

PITTSBURGH COLFAX K-8

2332 Beechwood Blvd

Schoolwide Title 1 School Plan | 2021 - 2022

Steering Committee

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Vision for Learning

All students at Colfax will experience academic, social, and personal growth.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Kindergarten students scored higher than the norm of 143.9 for grade level	Yes
1st grade students scored higher than the norm of `163.6 for grade level	Yes
According to the Spring 2019 Panorama Student Survey, there was a favorable response of 76% for Economically Disadvantaged Students to the Learning Strategies Construct.	No
4th grade students score better than the 198.2 average RIT score	Yes
78.8% of the All Student Group scored proficient or advanced on the 2019 ELA PSSA. The target was met and there was an increase in performance from the previous year.	Yes
64.3% of the All Student Group scored proficient or advanced on the 2019 PSSA. The target was met and there was an increase in performance from the previous year.	Yes
71.9 of the All Student Group scored proficient or advanced on the 2019 Science PSSA. The target was met and there was an increase in performance from the previous year.	Yes
Spring 2019 TLC Survey - The Managing Student Conduct construct had a rate of agreement of 73% which was an increase of 22% from the previous year.	Yes
Kindergarten scored higher than the average RIT of 147.7	Yes
1st grade scored higher than the average RIT of 167.8	Yes
96.5% of students met the Career Standards Benchmark higher than the 89.8% statewide average	Yes
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Use multiple professional learning designs to support the learning needs of staff	No
Spring 2021 TLC Survey - The Instructional Practices and Support construct had a rate of agreement of 85% which was an increase of 4% from the previous year.	No

Spring 2021 TLC Survey - The Managing Student Conduct construct had a rate of agreement of 89% which was an increase of 16% from the previous year.	No
Based of the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for first grade is 180.7. The lexile range is 305-455. The college and career readiness lexile range for first grade is 190-530. Based of the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for second grade is 192.4. The lexile range is 405-555. The college and career readiness lexile range for second grade is 420-650. Based of the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for third grade is 207.7. The lexile range is 730-880. The college and career readiness lexile range for third grade is 520-820. Based of the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for fourth grade is 211.4. The lexile range is 790-940. The college and career readiness lexile range for fourth grade is 740-940 Based of the 2021 Spring Administration of the NWEA MAP assessment the mean RIT score for fifth grade is 219.3. The lexile range is 950-1100. The college and career readiness lexile range for fifth grade is 830-1010	No
2021 Spring NWEA MAP: the 5th grade mean RIT score of 223.8 is higher than the district-level mean RIT of 205.8 and Grade level mean RIT of 218.7	No
The 2021 Spring NWEA Mean RIT score is 214 this is 10 points higher than the 2019 Winter NWEA MAP RIT score	No

Challenges

Challenge	Consideration In Plan
The Mathematics academic growth score was 57.8. The target was met; however, there was a decrease in performance from the previous year.	Yes
54.5% of the Hispanic student group scored proficient or advanced on the 2019 ELA PSSA. The target was not met and there was a decrease in performance from the previous year.	Yes
37.7 African Americans were proficient or advanced in Science. The target was not met and there was a decrease from the previous year.	Yes
Spring 2021 Panorama Survey- The Self-Efficacy topic had an average rate of agreement of 64%.	Yes
Spring 2019 Panorama survey - The statement, " In School, how possible is it for you to change: How easily you give up" had an overall favorable response of 42%.	Yes
Black or African American kindergarten students as a subgroup scored below the norm of 143.9 and significantly lower than all other racial subgroups.	No

Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
Implement evidence-based strategies to engage families to support learning	No
Foster a culture of high expectations for success for all students, educators, families, and community members	No
Black or African American kindergarten students as a subgroup scored below the norm of 143.9 and significantly lower than all other racial subgroups.	No
The gap between grade level RIT score norm and Black or African American RIT scores of 1st graders was broader than the gap between grade level norm and Black or African American kindergarten students.	No
The Math average RIT score for Black students in grades 6th-8th grade is 213, compared to the school-wide average of 230.	No
The Math average RIT score for Economically Disadvantaged students in grades 6th-8th grade is 211, compared to the school-wide average of 230.	No
The Math average RIT score for Students with Disabilities in grades 6th-8th grade is 208, compared to the school-wide average of 230.	No
The Math average RIT score for Black students in grades 2nd-5th grade is 198, compared to the school-wide average of 210.	No
The ELA average RIT score for Black students in grades 2nd-5th grade is 196, compared to the school-wide average of 207.	Yes
Asian 4th grade students as a subgroup scored below the norm of 198.2 and significantly lower than all other racial subgroups.	No
Spring 2021 TLC Survey - The Professional Development construct had a rate of agreement of 75% which was an decrease of 6% from the previous year.	No
Spring 2021 Panorama Survey- The Supportive Relationships topic had an average rate of agreement of 64%	No
Spring 2019 Panorama Survey- The statement, "In school, how possible is it for you to change; how easily you give up" had an overall favorable response of 44%	No

Most Notable Observations/Patterns

Colfax continues to see opportunity gaps within our Black and White student scores. We will continue to create professional development around cultural responsive instruction and pedagogy.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Kindergarten students scored higher than the norm of 143.9 for grade level	
1st grade students scored higher than the norm of 163.6 for grade level	
4th grade students score better than the 198.2 average RIT score	
78.8% of the All Student Group scored proficient or advanced on the 2019 ELA PSSA. The target was met and there was an increase in performance from the previous year.	
64.3% of the All Student Group scored proficient or advanced on the 2019 PSSA. The target was met and there was an increase in performance from the previous year.	Teachers were provided professional development on how to utilize student data with students. Each has to provide a space in the classroom designated as "Data Center," Students met with their teachers consistently to discuss their own data. Strengths, weaknesses, and what specific course of action they needed to address individual standards not met.
71.9 of the All Student Group scored proficient or advanced on the 2019 Science PSSA. The target was met and there was an increase in performance from the previous year.	
Spring 2019 TLC Survey - The Managing Student Conduct construct had a rate of agreement of 73% which was an increase of 22% from the previous year.	Project Assistants, Social worker, and Counselor each had schedules and specific students to work with daily/weekly. Each did daily check-ins and provided opportunities for students to discuss frustrations, concerns, and conflict when they arised.
Kindergarten scored higher than the average RIT of 147.7	
1st grade scored higher than the average RIT of 167.8	
96.5% of students met the Career Standards Benchmark higher than the 89.8% statewide average	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The Mathematics academic growth score was 57.8. The target was met; however, there was a decrease in performance from the previous year.	The loss of a math coach meant a decrease in teacher instructional support. In the last three years we have focused on ELA. This year there will be a stronger focus on math growth for students and an increase of professional development, support, and monitoring of teacher instruction.	Yes	If Math teachers consistently analyze data student data, and instruction is differentiated based upon specific student data then students will show growth in their mathematics academic levels.
54.5% of the Hispanic student group scored proficient or advanced on the 2019 ELA PSSA. The target was not met and there was a decrease in performance from the previous year.		No	
37.7 African Americans were proficient or advanced in Science. The target was not met and there was a decrease from the previous year.		No	
Spring 2021 Panorama Survey- The Self-Efficacy topic had an average rate of agreement of 64%.	Remote Setting, Inconsistent attendance, wasn't able to implement our SEL programing with consistency and loss of in-person support systems	Yes	If teachers incorporate social-emotional instruction to develop age appropriate techniques in perseverance and resilience and strengthen the school wide culture of growth mindset then the students will gain confidence and skills to positively manage challenges.
Spring 2019 Panorama survey - The statement, " In School, how possible is it for you to change: How easily you give up" had an overall favorable response of 42%.		No	

Monitor and evaluate the impact of professional learning on staff practices and student learning		No	
The ELA average RIT score for Black students in grades 2nd-5th grade is 196, compared to the school-wide average of 207.	Differentiation during the remote setting which included individualized supports based upon specific student data was inconsistent and implementation was not accurate.	Yes	If teachers identify and address individual student learning needs related to ELA through data analysis and direct and explicit comprehensive strategy instruction then students will increase their ELA reading and ability to utilize a variety of comprehension skills.

Goal Setting

Priority: If Math teachers consistently analyze data student data, and instruction is differentiated based upon specific student data then students will show growth in their mathematics academic levels.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	On the 2022 Mathematics PSSA assessment there will be a proficiency rate of at least 67.7%.	Math	There will be a projected proficiency rate of at least 54.5% or above on the 2021 Fall administration of the NWEA Map Mathematics assessment	There will be a projected proficiency rate of at least 60% or above on the 2021 Winter administration of the NWEA Map Mathematics assessment	There will be a projected proficiency rate of at least 65% or above on the 2022 Spring administration of the NWEA Map Mathematics assessment	On the 2022 Mathematics PSSA assessment there will be a proficiency rate of at least 67.7%.

Priority: If teachers incorporate social-emotional instruction to develop age appropriate techniques in perseverance and resilience and strengthen the school wide culture of growth mindset then the students will gain confidence and skills to positively manage challenges.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	During the Spring 2022 administration of the the Panorama Student Survey, there will be a favorable response of at least 70% for the topic of Self-Efficacy. This will be an average of both the 3-5 & 6-8 results for this topic.	Panorama Student Survey	During the Fall 2021 administration of the the Panorama Student Survey, there will be a favorable response of at least 64% for the topic of Self-Efficacy. This will be an average of both the 3-5 & 6-8 results for this topic.	There will be a favorable response of at least 66% for the topic of Self-Efficacy during the administration of the mini Panorama Student Survey.	There will be a favorable response of at least 68% for the topic of Self-Efficacy during the administration of the mini Panorama Student Survey.	During the Spring 2022 administration of the the Panorama Student Survey, there will be a favorable response of at least 70% for the topic of Self-Efficacy. This will be an average of both the 3-5 & 6-8 results for this topic.

Priority: If teachers identify and address individual student learning needs related to ELA through data analysis and direct and explicit comprehensive strategy instruction then students will increase their ELA reading and ability to utilize a variety of comprehension skills.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	On the 2022 Reading PSSA assessment there will be a proficiency rate of at least 80.5%.	ELA	There will be a projected proficiency rate of at least 72.7% or above on the 2021 Fall administration of the NWEA Map Reading assessment	There will be a projected proficiency rate of at least 75% or above on the 2021 Winter administration of the NWEA Map Reading assessment	There will be a projected proficiency rate of at least 77% or above on the 2022 Spring administration of the NWEA Map Reading assessment	On the 2022 Reading PSSA assessment there will be a proficiency rate of at least 80.5%.

Action Plan

Action Plan for: Provide direct and explicit comprehensive strategy instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA 		Instructional reading strategies will be implemented across all content areas and can be utilized in both remote and brick/mortar settings		Will be examined in monthly instructional cabinet meetings, weekly among administrators reviewing observation feedback, and monthly with Literacy Coach to determine if any additional support or focus is needed	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Review comprehensive strategies embedded within the core curriculum resources with teachers and Coach, plan lessons accordingly. Highlighting strong instructional strategies that can be facilitated in both brick and mortar and remote instruction.	10/15/2021	10/30/2022	Administrators, Interventionist, ITLs	ELA curriculum, Scheduled Professional Development, Online Platforms	Yes
Administering of NWEA MAP Assessment to gain a better understanding of student needs	08/25/2021	10/29/2022	ELA teachers	NWEA online assessment	No
Analyze NWEA MAP, any other assessments administered to students, and student work samples to determine student learning needs	08/25/2021	03/31/2022	Teachers	PLCs, Professional Development, Data from assessments, data platforms	Yes
Create flexible grouping based on outcome, meet with PLCs to design differentiated instruction based on data	08/25/2021	03/31/2022	Interventionist, Teachers	Data, PLC focused instructional strategies	Yes
Professional Development to support literacy based instructional strategies in other content areas	08/25/2021	03/31/2022	Administrators, Curriculum Coordinators, Teachers, Interventionist	Observation data, lesson plans, notes from Peer observations and PLC meetings	Yes

Action Plan for: Use data to set achievement goals and differentiate instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math 		Teachers will consistently utilize data to support instruction and to meet individual student needs. Students will analyze, review, and monitor their own data to participate in the goal setting process of increasing academic and social-emotional growth.		Individual student data binders, weekly goal setting forms, weekly data review meetings	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Make data a part of an ongoing cycle of instructional improvement by providing frequent data review discussions during weekly PLC meetings.	08/25/2021	05/13/2022	Lead teachers, interventionist, building administrators	Student data, assessment data	Yes
After the administration of district assessments, teachers will analyze student data to adjust instruction and provide differentiated supports as needed.	10/15/2021	05/13/2022	Administration, Content teacher, SAC, interventionist	NWEA MAP assessment results, unit/chapter assessment results, Dibels	Yes
Parent communication via progress reports, conferences, IEP meetings	08/25/2021	05/13/2022	Teachers, SAC, Administration	FACE Coordinator, assessment data	Yes
Implement teacher support periods- teachers are assigned to support specific students or teachers based on data needs	09/01/2021	06/13/2022	Administration and interventionist	teachers, paraprofessionals	No

Action Plan for: Social-emotional learning: Growth Mindset

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Panorama Student Survey 		Decreased student discipline referrals and suspension rates		Monthly analysis of referral and suspension data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Project Assistants, Social Studies, library, and homeroom teachers will embed monthly SEL lessons into instruction.	08/25/2021	06/11/2022	Social Studies teacher, librarian, and homeroom teacher, Grade Span level Project Assistants	SEL lessons, social worker and counselor support	Yes
SEL skills will be reinforced and supported through morning announcements, newsletters, and social media. The PBIS matrix will also support SEL in all classroom settings.	08/25/2021	06/11/2022	PBIS team, counselors, social workers, Project Assistants, FACE coordinator	PBIS matrix, newsletter, social media platforms	No
Teacher support calendar in which available teachers are assigned individual students/small groups based upon student needs.	08/25/2021	06/11/2022	Project Assistants, school counselor, social worker, paraprofessionals, teachers with open periods	Materials and resources aligned to individual/group needs	No
Creation of "Co-Lab" periods for ML students to align to individual student counseling, academic, and/or technology support.	08/25/2021	05/12/2022	Teachers, Project Assistants, Counselors	Media Center, SEL lessons, Mental Health resources (as needed)	No
Scheduled mentoring time with individual students and groups around character education lessons	08/25/2021	03/31/2022	Project Assistants	Character education lessons, videos, games, books	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide direct and explicit comprehensive strategy instruction	<ul style="list-style-type: none"> • Review comprehensive strategies embedded within the core curriculum resources with teachers and Coach, plan lessons accordingly. Highlighting strong instructional strategies that can be facilitated in both brick and mortar and remote instruction. • Analyze NWEA MAP, any other assessments administered to students, and student work samples to determine student learning needs • Create flexible grouping based on outcome, meet with PLCs to design differentiated instruction based on data • Professional Development to support literacy based instructional strategies in other content areas
Use data to set achievement goals and differentiate instruction	<ul style="list-style-type: none"> • Make data a part of an ongoing cycle of instructional improvement by providing frequent data review discussions during weekly PLC meetings. • After the administration of district assessments, teachers will analyze student data to adjust instruction and provide differentiated supports as needed. • Parent communication via progress reports, conferences, IEP meetings
Social-emotional learning: Growth Mindset	<ul style="list-style-type: none"> • Project Assistants, Social Studies, library, and homeroom teachers will embed monthly SEL lessons into instruction.

Professional Development Activities

Facilitate professional development as it relates to ELA reading comprehension strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Review comprehensive strategies embedded within the core curriculum resources with teachers and Coach, plan lessons accordingly. Highlighting strong instructional strategies that can be facilitated in both brick and mortar and remote instruction. Analyze NWEA MAP, any other assessments administered to students, and student work samples to determine student learning needs Create flexible grouping based on outcome, meet with PLCs to design differentiated instruction based on data Professional Development to support literacy based instructional strategies in other content areas 	All K-8 teachers	Data Analysis and monitoring, TDA and DBQ, differentiation, and comprehension strategies,	Classroom observations, student data, lesson plans, and student work	Administration, ITLs, and Interventionist	09/01/2021	06/13/2022

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)	bi-monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students 	

Mathematics Data Analysis and Instruction Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Analyze NWEA MAP, any other assessments administered to students, and student work samples to determine student learning needs Create flexible grouping based on outcome, meet with PLCs to design differentiated instruction based on data Make data a part of an ongoing cycle of instructional improvement by providing frequent data review discussions during weekly PLC meetings. After the administration of district assessments, teachers will analyze student data to adjust instruction and provide differentiated supports as needed. 	K-8 Mathematic Teachers	Equity in Mathematics, analysis of data, instructional strategies, student analyzing their data, differentiation strategies.	Classroom observations, student data, lesson plans, and student work and student goal setting, teacher and student data binders/folders	Administration	09/01/2021	06/13/2022

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)	weekly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 	

Social Emotional Learning and Growth Mindset Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Make data a part of an ongoing cycle of instructional improvement by providing frequent data review discussions during weekly PLC meetings. SEL skills will be reinforced and supported through morning announcements, newsletters, and social media. The PBIS matrix will also support SEL in all classroom settings. 	K-8 teachers	SEL lessons and competencies, restorative practices, mentoring groups strategies, and character education lessons activities and understanding and analyzing school culture data.	student surveys, PBIS data, increase in positive student interaction with peers and teachers, consistent SEL integration in all lessons	Administration, PBIS team, student services team, and ITLs	09/01/2021	06/13/2022

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)	Bi-monthly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 	