

PITTSBURGH MILLIONES 6-12

3117 Centre Ave

CSI School Plan | 2023 - 2024

VISION FOR LEARNING

All students will graduate from Pittsburgh Milliones 6-12 as life long learners who are academically prepared, fundamentally capable, and globally and civically engaged to complete a two- or four-year college degree or workforce certification and can contribute to the local and global community.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Nina Sacco	District Level Leaders	Pittsburgh Public Schools
Eric Graf	Principal	Pittsburgh Millionnes 6-12
Terri Ayers	Assistant Principal	Pittsburgh Millionnes 6-12
Brianna Jinar	Literacy Academic Coach	Pittsburgh Millionnes 6-12
Susan Stegman	Transition Counselor	Pittsburgh Millionnes 6-12
Suzanne Mazur	Education Specialist	Pittsburgh Millionnes 6-12
Trinidy Manison	Student	Pittsburgh Millionnes 6-12
Dustin Welsh	Teacher	Pittsburgh Millionnes 6-12
Omar Lawrence	Teacher	Pittsburgh Millionnes 6-12
Tia Herring	Parent	Pittsburgh Millionnes 6-12
Kendall Roberts	District Level Leaders	Pittsburgh Millionnes 6-12
Terry Smith	Community Member	M-Powerhouse

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If Pittsburgh Milliones implements an effective, consistent MTSS system and implements the system with fidelity, then student attendance and behavior will increase.	Essential Practices 3: Provide Student-Centered Support Systems
If math teachers utilize project-based learning to create accessible projects (mini, short-, and long-term) for students, then students will increase critical thinking and problem solving skills, leading to increased performance across all subgroups in math.	Mathematics Mathematics
If English teachers utilize project-based learning to create accessible projects (mini, short and long-term) for students, then students will increase research, speaking, and critical thinking skills, leading to academic growth and increased proficiency in ELA/Literature.	English Language Arts English Language Arts
If Pittsburgh Milliones implements an effective, consistent PBIS system to recognize the connection between attendance and performance and implements MTSS with fidelity, then student attendance and academics will increase.	Regular Attendance School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy
PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS - Attendance	By June 30, 2024, the regular attendance rate will be 50% or higher as measured by the inverse of the chronic absence rate as reported via Power BI dashboard.
PBIS Self Management	By June 30, 2024, 75% of students will score favorably on the self-management indicator in the Panorama Student Survey. Self-Management is measured by students being prepared for class, following directions, completing work on time, being polite, paying attention, staying focused, remaining calm in frustrating situations, allowing others to speak, and keeping your temper in check.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a PBIS Team	2023-07-01 - 2023-08-23	Ms. Terri Ayers - Assistant Principal	Meeting template, data analysis protocols
Create a universal 3-tiered system for addressing problem behaviors.	2023-07-01 - 2023-08-18	Mr. Eric Graf - Principal	School Presentation, CSI funds will be used to pay for the printing of posters and signage to highlight current PBIS Matrix and teaching of expectations. (\$500)
Provide BOY PD on implementing PBIS, provide staff with matrix and recognition system.	2023-08-21 - 2023-08-25	LES assigned to Uprep	PBIS Rewards Platform
PBIS Team will collect quarterly data	2023-08-21 -	Ms. Terri	Power BI Dashboards, PBIS Rewards Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to monitor system effectiveness.	2024-06-30	Ayers - Assistant Principal	
Teachers will utilize a universal recognition system to reward positive behaviors.	2023-08-21 - 2024-06-30	PBIS Team Teacher Chair - TBD	PBIS Rewards Platform

Anticipated Outcome

By consistently implementing Positive Behavior Interventions and Supports (PBIS) with fidelity, students will develop an understanding of how PBIS values and expectations correlate with academic success as represented in Panorama survey results. Additionally, there will be an increase in regular attendance rate and a decrease in chronic absenteeism.

Monitoring/Evaluation

Discipline data, PBIS rewards data and attendance data will be used to guide team with implementation and focus of this strategy.

Evidence-based Strategy

Math PBL

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math - CDT, HS	As a result of targeted instruction in Math, 75% of students will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment.
Math MS - CDT	As a result of targeted instruction in Math, 75% of students in grades 6-8 will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide BOY Professional Development and ongoing professional learning to teachers for PBL.	2023-08-28 - 2023-09-01	Eric Graf, Principal Math Academic Coach Math ITL	1. PBL consultant to provide PD and ongoing professional learning. 2. Schedule time during BOY PD to provide staff with training. 3. Paid time for ELA/Math teachers to plan needed materials and funds necessary to purchase materials for two PBL projects (one per semester).
Create PLCs to plan projects and include other contents/community partners.	2023-08-28 - 2024-05-31	Math Academic Coach Math ITL Eric Graf, Principal	1. Provide planning time with other content areas and community partners. 2. Develop a list of grade/course-level PBL projects that align with grade/course-level standards and the curriculum.
Utilize the continuous improvement model to plan, facilitate, monitor progress, and adjust based on student needs.	2022-09-05 - 2024-05-31	Instructional Teacher Leaders Math Academic Coach Math ITL	1. PLC Time for collaborative planning. 2. Utilize support from Catapult Learning (Jo Don Orimaco).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Showcase projects to create an academic culture of high expectations.	2024-02-01 - 2024-06-12	Math and Literacy Academic Coaches Jordan Morris, Community Schools	1. Trifold posters/digital tools 2. Space for showcase

Anticipated Outcome

As students have increased learning opportunities through PBL, their achievement will be reflected in increased CDT scores.

Monitoring/Evaluation

1. Quarterly check ins with colleagues, consultants and administration. 2. Project showcase/share-out.

Evidence-based Strategy

ELA PBL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MS ELA	As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading

Goal Nickname	Measurable Goal Statement (Smart Goal)
	CDT overall scores from the BOY assessment to the EOY assessment.
HS ELA	As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide BOY Professional Development and ongoing professional learning to teachers for PBL.	2023-08-28 - 2023-09-01	Eric Graf, Principal Literacy Academic Coach	1. PBL consultant to provide PD and ongoing professional learning. 2. Schedule time during BOY PD to provide staff with training. 3. Paid time for ELA/Math teachers to plan needed materials and funds necessary to purchase materials for two PBL projects (one per semester).
Create PLCs to plan projects and include other contents and community partners to provide planning time.	2022-09-05 - 2024-05-26	Eric Graf, Principal Literacy Academic Coach	1. Provide planning time with other content areas and community partners.
Utilize the continuous improvement model to plan, facilitate, monitor progress and adjust PBL based on student need.	2022-09-05 - 2024-05-26	Instructional Teacher Leaders Literacy Academic Coach	PLC Time for collaborative planning

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Showcase projects to create an academic culture of high expectations.	2024-06-05 - 2024-06-14	Literacy and Math Academic Coach Jordan Morris, Community Schools	1. space 2. Trifolds and digital resources for presentations

Anticipated Outcome

1. Cross content expertise in planning PBL. 2. Collaboration across disciplines. 3. Training and ongoing training for staff.

Monitoring/Evaluation

1. PLC time dedicated to PBL planning and professional learning. 2. Quarterly check ins with staff/consultant/and administration.

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	By End of Year 2023-24, Pittsburgh Millions will implement an MTSS framework with fidelity, resulting in increased reading achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create an RTI problem solving team.	2023-08-15 - 2023-09-15	Eric Graf/Principal	Common planning time/PLC
Provide professional development to all staff on MTSS framework.	2023-08-15 - 2023-09-01	Eric Graf/Principal	Professional development - identify someone to provide MTSS PD.
RTI team uses data to place students.	2023-09-15 - 2024-06-15	Eric Graf/Principal	Data source across subject areas/ Intervention time within school day/ Progress Monitoring tools
Provide ongoing PD to build teacher capacity of Tier 1 Interventions.	2023-08-15 - 2024-06-15	Eric Graf/ Principal	Common PLC time/ PD Materials/ Progress Monitoring
Progress monitor Tier 1 interventions quarterly with teachers.	2023-11-01 - 2024-06-15	Eric Graf/Principal School Psychologist Math Academic Coach Literacy Academic Coach	Common PLC Time/ Progress Monitoring Tool/ Assessment Data/ Universal Screening Tools

Anticipated Outcome

Functional MTSS

Monitoring/Evaluation

All key stakeholders are evident on team; team will meet monthly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By End of Year 2023-24, Pittsburgh Milliones will implement an MTSS framework with fidelity, resulting in increased reading achievement. (MTSS)	MTSS	Provide professional development to all staff on MTSS framework.	08/15/2023 - 09/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, the regular attendance rate will be 50% or higher as measured by the inverse of the chronic absence rate as reported via Power BI dashboard. (PBIS - Attendance)</p>	PBIS	<p>Provide BOY PD on implementing PBIS, provide staff with matrix and recognition system.</p>	<p>08/21/2023 - 08/25/2023</p>
<p>By June 30, 2024, 75% of students will score favorably on the self-management indicator in the Panorama Student Survey. Self-Management is measured by students being prepared for class, following directions, completing work on time, being polite, paying attention, staying focused, remaining calm in frustrating situations, allowing others to speak, and keeping your temper in check. (PBIS Self Management)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By End of Year 2023-24, Pittsburgh Milliones will implement an MTSS framework with fidelity, resulting in increased reading achievement. (MTSS)	MTSS	Provide ongoing PD to build teacher capacity of Tier 1 Interventions.	08/15/2023 - 06/15/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (HS ELA)	ELA PBL	Provide BOY Professional Development and ongoing professional learning to teachers for PBL.	08/28/2023 - 09/01/2023
As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (MS ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in Math, 75% of students will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math - CDT, HS)	Math PBL	Provide BOY Professional Development and ongoing professional learning to teachers for PBL.	08/28/2023 - 09/01/2023
As a result of targeted instruction in Math, 75% of students in grades 6-8 will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math MS - CDT)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (HS ELA)	ELA PBL	Create PLCs to plan projects and include other contents and community partners to provide planning time.	09/05/2022 - 05/26/2024
As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (MS ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (HS ELA)	ELA PBL	Utilize the continuous improvement model to plan, facilitate, monitor progress and adjust PBL based on student need.	09/05/2022 - 05/26/2024
As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (MS ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in Math, 75% of students in grades 6-8 will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math MS - CDT)	Math PBL	Create PLCs to plan projects and include other contents/community partners.	08/28/2023 - 05/31/2024
As a result of targeted instruction in Math, 75% of students will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math - CDT, HS)			

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

The ELA/Literature Academic Growth Score of 67.3 did not meet the statewide growth target for 2021-2022 but indicates an increase of 14.8% from the year before.

The Percent Rigorous Courses of Study in 2021-2022 is 58.3%, which exceeds the Statewide Average of 55.9% for this indicator.

The Math Academic Growth Score of 69.3 did not meet the statewide growth target for 2021-2022 but indicates an increase of 16 from the previous school year.

The ELA/Literature % proficient and advanced increased by 3.1% from the year before. The students with disabilities student group increased by 16% from the year before.

The percent regular attendance among the subgroup Students with disabilities increased from 37.2% in 2020-21 to 47.7% regular attendance in 2021-22.

The Black and Economically disadvantaged groups in 8th grade met the growth standard in ELA and Science per PVAAS.

Students with IEPs met the growth standard for Keystone Algebra according to PVAAS. ELA Eighth: Economically Disadvantaged –

Challenges

Data for school year 2021-2022, indicate that 0.0% of all students scored proficient or advanced compared to the state average of 35.7%. Pittsburgh Milliones did not meet the interim target for Math Proficiency. In addition, the % proficient and advanced decreased by 2.4% from the year before.

The All-Student Group high school graduation rate is at 63.6% and did not meet the interim target but increased .9% from the previous year.

Data for school year 2021-2022, indicate that 8.3% of all students scored proficient or advanced in Science/Biology compared to the state average of 54.4%. This was a 2.4% decrease from the previous school year.

The All-Student Group attendance rate is at 42.7% and did not meet the interim target for the 2021-22 school year. Compared to the year before, the rate decreased by 2.8%.

Data for school year 2021-2022, indicate that 9.3% of all students scored proficient or advanced compared to the state average of 54.1%. Pittsburgh Milliones did not meet the interim target for ELA Proficiency.

Strengths

Green (met the growth standard)

Pittsburgh Milliones had an increase of ELA/Literature proficiency across all student groups, particularly Students With Disabilities who showed an increase of 16% 2020-21

Close to half of Pittsburgh Milliones 2022-23 students showed growth (+1 SEM) on the Literature CDT by EOY. Grades 9 and 11 had over 50% of students achieve significant growth (+2 SEM) on the Literature CDT by EOY.

According to Pittsburgh Milliones PVAAS data, all subgroups increased growth in 2022-23 from the previous year.

Over half of students at Pittsburgh Milliones demonstrated significant growth according to the Math CDT 2022-23 by EOY.

Pittsburgh Milliones had an increase of ELA/Literature proficiency across all student groups, particularly Students With Disabilities who showed an increase of 16% 2020-21

Close to half of Pittsburgh Milliones 2022-23 students showed growth (+1 SEM) on the Literature CDT by EOY. Grades 9 and 11 had over 50% of students achieve significant growth (+2 SEM) on the Literature CDT by EOY.

According to Pittsburgh Milliones PVAAS data, all subgroups increased growth in 2022-23 from the previous year.

Challenges

Chronic absenteeism causes a challenge for students to complete assigned tasks.

Scheduling time outside of academic periods is limited.

The All Student group at Pittsburgh Milliones 2020-21 did not meet the improvement targets or standard for demonstrating growth for Literature/ELA.

According to PVAAS data 2020-21, the All Student Group did not meet the statewide goal for academic growth for Literature/ELA.

The all student group 2020-21 did not meet improvement targets and decreased performance across all subgroups in math (Black, ED, SWD)

The all student group did not meet the standard for demonstrating growth in Math although all subgroups increased growth in 2022-23 from the previous year.

The All Student group at Pittsburgh Milliones 2020-21 did not meet the improvement targets or standard for demonstrating growth for Literature/ELA.

According to PVAAS data 2020-21, the All Student Group did not meet the statewide goal for academic growth for Literature/ELA.

The all student group 2020-21 did not meet improvement targets

Strengths

Over half of students at Pittsburgh Milliones demonstrated significant growth according to the Math CDT 2022-23 by EOY.

The Future Ready PA Index percent Industry-based Learning is 36.8%, which exceeds both the Statewide Average (29.1%) and the Statewide Performance Standard (30.7%). The percent for the Black student subgroup, 40.0%, also exceeds the Statewide Average and the Statewide Performance Standard, as does the percent for the Economically Disadvantaged student group (36.1%) and the Students with Disabilities group (51.9%).

Pittsburgh Milliones is Operational on Essential Practice #15, Partner with local businesses, community organizations, and other agencies to meet the needs of the school year. In the 2022-23 school year, the Community Schools Site Coordinator has worked to ensure that each student is linked to a community partner and that staff are aware of how they can support these partnerships.

Pittsburgh Milliones is Operational on Essential Practice #3, there are a variety of assessments to monitor student learning and adjust programs and instructional practices.

Pittsburgh Milliones is Operational on Essential Practice #8, build leadership capacity and empower staff in the development and successful implementation of initiatives that increase student outcomes.

Challenges

and decreased performance across all subgroups in math (Black, ED, SWD)

The all student group did not meet the standard for demonstrating growth in Math although all subgroups increased growth in 2022-23 from the previous year.

The Black and Economically Disadvantaged group is yellow and red indicating that it did not meet the growth standard on the Keystone Literature Exam.

Pittsburgh Milliones is emerging on Essential Practice #11, Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically.

Pittsburgh Milliones is emerging on Essential Practice #13, implement a multi-tiered system of supports for academics and behavior.

When we look at student growth across student subgroups it is mostly red for students in 6th grade ELA and Math, indicating that students in each subgroup are not meeting the PA Academic Standard for growth.

Low proficiency on reading and math state assessments causes the need for more individualized support when completing career readiness tasks.

Strengths

Pittsburgh Millions Students with Disabilities subgroup showed increased growth according to PVAAS data.

The all student group had 55.9% of students show growth and 51% of students show significant growth on the 2022-23 Science CDT by EOY.

By EOY grades 7 and 9 had over 50% of students achieve significant growth on the Science CDT.

Pittsburgh Millions Students with Disabilities subgroup showed increased growth according to PVAAS data.

The all student group had 55.9% of students show growth and 51% of students show significant growth on the 2022-23 Science CDT by EOY.

By EOY grades 7 and 9 had over 50% of students achieve significant growth on the Science CDT.

Challenges

Panorama Education Data show that the greatest opportunity for growth on the Social-Emotional Learning: Student Competency and Well-Being Spring 2022 survey is Learning Strategies. 53% of students feel that they deliberately use learning strategies to manage their own learning processes.

The all student group did not meet the improvement goal for science. There was a decrease from the previous year across all subgroups (black, ED, SWD).

The all student group did not meet the standard demonstrating growth for science. The black and economically disadvantaged group showed a decrease in growth

The all student group did not meet the improvement goal for science. There was a decrease from the previous year across all subgroups (black, ED, SWD).

The all student group did not meet the standard demonstrating growth for science. The black and economically disadvantaged group showed a decrease in growth



Most Notable Observations/Patterns

1. Pittsburgh Millions decreased from Operational to Emerging on Essential Practice #13 and #11. The school must have a trained PBIS team and staff, and PBIS must be implemented with fidelity. 2. According to data, 0% of Pittsburgh Millions scored Proficient or Advanced in Mathematics in 2021-22, a 2.4% decrease from the 2020-21 school year. 3. The ELA/Literature % proficient and advanced increased in 2021-22 by 3.1% from the 2020-21 school year. In 2021-22, 9.3% of students at Pittsburgh Millions achieved proficiency, falling short of the state average of 54.1%. 4. Pittsburgh Millions is Operational on Essential Practice #3, there are a variety of assessments to monitor student learning and adjust programs and instructional practices. Utilizing this strength to adjust instruction to meet the needs of individual students through PLC, teacher lesson planning, and MTSS/PBIS will result in student achievement gains.

Challenges

Discussion Point

Priority for Planning

Data for school year 2021-2022, indicate that 0.0% of all students scored proficient or advanced compared to the state average of 35.7%. Pittsburgh Millions did not meet the interim target for Math Proficiency. In addition, the % proficient and advanced decreased by 2.4% from the year before.

The All-Student Group high school graduation rate is at 63.6% and did not meet the interim target but increased .9% from the previous year.

Data for school year 2021-2022, indicate that 8.3% of all students scored proficient or advanced in Science/Biology compared to the state average of 54.4%. This was a 2.4%

Math teachers will utilize project-based learning to create accessible projects (mini, short-, and long-term) for students.

Challenges	Discussion Point	Priority for Planning
decrease from the previous school year.		
<p>The All-Student Group attendance rate is at 42.7% and did not meet the interim target for the 2021-22 school year. Compared to the year before, the rate decreased by 2.8%.</p>		
<p>Data for school year 2021-2022, indicate that 9.3% of all students scored proficient or advanced compared to the state average of 54.1%. Pittsburgh Milliones did not meet the interim target for ELA Proficiency.</p>	<p>Teachers across contents will utilize PLC to monitor student learning: using diagnostic, formative, and summative assessments to monitor and adjust programs and instructional practices.</p>	
<p>Chronic absenteeism causes a challenge for students to complete assigned tasks.</p>	<p>Students and staff are in need of an effective, consistent PBIS system to recognize the connection between attendance and performance. Learner Centered Problem: Students need consistent implementation of schoolwide positive behavior interventions and supports.</p>	✓
<p>Low proficiency on reading and math state assessments causes the need for more individualized support when completing career readiness tasks.</p>		
<p>Pittsburgh Milliones is emerging on Essential Practice #11, Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically.</p>	<p>Students and staff are in need of an effective, consistent PBIS system to recognize the connection between attendance and performance.</p>	
<p>Pittsburgh Milliones is emerging on Essential Practice #13,</p>		✓

Challenges**Discussion Point****Priority for Planning**

implement a multi-tiered system of supports for academics and behavior.

The All Student group at Pittsburgh Milliones 2020-21 did not meet the improvement targets or standard for demonstrating growth for Literature/ELA.



According to PVAAS data 2020-21, the All Student Group did not meet the statewide goal for academic growth for Literature/ELA.

The all student group 2020-21 did not meet improvement targets and decreased performance across all subgroups in math (Black, ED, SWD)



The all student group did not meet the improvement goal for science. There was a decrease from the previous year across all subgroups (black, ED, SWD).

ADDENDUM B: ACTION PLAN

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Create a PBIS Team	07/01/2023 - 08/23/2023
Monitoring/Evaluation	Anticipated Output
Discipline data, PBIS rewards data and attendance data will be used to guide team with implementation and focus of this strategy.	By consistently implementing Positive Behavior Interventions and Supports (PBIS) with fidelity, students will develop an understanding of how PBIS values and expectations correlate with academic success as represented in Panorama survey results. Additionally, there will be an increase in regular attendance rate and a decrease in chronic absenteeism.
Material/Resources/Supports Needed	PD Step
Meeting template, data analysis protocols	no

Action Steps**Anticipated Start/Completion Date**

Create a universal 3-tiered system for addressing problem behaviors.

07/01/2023 - 08/18/2023

Monitoring/Evaluation**Anticipated Output**

Discipline data, PBIS rewards data and attendance data will be used to guide team with implementation and focus of this strategy.

By consistently implementing Positive Behavior Interventions and Supports (PBIS) with fidelity, students will develop an understanding of how PBIS values and expectations correlate with academic success as represented in Panorama survey results. Additionally, there will be an increase in regular attendance rate and a decrease in chronic absenteeism.

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

School Presentation, CSI funds will be used to pay for the printing of posters and signage to highlight current PBIS Matrix and teaching of expectations. (\$500)

no



Action Steps**Anticipated Start/Completion Date**

Provide BOY PD on implementing PBIS, provide staff with matrix and recognition system.

08/21/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

Discipline data, PBIS rewards data and attendance data will be used to guide team with implementation and focus of this strategy.

By consistently implementing Positive Behavior Interventions and Supports (PBIS) with fidelity, students will develop an understanding of how PBIS values and expectations correlate with academic success as represented in Panorama survey results. Additionally, there will be an increase in regular attendance rate and a decrease in chronic absenteeism.

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

PBIS Rewards Platform

yes



Action Steps**Anticipated Start/Completion Date**

PBIS Team will collect quarterly data to monitor system effectiveness.

08/21/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Discipline data, PBIS rewards data and attendance data will be used to guide team with implementation and focus of this strategy.

By consistently implementing Positive Behavior Interventions and Supports (PBIS) with fidelity, students will develop an understanding of how PBIS values and expectations correlate with academic success as represented in Panorama survey results. Additionally, there will be an increase in regular attendance rate and a decrease in chronic absenteeism.

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

Power BI Dashboards, PBIS Rewards Data

no



Action Steps**Anticipated Start/Completion Date**

Teachers will utilize a universal recognition system to reward positive behaviors.

08/21/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Discipline data, PBIS rewards data and attendance data will be used to guide team with implementation and focus of this strategy.

By consistently implementing Positive Behavior Interventions and Supports (PBIS) with fidelity, students will develop an understanding of how PBIS values and expectations correlate with academic success as represented in Panorama survey results. Additionally, there will be an increase in regular attendance rate and a decrease in chronic absenteeism.

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

PBIS Rewards Platform

no

Action Plan: Math PBL

Action Steps	Anticipated Start/Completion Date
Provide BOY Professional Development and ongoing professional learning to teachers for PBL.	08/28/2023 - 09/01/2023

Monitoring/Evaluation	Anticipated Output
1. Quarterly check ins with colleagues, consultants and administration. 2. Project showcase/share-out.	As students have increased learning opportunities through PBL, their achievement will be reflected in increased CDT scores.

Material/Resources/Supports Needed	PD Step
1. PBL consultant to provide PD and ongoing professional learning. 2. Schedule time during BOY PD to provide staff with training. 3. Paid time for ELA/Math teachers to plan needed materials and funds necessary to purchase materials for two PBL projects (one per semester).	yes



Action Steps**Anticipated Start/Completion Date**

Create PLCs to plan projects and include other contents/community partners.

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

1. Quarterly check ins with colleagues, consultants and administration. 2. Project showcase/share-out.

As students have increased learning opportunities through PBL, their achievement will be reflected in increased CDT scores.

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

1. Provide planning time with other content areas and community partners. 2. Develop a list of grade/course-level PBL projects that align with grade/course-level standards and the curriculum.

yes



Action Steps**Anticipated Start/Completion Date**

Utilize the continuous improvement model to plan, facilitate, monitor progress, and adjust based on student needs.

09/05/2022 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

1. Quarterly check ins with colleagues, consultants and administration. 2. Project showcase/share-out.

As students have increased learning opportunities through PBL, their achievement will be reflected in increased CDT scores.

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

1. PLC Time for collaborative planning. 2. Utilize support from Catapult Learning (Jo Don Orimaco).

no



Action Steps**Anticipated Start/Completion Date**

Showcase projects to create an academic culture of high expectations.

02/01/2024 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

1. Quarterly check ins with colleagues, consultants and administration. 2. Project showcase/share-out.

As students have increased learning opportunities through PBL, their achievement will be reflected in increased CDT scores.

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

1. Trifold posters/digital tools 2. Space for showcase

no

Action Plan: ELA PBL

Action Steps	Anticipated Start/Completion Date
Provide BOY Professional Development and ongoing professional learning to teachers for PBL.	08/28/2023 - 09/01/2023
Monitoring/Evaluation	Anticipated Output
1. PLC time dedicated to PBL planning and professional learning. 2. Quarterly check ins with staff/consultant/and administration.	1. Cross content expertise in planning PBL. 2. Collaboration across disciplines. 3. Training and ongoing training for staff.
Material/Resources/Supports Needed	PD Step
1. PBL consultant to provide PD and ongoing professional learning. 2. Schedule time during BOY PD to provide staff with training. 3. Paid time for ELA/Math teachers to plan needed materials and funds necessary to purchase materials for two PBL projects (one per semester).	yes

Action Steps**Anticipated Start/Completion Date**

Create PLCs to plan projects and include other contents and community partners to provide planning time.

09/05/2022 - 05/26/2024

Monitoring/Evaluation**Anticipated Output**

1. PLC time dedicated to PBL planning and professional learning. 2. Quarterly check ins with staff/consultant/and administration.

1. Cross content expertise in planning PBL. 2. Collaboration across disciplines. 3. Training and ongoing training for staff.

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

1. Provide planning time with other content areas and community partners.

yes



Action Steps**Anticipated Start/Completion Date**

Utilize the continuous improvement model to plan, facilitate, monitor progress and adjust PBL based on student need.

09/05/2022 - 05/26/2024

Monitoring/Evaluation**Anticipated Output**

1. PLC time dedicated to PBL planning and professional learning. 2. Quarterly check ins with staff/consultant/and administration.

1. Cross content expertise in planning PBL. 2. Collaboration across disciplines. 3. Training and ongoing training for staff.

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

PLC Time for collaborative planning

yes



Action Steps**Anticipated Start/Completion Date**

Showcase projects to create an academic culture of high expectations.

06/05/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

1. PLC time dedicated to PBL planning and professional learning. 2. Quarterly check ins with staff/consultant/and administration.

1. Cross content expertise in planning PBL. 2. Collaboration across disciplines. 3. Training and ongoing training for staff.

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

1. space 2. Trifolds and digital resources for presentations

no

Action Plan: MTSS

Action Steps**Anticipated Start/Completion Date**

Create an RTI problem solving team.

08/15/2023 - 09/15/2023

Monitoring/Evaluation**Anticipated Output**

All key stakeholders are evident on team; team will meet monthly

Functional MTSS

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

Common planning time/PLC

no



Action Steps**Anticipated Start/Completion Date**

Provide professional development to all staff on MTSS framework.

08/15/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

All key stakeholders are evident on team; team will meet monthly

Functional MTSS

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

Professional development - identify someone to provide MTSS PD.

yes



Action Steps**Anticipated Start/Completion Date**

RTI team uses data to place students.

09/15/2023 - 06/15/2024

Monitoring/Evaluation**Anticipated Output**

All key stakeholders are evident on team; team will meet monthly

Functional MTSS

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

Data source across subject areas/ Intervention time within school day/ Progress Monitoring tools

no



Action Steps**Anticipated Start/Completion Date**

Provide ongoing PD to build teacher capacity of Tier 1 Interventions.

08/15/2023 - 06/15/2024

Monitoring/Evaluation**Anticipated Output**

All key stakeholders are evident on team; team will meet monthly

Functional MTSS

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

Common PLC time/ PD Materials/ Progress Monitoring

yes



Action Steps**Anticipated Start/Completion Date**

Progress monitor Tier 1 interventions quarterly with teachers.

11/01/2023 - 06/15/2024

Monitoring/Evaluation**Anticipated Output**

All key stakeholders are evident on team; team will meet monthly

Functional MTSS

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

Common PLC Time/ Progress Monitoring Tool/ Assessment Data/ Universal Screening Tools



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By End of Year 2023-24, Pittsburgh Millionnes will implement an MTSS framework with fidelity, resulting in increased reading achievement. (MTSS)	MTSS	Provide professional development to all staff on MTSS framework.	08/15/2023 - 09/01/2023
By June 30, 2024, the regular attendance rate will be 50% or higher as measured by the inverse of the chronic absence rate as reported via Power BI dashboard. (PBIS - Attendance)	PBIS	Provide BOY PD on implementing PBIS, provide staff with matrix and recognition system.	08/21/2023 - 08/25/2023
By June 30, 2024, 75% of students will score favorably on the self-management indicator in the Panorama Student Survey. Self-Management is measured by students being prepared for class, following directions, completing work on time, being polite, paying attention, staying focused, remaining calm in frustrating situations, allowing others to speak, and keeping your temper in check. (PBIS Self Management)			
By End of Year 2023-24, Pittsburgh Millionnes will implement an MTSS framework with fidelity, resulting in increased reading achievement. (MTSS)	MTSS	Provide ongoing PD to build teacher capacity of Tier 1 Interventions.	08/15/2023 - 06/15/2024
As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the	ELA PBL	Provide BOY Professional	08/28/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>EOY assessment. (HS ELA)</p> <p>As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (MS ELA)</p>		<p>Development and ongoing professional learning to teachers for PBL.</p>	<p>09/01/2023</p>
<p>As a result of targeted instruction in Math, 75% of students will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math - CDT, HS)</p> <p>As a result of targeted instruction in Math, 75% of students in grades 6-8 will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math MS - CDT)</p>	<p>Math PBL</p>	<p>Provide BOY Professional Development and ongoing professional learning to teachers for PBL.</p>	<p>08/28/2023 - 09/01/2023</p>
<p>As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (HS ELA)</p> <p>As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (MS ELA)</p>	<p>ELA PBL</p>	<p>Create PLCs to plan projects and include other contents and community partners to provide planning time.</p>	<p>09/05/2022 - 05/26/2024</p>
<p>As a result of targeted instruction in grade 9-11 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (HS ELA)</p>	<p>ELA PBL</p>	<p>Utilize the continuous improvement model</p>	<p>09/05/2022 - 05/26/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in grade 6-8 ELA, 75% of students will show adequate growth in the Reading CDT overall scores from the BOY assessment to the EOY assessment. (MS ELA)		to plan, facilitate, monitor progress and adjust PBL based on student need.	
As a result of targeted instruction in Math, 75% of students will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math - CDT, HS)	Math PBL	Create PLCs to plan projects and include other contents/community partners.	08/28/2023 - 05/31/2024
As a result of targeted instruction in Math, 75% of students in grades 6-8 will show adequate growth in the Math CDT overall scores from the BOY assessment to the EOY assessment. (Math MS - CDT)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS	Administration and staff	PBIS, matrix, recognition system

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Administration and staff will understand PBIS and utilize a system of recognizing behaviors and follow the matrix for responding to behaviors.	08/28/2023 - 09/01/2023	District Learning Environment System

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Project Based Learning	Math/ELA teachers, other staff	1. BOY Professional Development on Project Based Learning (introduction and examples/planning)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will understand PBL and begin planning projects.	08/28/2023 - 09/08/2023	Eric Graf Math/Literacy Coach Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 1e: Designing Coherent Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step

Audience

Topics of Prof. Dev

MTSS

Administration and Staff

MTSS framework, Tier 1 Interventions

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Administration and Staff will understand the MTSS framework. Teachers will be able to identify and implement interventions for Tier 1 students. MTSS team will understand the function of the team and the process of placing students and creating plans/monitoring and adjusting progress.

08/28/2023 - 09/29/2023

Student Services District support

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

3a: Communicating with Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

