

PITTSBURGH MANCHESTER K-8

1612 Manhattan St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

At Pittsburgh Manchester PreK-8, our vision is to promote student growth academically, socially, and emotionally to ensure success in future endeavors. We provide a safe and welcoming environment that enables students to learn in a rigorous and productive [face to face and blended] classroom setting. We celebrate each child and prepare them to become life-long learners, and be productive members of their community.

STEERING COMMITTEE

Name	Position	Building/Group
Rasheeda H Henderson	Literacy Coach	Pittsburgh Manchester
Cheryl Dennis	Social Worker	Pittsburgh Manchester
Michael Skelton	Principal	Pittsburgh Manchester
April Gera	Teacher	Pittsburgh Manchester
James Graven	Teacher	Pittsburgh Manchester
Nancy Hornsby	Community Member	Pittsburgh Manchester
Lauren Abt	Parent	Pittsburgh Manchester
Jala Rucker	Parent	Pittsburgh Manchester
Dr. Monica D, Lamar	District Level Leaders	Pittsburgh Manchester

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>IF educators engage in a consistent PLC structure with clear expectations focused on the continuous improvement model THEN students will experience instruction that is more aligned to meet their individual learning needs.</p>	<p>English Language Arts Mathematics</p>
<p>IF we establish clear expectations and a shared understanding of Restorative Practices that is monitored and reinforced THEN relationships between educators and students and student to student interactions will be strengthened, members of the school community will experience a more positive teaching and learning environment.</p>	<p>School climate and culture</p>

ACTION PLAN AND STEPS

Evidence-based Strategy
Professional Learning Communities

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA CDT Goal	By the end of the school year there will be an increase to 35% proficiency rate on the 2023 ELA PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a

Goal Nickname	Measurable Goal Statement (Smart Goal)
	focus on examining data, student work, and adjusting & strengthen instruction.
Math CDT Goal	By the end of the school year there will be an increase to 25% proficiency rate on the 2023 Mathematics PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
At Pittsburgh Manchester, all teachers will participate in professional learning communities that are designated during the school week.	2023-09-05 - 2024-05-31	Principal and ITL's	Master Schedule and Calendar
At Pittsburgh Manchester, all teachers will participate in a PLC refresher, that will review PLC expectations, establish SMART and KASAB goals and allow for professional learning goals to be established by the teachers.	2023-08-22 - 2024-05-31	Principal, ITL's and Coaches (LAC & MAC)	PLC agenda, Norms, Learning Team Cycle, KASAB & SMART Goals power point
At Pittsburgh Manchester, academic coaches will support teachers with implementation of newly adopted curricula (Open Court) and assessment tools (CDT and Dream Box) through professional development and learning team cycle	2023-08-22 - 2024-06-07	Principal, LAC/MAC for Pittsburgh Manchester	ELA Curriculum, ELA Novels, Dream Box Virtual Assessment,

Anticipated Outcome

The anticipated outcome for this priority is student growth and increased student achievement as measured by the CDT, PSSA, district required and curricular assessments. Teachers will use the data based on the student needs and implement differentiated instruction, which will include computer supported programs.

Monitoring/Evaluation

Teacher planning will be monitored through PLC agenda review and visitation of the PLC meetings and feedback provided to help team implementation monthly. Data chats will also occur with teachers to determine student progress and plan for instructional adjustments.

Evidence-based Strategy

School Culture

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Panorama Student Survey	By the end of the school year there will be a favorable response to the Emotion Regulation construct from the Panorama Student Survey of 55% or above on the Spring 2023 survey administration by consistently participating in "Restorative Practice" learning with a focus on decreasing the amount of level 1 infractions and increasing a positive culture school wide. (This is a combined average of the 3-5 & 6-8 results. The baseline data point from the 2022 survey administration is 40%).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the school year there will be an increase to 35% proficiency rate on the 2023 ELA PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction. (ELA CDT Goal)</p>	<p>Professional Learning Communities</p>	<p>At Pittsburgh Manchester, all teachers will participate in a PLC refresher, that will review PLC expectations, establish SMART and KASAB goals and allow for professional learning goals to be established by the teachers.</p>	<p>08/22/2023 - 05/31/2024</p>
<p>By the end of the school year there will be an increase to 25% proficiency rate on the 2023 Mathematics PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction. (Math CDT Goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the school year there will be an increase to 35% proficiency rate on the 2023 ELA PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction. (ELA CDT Goal)</p>	<p>Professional Learning Communities</p>	<p>At Pittsburgh Manchester, academic coaches will support teachers with implementation of newly adopted curricula (Open Court) and assessment tools (CDT and Dream Box) through professional development and learning team cycle</p>	<p>08/22/2023 - 06/07/2024</p>
<p>By the end of the school year there will be an increase to 25% proficiency rate on the 2023 Mathematics PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction. (Math CDT Goal)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Dr. Monica D. Lamar

2023-07-19

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on the ELA CDT Assessment from the 2022-2023 SY our proficiency rate was 32.7% for grades 3-5. Manchester K-8 target for the 2022-2023 SY was 30% on the final CDT Assessment.

Based on data from the 2021-2022 SY, the Regular Attendance rate was 58.3%. During the 2022-2023 SY the Regular Attendance rate was 67.8%.

Based on the 22-23 CDT data, grades 3-5 students showed the highest rate of proficiency.

Based on the 22-23 CDT assessment, 72.7% of 4th grade students showed growth.

Based on the data from the 22-23 CDT Administration, the 5th grade class scored a proficient rate of 7.7%. This was above the school average proficiency rate of 4.5%.

Based on the 22-23 CDT data, the school average for proficient students was 19.5%, which was an improvement from the first administration.

Based on the 22-23 CDT data, Third grade students had a rate of 37.5%, which was an improvement from the first administration.

Challenges

Based on the ELA CDT Assessment from the 2022-2023 SY our proficiency rate was 4.5%. Manchester K-8 target for the 2022-2023 SY was 15% on the final CDT Assessment.

Based on the ELA CDT Assessment from the 2022-2023 SY our proficiency rate was 19.5%. Manchester K-8 target for the 2022-2023 SY was 30% on the final CDT Assessment.

Based on the Panorama Survey Results Manchester K-8 is near the 10th percentile for the nation in the category of Supportive Relationships.

Based on the data from the 22-23 CDT Administration, 4.5% of the students were proficient. 15% proficiency rate was the goal for Manchester K-8.

Based on the 22-23 CDT data, grades 6-8 students showed the lowest rate of proficiency.

Based on the 22-23 CDT data, the sixth grade had a rate of 11.8% proficient.

Based on the 22-23 CDT data, the seventh grade students had a rate of 0% proficient.

Strengths

Based on the 22-23 CDT data, Fourth grade had a rate of 25% and Fifth grade had a rate of 35.7%, which was an improvement from the first administration.

On the 2023 CDT final assessment, the students improved from the BOY assessment to the End of the Year Assessment

Based on data from the 20223 Spring administration of the Panorama Student Survey 88% of middle school students responded favorably to the supportive relationship topic. This is in the top 90% in the nation.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Align curricular materials and lesson plans to the PA Standards

On the 2023 CDT final administration, the black students, students with disability and economically disadvantaged students were able to show growth and improve by one standard of measurement.

Based on the data from the 2022-2023 Naviance, 100% of the 8th grade students achieved their ESSA goal and requirement.

Challenges

Based on the 22-23 CDT data, the eighth grade students had a rate of 5.6%. proficient.

Based on the 22-23 CDT assessment, 20% of 8th grade students showed growth. 3/19 of the 7th graders that have a valid growth score are at or above the grade-level mean RIT.

Based on data from the 2023 Spring administration of the Panorama Student Survey 35% of students responded favorably to the Emotion Regulation topic.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Provide frequent, timely, and systematic feedback and support on instructional practices

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Continuously monitor implementation of the school improvement plan and adjust as needed

Challenges

On the 2022 CDT Final assessment, there is a disparity of 69 points between black and white students in ELA

1 out of the 11 Seventh graders that have a valid growth score are at or above the grade-level mean RIT.

Based on the 22-23 CDT assessment, 5% of 8th grade students were proficient.

On the 2022 CDT Final assessment, there is a disparity of 57 points between black and white students in math.

Based on the data from the 2022-2023 Naviance, 89% of the 5th grade students achieved their ESSA goal and requirement.

Most Notable Observations/Patterns

The Pittsburgh Manchester staff has functioned as a team and work collaboratively to address the needs of the school. They have shined during times of crisis and celebrated times of success together.

Challenges

Discussion Point

Priority for Planning

Challenges	Discussion Point	Priority for Planning
<p>Based on the data from the 22-23 CDT Administration, 4.5% of the students were proficient. 15% proficiency rate was the goal for Manchester K-8.</p>		
<p>Based on data from the 2023 Spring administration of the Panorama Student Survey 35% of students responded favorably to the Emotion Regulation topic.</p>	<p>There is not a shared school wide understanding of Restorative Practices. All staff have not received training in Restorative Practices. Clear expectations were not developed or reinforced outside of the understanding of "circles"</p>	<p>✓</p>
<p>Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based</p>	<p>Clear goals were not identified and there was not a consistent structure for PLC implementation last year. A consistent focus on student data was not maintained and time was not used effectively and efficiently.</p>	<p>✓</p>
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</p>		
<p>Provide frequent, timely, and systematic feedback and support on instructional practices</p>		
<p>Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve</p>		

Challenges**Discussion Point****Priority for Planning**

students, staff, and the school

Continuously monitor implementation of the school improvement plan and adjust as needed

Based on the 22-23 CDT data, grades 6-8 students showed the lowest rate of proficiency.

Based on the 22-23 CDT assessment, 5% of 8th grade students were proficient.

ADDENDUM B: ACTION PLAN

Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
At Pittsburgh Manchester, all teachers will participate in professional learning communities that are designated during the school week.	09/05/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
Teacher planning will be monitored through PLC agenda review and visitation of the PLC meetings and feedback provided to help team implementation monthly. Data chats will also occur with teachers to determine student progress and plan for instructional adjustments.	The anticipated outcome for this priority is student growth and increased student achievement as measured by the CDT, PSSA, district required and curricular assessments. Teachers will use the data based on the student needs and implement differentiated instruction, which will include computer supported programs.
Material/Resources/Supports Needed	PD Step
Master Schedule and Calendar	no

Action Steps**Anticipated Start/Completion Date**

At Pittsburgh Manchester, all teachers will participate in a PLC refresher, that will review PLC expectations, establish SMART and KASAB goals and allow for professional learning goals to be established by the teachers.

08/22/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Teacher planning will be monitored through PLC agenda review and visitation of the PLC meetings and feedback provided to help team implementation monthly. Data chats will also occur with teachers to determine student progress and plan for instructional adjustments.

The anticipated outcome for this priority is student growth and increased student achievement as measured by the CDT, PSSA, district required and curricular assessments. Teachers will use the data based on the student needs and implement differentiated instruction, which will include computer supported programs.

Material/Resources/Supports Needed**PD Step**

PLC agenda, Norms, Learning Team Cycle, KASAB & SMART Goals power point

yes



Action Steps**Anticipated Start/Completion Date**

At Pittsburgh Manchester, academic coaches will support teachers with implementation of newly adopted curricula (Open Court) and assessment tools (CDT and Dream Box) through professional development and learning team cycle

08/22/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Teacher planning will be monitored through PLC agenda review and visitation of the PLC meetings and feedback provided to help team implementation monthly. Data chats will also occur with teachers to determine student progress and plan for instructional adjustments.

The anticipated outcome for this priority is student growth and increased student achievement as measured by the CDT, PSSA, district required and curricular assessments. Teachers will use the data based on the student needs and implement differentiated instruction, which will include computer supported programs.

Material/Resources/Supports Needed**PD Step**

ELA Curriculum, ELA Novels, Dream Box Virtual Assessment,

yes



Action Plan: School Culture



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>By the end of the school year there will be an increase to 35% proficiency rate on the 2023 ELA PSSA by teachers consistently participating in a structured PLC rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction. (ELA CDT Goal)</p> <p>By the end of the school year there will be an increase to 25% proficiency rate on the 2023 Mathematics PSSA by teachers consistently participating in a structured PLC</p>	Professional Learning Communities	At Pittsburgh Manchester, academic coaches will support teachers with implementation of newly adopted	08/22/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
rooted in the continuous improvement model with a focus on examining data, student work, and adjusting & strengthen instruction. (Math CDT Goal)		curricula (Open Court) and assessment tools (CDT and Dream Box) through professional development and learning team cycle	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLC refinement	Pittsburgh Manchester Staff	PLC Expectations, PLC Meeting Norms, SMART and KASAB Goal Setting, PLC Draft Planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PLC Agenda and Plan agenda	09/11/2023 - 09/29/2023	Principal and ITL's

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

PLC in action

Pittsburgh Manchester Staff

Curriculum Review (Open Court, Go Math, Selected Novels),
Data Review (CDT, Dreambox, DIBELS/Acadience,
Attendance, Discipline, etc), Continuous Improvement
document

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

PLC Agenda and Minutes

10/02/2023 - 06/07/2024

Principal and ITL's

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
PSCC Annual Title I Meeting	Review and revision of School Improvement Plan	Meeting	All Pittsburgh Manchester Families and Community	September 2023
SIP (School Improvement Plan) Review and Planning	Review and revision of School Improvement Plan	Meeting	All Pittsburgh Manchester Staff	August 2023
SIP progress and update	SIP updates and progress	Meeting	Pittsburgh Manchester Staff	January 2024
SIP progress and update	SIP updates and progress	Meeting (virtual and face to face)	Pittsburgh Manchester	January 2024
