

PITTSBURGH WOOLSLAIR K-5

501 40th St

Schoolwide Title 1 School Plan | 2021 - 2022

Vision for Learning

Pittsburgh Woolslair will provide student focused, innovative and collaborative learning while providing a safe and supportive environment. All students will enter Middle School prepared to achieve at high levels.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Students have shown growth in Reading Informational Text	No
According to NWEA MAP 2020-2021, the average RIT for multi-ethnic students in second and fifth grade is above the grade-level mean RIT in reading	No
Students consistently show understanding of Earth Science concepts	No
The All Student Group exceeded the standard demonstrating growth for English Language Arts/Literature (PVAAS)	Yes
The All Student Group met the interim goal/improvement target for English Language Arts/Literature	No
Students have shown growth in Numbers and Operations	Yes
Students have shown growth in Algebraic Concepts	No
Students perception in the areas of Positive Feelings and Learning Strategies increased	Yes
Staff indicated that there was an increase in students treating peers with respect	No
Identify professional learning needs through analysis of a variety of data	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes

Challenges

Challenge	Consideration In Plan
The All Student Group did not meet the performance standard for regular attendance	No
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra	Yes

Students consistently struggle with Measurement and Data	No
Students consistently struggle with Geometry	No
Students perception in the areas of Emotional Regulations and Self-Management declined	Yes
Use multiple professional learning designs to support the learning needs of staff	No
Implement a multi-tiered system of supports for academics and behavior	Yes
Students consistently struggle with Reading Literature	No
Students consistently struggle with Vocabulary Acquisition and Use	Yes
According to 2020-2021 NWEA MAP, the average RIT for black students is consistently below the grade-level mean RIT in mathematics, reading, and science	No
According to 2020-2021 NWEA MAP, the average RIT for economically disadvantaged students is consistently below the grade-level mean RIT in mathematics, reading, and science	No
Students consistently struggle with Biological Science concepts	No

Most Notable Observations/Patterns

Staff utilize the time and supports set aside for planning effective instruction, however, the implementation of individual student learning is not conducted with fidelity.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
The All Student Group exceeded the standard demonstrating growth for English Language Arts/Literature (PVAAS)	If we consistently use best practices in teaching English Language Arts, students acquisition of skills will transfer to all content areas.
Students have shown growth in Numbers and Operations	A solid foundation in numbers and operations will impact and extend student learning in all mathematical areas.
Students perception in the areas of Positive Feelings and Learning Strategies increased	Students are aware of their feelings and how it impacts their learning. Now they need the tools and strategies to persevere.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	With the implementation of the positive school climate, students can now focus on their individual growth.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra	Implementation of a new math program may have contributed to lower test scores. Teachers were focused more on the program than on the learning. Lack of District support in math also impacted teacher effectiveness.	Yes	To identify and address student learning needs focused on students' consistent use of Mathematical Practices to solve problems.
Students perception in the areas of Emotional Regulations and Self-Management declined	Students struggled this past year with on-line learning and lack of socialization due to COVID - 19.	Yes	To promote and sustain a positive school culture where members feel safe to try different approaches, take their time while learning, persevere when things are difficult, and are comfortable with expressing themselves orally and in writing.
Implement a multi-tiered system of supports for academics and		No	

behavior			
Students consistently struggle with Vocabulary Acquisition and Use	Vocabulary strategies are not consistently taught. Students struggle with meaning of words and therefore comprehension in all areas.	Yes	To identify and address student learning needs by providing daily, systematic, whole-group and individualized standard-based instruction that is both effective and explicit.

Goal Setting

Priority: To identify and address student learning needs focused on students' consistent use of Mathematical Practices to solve problems.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	By the end of 2021-2022 school year, 34.8% of all students will be proficient or advanced on the Mathematics PSSA.	PSSA Math	29.1% of all students will be proficient as indicated on the NWEA Map first administration.	31% of all students will be proficient as indicated on the NWEA Map second administration.	NA	34.8% of all students will be proficient as indicated on the 2021 - 2022 PSSA Mathematics.

Priority: To promote and sustain a positive school culture where members feel safe to try different approaches, take their time while learning, persevere when things are difficult, and are comfortable with expressing themselves orally and in writing.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	By the end of the 2021-2022 school year, 64% of students will respond favorably to the topic of self-efficacy on the 2022 Spring Panorama Student Survey.	School Climate	61% of students will respond favorably to the topic of self-efficacy on the 2021 Fall Panorama Student Survey.	62% of students will respond favorably to the topic of self-efficacy on the 2021-22 Mini Panorama Student Survey.	63% of students will respond favorably to the topic of self-efficacy on the 2021-22 Mini Panorama Student Survey.	By the end of the 2021-2022 school year, 64% of students will respond favorably to the topic of self-efficacy on the 2022 Spring Panorama Student Survey.

Priority: To identify and address student learning needs by providing daily, systematic, whole-group and individualized standard-based instruction that is both effective and explicit.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By the end of the 2021-2022 school year, 58.3% of all students will be proficient or advanced on the English Language Arts PSSA.	PSSA ELA	56.3% of all students will be proficient as indicated on the NWEA Map first administration.	57% of all students will be proficient as indicated on the NWEA Map second administration.	NA	58.3% of all students will be proficient or advanced on the 2021-2022 English Language Arts PSSA.

Action Plan

Action Plan for: Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PSSA Math 		Implementing a quality problem-solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect concepts to what they already know. The implementation of the problem-solving process with open-ended questions will improve mathematical reasoning to students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their over all mathematics achievement results on school, district, and State assessments.		Evidence of the anticipated outcomes will be monitored on a consistent basis via the assessments provided, student work, instructional planning, and instructional deliveries. This instructional strategy will also be monitored in grade-level professional learning communities through observations and by examining and reviewing meeting agendas and minutes, by the administrative team.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Plan lessons that Implement the 5E instructional Model (Engage, Explore, Explain, Extend, Evaluate) and select tasks and activities that require students to construct knowledge and meaning from their experiences that enrich their understanding of content.	08/26/2021	06/09/2022	Principal	Go Math materials, Edmentum, formative/summative assessment data, Central Office Math Support	No
Create and execute lessons that provide students the opportunity to engage in the problem-solving process on a frequent bases, and present assignments that requires students to apply it to problems that require open-ended responses.	08/26/2021	06/09/2022	Colleen Smith, Math Academic Coach Principal	Go Math materials, Edmentum, formative/summative assessment data, Central Office Math Support	No
Teachers will work together in PLC and monitor effectiveness of lessons using common formative assessments.	09/01/2021	06/13/2022	Michael Barbone, Staff	PLC notes, student data	No
Coach will lead teachers in data	09/03/2021	06/10/2022	Colleen Smith, Staff	Math Curriculum	Yes

analysis protocol prior to starting the Chapter. This will include grouping and unpacking standards as well as taking assessments for themselves.					
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Action Plan for: Vocabulary

Action Plan for: Vocabulary					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PSSA ELA 		Dedicating a portion of regular classroom lessons to explicit vocabulary instruction, providing repeated exposure to new words in multiple contexts and allowing sufficient practice sessions in vocabulary instruction, giving sufficient opportunities to use new vocabulary in a variety of contexts through activities will providing students with strategies to make them independent vocabulary learners.		Evidence of the anticipated outcomes will be monitored on a consistent basis through PLC: student work samples, formative and summative assessments, instructional planning, etc.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Provide explicit vocabulary instruction: Dedicate a portion of regular classroom lessons to explicit vocabulary instruction, provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction, give sufficient opportunities to use new vocabulary in a variety of contexts through activities, provide students with strategies to make them independent vocabulary learners. 1. Analyze student data to determine need. 2. Provide professional learning to teachers for explicitly teaching effective vocabulary. 3. Ensure that vocabulary is taught as intended within the core resource. 4. Students may need additional exposure and practice in small group differentiated instruction. 5. Collect and analyze student work in PLC. Determine next steps for instruction.	08/26/2021	06/09/2022	Leslie Walker, Literacy Academic Coach Principal	Ready Gen, Ready-UP, Savvas Realize Platform, Formative and Summative Assessment data	No
Provide direct and explicit comprehension strategy instruction: select carefully the text to use when beginning to teach a given strategy, show students how to apply the strategies they are learning to different texts, make sure that the text is appropriate for the reading level of students, use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies, provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning, talk about	08/26/2021	06/09/2022	Leslie Walker, Literacy Academic Coach Principal	Ready Gen, Ready-UP, Savvas Realize Platform, Formative and Summative Assessment data	No

comprehension strategies while teaching them. Suggested Action Steps: Review the comprehension strategies embedded within the core curricular resources with ELA teachers and plan lessons accordingly. Facilitate professional learning if needed.					
Introduce the comprehension strategies for first reading and close reading of text to content areas other than ELA and establish the routines for engaging with complex text. Facilitate professional learning.	09/03/2021	06/10/2022	Leslie Walker, Literacy Academic Coach	Ready Gen, Ready-UP, Savvas Realize Platform, Formative and Summative Assessment data	Yes
Examine student work and data collection to determine next steps for instruction.	09/03/2021	06/10/2022	Leslie Walker, Literacy Academic Coach, Staff	PLC meeting notes, student data	No
Conduct classroom observations to ensure implementation and use (administrative or content led teams). Provide aligned feedback to impact teacher practice.	09/03/2021	06/10/2022	Michael Barbone/ Principal	RISE rubric	No
Teachers will engage in the Continuous improvement model during PLC.	09/03/2021	06/10/2022	Michael Barbone/ Principal	Meeting Notes, students data	No

Action Plan for: Efficacy/PBIS

Action Plan for: Efficacy/PBIS					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> School Climate 		When we teach "The Secrets" to our students, they are taught understandings, mindsets and actions to help them understand the importance of behavior that aligns with Woolslair's 3 Rs (Respect, Responsible, Ready & Safe). The language of "The Secrets" will help students better understand what they need to do to meet the expectation of the 3 Rs.		Increase of positive responses on the Panorama Survey in the areas of Self-Efficacy, Grit and Social-Awareness.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Provide time dedicated to explicitly teach efficacy and the 5 secrets associated with efficacy. Suggested Action Steps: 1. Review/Teach the Get Smart Method 2. Review/teach Strong Side/Weak Side 3. Review/teach D/F/S - Data/Feedback/Strategy 4. Review/teach FADAF - Failure And Difficulty Are Feedback 5. Review/teach LO vs. PO - Learning Orientation vs. Performance Orientation	08/26/2021	06/09/2022	Heather Laurent (FACE Coordinator)	Your Tools for Getting Smart workbook, Your Get Smart Toolkit workbook, District developed efficacy lessons for Woolslair, District project manager of Teaching and Learning Environment	Yes
Ongoing instruction on our Positive Behavior Interventions and Supports (PBIS) expectations and reteaching of expectations when incidents occur. Woolslair has adopted our 3 Rs (Respect, Responsible and Ready & Safe). Suggested Actions Steps: 1. Distribute, post and discuss the school-wide matrices.	08/26/2021	06/09/2022	Staff	PBIS Matrix	Yes
Teach each area at onset of school.	09/03/2021	09/24/2021	Teachers and Staff	PBIS Matrix and documents	No
Reteach expectations when need arises.	09/03/2021	06/09/2022	Teachers	PBIS Matrix and documents	No
Ongoing instruction of PBIS expectations.	09/03/2021	06/09/2022	Teachers	PBIS Matrix and documents	No
Share and model restorative practices to staff.	09/03/2021	10/29/2021	Kevin Parker (Restorative Practice Certified) Paraprofessional Title 1 funded position	October Discipline committee Meeting	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving	<ul style="list-style-type: none"> Coach will lead teachers in data analysis protocol prior to starting the Chapter. This will include grouping and unpacking standards as well as taking assessments for themselves.
Vocabulary	<ul style="list-style-type: none"> Introduce the comprehension strategies for first reading and close reading of text to content areas other than ELA and establish the routines for engaging with complex text. Facilitate professional learning.
Efficacy/PBIS	<ul style="list-style-type: none"> Provide time dedicated to explicitly teach efficacy and the 5 secrets associated with efficacy. Suggested Action Steps: 1. Review/Teach the Get Smart Method 2. Review/teach Strong Side/Weak Side 3. Review/teach D/F/S - Data/Feedback/Strategy 4. Review/teach FADAF - Failure And Difficulty Are Feedback 5. Review/teach LO vs. PO - Learning Orientation vs. Performance Orientation Ongoing instruction on our Positive Behavior Interventions and Supports (PBIS) expectations and reteaching of expectations when incidents occur. Woolslair has adopted our 3 Rs (Respect, Responsible and Ready & Safe). Suggested Actions Steps: 1. Distribute, post and discuss the school-wide matrices. Share and model restorative practices to staff.

Professional Development Activities

Creating a Positive Culture for Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide time dedicated to explicitly teach efficacy and the 5 secrets associated with efficacy. Suggested Action Steps: 1. Review/Teach the Get Smart Method 2. Review/teach Strong Side/Weak Side 3. Review/teach D/F/S - Data/Feedback/Strategy 4. Review/teach FADAF - Failure And Difficulty Are Feedback 5. Review/teach LO vs. PO - Learning Orientation vs. Performance Orientation Ongoing instruction on our Positive Behavior Interventions and Supports (PBIS) expectations and reteaching of expectations when incidents occur. Woolslair has adopted our 3 Rs (Respect, Responsible and Ready & Safe). Suggested Actions Steps: 1. Distribute, post and discuss the school-wide matrices. Share and model restorative practices to staff. 	All staff	3 Rs Behavior Matrix(es) - On-line, Brick and Mortar, or both. PBIS, Efficacy, Restorative Practices	Matrix posted and referred to both in virtual environment and brick and mortar Efficacy lessons utilized in homeroom along with circles	PBIS lead teacher	08/26/2021	06/09/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	During PLC and school-wide PD days as indicated on the PD calendar.	<ul style="list-style-type: none"> 2d: Managing Student Behavior 2a: Creating and Environment of Respect and Rapport 3a: Communicating with Students 			Teaching Diverse Learners in an Inclusive Setting	

ELA Comprehension Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All ELA teachers	Comprehension Strategies for first reading and close reading	Meeting Notes	Leslie Walker/ELA Coach	09/03/2021	06/10/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	During PLC meetings quarterly	<ul style="list-style-type: none"> • 3a: Communicating with Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources 	Language and Literacy Acquisition for All Students

Math Data Analysis Protocol

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Math teachers.	Data Analysis, Unpacking Standards, Curriculum Resources	Meeting Notes	Colleen Smith	09/03/2021	06/10/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	During PLC meetings quarterly	<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction 	Teaching Diverse Learners in an Inclusive Setting