



**UNDER THE MICROSCOPE:  
HIGHLY SUCCESSFUL INNER CITY  
REGIONAL SCHOOLS**

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**Accountability Model in Cooperation With  
The University of Pittsburgh School of Education**

# Presenters:

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Extra Mile Education Foundation

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Former Secretary for Catholic Education and Evangelization Diocese of Pittsburgh and  
Superintendent for Catholic Schools, Diocese of Pgh.

**Dr. Nikola Bayat**, former Pennsylvania public school superintendent and current educational  
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**Mrs. Rosanne Kwiatkowski**, Principal at St. Benedict the Moor School and Northside Catholic  
Assumption Academy, Extra Mile-supported schools

**Mr. David Barr**, Principal at Sr. Thea Bowman Catholic Academy, an Extra Mile-supported school



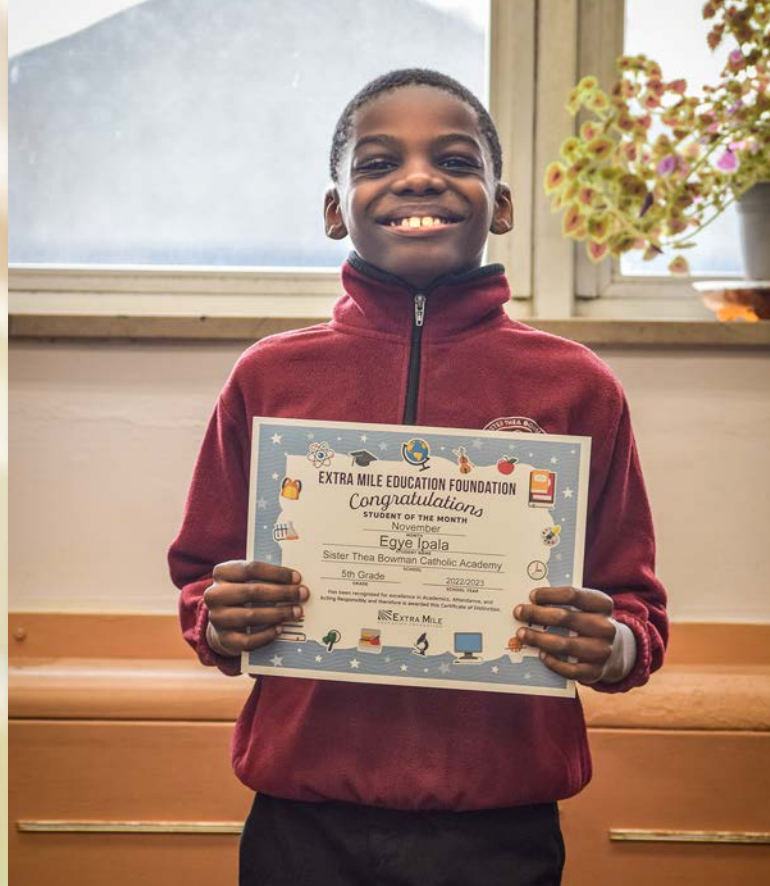
**It Starts Here.**  
**The Extra Mile Supported Schools**

**St. Benedict the Moor in the Hill District**  
**Sr. Thea Bowman Catholic Academy in Wilkinsburg**  
**Northside Catholic Assumption Academy in Brighton Heights**



**It Started Here.**





**Next Steps...**

# Where We Were

## 2019

### **Curriculum Alignment**

- Reading/English/Language Arts
- Mathematics
- Science
- Social Studies
- Guidance & Counseling
- Health & Physical Education

### **Teaching Strategies**

- Danielson Model (awareness)

### **Student Performance Indicators**

- Average Daily Attendance
- Daily and Quarterly Grades
- Benchmark Tests
- Achievement Tests

### **School Climate**

- Pennsylvania Department of Education Pre-Post Survey



# **What We Did**

## **2019-2024**

**Standards-based Curriculum Mapping**

**Effective Teaching Strategies**

**Student Performance Indicators**

**School Climate**



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# UNIVERSITY OF PITTSBURGH

Tri-State Area School Study Council (TSASSC)

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## Curriculum Management Series

Monthly Curriculum Mapping Step-By-Step Process & Implementation

*Dr. N. Bayat & Dr. M. A. Battaglia*



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## Study Council Report

### Tri State Area School Study Council (TSASSC)

- **The University of Pittsburgh's Study Council** founded in 1948 has serviced over 100 schools and school districts for nearly 75 years in the greater Pittsburgh area and surrounding counties.
- The TSASSC provides comprehensive research assistance, strategic planning, curriculum management programs, workshop events, quarterly communication material and access to employment posting on our website.





# **University of Pittsburgh**

## **Study Council Report**

### **Part 1**

#### ***“Where We Were”***

**Overview of the Study, Findings & Recommendations**

***April 2019 Report***

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## Study Council Report

### Purpose & Scope of Study

- **The University's TSASSC** was commissioned in **September of 2018** to conduct a review and study of the three (3) EMEF Diocese of Pittsburgh Elementary/Middle Schools focusing on three (3) operational domains.
- The domains in the study:
  - 1. ***School Climate*** – Conducting surveys and interviews
  - 2. ***Classroom Visitations*** – Utilization of Best Practices Data
  - 3. ***Student Performance Results*** – Analyzing Results & curriculum review
- TSASSC consultant team conducted assessments surveys, classroom visitations, collected and analyzed data.

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## Study Council Report

### Overview

#### Highlight Results of Domain #1 – School Climate Survey Results

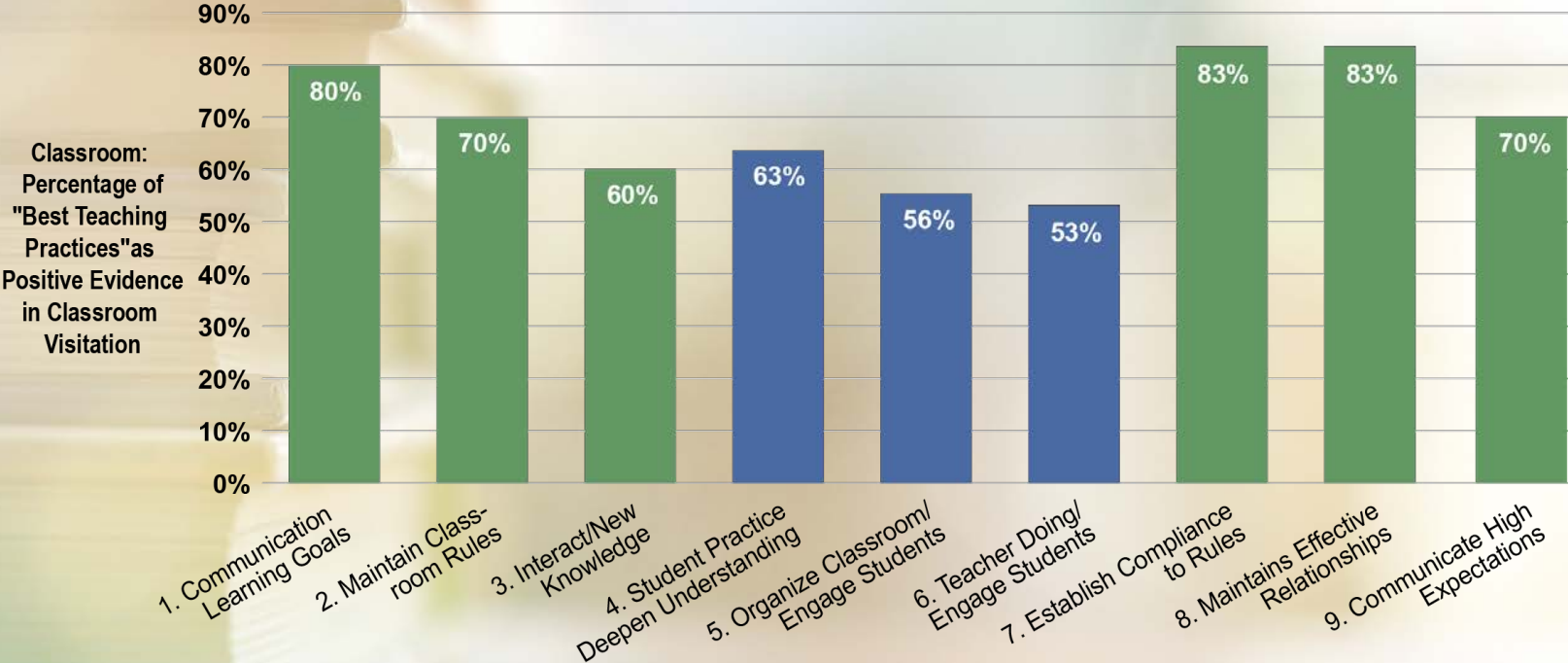
##### ▪ Commendations (Over 70 findings & Data Collection)

- **Staff** – stated that bullying, based on race, religion, weight or sexual orientation is **NOT** apparent in the schools.
- **Parents** – vast majority of parents feel they are **ACTIVELY** involved in their children’s school
- **Students** – majority of students identified that most students in their school treat each other with **respect**.

##### ▪ Recommendations

- Need to provide students with **STRONG and EFFECTIVE anti-bullying strategies**.
- Building leadership needs to provide collaboration time for **Team Meetings for Teachers**

# Study Council - Figure 1: Percentages of Positive Evidence of Best Teaching Practices



Classroom: Categories "Best Teaching Practice" Strategies – School Year 2018-2019 (All Three EMEF Schools)



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## Study Council Report

### Overview

#### Highlight Results of Domain #2 – Classroom Best Practices

- **Commendations (Over 50 Visitations, Data and Findings Collected)**
  - The building principals, support staff and teachers employ **POSITIVE classroom** management techniques in the classroom, hallways which ensure a positive, safe and nurturing learning environment.
  - It is noted that EMEF schools' cultures demonstrated a **WELCOMING climate, friendliness, and politeness** throughout our experiences.

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## Study Council Report

### Overview

#### Highlight Results of Domain #2 – Classroom Best Practices (*cont.*)

##### ▪ Recommendations (Over 50 Visitations, Data and Findings)

- **There is inadequate curriculum consistency and alignment** in student learning and preparing students for one grade level to the next and across EMEF schools. Professional staff development workshops should be implemented to complete unit curriculum maps in the four (4) core areas of Mathematics, Reading/English Language Arts, Science and Social Studies. **Curriculum management and design** should be implemented so that curricula vertically and horizontally are aligned across ALL three EMEF schools (*UbD, McTighe/Wiggins*)
- **Professional staff development** is recommended so that teachers may acquire the tools and techniques that generate productive strategies in grouping, lesson planning, student engagement, and technology infusion.

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## Study Council Report

### Domain #3 – *(Over 40 Findings and Data Analysis)*

#### Sample Results on Student Performance & Curriculum Audit

- School Year 2018 Iowa Student Assessment Scores (NPS)

#### Mathematics Average NPS

Grade 3	<b>44 NPS</b>	<i>Below National Average</i>
Grade 4	<b>30 NPS</b>	<i>Below</i>
Grade 5	<b>33 NPS</b>	<i>Below</i>
Grade 6	<b>27 NPS</b>	<i>Below</i>
Grade 7	<b>39 NPS</b>	<i>Below</i>
Grade 8	<b>33 NPS</b>	<i>Below</i>

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## Study Council Report

### Overview

#### Highlight Results of Domain #3 – Student Performance/Curriculum Review

##### ▪ Commendations (Over 40 Findings and Data and Analysis)

- All EMEF schools utilize the **DIBELS (Dynamic Indicators of Basic Early Literacy Skills Acadience)** assessment to measure early literacy skills in grades K to 4.
- The **average daily attendance of the students is over 95%** which correlates with the student climate survey findings that students like their school and their teachers. **Professional staff development** is recommended so that teachers may acquire the tools and techniques that generate productive strategies in grouping, lesson planning, student engagement, and technology infusion.

##### ▪ Recommendations

- **Immediate consideration** and based on NPS, the **curriculum alignment and articulation** in content areas of Mathematics and Reading/English Language Arts in grade levels K to 8 **MUST** be a priority.
- **Also**, immediate consideration for training in **effective teaching strategies** inline with curriculum and maps and standards.

A stack of books is visible on the left side of the slide, with the spines of the books facing right. The books are of various colors, including yellow, orange, and green.

# University of Pittsburgh Study Council Report

## Part 2

### *“What We Did”*

## Curriculum Mapping & Implementation

### *April 2019 Report*

*As result of the 2019 Report, EMEF commissioned our University of Pittsburgh team to implement a curriculum management program utilizing curriculum mapping writing sessions, backward design and additional teaching strategies.*



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## Study Council Report

### What are High Reliability Schools?

*(Research Study by R. Marzano)*

- **Note: The Marzano High Reliability Schools framework does not add a new initiative to school efforts.** Many schools are already implementing a wide range of effective initiatives, and many educators are already practicing research-based strategies. These are the characteristics and initiatives of Highly Reliable Schools:
  - Safe, Supportive, and Collaborative Cultures
  - Effective Teaching in Every Classroom
  - **Guaranteed and Viable Curriculum**
  - Standards-Referenced Reporting
  - Competency-Based Education

# Curriculum Management

## What is Vertical Curriculum Alignment?

- **Vertical Alignment** – *What students learn (Skills, Concepts & Knowledge - SCK) in one lesson, course, or grade level that will prepare them for the next grade level, lesson or course.*



**5<sup>th</sup> Grade Skills**



**6<sup>th</sup> Grade Skills**

# Curriculum Management

## What is Horizontal Curriculum Alignment?

- **Horizontal Alignment** – What students at **School “A”** receive, engage, and learn in 5th grade **Mathematics** is the **same learning skills** at **School “B”** 30 miles away?

**School “A”**



**School “B”**



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## Study Council Report

### Why is Curriculum Alignment important?



- **Curriculum and Instruction** is the cornerstone of any successful educational program.
- **Research indicates** that student access to aligned curriculum, appropriate instructional materials, and grade level standards-based instruction taught by highly qualified, effective teachers leads to increased student academic achievement.
- **“Curriculum Management and Mapping”** serves as the **foundation** for providing the evidence for the written, taught, and tested model of curriculum management.



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## Study Council Report

### What is the connection between curriculum mapping and academic standards?

- **What are academic standards?** It is **NOT** a curriculum! It was **never designed** to be a complete schoolwide curriculum but rather a framework or guide.
- **Merely relying only** on academic standards or only increasing teachers' quality in misguiding our parents, students and community.
- **For decades, many people** have in many ways blamed teachers and schools for **“Poor results on educational reforms movements.”**
- **The real offender** is our own confusing and uncoordinated efforts in what we ask teachers **“TO TEACH” in the classroom**. Many reform movements have good intentions but fail to focus on reinforcing skills, continuous practice and mastery learning.
- **What we TEACH is not only important** but fundamentally significant in preparing students for the next grade level and the world of work and post-secondary learning.
- **Just teaching random concepts or knowledge** is damaging to student learning.



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## Study Council Report

### ▪ Overview of the Program: What is Available

- Doc. #1 – The Monthly/Unit Curriculum Mapping Booklet
- Doc. #2 - ELA Monthly Grade-Level Team Meeting Data/Report Sheet
- Doc. #3 – Math Monthly Grade-Level Team Meeting Data/Report Sheet
- Doc. #4 – Key Factors When Writing Curriculum Maps
- Doc. #5 – Classroom Visitation Data Instrument Form
- Doc. #6 – (Sample) Overview of Scope of Curriculum Mapping Tasks

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## Study Council Report

### The 3 Stages of Implementing a Curriculum Management Curriculum Mapping

- **Stage 1 – Creating Grade Level Teams of Teachers**
  - Conducting training on **Curriculum Mapping and Backward Design (UbD)**
  - Conducting curriculum mapping writing work sessions utilizing (BB) Template
  - Approx. nine sessions (72 hrs.) *(Also, include two Saturday Sessions)*
- **Stage 2 – Year 1 – Curriculum Maps Implementation**
  - Creating “**Monthly Grade-Level Team Curriculum Mapping Meeting**” and data collection and follow-up editing
  - **Additional staff development**

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## Study Council Report

### The 3 Stages of Implementing a Curriculum Management Curriculum Mapping

- **Stage 3 – Year 2 – Curriculum Mapping Implementation**
  - **Monthly Grade Level Team** meetings and data collecting, editing and final revision for this next year
  - **Additional staff development introductory sessions**
    - Student Assessments (formative & summative)
    - Integrated learning/Theme Days
    - Effective Teaching Strategies
    - Curriculum maps and lesson plans
    - Use of Technology and other instructional resources
    - **Etc. – See Handout Sheet**

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## Study Council Report

### ▪ First Step to Template: Sample of “Backward Design”

*(Note: Monthly skills, concepts and knowledge on which students must demonstrate achievement monthly)*

No.	Stage 1: What Skills, Concepts, and Core Body of Knowledge (SCK) are critical and essential for students to know, understand, able to do, and can transfer to the next grade? (PA Standards, Resources and Approved Textbook)	Additional Comments
1		
2		
3		
4		

# Monthly Curriculum Map Phase 1

*(Note: Monthly skills, concepts and knowledge on which students must demonstrate achievement monthly)*

**Month:** \_\_\_\_\_ **Subject/Name:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

<p>(Column A) <b>Skills/Core Body of Knowledge</b> (Monthly identified Skills, Concepts &amp; Knowledge) (What students will know.)</p>	<p>(Column B) <b>Suggested Major Student Assessments for the Month or Unit</b> (What students will DO to demonstrate learning.)</p>	<p>(Column C) <b>Suggested Text, Resources &amp; Technology</b></p>

## Monthly Curriculum Map – Phase 1

**Column A – Core Body of Knowledge Skills, Concepts & Knowledge (SCK) for the month.** *(Note: Individual classroom teachers may introduce additional SCK during the month. However, the identified SCK MUST be introduced, taught, practiced and all students assessed for progress and growth.)*

**Column B – Suggested Major Student Assessments for the month.** *(Note: Individual classroom teachers may introduce their own quizzes, tests, performance tasks and checking for understanding activities BUT the identified MAJOR TEST for the month must be administered for student growth.)*

**Column C – Suggested Text/Resources/Technology for the month.** *(Note: Individual classroom teachers may introduce their own or school's text, resources and technology provided the identified SCK are linked and are introduced, taught, reinforced and tested.)*



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## Study Council Report

### Overview: Scope of the Program

*(All 3 schools staff grades K to 8<sup>th</sup> grade for Mathematics, Rdg/ELA, Science, Social Studies, Health/PE and Guidance/Career Ed.)*

- **All teachers and principals training** on backward design concept (UbD), the curriculum mapping template format and working with principals on scheduling writing sessions
- **Curriculum Mapping Writing Sessions** with teams of teachers for each grade level
- **Monitoring, editing** and pacing the curriculum maps
- **Conduct teacher grade-level** curriculum meeting and data collection
- **Identifying effective** instructional and assessment strategies
- **Monitoring the quality of student assessments**, instructional resources and segments of student achievement
- **On-going editing draft** copies of the curriculum maps
- **Assisting in textbooks selection** and support material for curriculum being written
- **Assisting in identifying** technology resources
- Etc.

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# University of Pittsburgh Study Council Report

## Part 3

### *EMEF – “Where we plan to go”*

**Conduct an Evaluative Study, Review and Report  
on the 6 Year Curriculum Program**

*of the Three EMEF/Diocese Schools*

*for April 2025*

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## Study Council Report

### What is the Scope of the next Study?

#### “Six Year Evaluative Study”

- **Projected Scope of Work:**

- **1. Conduct** classroom visitations
- **2. Gather and analyze** student performance data (Range of Indicators)
- **3. Interview teachers** and students concerning “Biztown” experience
- **4. Impression surveys:** Collect data on student and parent/guardian motivation and engagement in educational needs
- **5. Other factors/indicators** that impact student achievement (i.e. student attendance, student attitude, COVID pandemic years, etc.)

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## Study Council Report

### What Indicators will be Utilized?

#### 2024 – 2025: Projected Reassessment Study and Review

**Objectives:** Reliability and validity of student achievement and accomplishments are BEST assessed utilizing a RANGE of student indicators. **(NOTE: Caution NOT to use a SINGLE indicator)**

- **Indicator #1** – Iowa Student Assessment Results - 2019 to 2024 \*\*\* (COVID)
- **Indicator #2** – DIBELS (Acadience) Results – 2019 to 2024
- **Indicator #3** – IXL Results – 2022 to 2024
- **Indicator #4** – BizTown Results
- **Indicator #5** – Modified Value-Added Longitudinal Study (MVALS) – 2019 to 2024
- **Indicator #6** – 8<sup>th</sup> Grade Math/Algebra End of Year Benchmark Test (EYBT) 2022 to 2024
- **Indicator #7** – Projected – Impression Survey: Degree of Student Motivation/Engagement Survey
- **Indicator #8** – Projected – Impression Survey: Degree of Parent/Guardian Support of Child's Education



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# Curriculum Mapping

## Contact Information:

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**Disclaimer:** This curriculum audit review format along with the curriculum-mapping format procedures were developed by the TSASSC research team and is strictly the property of the consultants of TSASSC. The data and information utilized in the various data collecting instruments are intended only for the individuals of the identified school system, or the authors of this report. If you are not the named addressee you should not disseminate, distribute or copy this report without permission. As a result, the auditors, consultants, Tri-State Area School Study Council (TSASSC) and the University of Pittsburgh do not accept liability for any errors or omissions in the contents of this report and/or recommendations. University of Pittsburgh, School of Education Administrative and Policy Studies, 4302 Wesley W. Posvar Hall, Pittsburgh, PA 15260. Office: 412-648-7175



# Teacher Response





# Integrated Curriculum

All three schools participated in an integrated curriculum project which culminated in a school wide presentation of the program.



# Student Performance



# School Climate

## NCAA Pawsitive Pawprints and Pawsitive Post-Its

At North Side Catholic Assumption Academy the Pawsitive Pawprint program provides positive messages for students and staff alike. Students receive Paws on our walls while staff receive post-it notes from other staff members for their contributions to NCAA.





# School Climate

## STBCA STARS Program

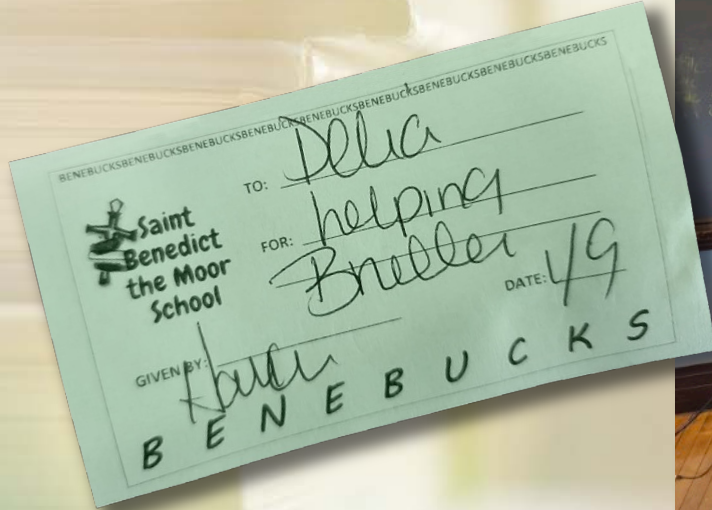
### ★ STBCA STARS ★

- Created in support of the Extra Mile Student of the Month program, students receive STARS (Safe, Trustworthy, Accountable, Respectful) as recognition for going above and beyond.
- Students receive a star when they are observed demonstrating one of the STARS four characteristics. Students who receive 5 stars in a quarter are eligible for the STARS party at STBCA. Students who receive 5 stars and are in the requirements (grade and gender) for the Extra Mile Student of The Month program wins that award. If multiple students are eligible, a drawing is held.

Settings Expectations	Hallway/ Stairwell	Cafeteria	Playground	Bathroom	Bus Rooms/Church
<b>SAFE</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Walk stairs one step at a time</li> <li>Single file line</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Follow Safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Wash and dry hands</li> <li>Use garbage cans</li> </ul>	<ul style="list-style-type: none"> <li>Sit in assigned areas</li> <li>Walk quietly</li> <li>Single file line</li> </ul>
<b>TRUSTWORTHY</b>	<ul style="list-style-type: none"> <li>Do not slide on the handrail</li> </ul>	<ul style="list-style-type: none"> <li>Follow clean-up procedures</li> <li>Report problems to adults</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to adults</li> </ul>	<ul style="list-style-type: none"> <li>Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to adults</li> <li>Listen to instructions</li> </ul>
<b>ACCOUNTABLE</b>	<ul style="list-style-type: none"> <li>Follow directions of adults</li> <li>Quiet voices and feet</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to adults</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to adults</li> <li>Return equipment to storage bin</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to adults</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to adults</li> <li>Gather your belongings</li> </ul>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Maintain "Bubble Space"</li> <li>Stay to the right</li> </ul>	<ul style="list-style-type: none"> <li>Maintain "Bubble Space"</li> <li>Wait patiently in line</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Maintain "Bubble Space"</li> <li>Take turns</li> <li>Share</li> <li>Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>Maintain "Bubble Space"</li> <li>Use quiet voices</li> <li>Knock before entering stall</li> </ul>	<ul style="list-style-type: none"> <li>Do not slam or drop the kneelers in church</li> <li>Use quiet voices</li> <li>Clean up after yourself before leaving</li> </ul>

# School Climate

## SBTMS Bene-Bucks Program



# Students of the Month

The Extra Mile Education Foundation Program at all three schools.





# Thank you for attending this afternoon's presentation.

For further information on the Extra Mile Education Foundation  
or the project presented today, please contact:

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