



# **Pittsburgh Science and Technology Academy Title 1 Comprehensive Plan Summary**

**2020-2021**



# VISION FOR LEARNING

The mission of Pittsburgh Science and Technology Academy is to provide daily opportunities for students to Dream, Discover and Design. Students will develop the skills and knowledge necessary for post-secondary success in all disciplines with a focus on the STEM-related fields of life science, environmental science, computer science, or engineering. The school prepares students by providing a rigorous curriculum that requires advanced coursework, and is characterized by excellent instruction, exploration, and a commitment to achievement.



# ESTABLISHED PRIORITIES

- Priority Statement One

- Some disparity data for subgroups (IEP and African American students) suggests we do not have consistent expectations for all students by teaching to mastery and holding all students accountable for producing quality work. We are aware that our faculty has some blind spots (subconscious biases we don't see) that we need help uncovering. Students who come to us performing below grade level may show growth but do not always meet grade-level, mastery levels. As a result, students don't always know how they're progressing based on grade level standards and may have a distorted view of where their performance falls in respect to mastering standards. We do not push students beyond the defined limits of success as defined by the Keystone and PSSA.



# ESTABLISHED PRIORITIES

- Priority Statement Two
  - Our data suggests that we are not using our collaborative teams to strengthen systems and processes for MTSS implementation as a service delivery model. We are not constantly assessing to find which students could benefit from quick clarification or re-teaching and then providing students with the necessary interventions in order for all students to experience academic success.
- Priority Statement Three
  - Universal, foundational prevention measures are not implemented consistently for all students. Additionally, a system of supports for students based on preventative practices that emphasize teaching and reinforcing desired student behaviors is not emphasized. School-wide, all students must be taught expectations which are reinforced and monitored in all settings by all adults.



# Measurable Goals

- Keystone Algebra I - The percent of students identified as proficient on the Keystone Algebra I exam at Pittsburgh Science and Technology Academy will increase from 79.1% to 82.7%.
- Keystone Literature - The percent of students identified as proficient on the Keystone Literature exam at Pittsburgh Science and Technology Academy will increase from 82.6% to 85.5%.
- PBIS - The percent of students identified as chronically absent will show a decrease of 3%.
- Suspension Rate - The percent of students who receive 1 -3 day out of school suspensions will decrease by 5%.
- MTSS – The percent of students meeting the indicators for college readiness at Pittsburgh Science and Technology Academy will increase by 5% (indicators for college readiness are based upon GPA and attendance).



# ACTION PLAN AND STEPS

- **Evidence-based Strategy**

- Differentiated Instruction
- Culturally Responsive Pedagogy
- Trauma Sensitive School Support
- Advisory Program
- Professional Learning Community and Collaborative Teams
- SciTech Educational Equity Policy



# Differentiated Instruction

- Anticipated Outcome - Increased rigor, student voice, engagement and achievement for all students.
- Action Plan and Steps
  - Provide professional learning that focuses on differentiated instructional strategies, including the five non-negotiables that support meeting the needs of students.
  - Establish collaborative teams that will meet weekly to review lesson plans that incorporate differentiated instruction and evidence of student learning.
  - Identify Mentor Teachers that will provide coaching support to new teachers.
  - New Teacher Orientation - Review Differentiated Instruction Strategies
  - Professional Learning Opportunities for sharing best practices



# Culturally Responsive Pedagogy

- Anticipated Outcome - We will see an increased level of mutual trust and respect that will help students rise to higher expectations in all areas and be empowered as agents of social change.
- Action Plan and Steps
  - Provide professional learning that focuses on culturally responsive pedagogy that challenges inequality and emphasizes creating authentic connections between students and staff.
  - Establish Anti-racism and Equity team.
  - Anti-racism/Equity team will plan for and support the facilitation of professional learning weekly. All staff will participate and use personal journals to document their learning and the action steps that will be taken individually and collectively.
  - Provide opportunities for teachers to participate in book studies as a part of our professional learning plan.
  - Provide opportunities for teachers and members of the Black Student Union, to participate in book studies related to anti-racism.





# Trauma Sensitive School Support

- Anticipated Outcome - There will be an understanding of how students are expressing their needs for support and we will be equipped with strategies to meet students' needs.
- Action Plan and Steps
  - Provide professional learning that focuses on trauma invested practices that support meeting the needs of students and staff.
  - Create Trauma Sensitive School Team
  - Trauma Sensitive School Team will make recommendations to Instructional Cabinet for professional learning opportunities throughout the school year.
  - Request support from experts to present to the staff during professional learning sessions throughout the school year.



# Advisory Program

- Anticipated Outcome - There will be an understanding of how students are expressing their needs for support and we will be equipped with strategies to meet students' needs.
- Action Plan and Steps
  - Each teacher serves as an advisor to a group of approximately 15 students. They follow this group of students from the beginning to the end of their middle school and high school experience. The advisory teacher will meet with each of their advisees each Wednesday during fourth period. Responsibilities of the advisor include reviewing the students academic progress and helping the student to set goals for improved achievement. The advisor will help students set college and career goals, schedule courses and decide how the student should best use their activity period (enrichment, support or activities). The advisor also serves as a point of contact for the parents or guardians of their advisees.
  - All advisors contact families prior to the start of the school year in order to confirm best contact numbers and email addresses to reach parents.
  - Review expectations for E-Learning, Technology Program and Student Handbook with advisees.
  - Review Behavioral expectations (bus safety, anti-bullying program, PBIS)

# Professional Learning Communities and Collaborative Teams



- Anticipated Outcomes - SMART/KASAB Goals and data informed decision making to improve instruction. The Learning Team Cycle is a five-step process: Analyze, Data, Set Goals, Learn Individually and Collaboratively, Implement New Learning, Monitor, Assess, and Adjust Practice. The Learning Team Cycle incorporates a continuous improvement model. Educators work collaboratively to gather evidence of current levels of student learning, develop strategies and ideas to build on strengths and address weaknesses in that learning, and implement those strategies and ideas.
- Action Plan and Steps
  - Provide teachers with the autonomy to shape their learning and the tools to support meaningful collaboration and continuous improvement.
  - Review and implement Data Analysis Protocol
  - Using Data Collaboratively to Ensure Equity and a Shared Commitment to Action
  - Review and implement the Learning Team Cycle
  - Review and implement the Unwrapping Standards protocol
  - Review and implement the Student Work protocol

# SciTech Educational Equity Policy



- Anticipated Outcome - A socially just and universally designed learning environment where all teachers are committed to fostering equity, providing choices and elevating and celebrating student voices. An inclusive classroom culture and visual environment that embraces the contributions of marginalized individuals.
- Action Plan and Steps
  - Define Social Justice and Educational Equity. Facilitate discussions with families and professional learning activities with the school staff in order to build a shared understanding of what social justice is and why it is necessary.
  - Professional learning and concept calibration to create agreement on what a socially just education looks like and understand the concrete actions and strategies that ensure more equitable outcomes for students that have been historically marginalized.
  - Provide professional learning that encourages staff to explore and acknowledge the barriers that may get in the way of creating an environment that is culturally responsive and socially just, including the presence of implicit bias. Professional learning will continue to build on the work of the Anti-racism/Equity Team and culturally responsive pedagogy that challenges inequality and emphasizes creating authentic connections between students and staff.
  - The SciTech Educational Equity policy is developed and shared with our entire school community. The Educational Equity Policy will include specific collective commitments that identify the priorities and action to be taken within our school community.