

## **PITTSBURGH SOUTH HILLS 6-8**

595 Crane Avenue

TSI Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

MISSION: We at South Hills Middle School have come together to provide the following: world class educational opportunities where students develop high levels of academic, artistic, physical, and interpersonal skills in a safe and motivational space; to consistently use effective instructional strategies that meet needs of all learners; to use data to meet the needs of all students to ensure students are moving toward statewide standards; to teach and inspire students to reach their full potential. SHARED VISION - A SUMMARY: SHMS students will form and maintain healthy relationships. SHMS students will be critical thinkers and informed citizens. SHMS students will be empathetic, hard-working, lifelong learners. SHMS students will be motivated to demonstrate academic, social, and emotional growth in becoming responsible, productive members of society. SHMS teachers will deliver rigorous instruction and all students will be accountable for their own learning. SHMS will be a school of choice that all students and families of the South Hills of Pittsburgh and the entire City of Pittsburgh.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Robert E. Frioni	Principal	SHMS - Principal
Dr. Nina Sacco	District Level Leaders	PPS - Assistant Superintendent
William Gallagher	Board Member	PPS - Pittsburgh Board of Public Education
Stephanie Capan	Teacher	SHMS - Grade 6 ITL / Math Teacher
Joanne Concannon	Education Specialist	SHMS - School Counselor
Sean Mascellino	Teacher	SHMS - Grade 7 ITL / ELA Teacher
Jennifer Plumb	Teacher	SHMS - Math ITL / Math Teacher
Dana Reitz	Teacher	SHMS - ESL ITL / ESL Teacher
Richard Ricci	Teacher	SHMS - PSE ITL / PSE Teacher
Christina Scarpaci	Teacher	SHMS - Grade 8 ITL / Math Teacher
Rasheeda Henderson	Education Specialist	PPS - Itinerent ELA Academic Coach
Connor Wagner	Education Specialist	PPS - Itinerent Math Academic Coach
Erica Jennings	Other	Youth Advocate Programs (YAP) Truancy Advocate

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Monica Mardez	Community Member	Latino Community Center: Director of Programs
Jason Cochran	Parent	SHMS - parent/guardian
Richard J. Gomez	Parent	SHMS - parent/guardian
Alaina Plungin	Parent	SHMS - parent/guardian

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Newcomer/Entering ELLs will make significant gains within their first year of enrollment at South Hills. If students' language skills have increased sufficiently to be moved and they are placed in the next level class at the change of the semester, then teachers will be able to keep the focus on newcomer students entering the school to increase their language skills.</p>	<p>English Language Growth and Attainment</p>
<p>South Hills faculty will engage in rigorous data analysis and effective lesson planning to best meet the needs of all students. If teachers use data to differentiate instruction and use small groups in all classrooms, then learning gaps will be addressed, students will experience success in the classroom and move closer to proficiency.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>South Hills' administration and faculty will actively monitor and evaluate the effectiveness of professional learning on student learning. This will be accomplished via quality professional development based on Eric Sheneringer's "Disruptive Thinking in Our Classrooms" course, continued use of the South Hills Data Protocol for assessing student growth, and student outcomes as indicated by CDTs and PSSAs.</p>	<p>Professional learning</p>
<p>Improving South Hills' Climate and Culture is a high priority for the 23-24 school year. Enhancements shall include continued revamping of PBIS (including implementation of the PBIS Lounge) and the addition of a School Counselor</p>	<p>School climate and culture</p>

**Priority Statement**

**Outcome Category**

(a position that has been closed for 12 years).

**ACTION PLAN AND STEPS**

**Evidence-based Strategy**

Provide students with necessary interventions and enrichment through differentiation as reflected by assessment data

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Differentiation and Small Groups	36% of all students will score proficient or advanced on the 2023-24 ELA PSSA.
Math Differentiation and Small Groups	17% of all students will score proficient or advanced on the 2023-24 Math PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct professional learning on differentiated instruction, inclusive of small group instruction -- analysis of both the process and product	2023-08-22 - 2024-04-12	Principal, ELA Academic Coach, and Math Academic	PD based on E. Sheninger's "Disruptive thinking in Our Classrooms" course; Information pertinent to differentiated instruction and small-group instruction; in-class coaching; administrative feedback

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coach	from informal observations; formal observation feedback; student-work analysis
Analyze student CDT data to determine instructional needs for effective development of initial (small) student groups, which ties directly to effective chunking of time for purposeful differentiation and scaffolding; variances are to be expected across grade levels and contents.	2023-09-15 - 2024-04-26	Content ITLs, ELA Academic Coach, Math Academic Coach	CDT data reports; SHMS Data Protocol (a content-specific tool developed in-house for quantitative data analyzing and decision making pertinent CDT results)
Progress monitoring via common, grade-level formative assessment utilized between and following CDT administrations	2023-10-02 - 2024-06-07	Content ITLs	Common formative assessments, as determined by the instructional (content) departments (PLCs)
Using various strategies and resources within the small groups to meet all learning needs -- resources and strategies are to be determined based on baseline data compiled from CDTs and other achievement measures (i.e., prior year's PSSA results and current course grades)	2023-08-28 - 2024-06-12	Administration and Content ITLs	PD based on E. Sheninger's "Disruptive Thinking in Our Classrooms" course; time; reliable technology
Instructional walks will be organized once every 2 months to monitor progress and to allow for support	2023-11-06 - 2024-05-03	Principal	Schedule time for instructional walls; data tools available from the PPS I&L Division or those developed ad hoc in response to contemporary school needs

**Anticipated Outcome**

Students will increase grade level proficiency and content knowledge through targeted small groups.

### Monitoring/Evaluation

CDT- 3 times a year Common Formative assessments- On-going Instructional Walks- 3 times a year

### Evidence-based Strategy

Professional Learning for Progressive Methods: Disruptive Thinking in Our Classrooms

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Full Commitment to Professional Learning and Data Analysis to Ensure Student and Teacher Growth	80% of all South Hills' full-time instructional faculty (34 total) will engage in the course, "Disruptive Thinking in Our Classrooms," by Eric Sheninger to varying degrees to improve delivery of educational services. 100% of ELA, Math, and Science teachers (15 total) will activity and regularly engage in data analysis via the school's data protocol methodology.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Year One (1): Commencement with Introduction and Full Engagement in Eric Sheninger's course, "Disruptive Thinking in Our Classrooms." Note: This is the first of three or four years for this course, which	2023-08-22 - 2024-06-14	Principal with support from the Instructional Cabinet and	PD based on E. Sheninger's "Disruptive Thinking in Our Classrooms" course; time; reliable technology

**Action Step**

**Anticipated  
Start/Completion**

**Lead Person/Position**

**Materials/Resources/Supports  
Needed**

academic coaches

**Anticipated Outcome**

**Monitoring/Evaluation**





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
36% of all students will score proficient or advanced on the 2023-24 ELA PSSA. (ELA Differentiation and Small Groups)	Provide students with necessary interventions and enrichment through differentiation as reflected by assessment data	Conduct professional learning on differentiated instruction, inclusive of small group instruction - analysis of both the process and product	08/22/2023 - 04/12/2024
17% of all students will score proficient or advanced on the 2023-24 Math PSSA. (Math Differentiation and Small Groups)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
36% of all students will score proficient or advanced on the 2023-24 ELA PSSA. (ELA Differentiation and Small Groups)	Provide students with necessary interventions and enrichment through differentiation as reflected by assessment data	Using various strategies and resources within the small groups to meet all learning needs -- resources and strategies are to be determined based on baseline data compiled from CDTs and other achievement measures (i.e., prior year's PSSA results and current course grades)	08/28/2023 - 06/12/2024
17% of all students will score proficient or advanced on the 2023-24 Math PSSA. (Math Differentiation and Small Groups)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of all South Hills' full-time instructional faculty (34 total) will engage in the course, "Disruptive Thinking in Our Classrooms," by Eric Sheninger to varying degrees to improve delivery of educational services. 100% of ELA, Math, and Science teachers (15 total) will activity and regularly engage in data analysis via the school's data protocol methodology. (Full Commitment to Professional Learning and Data Analysis to Ensure Student and Teacher Growth)	Professional Learning for Progressive Methods: Disruptive Thinking in Our Classrooms	Year One (1): Commencement with Introduction and Full Engagement in Eric Sheninger's course, "Disruptive Thinking in Our Classrooms." Note: This is the first of three or four years for this course, which	08/22/2023 - 06/14/2024

## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Dr. Robert E. Frioni

2023-06-07

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ENGLISH LEARNERS --- 21-22: Proficient or Advanced on Pennsylvania State Assessments: ELA/Literature --- 24.7% scored proficient and advanced - met/exceeded interim target in performance from the prior year

ENGLISH LEARNERS --- Proficient or Advanced on Pennsylvania State Assessments: ELA/Literature --- 22.6% scored proficient and advanced - met/exceeded interim target in performance from the prior year

ENGLISH LEARNERS --- 21-22: Meeting Annual Academic Growth Expectations (PVAAS): Math/Algebra 1 --- Academic growth school equals 100 - met/exceeded interim target in performance from the prior year

The ELA CDT indicated that the 8th graders made significant growth. From the beginning of the year to the end of year assessment, 28.1% of 8th graders increased levels by 2+ SEM (standard error of measure).

According to the WIDA Model Tool Kit, 89% of Grade 6 newcomer/entering English Language Learners met the growth expectations.

### Challenges

ENGLISH LEARNERS --- 21-22: Proficient or Advanced on Pennsylvania State Assessments: Math/Algebra --- 4.4% scored proficient and advanced - did not meet statewide goal/interim target in performance from the prior year

ALL STUDENTS --- 21-22: Proficient or Advanced on Pennsylvania State Assessments: Math/Algebra --- For all ESSA-identified subgroups represented at South Hills Middle School, none met the statewide/interim target.

Although 41.6% of all students improved by one SEM (standard error of measure) on the ELA CDT, only 23.9% of those students made significant growth.

Overall, 89.3% of South Hills Middle School students scored in the Red Range and 10.4% in the Green Range on the end of year Math CDT assessment. Of the 10.7% of students that scored in the Green Range, 4.2% of students scored above the middle of the Green Range.

94.4% of South Hills middle school students identified as ELL scored in the Red Range and 5.6% in the Green Range on the end of year Math CDT assessment. Of the 5.6% of students that scored

## Strengths

Overall, Grade 6 had the most students in the Green Range on the end of year Math CDT assessment with 14.1% and 6.1% respectively above the middle of the Green Range.

Overall, from the beginning of the year to the end of year, 42.6% of students in grades 6-8 improved by 1+ SEM (standard error of measure) and 27.5% of students in grades 6 through 8 improved by 2+ SEM on the Science CDT.

PDE Future Readiness Index - Career Readiness: 98% of all 6th, 7th and 8th graders completed the Naviance career readiness task.

Overall end of year Math CDT: 55.4% South Hills Middle School students improved by one SEM (Standard Error of Measure) and 36.5% improved by two SEM from the beginning of the year.

End of year Math CDT: 63.9% students identified as ELL improved by one SEM (Standard Error of Measure) and 42.6% improved by two SEM from the beginning of the year.

Grade 6 had the most students identified as ELL in the Green Range on the end of year CDT assessment with 10.3% and 2.6% respectively above the middle of the Green Range.

63% of Grade 7 newcomer/entering ELL students met the growth expectations based on the WIDA model kit.

## Challenges

in the Green Range, 0.9% of students scored above the middle of the Green Range.

Health and Safety: Based on data from the 2023 Spring administration of the TLC survey there was a rate of agreement of 78% for the Managing Student Conduct topic.

Implement evidence-based strategies to engage families to support learning.

Partner with local business, community organizations and other agencies to meet the needs of the school.

Health and Safety: Based on data from the 2023 spring administration of the Panorama student survey, 58% of students responded favorably to the Positive Feelings topic.

Health and Safety: Based on data from the 2023 spring administration of the Panorama student survey, 48% of students responded favorably to the Emotional Regulation topic.

Health and Safety: Based on data from the 2023 spring administration of the TLC survey, 69% of students responded favorably to the Community Support and Involvement topic.

The WIDA Model Toolkit indicated overall that only 11% of newcomer/entering English Language Learners met their expected growth.

## Strengths

ENGLISH LEARNERS --- 21-22: Meeting Annual Academic Growth Expectations (PVAAS): ELA --- Academic growth school equals 100 - met/exceeded interim target in performance from the prior year

ENGLISH LEARNERS --- 21-22: Meeting Annual Academic Growth Expectations (PVAAS): ELA --- Academic growth school equals 83 - met/exceeded interim target in performance from the prior year

End of year ELA CDT: 39.9% ELL students improved by one SEM (Standard Error of Measure) and 20% improved by two SEM.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

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

Identify professional learning needs through analysis of a variety

## Challenges

92.6% of South Hills Middle School ELL students scored in the Red Range and 7.4% in the Green Range on the end of year ELA CDT assessment.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Overall, 81.7% of students in grades 6 through 8 scored in the Red Range for the Science end of year Science CDT.

92.4% of South Hills Middle School ELL students scored in the Red Range and 7.2% in the Green Range on the end of year Science CDT assessment. Of the 7.2% of students who scored in the Green Range, 1.5% of them scored above the middle of the Green Range.

92.6% of South Hills Middle School ELL students scored in the Red Range and 7.4% in the Green Range on the end of year ELA CDT assessment.



## Strengths

of data.

Overall, from the beginning to the end of the school year, Grade 6 had the most growth on the Science CDT. 23% were in the green, 11% reached the middle of the Green Range, and 49% increased by 1+ SEM (standard error of measure).

End of year Science CDT: 37% of students identified as ELL improved by one SEM (Standard Error of Measure) and 20.9% improved by two SEM.

Of all the ELL students in grades 6-8, Grade 6 scored the highest on the Science CDT. 10.6% scored in the green and 1.2% above the middle of the Green Range.

Health and Safety: Based on data from the 2023 spring administration of the Panorama student survey, 81% of students responded favorably to the Self-Efficacy topic.

89% of Grade 6 newcomer/entering ELL students met the growth expectations based on the WIDA model kit.

Health and Safety: Based on data from the 2023 spring administration of the TLC survey, 93% and 92% of staff responded favorably to the School Leadership and Teacher Leadership topic, respectively.

## Challenges

94.4% of South Hills Middle School ELL students scored in the Red Range and 5.6% in the Green Range on the end of year Math CDT assessment.

Based on data from the 2023 spring administration of the Panorama student survey, only 64% of students believe that they have adult advocates in the building who allow them to be their authentic selves. Aggregate measures based on the 8 primary data points convey that only 58% of students perceive South Hills' climate/culture favorably. This needs to improve in order to best serve learners.

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### Most Notable Observations/Patterns

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Even though our curriculum is aligned to the PA standards and our PVASS data shows that students are meeting or exceeding the growth standard, a large percentage of our students are still performing below grade level on the PSSA, 80-90% of our incoming student are performing multiple grade levels lower.

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### Challenges

### Discussion Point

### Priority for Planning

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ENGLISH LEARNERS --- 21-22: Proficient or Advanced on Pennsylvania State Assessments: Math/Algebra --- 4.4% scored proficient and advanced - did not meet statewide goal/interim target in performance from the prior year

Overall, 89.3% of South Hills Middle School students scored in the Red Range and 10.4% in the Green Range on the end of year Math CDT assessment. Of the 10.7% of students that scored in the Green Range, 4.2% of students scored above the middle of the Green Range.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Analysis: A prolonged culture of not supporting and surveying progress. Also, professional learning has not always been focused with follow-through initiatives to support it.



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

Although 41.6% of all students improved by one SEM (standard error of measure) on the ELA CDT, only 23.9% of those students made significant growth.

The WIDA Model Toolkit indicated overall that only 11% of newcomer/entering English Language Learners met their expected growth.

Analysis: Highly transient population causes some classes to be overloaded. Also, truancy among ELLs is also an issue, which has been allowed to persist-- a practice that has stopped as of the 22-23 school year. The students entering as ELL come from various educational backgrounds--many of whom lack formal education.



92.4% of South Hills Middle School ELL students scored in the Red Range and 7.2% in the Green Range on the end of year Science CDT assessment. Of the 7.2% of students who scored in the Green Range, 1.5% of them scored above the middle of the Green Range.

92.6% of South Hills Middle School ELL students scored in the Red Range and 7.4% in the Green Range on the end of year ELA CDT assessment.

92.6% of South Hills Middle School ELL students scored in the Red Range and 7.4% in the Green Range on the end of year ELA CDT assessment.

Challenges	Discussion Point	Priority for Planning
<p>94.4% of South Hills Middle School ELL students scored in the Red Range and 5.6% in the Green Range on the end of year Math CDT assessment.</p>		
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</p>	<p>The PLC structure at the end of the day only allowed for 30 minutes of collaboration. Additionally, teachers had other commitments at that time. Also, CDT was a new assessment tool this year, which posed challenges to faculty. Finally, school-based professional development only recently shifted its focus to pedagogical methods, which are progressive and in alignment with 21st century learners.</p>	<p>✓</p>
<p>Based on data from the 2023 spring administration of the Panorama student survey, only 64% of students believe that they have adult advocates in the building who allow them to be their authentic selves. Aggregate measures based on the 8 primary data points convey that only 58% of students perceive South Hills' climate/culture favorably. This needs to improve in order to best serve learners.</p>	<p>22-23 Aggregate Panorama Survey conveys that the school need to improve the programs and delivery of services for improving students' senses of worth and positive feelings. This conveys a need for enhanced student services and supports. Combined, only 58% conveyed general satisfaction with the culture of the school as measured by Panorama. To partially address this, PBIS is being revamped (to include a PBIS Lounge) and a school counselor has been added to the Student Services Department.</p>	<p>✓</p>

## ADDENDUM B: ACTION PLAN

**Action Plan: Provide students with necessary interventions and enrichment through differentiation as reflected by assessment data**

Action Steps	Anticipated Start/Completion Date
Conduct professional learning on differentiated instruction, inclusive of small group instruction -- analysis of both the process and product	08/22/2023 - 04/12/2024
Monitoring/Evaluation	Anticipated Output
CDT- 3 times a year Common Formative assessments- On-going Instructional Walks- 3 times a year	Students will increase grade level proficiency and content knowledge through targeted small groups.
Material/Resources/Supports Needed	PD Step
PD based on E. Sheninger's "Disruptive thinking in Our Classrooms" course; Information pertinent to differentiated instruction and small-group instruction; in-class coaching; administrative feedback from informal observations; formal observation feedback; student-work analysis	yes

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**Action Steps****Anticipated Start/Completion Date**

Analyze student CDT data to determine instructional needs for effective development of initial (small) student groups, which ties directly to effective chunking of time for purposeful differentiation and scaffolding; variances are to be expected across grade levels and contents.

09/15/2023 - 04/26/2024

**Monitoring/Evaluation****Anticipated Output**

CDT- 3 times a year  
Common Formative assessments-  
On-going Instructional Walks- 3 times a year

Students will increase grade level proficiency and content knowledge through targeted small groups.

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

CDT data reports; SHMS Data Protocol (a content-specific tool developed in-house for quantitative data analyzing and decision making pertinent CDT results)

no



**Action Steps****Anticipated Start/Completion Date**

Progress monitoring via common, grade-level formative assessment utilized between and following CDT administrations

10/02/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

CDT- 3 times a year  
Common Formative assessments-  
On-going Instructional Walks- 3 times a year

Students will increase grade level proficiency and content knowledge through targeted small groups.

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

Common formative assessments, as determined by the instructional (content) departments (PLCs)

no



**Action Steps****Anticipated Start/Completion Date**

Using various strategies and resources within the small groups to meet all learning needs -- resources and strategies are to be determined based on baseline data compiled from CDTs and other achievement measures (i.e., prior year's PSSA results and current course grades)

08/28/2023 - 06/12/2024

**Monitoring/Evaluation****Anticipated Output**

CDT- 3 times a year  
Common Formative assessments-  
On-going Instructional Walks- 3 times a year

Students will increase grade level proficiency and content knowledge through targeted small groups.

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

PD based on E. Sheninger's "Disruptive Thinking in Our Classrooms" course; time; reliable technology

yes





**Action Steps****Anticipated Start/Completion Date**

Instructional walks will be organized once every 2 months to monitor progress and to allow for support

11/06/2023 - 05/03/2024

**Monitoring/Evaluation****Anticipated Output**

CDT- 3 times a year  
Common Formative assessments-  
On-going Instructional Walks- 3 times a year

Students will increase grade level proficiency and content knowledge through targeted small groups.

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

Schedule time for instructional walls; data tools available from the PPS I&L Division or those developed ad hoc in response to contemporary school needs

no



## Action Plan: Professional Learning for Progressive Methods: Disruptive Thinking in Our Classrooms

### Action Steps

### Anticipated Start/Completion Date

Year One (1): Commencement with Introduction and Full Engagement in Eric Sheninger's course, "Disruptive Thinking in Our Classrooms." Note: This is the first of three or four years for this course, which

08/22/2023 - 06/14/2024

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

PD based on E. Sheninger's "Disruptive Thinking in Our Classrooms" course; time; reliable technology

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
36% of all students will score proficient or advanced on the 2023-24 ELA PSSA. (ELA Differentiation and Small Groups)	Provide students with necessary interventions and enrichment through differentiation as reflected by assessment data	Conduct professional learning on differentiated instruction, inclusive of small group instruction - analysis of both the process and product	08/22/2023 - 04/12/2024
17% of all students will score proficient or advanced on the 2023-24 Math PSSA. (Math Differentiation and Small Groups)	Provide students with necessary interventions and enrichment through differentiation as reflected	Using various strategies and resources within the small groups to meet all learning needs -- resources and strategies are to be determined	08/28/2023 - 06/12/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	by assessment data	based on baseline data compiled from CDTs and other achievement measures (i.e., prior year's PSSA results and current course grades)	
80% of all South Hills' full-time instructional faculty (34 total) will engage in the course, "Disruptive Thinking in Our Classrooms," by Eric Sheninger to varying degrees to improve delivery of educational services. 100% of ELA, Math, and Science teachers (15 total) will activity and regularly engage in data analysis via the school's data protocol methodology. (Full Commitment to Professional Learning and Data Analysis to Ensure Student and Teacher Growth)	Professional Learning for Progressive Methods: Disruptive Thinking in Our Classrooms	Year One (1): Commencement with Introduction and Full Engagement in Eric Sheninger's course, "Disruptive Thinking in Our Classrooms." Note: This is the first of three or four years for this course, which	08/22/2023 - 06/14/2024



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Yearlong PD Course, Part 1: Disruptive Thinking In Our Classrooms	Instructional Faculty	<p>The following themes will frame the first part of this multi-year course for shifting the mindset of teachers to support lesson planning and pedagogy that is differentiated to meet the scholastic needs of all learners, empathetic in scope to support social and emotional development, and innovative to address common contemporary problems of practice in a dynamic and ever-changing world. Disruptive change is the new normal. As such, our mindset and practice must evolve to future-proof learning in ways that help students develop meaningful competencies critical for success in an unpredictable world. Comfort is the enemy of growth. We must critically evaluate if the way things have always been done in the classroom set learners up for success now and in the future. Improvement in all we do is a never-ended journey. Learning is a process, not an event. It requires educators to develop and utilize instructional practices and pedagogical techniques that meet the unique needs of all students. Outlier practices play a key role in the development of disruptive thinking. Some have increasing value while others do not. It is up to educators to find the right blend of these strategies to empower learners.</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>1. Active and engaged participation in professional development sessions. 2. Learning artifacts generated by participants in alignment with the professional development course. 3. Weekly lesson plans, which demonstrate innovation (aka, "disruptive thinking") in support of more empathetic and innovative learning environments for students. 4. Empirical findings compiled both from formal and informal professional observations, which demonstrative commitment to "disruptive thinking" across the four (4) state and school district evaluative domains.</p>	<p>08/24/2023 - 03/15/2024</p>	<p>Principal, English Language Arts Instructional Coach &amp; Mathematics Instructional Coach</p>

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning



Professional Development Step	Audience	Topics of Prof. Dev	
Using Data to Set Instructional Targets and Supports	Core content teachers organized by departmental professional learning communities or PLCs	1. Effectively using the various South Hills Middle School Data Protocols (created and differentiated by the PLCs during the 2022-2023 school year) to organize data. 2. Regularly reviewing and analyzing student data to set instruction targets and purposeful differentiated instructional (DI) groupings. 3. Employing the "Disruptive Thinking in Our Classrooms" model in using the data for creating innovative and differentiated lessons inclusive of empathy.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
1. Active and engaged participation in professional learning communities (PLCs). 2. Data protocols as generated by individual PLC members and required per administration. 3. Empirical findings compiled both from formal and informal professional observations. 4. Student growth, as measured and indicated by CDT assessments.		08/24/2023 - 04/26/2024	Principal and Content (Department) Instructional Team Leaders (ITLs)

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

A Review of Sheltering Strategies for EL and SE Pupil Groups

English Language Arts (ELA) & English as A Second Language (ESL) Teachers

1. A review of Sheltering Strategies, as learned via professional development during the 2022-2023 school year. 2. Continued from the 2022-2023 school year: Establishing learning criteria and building literacy around sheltering strategies, based on the eight (8) components of the construct. 3. Continued fidelity to the construction by ELA teachers with guidance from ESL faculty in support of English Learners (EL) and Special Education (SE) students



<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
<p>1. ELA Department and ESL Department content department meeting minutes generated during September 2023. 2. Empirical evidence from formal and informal professional observations.</p>	<p>09/05/2023 - 09/28/2023</p>	<p>ESL Instructional Team Leader (ITL) &amp; ELA Instructional Team Leader (ITL)</p>

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

2b: Establishing a Culture for Learning

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

3c: Engaging Students in Learning



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
This SIP will be shared with the school's Instructional Cabinet in draft prior to the end of the 2022-2023 school and on a quarterly basis during the 2023-2024 school year.	Quarterly SIP Update: ELA, Mathematics, Science, and Culture	Virtual and/or in-person Instructional Cabinet meetings	The South Hills Middle School Instructional Cabinet	June 2023 - May 2024
This SIP will be fully disclosed at the September 2023 PSCC/Title 1 with monthly updates provided at PSCC/Title 1 meetings.	1. SIP Plan Overview 2. Monthly SIP Update	Virtual and in-person PCSS/Title 1 meetings	Families, community stakeholders, and school stakeholders	September 2023 - May 2024
This SIP will be disclosed to pupils at the beginning of the school year and at midterm.	School Improvement Plan Goals	Grade-level Class Meetings	Students with faculty accompanying students	August 2023 - February 2024
This SIP will be disclosed to the public for review via the school Pittsburgh Public Schools website   South Hills Middle School homepage prior to implementation and updates to the plan and remain posted for the duration of the 2023-2024 school year. This public disclosure will be accompanied by messaging via Talking Points and Blackboard Connect.	School Improvement Plan: Public Disclosure and Review	School district website   school homepage; Talking Points (typed and translated) messaging; Blackboard Connect automated phone call (audio and	Community stakeholders residing in the South Hills Middle School feeder pattern: Most of the South Hills of Pittsburgh and	July 2023 - August 2023

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

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