

PITTSBURGH CONROY

1398 Page St

CSI School Plan | 2023 - 2024

VISION FOR LEARNING

At Conroy, we are dedicated to the academic, vocational, and social development of all students through our commitment to Equity. Our Goal is to provide an enriching, challenging, inviting and nurturing environment that will help our students develop the necessary skills to transition from school to the community. We provide academic and vocational opportunities through individualized education programming utilizing a comprehensive life skills curriculum along with experiential learning in the community and within our school building.

ESTABLISHED PRIORITIES

Priority Statement

Conroy will implement a MTSS for academic and behavior that will better meet the needs of the students and give a focus point for staff that are struggling to meet the needs of students.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Graduation rate

If Conroy implements a system determine the needs of all students, then we will be able to differentiate instruction to meet the needs of all learners.

Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS staff development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Behavioral Interventions

By June of 2024, 95% of teachers will implement tier 2 interventions for behaviors, as identified by Conroy staff as research-based programs/strategies for student improvement, as evidenced by classroom walkthroughs and observations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff survey to see current level of knowledge of MTS	2023-09-15 - 2023-09-30	Corey Madoni/ Autistic Support Specialist	Develop/find a survey
As needed, train staff on MTSS basics	2023-10-27 - 2023-10-27	Corey Madoni/ Autistic Support Specialist	MTSS overview, PPT, Cleartouch board
Discuss making a MTSS plan for Conroy during PLC time. Plans developed in PLC groups will be shared with whole staff in January.	2023-11-01 - 2024-01-30	Corey Madoni/ Autistic Support Specialist	Sharing of planning and feedback shared with each other
Implementation of school MTSS plan in the classroom	2024-02-01 - 2024-05-31	Corey Madoni/ Autistic Support Specialist	The school plan shared with the whole school, support from PSE and C & I; CSI funds will purchase substitute for teachers to attend MTSS meetings; use CSI funds to add the role of an EAIV to support PBIS/MTSS
Survey of MTSS: feedback, knowledge, implementation	2024-06-03 - 2024-06-14	Corey Madoni/ Autistic Support Specialist	Survey

Anticipated Outcome

MTSS plan for the school and survey results showing how it is implemented

Monitoring/Evaluation

PLC check-ins, classroom walkthroughs, and discussions in Instructional Cabinet meetings

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, 95% of teachers will implement tier 2 interventions for behaviors, as identified by Conroy staff as research-based programs/strategies for student improvement, as evidenced by classroom walkthroughs and observations. (Behavioral Interventions)	MTSS staff development	As needed, train staff on MTSS basics	10/27/2023 - 10/27/2023

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2021-2022 Career standards benchmark data indicate 60.5% of students in grades 5, 8 or 11 were meeting benchmarks.

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The current attendance rate for the 2022-2023 SY is 87.2%. This is above the attendance rate of 64.8% for the 2021-2022 SY.

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Students are all instructed on their own individual levels on a functional curriculum, Styer Fitzgerald, to prepare them to be career and life ready upon graduation. IEP goals are monitored and data are taken as per each student's IEP.

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Challenges

High School Graduation Rate-6.5% based on state designation measures.

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The current attendance rate for the 2022-2023 SY is below the statewide target of 94.1%.

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The lack of standardized data is often a challenge for Conroy. Given that 100% of our students have IEP's and take the Alternate State Assessment (PASA), we don't have the quantity of school-wide data that other schools have.

Implement evidence-based strategies to engage families to support learning

The lack of standardized data is often a challenge for Conroy. Given that 100% of our students have IEP's and take the Alternate State Assessment (PASA), we don't have the quantity of school-wide data that other schools have.

Strengths

career and life ready upon graduation. IEP goals are monitored and data are taken as per each student's IEP.

Currently 100% of 11th grade students have completed the Naviance Tasks for 2022-2023. This is above the district average of 65%.

Currently 100% of 5th grade students have completed the Naviance Tasks for 2022-2023. This is above the district average of 82%.

Student targets and instruction is all focused on student needs as determined by the IEP teams.

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Currently 89% of 8th grade students have completed the Naviance Tasks for 2022-2023. This is above the district average of 79%.

We need a system for prioritizing academic needs of students and prioritizing and addressing them at their needed levels

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Identify and address individual learning needs.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Instructional practices and support 90% based on TLE survey

Targeted behaviors for individual students are chosen through the IEP development and students needs.

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Challenges

Currently 89% of 8th grade students have completed the Naviance Tasks for 2022-2023. This is above the district average of 79%.

We need a system for prioritizing academic needs of students and prioritizing and addressing them at their needed levels

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

Align curricular materials and lesson plans to the PA Standards

We need a system for prioritizing behavioral needs of students and prioritizing and addressing them at their needed levels

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Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

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

Discuss current Tier 1 Academic/Behavioral interventions/strategies.

✓

We need a system for prioritizing academic needs of students and prioritizing and addressing them at their needed levels

Collaborative discussion with professional staff members regarding students' top priorities.

✓

We need a system for prioritizing behavioral needs of students and prioritizing and addressing them at their needed levels

ADDENDUM B: ACTION PLAN

Action Plan: MTSS staff development

Action Steps	Anticipated Start/Completion Date
Staff survey to see current level of knowledge of MTS	09/15/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
PLC check-ins, classroom walkthroughs, and discussions in Instructional Cabinet meetings	MTSS plan for the school and survey results showing how it is implemented

Material/Resources/Supports Needed	PD Step
Develop/find a survey	no



Action Steps**Anticipated Start/Completion Date**

As needed, train staff on MTSS basics

10/27/2023 - 10/27/2023

Monitoring/Evaluation**Anticipated Output**

PLC check-ins, classroom walkthroughs, and discussions in Instructional Cabinet meetings

MTSS plan for the school and survey results showing how it is implemented

Material/Resources/Supports Needed**PD Step**

MTSS overview, PPT, Cleartouch board

yes



Action Steps**Anticipated Start/Completion Date**

Discuss making a MTSS plan for Conroy during PLC time. Plans developed in PLC groups will be shared with whole staff in January.

11/01/2023 - 01/30/2024

Monitoring/Evaluation**Anticipated Output**

PLC check-ins, classroom walkthroughs, and discussions in Instructional Cabinet meetings

MTSS plan for the school and survey results showing how it is implemented

Material/Resources/Supports Needed**PD Step**

Sharing of planning and feedback shared with each other

yes



Action Steps**Anticipated Start/Completion Date**

Implementation of school MTSS plan in the classroom

02/01/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

PLC check-ins, classroom walkthroughs, and discussions in Instructional Cabinet meetings

MTSS plan for the school and survey results showing how it is implemented

Material/Resources/Supports Needed**PD
Step**

The school plan shared with the whole school, support from PSE and C & I; CSI funds will purchase substitute for teachers to attend MTSS meetings; use CSI funds to add the role of an EAIV to support PBIS/MTSS

no



Action Steps**Anticipated Start/Completion Date**

Survey of MTSS: feedback, knowledge, implementation

06/03/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PLC check-ins, classroom walkthroughs, and discussions in Instructional Cabinet meetings

MTSS plan for the school and survey results showing how it is implemented

Material/Resources/Supports Needed**PD Step**

Survey

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, 95% of teachers will implement tier 2 interventions for behaviors, as identified by Conroy staff as research-based programs/strategies for student improvement, as evidenced by classroom walkthroughs and observations. (Behavioral Interventions)	MTSS staff development	As needed, train staff on MTSS basics	10/27/2023 - 10/27/2023
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Basics Training	All professional staff	What is MTSS and how can it be used to improve academic and behavior needs
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit ticket to see what staff now know about MTSS	10/27/2023 - 10/27/2023	Corey Madoni/ Autistic Support Specialist
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

