

PITTSBURGH WHITTIER K-5

150 Meridan St

Schoolwide Title 1 School Plan | 2021 - 2022

Steering Committee

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Vision for Learning

All students will embrace learning, maximize their potential and be socially responsible.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
DIBELS 2020-2021: Grade 1 all group increased in NWF from 35% in the fall to 52% in the winter (+17).	No
	No
NWEA Map 2020-2021 RIT score for Black subgroup in Math increased by (+3) from the fall administration (187) to the spring (190).	No
NWEA Map 2020-2021 RIT score for white subgroup in Science increased (+5) from the fall administration (193) to spring administration	No
NWEA Map 2020-2021: Rit score for all student group increased by (+2) from the fall administration (193) to the spring administration (195).	No
Based on 2018-2019 PSSA ELA, All student group met the ELA Standard for Demonstrating Growth.	Yes
All, Black, White, Economically Disadvantaged and Students with Disabilities met the career standard growth expectation.	Yes
Based on 2018-2019 PSSA ELA, Percentage of students scoring Advanced exceeded the State average: Whittier 24.1% - State 17.8%	Yes
Based on the 2018-2019 PSSA Math, the percentage of students scoring Advanced exceeded the State average: Whittier 23% - State 17.8%	Yes
Based on the 2018-2019 PSSA Science, the percentage of students scoring Advanced exceeded the State average: Whittier 34.3% - State 28.9%	Yes
NWEA Map 2020-2021: The all student group overall Mean Rit score increased by (+6) from the fall administration to the spring administration.	No
NWEA Map 2020-2021: The all student group increased in the area of Numbers and Operations/Algebraic Concepts in all grade levels from the fall administration to the spring administration.	No
100% of the 5th grade students have completed the Naviance tasks for the 2020-2021 school year.	No
Essential Practice 9: Organize programmatic, human and fiscal capital resources aligned with the school improvement plan and needs to the school community. Human and fiscal resources were aligned to the School Improvement Plan.	Yes
Essential Practice 16: Identify Professional Learning needs through Data analysis. Professional development will be planned based on data to improve instruction and student outcomes.	Yes

Essential Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning.	Yes
DIBELS 2020-2021: Kindergarten all group increased in FSF from 14% in the fall to 40% in the winter (+26).	No
NWEA Map 2020-2021: Rit score for black sub-group increased by (+2) from the fall administration (189) to the winter administration (191).	No
NWEA Map 2020-2021 RIT score for Black subgroup in Math increased by (+3) from the fall administration (187) to the spring (190).	No
98% (+4) of teachers believe they are recognized as educational experts according to the 2020-2021 TLE Survey.	No
91%(+4) of Whittier students feel they can count on school staff, family members and friends no matter what on the Panorama Survey 2020-2021.	No

Challenges

Challenge	Consideration In Plan
Based on PVAAS 2018-2019 ELA, All student group in ELA, did not meet the interim goal/improvement target.	Yes
Based on PVAAS 2018-2019 Math, All student group did not meet the interim goal/improvement target Whittier 58 - State 75.	Yes
	No
NWEA Map 2020-2021: The all student group projected proficiency decreased (-7%) from the fall administration to the winter administration.	No
NWEA Map 2020-2021: The Black sub-group had a decrease in Mean RIT Score from the fall administration to the spring administration by (-1)	No
NWEA Map 2020-2021: The black sub-group had a decrease of 10% in projected proficiency from 16% in the fall to 6% in the winter.	No
3rd and 4th grade Naviance needs to be prioritized to ensure tasks are completed in a timely manner each year.	No
Essential Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members.	No
Essential Practices 11: Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, physically, intellectually and physically. On the 2020 Teaching, Learning and Environment Survey (TLE), only 96% of the staff	Yes

members feel students follow the rules of conduct. On the 2020 TLE, only 96% of the staff members feel students treat peers with respect in the school.	
NWEA Map 2020-2021: The all student group overall projected proficiency in Science decreased (-7%) from the fall administration (41%) to the winter administration (34%).	No
NWEA Map 2020-2021: The all student group overall Mean RIT in ELA decreased (-1 points) from the fall administration (192) to the winter administration (193).	No
NWEA Map 2020-2021: The Black sub-group had a decreased in lexile level in ELA from the fall administration to the winter administration by (-61).	No
NWEA Map 2020-2021: The Black sub-group had a decrease in Mean RIT Score in ELA from the fall administration to the winter administration by (-1)	No
NWEA Map 2020-2021 RIT score for Black subgroup in ELA decreased by (-2) from the fall administration (186) to the spring (184).	No
NWEA Map 2020-2021: The economically disadvantage student group RIT score In ELA decreased by (-2) from the fall administration (187%) to the spring	No
	No
NWEA Map 2020-2021: Rit score decreased by (-1) from the fall administration (195) to the winter administration (194).	No
	No
86% (-10) of teachers feel that professional development provides on-going opportunities for teachers to work with colleagues to refine teacher practices on the Panorama Survey 2020-2021.	Yes
51% of Whittier students frequently have challenging emotions such as loneliness and anger on the Panorama Survey 2020-2021.	Yes

Most Notable Observations/Patterns

The following observations stand out from the School Improvement Teams discussions through the School Improvement Planning Process: There is a lack of buy in from all staff members which negatively impacts the School Improvement Process. Some staff members feel that students follow the rules of conduct and show respect towards their peers. All staff needs to buy into and consistently follow the established PBIS Strategies. Few teachers believe in high expectations for all students.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Based on 2018-2019 PSSA ELA, All student group met the ELA Standard for Demonstrating Growth.	Staff uses PLC's to analyze individual student data to plan for instruction.
All, Black, White, Economically Disadvantaged and Students with Disabilities met the career standard growth expectation.	Plan and schedule within a time frame for completing tasks.
Based on 2018-2019 PSSA ELA, Percentage of students scoring Advanced exceeded the State average: Whittier 24.1% - State 17.8%	Teachers have a high expectation for students who have previously shown academic success.
Based on the 2018-2019 PSSA Math, the percentage of students scoring Advanced exceeded the State average: Whittier 23% - State 17.8%	Teachers have a high expectation for students who have previously shown academic success.
Based on the 2018-2019 PSSA Science, the percentage of students scoring Advanced exceeded the State average: Whittier 34.3% - State 28.9%	Teachers have a high expectation for students who have previously shown academic success.
Essential Practice 9: Organize programmatic, human and fiscal capital resources aligned with the school improvement plan and needs to the school community. Human and fiscal resources were aligned to the School Improvement Plan.	Fiscal resources are utilized to hire a substitute teacher and duty periods to assist MTSS Team in targeting instruction to improve student outcomes.
Essential Practice 16: Identify Professional Learning needs through Data analysis. Professional development will be planned based on data to improve instruction and student outcomes.	Professional Development is planned based on data to improve instruction and student outcomes.
Essential Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning.	Professional Learning is monitored and evaluated on a regular basis to ensure it is impacting the improvement of instruction and student outcomes.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Based on PVAAS 2018-2019 ELA, All student group in ELA, did not	Lack of planning and	Yes	Identify and address individual student needs by

meet the interim goal/improvement target.	unpacking standards when planning lessons for student outcomes in ELA.		planning and unpacking lessons for student outcomes in ELA.
Based on PVAAS 2018-2019 Math, All student group did not meet the interim goal/improvement target Whittier 58 - State 75.	Lack of planning and unpacking standards when planning lessons for student outcomes in Math.	Yes	Identify and address individual student needs by planning and unpacking lessons with a focus on Number Talks and the use of manipulatives.
Essential Practices 11: Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, physically, intellectually and physically. On the 2020 Teaching, Learning and Environment Survey (TLE), only 96% of the staff members feel students follow the rules of conduct. On the 2020 TLE, only 96% of the staff members feel students treat peers with respect in the school.	Lack of consistent implementation of Positive Behavior Intervention Supports for all students.	Yes	Create a safe and welcoming environment where all students feel safe and welcomed by identifying and addressing individual student needs by planning consistent implementation of Positive Behavior Intervention Supports for all students.
86% (-10) of teachers feel that professional development provides on-going opportunities for teachers to work with colleagues to refine teacher practices on the Panorama Survey 2020-2021.		Yes	Professional Learning Communities (PLC's) will be used to provide teachers opportunities to work with colleagues to refine teacher practice.
51% of Whittier students frequently have challenging emotions such as loneliness and anger on the Panorama Survey 2020-2021.		No	

Goal Setting

Priority: Identify and address individual student needs by planning and unpacking lessons for student outcomes in ELA.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By June of 2022, an effective process to identify and provide extensive supports to students having difficulties meeting the standards will be in place leading to at least 68% of students scoring Advanced or Proficient on ELA PSSA.	PSSA ELA	40% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.	50% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.	60% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.	68% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.

Priority: Identify and address individual student needs by planning and unpacking lessons with a focus on Number Talks and the use of manipulatives.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	By June of 2022, an effective process to identify and provide extensive supports to students having difficulties meeting the standards will be in place leading to at least 62% of students scoring Advanced or Proficient on Math PSSA.	PSSA Math	35% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.	45% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.	55% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.	62% of students will be projected as Proficient on PSSA using NWEA MAP 2021-2022.

Priority: Create a safe and welcoming environment where all students feel safe and welcomed by identifying and addressing individual student needs by planning consistent implementation of Positive Behavior Intervention Supports for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 3: Provide Student-Centered Support Systems	By June 2022, the number of Black students involved in PBIS Rewards will be at least 95%..	PBIS	The number of Black students attending PBIS Rewards will be at least 70%.	The number of Black students attending PBIS Rewards will be at least 80%.	The number of Black students attending PBIS Rewards will be at least 90%.	The number of Black students attending PBIS Rewards will be at least 95%.

Priority: Professional Learning Communities (PLC's) will be used to provide teachers opportunities to work with colleagues to refine teacher practice.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional learning	92% of teachers will responded favorable to Professional Development providing on-going opportunities for teachers to work with colleagues to refine teaching practices.	PLC's	88% of teachers will responded favorable to Professional Development providing on-going opportunities for teachers to work with colleagues to refine teaching practices on an internal school survey.	90% of teachers will responded favorable to Professional Development providing on-going opportunities for teachers to work with colleagues to refine teaching practices on an internal school survey.	91% of teachers will responded favorable to Professional Development providing on-going opportunities for teachers to work with colleagues to refine teaching practices on an internal school survey.	92% of teachers will responded favorable to Professional Development providing on-going opportunities for teachers to work with colleagues to refine teaching practices on TLC Survey 2021-2022.

Action Plan

Action Plan for: Professional Learning Community (PLC)					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PSSA ELA PSSA Math 		A plan for each content and grade level.		Quarterly review of student data by the leadership team checking progress.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Introduce the Data Wise Improvement Cycle and use beginning of year baseline assessments to develop a school-wide problem of practice..	10/04/2021	12/01/2021	Holly Ballard/Principal Jenny Gadd/Reading Interventionist	Data Wise Materials, BOY data	Yes
Develop strategies and focused lessons in order to eliminate the problem of practice.	11/08/2021	06/03/2022	Holly Ballard/Principal Jenny Gadd/Reading Interventionist	Data Wise Materials, data	No
Teachers develop a year at a glance plan for PLC's.	08/30/2021	09/17/2021	Holly Ballard/Principal Jenny Gadd/Reading Interventionist Bonnie Davis/Instructional Teacher Leader	Master schedule, master calendar, FACE Coordinator	No
Teachers will participate in book study-Closing The Attitude Gap by Baruti Kafele	01/31/2022	06/17/2022	Holly Ballard/Principal	book, study guide	No
Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.	09/01/2021	06/17/2022	Holly Ballard/Principal Jenny Gadd/Reading Interventionist Bonnie Davis/Instructional Teacher Leader	Curriculum resources, data. PA Standards	Yes
Unpack lesson standards and eligible content during the lesson planning process and intentionally select tasks within content frameworks aligned to the demands of the standards.	08/30/2021	06/17/2022	Bonnie Davis/Instructional Teacher Leader Jackie Trevisan/Reading Coach	Curriculum resources, data. PA Standards	Yes

Action Plan for: PBIS Tier 2

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PBIS 		Improved scores on the Tier 1 and Tier 2 Fidelity Checklists.		Quarterly review of data by the leadership team checking progress.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Complete Tier 1 TFI and make a plan for any lacking areas.	08/23/2021	09/17/2021	Lou Moorhead/PBIS Lead Bonnie Davis/Instructional Teacher Leader	Tier 1 TFI Para	No
Complete the Action Plan for Tier 2 TFI	08/23/2021	09/30/2021	Lou Moorhead/PBIS Lead Bonnie Davis/Instructional Teacher Leader	Tier 2 TFI	No
Use MTSS/SAP process to identify students needing Tier 2 support services.	09/20/2021	06/03/2022	MTSS/SAP Team	Teacher Referrals, Individual comprehensive data	Yes
Use the district's SEL scope and sequence for teaching reThink Ed lessons school-wide.	08/30/2021	10/01/2021	Lou Moorhead/PBIS Lead Bonnie Davis/Instructional Teacher Leader	scope and sequence, reThink Ed lessons	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Community (PLC)	<ul style="list-style-type: none">• Introduce the Data Wise Improvement Cycle and use beginning of year baseline assessments to develop a school-wide problem of practice..• Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.• Unpack lesson standards and eligible content during the lesson planning process and intentionally select tasks within content frameworks aligned to the demands of the standards.
PBIS Tier 2	<ul style="list-style-type: none">• Use MTSS/SAP process to identify students needing Tier 2 support services.

Professional Development Activities

Professional Learning Community (PLC)						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Introduce the Data Wise Improvement Cycle and use beginning of year baseline assessments to develop a school-wide problem of practice.. 	All Staff	Overview of Data Wise Improvement Cycle Review of 2020-2021 Pilot Problem of Practice	Staff will be able to state and explain the 3 parts of the Data Wise Process-Prepare, Inquire, Act Staff will be able to explain the purpose and benefits of using Data Wise Improvement Plan Staff will determine the Problem of Practice for 2021-2022	Holly Ballard/Principal Jenny Gadd/Reading Interventionist	08/30/2021	09/30/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	2X Month					

Professional Learning Community (PLC)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention. 	All Staff	What is scaffolding? What content resources are available to scaffolding? How do we use current progress monitoring to make scaffolding decisions? How to we determine the success of scaffolding?	Staff will create scaffolded lesson plans including assessment checks	Holly Ballard/Principal Jenny Gadd/Reading Interventionist	08/30/2021	10/01/2021

Learning Formats			
Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2x/month		

Professional Learning Community (PLC)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Unpack lesson standards and eligible content during the lesson planning process and intentionally select tasks within content frameworks aligned to the demands of the standards. 	All staff	Importance of unpacking standards for lesson planning Selection of focus standard(s) for unpacking Unpacking standards and lesson planning Assessing for success	Staff will teach standards-based lessons	Holly Ballard/Principal Jackie Trevisan/Reading Coach	08/30/2021	12/03/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2x/month		

PBIS Tier 2

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use MTSS/SAP process to identify students needing Tier 2 support services. 	All staff	Review of MTSS/SAP process and flowchart of responsibilities How to accurately complete necessary forms Follow up interventions for improvement	Staff will accurately follow all steps of the MTSS/SAP process	Holly Ballard/Principal Jenny Gadd/Reading Interventionist Nichole Bryant/Social Worker	08/30/2021	10/01/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1x		