E framework, allowing for an opening, work time, closing and DI for all lessons. • Allowing multiple opportunities for students to share their thinking throughout the lesson. Highlighting mathematical thinking and explanation during the closing of the lesson. • Professional learning around explicit instruction in mathematics. Implement different activities for students that may struggle with the content.
TLC Survey	<ul style="list-style-type: none"> • Collaborate with staff and create an evaluation to address the professional development staff receives at the school level.

Professional Development Activities

Reading Horizons Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All staff members	Implementation of Reading Horizons in all ELA classrooms and during RTII intervention. How to implement effective phonics lessons in your reading classrooms and during RTII	Increased DIBELS scores K-5 Increased Lexile Levels K-5	Nicole Odorisio and Reading Horizons, Jan Higgell	09/15/2021	06/11/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly and upon teachers request				Language and Literacy Acquisition for All Students	

Social and Emotional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	ALL staff K-5	Social emotional Learning--- training on rethink ed and panorama lessons Trauma Informed Care Growth Mindset --- How to persevere when challenged Self-Efficacy	Improved results on the Panorama Survey --- reduction of behavioral referrals	Julie Swiderski	08/25/2021	06/11/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Bi-Weekly		Trauma Informed Training (Act 18)

Math PD

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-5 Math teachers and staff	5E's framework How to incorporate the opening, work time and closing into the framework Closing --- why its important and necessary for students voice to be here during the lesson Specific PD around Fractions and delivering that instruction	Increased PSSA scores in Math	Molly O'Malley-Argueta Central Office Supervisor	10/15/2021	06/11/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly		Teaching Diverse Learners in an Inclusive Setting