

Duquesne El Sch
School Improvement Plan

07/01/2014 - 06/30/2019

*Improvement Revision 2018-2019 : Submitted On
06/29/2018*

School Profile

Demographics

Duquesne El Sch

300 Kennedy Avenue
Duquesne, PA 15110
(412)466-5300

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Eric Harper

Superintendent: Sue Moyer

Stakeholder Involvement

The members of the School Level Comprehensive Planning Committee are made up of administrators, regular education/special education teachers, school psychologist, parents and community members. These individuals were chosen to serve on this committee because of their knowledge, background experience, and involvement in the everyday operations of the school.

Corespondence with in-house members of the team was sent via district email. A survey to gather initial input was sent to all faculty members, parents and community members serving on the committee, as well as district administration. The survey was analyzed and data compiled by the School Improvement Team.

Prior to the plan being posted, the school improvement planning committee met to review and approve the plan as posted.

Name	Role
Sue Moyer	Administrator
Nancy Olenik	Administrator : Schoolwide Plan
Stan Whiteman	Administrator : Schoolwide Plan
Paul Rach	Board Member
Eric Harper	Building Principal : Schoolwide Plan
Patricia Bluett	Community Representative : School Improvement Plan
Joe Merhaut	Ed Specialist - Other
Brooke Watterson	Ed Specialist - School Psychologist

Nancy Moore	Elementary Instructor - Special Education - Grades 5 - 6
Kimberly Fritzius	Elementary School Teacher - Regular Education
Kayla Pollacci	Elementary School Teacher - Regular Education
Amanda Reese	Elementary School Teacher - Regular Education
Nancy Olenik	Federal/State Programs Coordinator/Educational Consultant
Michelle Kimmell	Instructional Coach/Mentor Librarian
Candice Butler	Parent
Paula Carmen	Parent
Timiko Hawkins	Parent : School Improvement Plan
Jim Miller	Technology Specialist

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Technical assistance has been provided by specialists from the Allegheny Intermediate Unit in the areas of technology support, curriculum support, comprehensive planning support, counseling and behavior management support, and special education support; critical components of the School Level Comprehensive/Improvement/SW Plan.

The Receiver

, **Chief Recovery Officer**

, and **Superintendent**

provide administrative

guidance and support throughout the planning, development, implementation, and evaluation

stages. They attend meetings and contribute their expertise as relevant to the development, implementation, and evaluation of the School Level Comprehensive/Improvement/SW Plan.

The Federal/State Programs Director

provides guidance and support by ensuring the plans' alignment and compliance with federal and state program guidelines.

The PDE appointed Academic Recovery Liaison

program has been discontinued. While the program was in existence, the ARL provided technical support and guidance as

prescribed by the PA Department of Education, aligned with the school's School Level Comprehensive/Improvement/SW Plan.

The District Level Leadership Team provides technical assistance to ensure that the school level plan aligns with the district comprehensive plan and the district's budget.

Provider	Meeting Date	Type of Assistance
Academic Recovery Liason	2/24/2017	Introduction to the components of the School Level Comprehensive Plan
Academic Recovery Liason	3/28/2017	Reviewing the Needs Assessment

Academic Recovery Liason	4/13/2017	Development of the action plan
Academic Recovery Liason	5/12/2017	Inputting information into the SLCP
Academic Recovery Liason	8/25/2017	Walkthrough of the building
Academic Recovery Liason	8/28/2017	Review of SLCP
Academic Recovery Liason	9/7/2017	Walkthrough of the building grades 4-6
Academic Recovery Liason	9/7/2017	SLCP assistance
Academic Recovery Liason	9/22/2017	Planning Assistance
Academic Recovery Liason	10/27/2017	Planning Assistance
Academic Recovery Liason	11/29/2017	Data Review
Academic Recovery Liason	1/12/2018	SLCP assistance
Academic Recovery Liason	1/12/2018	SLCP assistance
Academic Recovery Liason	1/25/2018	SLCP assistance
District Level Comp Plan Meeting	1/24/2019	Planning for district level plan
District Level Leadership Meeting	8/3/2017	New year building support
District Level Leadership Meeting	2/22/2018	Support for building leadership
District Level Leadership Meeting	3/8/2018	Working together with new Superintendent
District Level Leadership Meeting	5/24/2018	Building level assistance
District Level Leadership team	11/28/2018	District Level Planning
District Level Leadership Team	1/12/2017	Action Item Planning
District Level Leadership Team	1/26/2017	Action Item Planning
District Level Leadership Team	2/23/2017	Action Item Planning
District Level Leadership Team	4/20/2017	Action Item Planning/ Program Fiscal Alignment
District Level Leadership Team	3/22/2018	Program Alignment/Federal Program Support
District Level Leadership Team	8/27/2019	District Comp planning

District Level Leadership TEam	3/30/2017	Action Item Planning/ Program Fiscal Alignment
District Level Leadership TEam	12/14/2017	Building level assistance
District Level Leadership Training	1/11/2018	District level support
Federal Program Coordinator	2/22/2017	Program Fiscal Alignment
Federal Program Coordinator	3/22/2017	Action Item Planning/ Program Fiscal Alignment
Federal Program Coordinator	4/26/2017	Action Item Planning/ Program Fiscal Alignment
Federal Program Coordinator	5/17/2017	Action Item Planning/ Program Fiscal Alignment
Federal Program Coordinator	10/17/2017	Fiscal Program Alignment
Federal Program Coordinator	12/19/2017	Fiscal Program Alignment
Federal Program Coordinator	3/20/2018	Program Alignment/Federal Program Support
Federal Program Coordinator	4/17/2018	Program Alignment/Federal Program Support
Federal Program Coordinator	6/4/2019	Review of federal programs guidance
Federal Program Coordinator	8/29/2019	Program compliance
Federal Programs Conference	5/5/2019	Review of federal programs guidance
Federal Programs Coordinator	1/25/2017	Program Fiscal Alignment
Federal Programs Coordinator	1/16/2018	Program Alignment/Federal Program Support
Federal Programs Coordinator	2/20/2018	Program Alignment/Federal Program Support
Priority and Focus School Colaborative	11/13/2017	Conference on best practices
SAS Institute 12/3-12/6	12/3/2017	Best Practices by PDE Standards Aligned System
School Level Leadership Team	1/19/2017	Action Item Planning/ Program Fiscal Alignment
School Level Leadership Team	2/2/2017	Action Item Planning/ Program Fiscal Alignment
School Level Leadership Team	3/2/2017	Action Item Planning/ Program Fiscal Alignment
School Level Leadership Team	4/27/2017	Action Item Planning
School Level Leadership Team	8/26/2019	Planning

SIG Academy	1/17/2018	Best Practices for School Improvement Grant Recipients
SIG Academy	1/18/2018	Best Practices for School Improvement Grant Recipients
Special Education CMCI training	1/9/2018	Technical assistance on the CMCI plan for Special Education
Special Education Planning	7/1/2019	Special Education Planning

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Special Education

Special Education Data Report Trends (Data Source: PA State Data Center)

Least Restrictive Environment	SE Inside Regular Education 80% more			SE Inside Regular Education < 40%			SE in Other Settings		
	LEA	STATE	SPP	LEA	STATE	SPP	LEA	STATE	SPP
2009-10	39.8	57.8	61.0	<	10.5	9.1	37.5	4.3	3.5
2010-11	60.3	61.0	65.0	<	9.6	8.0	34.9	4.3	3.3
2011-12	53.6	62.2	65.0	<	9.2	8.0	29.5	4.5	3.3
2012-13	33.6	62.1	+	<	8.9	+	37.2	5.0	+
2013-2014	40.4	62.4	62.1	<	8.9	8.9	27.2	4.8	4.6
2014-2015	36.2	62.0	62.6	11.7	9.5	8.7	21.3	4.8	4.6
2015-2016	33.7	61.8	63.1	<	9.5	8.5	<	4.9	4.6
2016-2017	22.7	62.4	63.6	17	9.0	8.3	<	4.9	4.6

Accomplishment #2:

16-17 Participation: The school met the participation rate of 95.7% on the PSSAs.

Accomplishment #3:

16-17 Attendance: The schools attendance rate was 92.00% average daily attendance.

18-19 Attendance: The schools attendance rate was 92% average daily attendance.

Accomplishment #4:

Technology Infrastructure (2019-2020)

The school has a secure, reliable Wide Area Network (WAN) that is used for applications such as file sharing, administrative functions, student information, digital content , etc.

Technology and Technology Infrastructure

- *ipads for principals, Insructional Coaches, Teachers*
- *MacBooks for every teacher and administrator*
- *One to One iPad initiative in grades Pre K through Sixth.*
- *Interactive Smartboards or Smart Technology for all classrooms*
- *HD Projectors in every classroom*
- *Apple TV capabilities in every classroom*
- *PA-EETEP - online teacher evaluation program*
- *Duquesne Facebook Page - announcements and updates*
- *Twitter Page*
- *Duke City SD mobile app*
- *Ongoing Professional Development*
- *Additional Strengths: Updated core switches, creation of stable Wi-Fi environment, and improved bandwidth.*
- *Distance Learning Equipment within the STREAM Labratories*
- *1 fully functioning iMac Computer Lab*
- *2 STREAM learning environments: The Creation Station and The Boiler Room with a variety of technology equipement to enhance student learning*
- *CAB LAB for coding and robotics*
- *Duquesne Media Central*

Accomplishment #5:**eMetric****Percentage Advanced and Proficient**

Reading	2010	2011	2012	2013	2014	2015	2016	2017	2018
Gr. 3	13.3	22.5	30.3	33.3	16.7	26.5	19.3	25.8	15.8
Gr. 4	20.4	11.1	14.7	30.6	27.5	12.5	12.8	12.7	24.2
Gr. 5	5.4	25.5	11.1	12.1	21.9	11.1	25.7		16.7
Gr. 6	6.5	13.3	17.1	14.7	3.6	30.0	13.1	12.5	12.6

Third Grade: Significant increase

Fourth and Sixth Grade: Holding consistent

Math	2010	2011	2012	2013	2014	2015*	2016	2017	2018
Gr. 3	48.9	25	39.4	22.8	23.8	12.2	11	12.5	10.8
Gr. 4	50	46.6	32.3	44.4	32.5	6.3	15.35	3.56	11.8
Gr. 5	16.2	48.9	27.8	3	22.6	5.7	2.8	7.5	3.8
Gr. 6	13.1	15.6	36.6	6.3	14.2	24.1	7.89	5.8	7.5

Third Grade: Holding consistent

Fifth Grade: Increase

Science	2010	2011	2012	2013	2014	2015	2016	2017	2018
Gr. 4	32.6	22.2	29.4	38.9	39.5	25.0	31.2	28.05	39.4

Accomplishment #6:**2016-2017 Professional Development**

Professional Development delivered by Instructional Coaches, Student Services Coordinator and Team, Community Engagement Coordinator, Attendance Coordinator. Professional development occurs in the morning from 7:40-8:20, several times/month

- Daily 5 implementation
- Teaching comprehension strategies
- Teaching writing strategies
- Rigor in mathematics
- Mathematical Content
- Eligible content
- Non Violent Crisis Intervention-Deescalation strategies
- Attendance Initiatives
- Chapter 339 Training
- PSSA preparations
- Text Dependent Analysis
- Guided Reading
- CCPensieve
- Word Building
- CAFE reading strategies
- Confiring with students
- Robust classroom libraries
- Math Topics included:
- Data Mining through the reports in EdInsight (9/6/17 and 9/8/17)
- Ways to Use a Hundred Number Chart and Tens Frames (9/19/17)
- Interactive Notebooks (9/21/17)
- Kandoolu Resource (10/17/17 and 10/19/17)
- CCPensieve for Math (11/22/17)
- ESpark Videos (11/21/17 and 11/28/17)
- Seasonal Games and Snowman Craft (12/19/17)
- Getting ready for PSSA's (1/25/18)

- Number Sense- making Rekenrek manipulatives (1/28/18)
- Math in Literature (2/20/18)
- Problem Solving (2/22/18)
- GMade Data Mining (3/20/18)
- OHS Benchmark Data Mining (3/22/18)
- Self Reflection and Planning for next year (4/24/18 and 4/26/18)
- Coaster Craft (5/17/18 and 5/22/18)

On one of the district inservice days (Jan 4th) a conference style schedule was developed and staff could "choose" what sessions interested them the most. Sessions included:

- Cultural Responsiveness
- Grant Writing
- Classroom Management
- CC Pensive
- Education Partnership
- Word Building
- Autism
- Flip Grid(technology)

The staff responded overwhelming in favor of this type of inservice structure. It improved engagement amongst the teachers and content.

Accomplishment #7:

17-18 Closing the Achievement Gap

Science:

All Students: 86.01 (light blue)

Historically Underperforming: 100.00 (dark blue)

Accomplishment #8:

OnHands Benchmark Assessment Math

In all grades there is an increase of students performing at the proficient/advanced levels by the third benchmark.

OHS RESULTS 2017/2018				
	OCTOBER	JANUARY	MARCH	
3RD GRADE MATH				
A	0 0%	1 2%	5 12%	inc
P	1 3%	2 5%	4 9%	inc
B	3 8%	6 15%	12 29%	inc
BB	34 89%	32 78%	21 50%	dec
Adv/Prof	3%	5%	21%	inc
4TH GRADE MATH				
A	4 11%	2 5%	15 40%	inc
P	4 11%	6 16%	7 19%	inc
B	15 43%	11 30%	7 19%	dec
BB	12 34%	18 49%	8 22%	dec
Adv/Prof	22%	21%	59%	inc
5TH GRADE MATH				
A	0 0%	2 4%	4 7%	inc
P	7 13%	4 7%	10 17%	inc
B	27 49%	18 32%	22 38%	inc
BB	21 38%	32 57%	22 38%	dec
Adv/Prof	13%	11%	24%	inc
6TH GRADE MATH				
A	1 3%	1 2%	13 32%	inc
P	11 29%	7 16%	19 46%	inc
B	14 37%	24 56%	7 17%	dec
BB	12 31%	11 26%	2 5%	dec
Adv/Prof	32%	18%	78%	inc

Accomplishment #9:

OnHands Benchmark Assessment- ELA

All grades show an increase in students performing at the Proficient/Advanced levels by the third benchmark.

	OCTOBER	JANUARY	MARCH	
3RD GRADE READING				
A	0 0%	0 0%	1 2%	inc
P	5 13%	6 15%	8 19%	inc
B	17 44%	19 46%	22 52%	inc
BB	17 44%	16 39%	11 26%	dec
Adv/Prof	13%	15%	21%	inc
4TH GRADE READING				
A	1 3%	2 5%	2 5%	same
P	8 22%	5 14%	8 21%	inc
B	16 44%	14 39%	23 61%	inc
BB	11 31%	15 42%	5 13%	dec
Adv/Prof	25%	19%	26%	inc
5TH GRADE READING				
A	1 2%	1 2%	1 2%	same
P	9 16%	10 18%	12 20%	inc
B	21 38%	27 49%	30 52%	inc
BB	24 44%	17 31%	15 26%	dec
Adv/Prof	18%	20%	22%	inc
6TH GRADE READING				
A	1 3%	0 0%	2 5%	inc
P	2 5%	5 12%	5 12.5%	same
B	23 62%	23 55%	20 50%	dec
BB	11 30%	14 33%	13 32.5%	same
Adv/Prof	8%	12%	17.5%	inc

Accomplishment #10:

GMAD Assessment Grades K-2

All grade levels show an increase in students performing at the Proficient/Advanced Level.

Gmade 2017/2018				
	October	January	May	
Kindergarten				
A	14 33%	12 26%	22 49%	inc
P	17 40%	27 57%	19 42%	dec
B	5 12%	2 4%	1 2%	dec
BB	6 14%	6 13%	3 7%	dec

Adv/Prof	74%	83%	91%	inc
1st Grade				
A	2 4%	2 4%	4 7%	inc
P	32 65%	29 56%	35 64%	inc
B	9 18%	12 24%	5 9%	dec
BB	6 12%	8 16%	11 20%	inc
Adv/Prof	69%	60%	71%	inc
2nd Grade				
A	2 4%	2 4%	17 37%	inc
P	23 48%	17 35%	13 28%	dec
B	11 23%	12 24%	9 20%	dec
BB	12 25%	18 37%	7 15%	dec
Adv/Prof	52%	39%	65%	inc

Accomplishment #11:

Individual Reading Inventory 2017-2018

Third Grade - 38% reading above grade level 44% reading on grade level 18% reading below grade level

Fourth Grade- 51% reading above grade level 36% reading on grade level 12% reading below grade level

Fifth Grade- 49% reading above grade level 42% reading on grade level 9% reading below grade level

Sixth Grade- 41% reading above grade level 27% reading on grade level 38% reading below grade level

Accomplishment #12:

DRA Reading Assessment K-2

Kindergarten: 83% of students reading on grade level

First Grade: 56% of students reading on grade level

Second Grade: 79% of students reading on grade level

School Concerns

Concern #1:

eMetric

Percentage Advanced and Proficient

Reading	2010	2011	2012	2013	2014	2015	2016	2017
Gr. 3	13.3	22.5	30.3	33.3	16.7	22	19.3	25.8
Gr. 4	20.4	11.1	14.7	30.6	27.5	10	13.9	12.7
Gr. 5	5.4	25.5	11.1	12.1	21.9	7.8	25.7	10.25
Gr. 6	6.5	13.3	17.1	14.7	3.6	22.5	13.1	12.5

ELA: Fifth Grade: Significant Decrease

Math: Fourth Grade: Significant Decrease

Math	2010	2011	2012	2013	2014	2015	2016	2017
Gr. 3	48.9	25	39.4	22.8	23.8	10.6	11	12.5
Gr. 4	50	46.6	32.3	44.4	32.5	3.4	15.35	3.58
Gr. 5	16.2	48.9	27.8	3	22.6	2.7	2.8	7.5
Gr. 6	13.1	15.6	36.6	6.3	14.2	16.1	7.89	5.8
Science	2010	2011	2012	2013	2014	2015	2016	2017
Gr. 4	32.6	22.2	29.4	38.9	39.5	24	31.2	28.05

Concern #2:

PVAAS

Concern #3:

Special Education Data-

5								
G r. 6								

ELA: Fifth Grade: Significant Decrease

Math: Fourth Grade: Significant Decrease

M a t h								2 0 1 6
G r. 3								1 1
G r. 4								1 5 . 3 5
G r. 5								2 . 8
G r. 6								7 . 8 9
S c i e n c e								
G r. 4								

20 16									
20 16- 20 17									

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

eMetric

Percentage Advanced and Proficient

R e a d i n g								
G r. 3								
G r. 4								
G r. 5								
G r. 6								

ELA: Fifth Grade: Significant Decrease

Math: Fourth Grade: Significant Decrease

M a t h								2 0 1 6
G r. 3								1 1
G r. 4								1 5 . 2 5
G r. 5								2 . 8
G r. 6								7 . 8 9
S c i e n c e								
G r. 4								

PVAAS

20 16- 20 17									
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Systemic Challenge #3 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

eMetric

Percentage Advanced and Proficient

R e a d i n g								
G r. 3								
G r. 4								
G r. 5								
G r. 6								

ELA: Fifth Grade: Significant Decrease

Math: Fourth Grade: Significant Decrease

M								2
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a t h								0 1 6
G r. 3								1 1 1
G r. 4								1 5 . 3 5
G r. 5								2 . 8
G r. 6								7 . 8 9
S c i e n c e								
G r. 4								

PVAAS

20 16- 20 17									
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Systemic Challenge #4 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

eMetric

Percentage Advanced and Proficient

R e a d i n g								
G r. 3								
G r. 4								
G r. 5								
G r. 6								

ELA: Fifth Grade: Significant Decrease

Math: Fourth Grade: Significant Decrease

M a t h								2 0 1 6
G r. 3								1 1
G r. 4								1 5 . 2 5
G r. 5								2 . 8
G r. 6								7 . 8 9
S c i e n c e								
G r. 4								

PVAAS

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Discipline Data, SAP Program Data, Mann Early Warning Data, Census Data

Specific Targets: Reduction in Level 2,3, and 4 infractions

Reduction in ISS and OSS student consequences

Concentrated referrals to SAP

Monthly meetings of the SWPB committee to discuss data

Classroom monthly meetings will occur regularly

Strategies:

Attendance Initiatives- Collaboration with Local Agencies

Description:

Collaborations with local agencies to support attendance.

United Way

AIU

Allegheny County Children Youth and Families

SAS Alignment: Safe and Supportive Schools

Everyday Mentoring

Description:

In collaboration with The Mentoring Partnership of SW PA, the school will be implementing Everyday Mentoring.

Everyday Mentoring is when All adults associated with the school are trained to make the most of their everyday interactions with students, so they can turn them into mentoring moments. This method creates a culture of mentoring within the school and in the broader community. Everyday Mentoring includes all adults that work within the school system and builds upon those natural relationships.

SAS Alignment: Safe and Supportive Schools

Restorative Practices

Description:

Is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.

SAS Alignment: Safe and Supportive Schools

Duquesne Learning Academies(School within a School)

Description:

Small learning communities in low-income schools, combine academic and specialized curricula, and offering authentic learning opportunities through collaboration and implementation of 21st Century Skills. Schools within schools are large public schools that have been divided into smaller autonomous subunits known as academies. Designers of schools within schools seek the advantages of both large and small schools by placing students into small learning communities while using the resources of the larger existing facilities. Those resources include faculty and staff. Social benefits are associated with Schools within School. There is a greater sense of belonging that students feel in small schools fosters more caring through interpersonal relationships (Capps 1999). Small-school settings have been shown to enhance students' self-perceptions, both socially and academically (McPartland). Small schools also foster a more aware and involved faculty, which promotes positive student attitudes (McPartland). Additionally, in small schools there is more opportunity for student involvement in school activities because of less competition and more collaboration and teamwork.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Parent/Family Engagement

Description:

Schools that successfully engage parents in learning, consistently reinforce the fact that 'parents matter.' They develop a two way relationship with parents based on mutual trust, respect and a commitment to improving learning outcomes. Schools face certain barriers in engaging parents. These include practical issues such as lack of time, language barriers, child care issues and practical skills such as literacy issues and the ability to understand and negotiate the school system. Parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant. <http://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Be There Buddy

Description:

Children with a positive attitude toward school and confidence in their abilities are set up for future success that can last a lifetime. As part of our work to prepare children to succeed in school and life, our attendance initiative, Be There mobilizes thousands of trusted, caring adults to promote excellent school attendance among our local children in Pittsburgh and across Southwestern Pennsylvania. Unlike traditional efforts to reduce truancy and chronic absenteeism, Be There is a positive campaign focused on encouragement and positive reinforcement.

Duquesne Staff members become Be There Buddies for students with risk factors for being habitually truant to school. Relationships are built in an effort to build a connection to school that propels the student to attend more frequently.

Start Date: 8/24/2015 **End Date:** 6/6/2018

Program Area(s): Student Services

Supported Strategies:

- Attendance Initiatives- Collaboration with Local Agencies

Collaboration with Allegheny Intermediate Unit and Department of Human Services(Focus on Attendance)

Description:

Focus on Attendance is a partnership between Department of Human Services, The Allegheny Intermediate Unit Truancy Prevention Program, Juvenile Probation, and local public schools. These entities all share responsibility for assisting families and children with the concerns of poor school attendance. This program will work with Student Service staff to connect students and families to community resources so that attendance issues do not get in the way of educational success.

The goal of the Partnership is to implement the [five recommendations from Pennsylvania Educational Success and Truancy Prevention State Roundtable](#) and to establish a consistent county-wide approach to truancy that encourages positive school attendance.

Start Date: 8/24/2015 **End Date:** 6/6/2018

Program Area(s): Student Services

Supported Strategies:

- Attendance Initiatives- Collaboration with Local Agencies

Everyday Mentoring

Description:

Everyday Mentoring is in partnership with The Mentoring Partnership of Southwestern PA. This program is when all adults associated with the school are trained to make the most of their everyday interactions with students, so they can turn them into mentoring moments.

- This modality creates a culture of mentoring within the school and in the boarder community.
- The entire school is engaged in mentoring-from teachers and administration to custodians and bus drivers.
- This modality takes advantage of the natural relationships built between students and the adults in their school

Training for this program will begin in May of 2016, implementation will begin at the start of the 2016-2017 school year.

Meetings, sign in sheets, agendas, training materials

Start Date: 5/16/2016 **End Date:** 6/5/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Everyday Mentoring

*Behavior Support***Description:**

A review of current District policy regarding school-wide positive behavior support has resulted in successful compliance with state policy.

There will be a noticeable decrease in the number of Level I-II disciplinary infractions, on-site, in the next three years (1% in each year, over three years).

The number of disciplinary infractions will be reduced by 5% in the Level III - IV (physical altercations, etc.) categories over the next three years.

The number of individuals suspended will not exceed 20% of our student population each year over the next three years.

Repeat offenders will make use of alternative interventions as outlined in the student disciplinary code, and supported by the Assistant Principal (discipline) and Behavior Support team.

Training using the Crisis Prevention Institute program for all security, crisis team members, PCAs, Paraprofessionals, and Special Education teachers emphasises verbal de-escalation techniques. Non-violent, physical interventions are only used as a last resort.

The DCSD will make use of its resources, such as Mon-Yough Mental Health supports, Allegheny County Behavioral Health, and other within the Duquesne community.

Start Date: 6/1/2017 **End Date:** 6/10/2019

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Restorative Practices

Primary Academy- Pre K through Third Grade

Description:

Primary Academy (PreK-3)

- Academy Goal: Reading and WRITING on grade level by grade 3.
- Teachers will develop grade level goals that connect with academy goals
- Teachers will develop professional goals that connect with grade level goals
- Professional Development on Schoology
 - Modules that are self paced for individual teachers
- Morning meeting
- Classroom design and set up (general guidelines)
 - Classroom library
 - 1 table for guided reading
 - Primary lined paper for writing
 - Carpet and pillows
 - Teacher desk (optional)
 - Freedom of movement
- Consistent themes throughout classrooms
 - 120 minutes of ELA with flex built into this time
 - Guided reading daily with all 3 tiers
 - Full implementation of daily 5 (rts, ww, writing)
 - Mini lessons /brain breaks
 - Daily 3 math, manipulatives
 - Writing everyday
- Competency based badges for Staff
 - Daily 5
 - Creation station
 - Daily 3
 - Guided reading
 - Classroom management/positive behavior/X days without a referral
 - Classroom atmosphere (are students excited to be in your classroom)
 - Students on grade level (%)
 - Parent engagement
 - Extra curricular
 - incentives : comp time, coverage free zone,
 - Lowest truancy, highest attendance
 - Teacher attendance
 - Leadership
- 2 Coaches

Start Date: 8/23/2017 **End Date:** 6/6/2018

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Duquesne Learning Academies(School within a School)
- Parent/Family Engagement

STREAM Academy- Fourth through Sixth Grades

Description:

STREAM Academy: Science, Technology, Reading, Engineering, Art, and Mathematics

- 1:1 with iPads
- Competency based badges for teachers and students
- Exploratory Period (Fridays only, quarterly, intramurals sports, math club, reading club, STEAM club, chorus/music, art, crafting)
- Consistent themes throughout classrooms
- 2 Coaches
- 4th grade and 5th grade departmentalization
- Morning Meeting- no more than 15 minutes
- 90 min uninterrupted for both ELA and Math
- Block Schedule
- Math: hands on, manipulatives
- Focus on integrated topics with authentic learning experiences and problem solving situations

Start Date: 8/23/2017 **End Date:** 6/6/2018

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Duquesne Learning Academies(School within a School)
- Parent/Family Engagement

Schoolwide Positive Behavior Support System

Description:

During the summer of 2018, a team of teachers, instructional coaches, and administration will work together to review the current School Wide Positive Behavior Instructional Support plan. Changes will be made where necessary to create a schoolwide positive behavior support system that is consistent throughout the year. Quarterly meetings by the team will be held to analyze data, revise the plan when necessary, and provide professional development when necessary.

Start Date: 6/1/2018 **End Date:** 6/16/2020

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA data based upon the 2014, 2015, and 2016 PSSA Reading and Math Assessments

Specific Targets: In all tested grades, an overall 10% improvement each year in the number of students scoring proficient and advanced on the 2014, 2015, and 2016 PSSA Reading and Math Assessments based on the PSSA Individual Reports.

Type: Annual

Data Source: PASA data based upon the 2014, 2015, and 2016 PASA Reading and Math Assessments

Specific Targets: For all students tested with the PASA, an overall 10% improvement each year in the number of students scoring proficient and advanced on 2014, 2015, and 2016 PASA Reading and Math Assessments based on the PASA Individual Reports.

Type: Interim

Data Source: Study Island Math data based upon the Study Island Math Assessments administered in Sept., Oct., Jan., May of 2015-2016, 2016-2017, and 2017-2018.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual Study Island 2016 and 2017 baseline assessment for Math.

Type: Interim

Data Source: Diagnostic Reading Assessment and Individualized Reading Inventory administered: Sept/Jan/May of 2015-2016, 2016-2017, and 2017-2018.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual DRA and IRI baseline assessment for Reading.

Type: Interim

Data Source: GMade data based on the Math Assessments administered: Sept., Jan., May of 2015-2016, 2016-2017, and 2017-2018.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual GMade 2016, 2017, and 2018 baseline assessment for Math.

Type: Annual

Data Source: PVAAS data based upon the 2016 and 2017 PSSA Reading and Math Assessments

Specific Targets: In all tested grades, 50% for 2016, 55% for 2017 and 60% for 2018 of students will show at least one year of predicted growth in Reading and Math.

Type: Interim

Data Source: Administrative Walkthroughs

Specific Targets: During administrative walk through, The Daily 5 and the Daily 3 frameworks will be observed in 100% of the classrooms. Individual teachers will be implementing the strategies 80% of the time as evidenced by walk through forms and feedback given to teachers.

Type: Interim

Data Source: Student Learning Objective

Specific Targets: Teachers will utilize the Daily 5 and the Daily 3 framework in the writing of their Student Learning Objectives. 80% of the teachers will score in the proficient range on their Student Learning Objectives.

Type: Annual

Data Source: Educator Effectiveness Tool

Specific Targets: Utilizing the Daily 5 and the Daily 3 Frameworks, 80% of the teachers will score Proficient and/or Satisfactory on their end of the year evaluation (82-1).

Strategies:

Daily 5 Reading Framework and the Daily 3 Math Framework

Description:

The Daily Five is a literacy structure that allows for differentiation and consistency in the classroom within the ELA Block. It consists of a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. Created by teaching sisters, Gail Bouschey & Joan Moser ("The Sisters"), The Daily 5 developed a new way of thinking in organizing classroom literacy instruction. Using their processes for teaching students, the classroom is designed for student success, ownership of their learning, and fosters a love of reading. The Daily Five is a classroom structure that will help students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. It is designed to fully engage students in reading and writing. The Daily Five promotes high student engagement, meaningful reading and writing activities with the majority of time spent reading. The five literacy tasks associated with the Daily Five are: Read to Self, Read to Someone, Work on Writing, Listen to

Reading, and Word Work. The Daily Five provides students with substantial time to read and write. It allows for integration of reading and writing skills and incorporates a variety of clearly defined instructional routines that can accelerate the learning process. The implementation of these tasks in the classroom aim to foster student independence and promote reading stamina. Increasing reading stamina can ensure longer periods of time students spend successfully reading and writing. Implementing the Daily 5 also supports students in understanding and monitoring their literacy goals.

Based on literacy learning and motivation research, The Daily 5 has been practiced and refined in the developers' classrooms for ten years and shared with thousands of teachers throughout the United States. Horsch, Chen, & Nelson (1999) explain the creation of a responsive classroom, which leads to greater student responsibility and self—control both of which are essential for independent learning to take place. The Daily 5 is grounded in theory by researchers such as Lienhardt, Sigmond, and Cooley (1981) who found that the way teachers structure the learning environment and the way students spend their time influences the level of reading proficiency the students have attained at the end of the academic year. Margaret Mooney, a literacy instructional expert from New Zealand, emphasized that students should be reading and revisiting books as the teacher works with students, a component of The Daily 5.

The Daily Five can be successfully implemented with any reading program and will fit in with the work the teachers began this year in ELA. The Daily Five allows for teachers to set up their literacy block to include the critical reading components necessary to build reading success and will build upon the small group time started this year. This program will streamline RtII time more effectively and consistently across the grade levels.

The Daily 3 Math Framework is the structure that allows for differentiation and consistency in the mathematics classroom. It is the partner program to the Daily 5. It follows along with the research that supports the Daily 5 Framework.

SAS Alignment: Standards, Curriculum Framework, Instruction

Literacy Lab

Description:

The Literacy Lab is an enviroment that serves many purposes within the school. First it is a place for sustained professional development. This is the location where the Instructional Coaches can work with the staff on topics ranging from curriculum materials to the Daily 5 Framework. Second, the Literacy Lab serves as a true Model Classroom, a classroom that shows what the elementary classroom can and should look like to create a literacy and numeracy rich environment.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Questioning Strategies

Description:

Questioning techniques are a heavily used, and thus widely researched, teaching strategy. Research indicates that asking questions is second only to lecturing. Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions. But are these questions effective in raising student achievement? How can teachers ask better questions of their students? How can current educational research inform practice?

<http://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polar-environment/questioning-techniques-research-based-strategies-for-teachers>

SAS Alignment: Assessment, Instruction

Curricular Materials to support instruction

Description:

The district has purchased two reading programs to meet the needs of learners in Duquesne Elementary School. In grades K-3, the district purchased American Reading Company (ARC) and for students in grade 4-6, the district has purchased iLit from Pearson.

The district has also purchased materials to meet the needs of students in math. That program is Ready from Curriculum Associates. Ready math will be used by students in grades 3-6 during the 2019-20 school year and then will be implemented K-6 the following year.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Project Based Learning

Description:

<https://www.schooloutfitters.com/article/what-is-full-project-based-learning>

Project-based learning is exactly what it sounds like: working on a project in order to complete a task or gain mastery of a concept.

In the classroom, it looks something like this: Teachers assign a task or problem - an explicit goal - and students work together to provide a solution. When using PBL in the classroom, teachers act more as facilitators than directors, letting groups choose their own methods and use their own ideas. The idea is that the project becomes the main executor of the curriculum; in order to complete it, students employ principles from all subject areas, teaching themselves and learning as they go.

Why use PBL?

- **Students take ownership.** When students are tasked with a problem and given space to solve it in their own way, they take ownership of their learning. Rather than being handed a worksheet to reinforce a lesson they were just taught, they are able to work together using their own ideas and methods. When able to work in an environment that invites creative thinking and contribution, students take pride in their knowledge.
- **Students learn collaboration and other real-life skills.** Since one of the main tenants of PBL is group work, it cannot be done alone; learning to work together is an inherent outcome. PBL also encourages students to use what resources they have, be it technology, makerspace supplies and equipment, books and the Internet, or even nature. These skills are valued in the work force, and help prepare students for life after school.
- **Incorporation of entire curriculum.** Rather than learning each subject in a silo, project work encourages exploration of multiple subjects. Tasks are designed in such a way that a broad knowledge is necessary for completion. In addition to comprehension of individual subjects, students gain an understanding of the relationship among them and an appreciation of the ways they all fit together.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Implementation of iLit in grades 4-6

Description:

iLit is a reading workshop model that accelerates reading growth. The iLit instructional model is scaffolded in instructional

stages that gradually increase students' independence with reading, writing, listening and speaking skills. The program is 45 minutes and will compliment our 90 minute reading block and fit within the Daily 5 framework we have established.

Teachers will be provided year long professional development surrounding the implementation of iLit within the Daily 5 instructional framework.

Start Date: 8/1/2018 **End Date:** 6/16/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Daily 5 Reading Framework and the Daily 3 Math Framework
- Questioning Strategies
- Curricular Materials to support instruction

Monitoring of Daily 5 and Daily 3 Frameworks within Classrooms

Description:

The components of the Daily 5 will be monitored in the classrooms to ensure implementation with fidelity.

Ten additional staff members that did not attend the Daily 5 conference will attend in the summer of 2018.

These components are:

- Read to Self (reading self selected materials independently)
- Read to Someone (reading aloud with a partner, practicing strategies and fluency)
- Listen to Reading (building vocabulary and hearing good models of fluent reading)
- Work on Writing (practicing writing fluency)
- Word Work (phonics and spelling/vocabulary practice)

The components of the Daily 3 will be monitored in the classrooms to ensure implementation with fidelity

- Math by Myself
- Math Writing
- Math with Someone

Start Date: 8/17/2015 **End Date:** 6/6/2018

Program Area(s): Professional Education

Supported Strategies:

- Daily 5 Reading Framework and the Daily 3 Math Framework
- Literacy Lab

Reading Resource Room

Description:

A room within the elementary library is organized to make finding literacy materials to support small group instruction more efficient and effective. Teachers can access the room and borrow materials. The books are leveled according to DRA reading levels for easy access.

Start Date: 6/1/2018 **End Date:** 6/16/2020

Program Area(s): Professional Education

Supported Strategies:

- Daily 5 Reading Framework and the Daily 3 Math Framework
- Literacy Lab
- Curricular Materials to support instruction

Take home libraries

Description:

In an effort to enhance and increase the amount of at-home reading that occurs daily, grade level take home libraries have been created. Each grade level take home library is equipped with a wide range of reading levels. Each day, students can chose a new book to take home to read to a family member. The family member

will sign off of what the student reads. Students can earn incentives for reading at home.

Start Date: 6/1/2018 **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies:

- Daily 5 Reading Framework and the Daily 3 Math Framework
- Curricular Materials to support instruction

Project Based Learning

Description:

Starting the summer of 2018, a focus group made up of teachers, coaches, and administrators will attend a two day training held by the Buck institute to bring back the idea of project based learning to the school. Whole staff training will be conducted in August, 2018 and be ongoing throughout the school year. The focus group will have quartely meetings to revisit, revise and provide additional professional development when needed.

Evidence: Agendas, sign in sheets, walkthroughs and observations

Start Date: 7/20/2018 **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies:

- Project Based Learning

Implementation of American Reading Company (ARC)

Description:

ARC is a reading program that will follow the instructional framework of the curriculum for Duquesne City School District. These materials will be used for students in grades K-3.

Start Date: 8/14/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curricular Materials to support instruction

Implementation of Ready Math

Description:

Students in grade 3-6 will be utilizing Ready math as their curricular resource for the 2019-20 school year. During the 20-21 school year, all students will adopt this resource.

Start Date: 8/14/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curricular Materials to support instruction

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA data based upon the 2016, 2017, and 2018 PSSA Reading and Math Assessments

Specific Targets: In all tested grades, an overall 10% improvement each year in the number of students scoring proficient and advanced on the 2016, 2017, and 2018 PSSA Reading and Math Assessments based on the PSSA Individual Reports.

Type: Interim

Data Source: Study Island data based upon the Study Island Reading & Math Assessments administered in Sept., Oct., Jan., May of 2013-2014, 2014-2015, & 2015-2016.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual Study Island 2013, 2014, and 2015 baseline assessment for Reading and Math.

Type: Interim

Data Source: Diagnostic Reading Assessment and Individualized Reading Inventory administered: Sept., Jan., May of 2015-2016, 2016-2017, and 2017-2018.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual DRA and IRI 2016, 2017, and 2018 baseline assessment for Reading and Math.

Type: Interim

Data Source: GMade data based on the Math Assessments administered: Sept., Jan., May of 2013-2014, 2014-2015, and 2015-2016.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual GMade 2013, 2014, and 2015 baseline assessment for Math.

Type: Annual

Data Source: PVAAS data based upon the 2016, 2017, and 2018 PSSA Reading and Math Assessments

Specific Targets: In all tested grades, 50% for 2016, 55% for 2017 and 60% for 2017 of students will show at least one year of predicted growth in Reading and Math.

Type: Interim

Data Source: Written Curriculum

Specific Targets: By August 2018, Science and Social Studies Curriculum will be entered in to EdInsight and teachers will utilize the program to write daily lesson plans for all subjects.

Strategies:

Standards-Aligned Curriculum

Description:

Standards-aligned Curricula is a plan developed for and by teachers to use in classrooms by which the standards, content and scope and sequence of content is defined. The process of arranging standards and benchmarks as building blocks with a timeframe (a unit of weeks a semester, a school year or a sequence of years) is the infrastructure of a curriculum. The curriculum is the blending of standards, assessments, content and instruction. As such it describes activities that will promote student understanding of the knowledge and skills they should acquire.

On March 14, 2013 the State Board of Education voted to adopt the final-form regulations to amend Chapter 4, Academic Standards and Assessment, of Title 22, the Pennsylvania Education Code. The PA English Language Arts and Mathematics Core Academic Standards will form the framework of this written, taught (instruction), and tested (assessment) curriculum and will include the most important big ideas, concepts and skills. The PA English Language Arts and Mathematics Core Academic Standards will NOT be the curriculum, but they will be the foundation for the curriculum.

The State Board of Education's revisions to its Chapter 4 regulations for academic standards and assessment became final and effective as of Saturday, March 1, 2014 when they were published in the Pennsylvania Bulletin.

Also, the the PA Department of Education released and posted the PDE PreK to 12 English Language Arts and the PreK to12 Mathematics Instructional Frameworks. Districts/schools will be able to either adopt, adapt or audit these PDE-generated Instructional Frameworks.

During the 2019-20 School year, a written curriculum was developed for both ELA, math and science for grades Pre K-6. This curriculum is stored in Sapphire, our student information system. The teachers will utilize this program to plan instruction, develop lesson plans, and revise curriculum as needed.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Monitoring of the Standards Aligned Curriculum

Description:

The principal and assistant principal will monitor the implementation of the Standards Aligned Curriculum on a consistent basis via walkthroughs, review of the lesson plans, and tracking through the EdInsight program. etc.

Evidence: walkthrough documentation, lesson plans

Start Date: 9/9/2013 **End Date:** 6/6/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Standards-Aligned Curriculum

STEAM learning experiences in the Creation Station, Boiler Room and CAB LAB

Description:

Through a grant from the Center for Creativity (AIU #3 and partners), two STEAM learning environments were developed for students to have experiences in hands on learning. Student in grades Pre K-2 were introduced to the Creation Station during the 15-16 school year. Students in grades 3-6 were exposed to the Boiler Room during the 16-17 school year. The CAB Lab was introduced during the 2018-19 school year. The room is staffed by a para professional that supports the teachers before, during, and after instruction. An Instructional Coach supports the learning as well, through curriculum and lesson development.

Start Date: 8/14/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Standards-Aligned Curriculum

Goal #4: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA data based upon the 2014, 2015, and 2016 PSSA Reading and Math Assessments

Specific Targets: In all tested grades, an overall 10% improvement each year in the number of students scoring proficient and advanced on the 2014, 2015, and 2016 PSSA Reading and Math Assessments based on the PSSA Individual Reports.

Type: Annual

Data Source: PASA data based upon the 2014, 2015, and 2016 PASA Reading and Math Assessments

Specific Targets: For all students tested with the PASA, an overall 10% improvement each year in the number of students scoring proficient and advanced on the PASA Reading and Math Assessments based on the 2014, 2014, and 2015 PASA Individual Results.

Type: Interim

Data Source: Study Island data based upon the Study Island Reading & Math Assessments administered in Sept., Oct., Jan., May of 2013-2014, 2014-2015, & 2015-2016.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual Study Island 2013, 2014, and 2015 baseline assessment for Reading and Math.

Type: Interim

Data Source: DIBELS data based upon the DIBELS Reading Assessments administered: Sept., Jan., May of 2013-2014, 2014-2015, and 2015-2016.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based upon the Individual DIBELS 2013, 2014, and 2015 baseline assessment for Reading and Math.

Type: Interim

Data Source: SFA Assessments data based upon the SFA Tests administered: Sept., Oct., Jan. 2014, March, May 2014 (K&1 only) of 2013-2014, 2014-2015, & 2015-2016.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual SFA 2013, 2014, and 2015 baseline assessment.

Type: Interim

Data Source: GMade data based on the Math Assessments administered: Sept., Jan., and May of 2013-2014, 2014-2015, and 2015-2016.

Specific Targets: In all tested grades, an overall 10% improvement each year in student achievement based on the Individual GMade 2013, 2014, and 2015 baseline assessment for Math.

Type: Annual

Data Source: PVAAS data based upon the 2014, 2015, and 2016 PSSA Reading and Math Assessments.

Specific Targets: In all tested grades, 50% for 2014, 55% for 2015, and 60% for 2016 of students will show at least one year of predicted growth in Reading and Math.

Type: Annual

Data Source: Principal Effectiveness Tool

Specific Targets: Principal will receive a proficient overall rating on the Principal Effectiveness Tool on the end of the year evaluation.

Strategies:

Principal as Instructional Leader

Description:

"Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal." (*THE SCHOOL PRINCIPAL AS LEADER: GUIDING SCHOOLS TO BETTER TEACHING AND LEARNING*, The Wallace Perspective, January 2013)

According to the Wallace Prospective effective principals perform the following key practices well:

- Shaping a vision of academic success for all students.
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Improving instruction.
- Managing people, data and processes to foster school improvement.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Implementation of PDE Principal Effectiveness

Description:

The Superintendent and the Principal will work collaboratively in order to implement the PDE Principal Effectiveness Initiative which promotes strong and effective leadership. Evidence: PDE Principal Effectiveness Documents

Start Date: 1/8/2014 **End Date:** 7/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Principal as Instructional Leader

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.** **Strategy #1: Restorative Practices**

Start	End	Title	Description
6/1/2017	6/10/2019	Behavior Support	<p>A review of current District policy regarding school-wide positive behavior support has resulted in successful compliance with state policy.</p> <p>There will be a noticeable decrease in the number of Level I-II disciplinary infractions, on-site, in the next three years (1% in each year, over three years).</p> <p>The number of disciplinary infractions will be reduced by 5% in the Level III - IV (physical altercations, etc.) categories over the next three years.</p> <p>The number of individuals suspended will not exceed 20% of our student population each year over the next three years.</p> <p>Repeat offenders will make use of alternative interventions as outlined in the student disciplinary code, and supported by the Assistant Principal (discipline) and Behavior Support team.</p> <p>Training using the Crisis Prevention Institute program for all security, crisis team members, PCAs, Paraprofessionals, and Special Education teachers emphasises verbal de-escalation techniques. Non-violent, physical interventions are only used</p>

as a last resort.

The DCSD will make use of its resources, such as Mon-Yough Mental Health supports, Allegheny County Behavioral Health, and other within the Duquesne community.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant	0.7	10	45	Duquesne City School District, Allegheny	All entities approved by PDE	Yes
Principal, Special Education Consultant, Student Services Department	5			IU3.PaTTAN, PDE		

Effective classroom management

Effective classroom strategies

Knowledge

Positive climate and readiness for learning

Implementaion of educational continuum to support varied student needs.

Care, safety, welfare, and security of all stakeholders through Non-violent crisis intervention techniques.

School Wide Positive Behavioral Supports

Supportive Research

Resources and supports along the educational continuum.

Implementation and use of character building programs, social thinking programs, and emotional regulation programs as well as olweus, PATHS and Life Skills programs.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 Empowers educators to work effectively with parents and community partners.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

For school and district administrators, and other educators seeking leadership roles:

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Journaling and reflecting

Data collection and exploration of trends

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of written reports summarizing instructional activity

Data collection and comparisons; reviewing and monitoring trends

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Duquesne El Sch in the Duquesne City SD has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Duquesne El Sch in the Duquesne City SD for the 2014-2019 school-year.

Affirmed by Sue Moyer on 6/25/2018

Superintendent/Chief Executive Officer

Affirmed by Paul Rach on 6/29/2018

Board President

Affirmed by Linda Hippert on 7/19/2018

IU Executive Director