

PITTSBURGH MINADEO K-5

6502 Lilac St

Schoolwide Title 1 School Plan | 2021 - 2022

Steering Committee

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Vision for Learning

The vision at Pittsburgh Minadeo is to provide a safe and orderly environment in partnership with stakeholders to ensure a culturally rich and supportive environment. Supporting students and their families, and working together to create valuable learning experiences to prepare students academically, socially and emotionally. During the 2021-22 school year, and upon assessing needs from the 2020-21 school year due to COVID, we will strive for an environment of standard-based learning that ensures a variety of effective learning strategies in the online teaching-learning model to meet students where they are upon entering the 2021-22 school year.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Instruction provides students modeling of thinking/comprehension process in reading and writing.	Yes
Comprehension and writing taught across all content areas.	Yes
Communication with parents.guardians around reading expectations and processes.	No
Academic support through Oasis tutoring program and intervention time within the regular school day.	Yes
Continue work with safe and orderly learning environments in the 2021-22 school year.	No
Hands-on and instruction that is modeled by expectations within the classroom will continue in the 2021-22 school year.	No
Tutoring and small group support to support students with individual and differentiated needs and will continue in the 20-21 school year.	No
Professional developments plans will include all instructional staff, including paraprofessionals, learning to use real-time data to drive classroom instruction during the 2021-22 school year.	No
Looping of teacher to provide consistency of learning assessments and data to better meet the needs of students.	No
Integration of hands-on materials and teacher and students model thinking and problem solving	No
In 2021-22, we will continue to provide a safe and orderly environment to ensure effective teaching and learning in the classroom.	No
In 2021-22, we will implement a plan within the school, across all contents to ensure parents are informed, involved and aware of what the students are working on within the classroom and the expectation moving forward.	Yes
In 2021-22, parent communication and partnerships will be essential in determining student needs, and supports and tools that will be necessary to meet those needs and gaps as a result of a year of online learning.	Yes
In 2021-22, professional development and collaboration will be essential in determining and addressing student disparities among all student sub-groups due to online learning and academic deficits in the 20-21 school year.	Yes
In the 2021-22 school year, we will continue to provide a safe and orderly environment	No
In the 2021-22 school year, we will continue to encourage and provide parent involvement at Minadeo both virtually and in the building when it is permitted to gather.	No

In the 2021-22 school year, we will continue professional development focused on expectations and teaching disparities to reverse student loss and enrich student gains during the 2020-21 online learning.	No
	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes
Consistency in strong teachers assigned and looped to provide consistency in quality instruction and collection of data to know students specific learning needs.	Yes
Creating more opportunities for number sense to provide students a mindset around the function of numbers and apply that when solving math problems.	Yes
Working with pre-school staff to provide consistent use of number sense and beginning exposure to numbers and experiences that are hands-on to provide program consistency and expectations in a pre-k-5 setting.	Yes
Provide valuable professional development and provide opportunities for teachers to collaborate and share needs assessment and data collection in all grade levels.	No
Continue exposure of careers and options to students within the elementary curriculum.	No
Link careers and relevance to student work in the classroom.	No
Identify professional learning needs through analysis of a variety of data	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
	No
On the 2020 Panorama survey, self efficacy among students increased 8% from the Fall 2020 to the Spring 2021.	No
On the 2020 Panorama survey, self efficacy among students increased 8% from the Fall 2020 to the Spring 2021.	No
Implement an evidence-based system of school-wide positive behavior interventions and supports	No

Challenges

Challenge	Consideration In Plan
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Continued professional development on culturally relevant pedagogy and instruction.	Yes
Timely feedback and observations that directly provide best practices and instruction in the classroom.	Yes
Collaboration among staff to improve practice and share ideas around data and lesson design that yield success.	No
During the 2021- 22 school year, we will continue professional development on culturally relevant pedagogy and instruction and immerse and pair these practices within the our remedial and enrichment learning environments.	No
During the 2021- 22 school year, we will continue to provide timely feedback and observations that directly provide best practices and instruction in the classroom using the data we have during the online learning as a result of COVID in the 2020-21 school year.	Yes
During the 2021- 22 school year, collaboration among staff will continue in order to improve practices and share ideas around data and lesson design that yield success for our students.	Yes
Pre-school schedule does not coincide with school schedule, they start later and end earlier which interferes with planning time.	No
Poor curriculum alignment through use of programs throughout grade levels.	No
Planning and professional development time in the morning due to transportation interferes with rich and valuable professional development time.	No
As a school, we need to involve parents in the process at the elementary level even though students are young and career paths seem distant.	Yes
Attaching a school to home experience and connection to reinforce Naviance in school and transfer that information to the home to provide further interest and experience opportunities.	Yes
On the 2021 TLC Survey, 75% of staff favorably responded to the questions in the Professional Development construct. This was a 13 percentage point decrease from the 2019 survey data.	No
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
Identify professional learning needs through analysis of a variety of data	No
Data collection and action around attendance must be analyzed and aggressive steps made to improve students attendance. (Pre- Covid 19 onliine and during online instruction.	No
Remediation and Enrichment program to ensure students have work that is differentiated to supplement academic gaps and exceptionalities.	Yes
We will need to measure and collect data on what students may be missing post Covid-19	No

Attendance continues to be an issue within the culture of the building due to transportation and mindset. Continued support and counseling, as well as working to improve district systems will continue.	Yes
Valuable support and collaboration for needs in professional development to ensure best practices and alignment of standard based teaching and learning.	No
Continued work on instruction alignment and consistency in standard building. Rituals and routines must be observable in every classroom to provide students clear expectations and accountability to the learning space.	No
Move away from sedentary and IRE methods and use more interactive, problem solving and number sense to create challenging and rigorous teaching and learning with opportunities to explore in the 2021-22 school year.	No
Focus on celebrating Science and showcasing more of our Science program.	No
Creating more opportunities for students to experience Science out of the classroom to develop a love of Science.	Yes
Discussions and collaboration around what programs, systems and teaching and learning tools we learned were effective in the 2020-21 school year, and share those with one another in order to promote effective teaching in the classroom setting.	No

Most Notable Observations/Patterns

Development of a consistent and accurate method to analyze data among all grade levels, contents, and sub-groups and design lessons around that goal.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Instruction provides students modeling of thinking/comprehension process in reading and writing.	
Comprehension and writing taught across all content areas.	Focus on comprehension and explaining and modeling by teachers and peers so others can hear, see and learn from others.
Academic support through Oasis tutoring program and intervention time within the regular school day.	
In 2021-22, we will implement a plan within the school, across all contents to ensure parents are informed, involved and aware of what the students are working on within the classroom and the expectation moving forward.	Continue to invite, encourage, and promote ALL parents as stakeholders and involvement within the learning and in the school management.
In 2021-22, parent communication and partnerships will be essential in determining student needs, and supports and tools that will be necessary to meet those needs and gaps as a result of a year of online learning.	Continue to invite, encourage, and promote ALL parents as stakeholders and involvement within the learning and in the school management.
In 2021-22, professional development and collaboration will be essential in determining and addressing student disparities among all student sub-groups due to online learning and academic deficits in the 20-21 school year.	Continue work on data collection and lesson design to eliminate disparities among students.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Continued collaboration in lesson design and instruction and the work we have started must continue and data collected to ensure what we are doing is working and monitor and adjust our standard based teaching.
Consistency in strong teachers assigned and looped to provide consistency in quality instruction and collection of data to know students specific learning needs.	Maximize schedule to provide neediest students and pair with stronger staff that build relationships for performance.
Creating more opportunities for number sense to provide students a mindset around the function of numbers and apply that when solving math problems.	
Working with pre-school staff to provide consistent use of number sense and beginning exposure to numbers and experiences that are hands-on to provide program consistency and expectations in a pre-k-5 setting.	

Identify professional learning needs through analysis of a variety of data	
Monitor and evaluate the impact of professional learning on staff practices and student learning	After professional development using collecting, analyzing and taking action with lesson design, and analysis of what is effective and what works will need evaluated.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Continued professional development on culturally relevant pedagogy and instruction.	Students must be exposed to relatable and relevant instructional learning materials and experiences.	No	
Timely feedback and observations that directly provide best practices and instruction in the classroom.	There has been a focus on the evaluation process, which impedes focusing on instructional growth in the classroom.	Yes	During the 2021- 22 school year, we will continue to provide timely feedback and observations that directly provide best practices and instruction in the classroom using the data we have during the online learning as a result of COVID in the 2020-21 school year.
During the 2021- 22 school year, we will continue to provide timely feedback and observations that directly provide best practices and instruction in the classroom using the data we have during the online learning as a result of COVID in the 2020-21 school year.		No	
During the 2021- 22 school year, collaboration among staff will continue in order to improve practices and share ideas around data and lesson design that yield success for our students.		No	
As a school, we need to involve parents in the process at the elementary level even though students are young and career paths seem distant.		No	

Attaching a school to home experience and connection to reinforce Naviance in school and transfer that information to the home to provide further interest and experience opportunities.		No	
Monitor and evaluate the impact of professional learning on staff practices and student learning	At Minadeo, professional development is typically held in the morning, which is regularly interrupted due to student arrival.	Yes	At Minadeo, all professional development should have a direct impact on teaching and learning to decrease disparities.
Remediation and Enrichment program to ensure students have work that is differentiated to supplement academic gaps and exceptionalities.	Remediation has been focused on the student's current instructional level, which impedes students' future academic growth.	Yes	At Minadeo, an analysis of student instructional levels in addition to data and differentiation is key to moving students academically to create a productive and effective learning experience that engages and improves all instructional levels for all students.
Attendance continues to be an issue within the culture of the building due to transportation and mindset. Continued support and counseling, as well as working to improve district systems will continue.		No	
Creating more opportunities for students to experience Science out of the classroom to develop a love of Science.		No	

Goal Setting

Priority: During the 2021- 22 school year, we will continue to provide timely feedback and observations that directly provide best practices and instruction in the classroom using the data we have during the online learning as a result of COVID in the 2020-21 school year.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	47% of Minadeo teachers were proficient on the 2020-21 performance levels via RISE. 10% improvement in performance ratings in Domain 3 the 2021-22 school year, which will result in 57% of Minadeo teachers being proficient in their year end ratings.	Effective and reliable growth in classroom Instruction	2.5% improvement in performance ratings in RISE.	5% improvement in performance ratings in RISE.	7.5% improvement in performance ratings in RISE.	10% improvement in performance ratings in the 2021-22 school year, which will result in 57% of Minadeo teachers being proficient in their year end RISE ratings.

Priority: At Minadeo, all professional development should have a direct impact on teaching and learning to decrease disparities.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	As indicated on the 2021-22 PSSA ELA assessment, 46.1% of students will score proficient or advanced.	ELA Improvement	30% of students will be projected to be proficient based on the NWEA projected proficiency report.	35% of students will be projected to be proficient based on the NWEA projected proficiency report.	40% of students will be projected to be proficient based on the NWEA projected proficiency report.	As indicated on the 2021-22 PSSA ELA assessment, 46.1% of students will score proficient or advanced
Mathematics	As indicated on the 2021-22 PSSA Math assessment, 42% of students will score proficient or advanced.	Math Improvement	30% of students will be projected to be proficient based on the NWEA projected proficiency report.	35% of students will be projected to be proficient based on the NWEA projected proficiency report.	40% of students will be projected to be proficient based on the NWEA projected proficiency report.	As indicated on the 2021-22 PSSA Math assessment, 42% of students will score proficient or advanced

Priority: At Minadeo, an analysis of student instructional levels in addition to data and differentiation is key to moving students academically to create a productive and effective learning experience that engages and improves all instructional levels for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	On the 2021-22, PSSA ELA and Math assessment there will be at least a 10 percentage point reduction in disparity of students who score proficient between White and African American students.	Decreasing Achievement Disparity	2% reduction in disparity as measured by the NWEA ELA and Math Projected Proficiency reports.	2% reduction in disparity as measured by the NWEA ELA and Math Projected Proficiency reports.	6% reduction in disparity as measured by the NWEA ELA and Math Projected Proficiency reports.	10% reduction in disparity as measured by the NWEA ELA and Math Projected Proficiency reports.
Social emotional learning	On the Spring 2021 Panorama Survey, 56% of students believed they could succeed in achieving academic outcomes. By the Spring of 2022, 76% of students will identify self-efficacy as a SEL strength on the Panorama Survey.	Student Self-Efficacy	On a Fall 2022 Panorama SEL Mini Survey, 61% of students will identify self-efficacy as a SEL strength on the Panorama Survey.	On a Winter 2022 Panorama SEL Mini Survey, 66% of students will identify self-efficacy as a SEL strength on the Panorama Survey.	On a Spring 2022 Panorama SEL Mini Survey, 71% of students will identify self-efficacy as a SEL strength on the Panorama Survey.	By the Spring of 2022, 76% of students will identify self-efficacy as a SEL strength on the Panorama Survey.

Action Plan

Action Plan for: ELA vocabulary/ comprehension improvement					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA Improvement 		Students will improve and expand vocabulary		NWEA Map Assessments Unit Assessments, 2021-22 PSSA Summative Assessments	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Provide explicit vocabulary instruction to build background knowledge and exposure to new words in multiple contexts consistently, and provide students with strategies to build independent learners with vocabulary so that concepts can be applied when appropriate automatically and take ownership of the learning.	08/30/2021	06/22/2022	Principal, Assistant Principal, ITL	PD to explore appropriate and effective planning and instruction.	No
Culturally relevant pedagogy implementation to improve student performance and using data to evidence effectiveness, in order to meet the needs of diverse learners in the classroom.	08/30/2021	06/22/2022	Admin, literacy, teachers	Effective monitoring tool and lesson planning	No
PD to explore appropriate and effective planning and instruction within ELA	08/30/2021	06/22/2022	Principal, Assistant Principal, ITL	agenda, curriculum resources, PA Core	Yes
Provide teachers feedback in observations using the RISE tool to review data and student performance with students and use that data to meet students where they are within the ELA curriculum and their individual performance.	09/03/2021	06/22/2022	Administrators	RISE Tools and effective pre and post conference discussions.	No

Action Plan for: Utilize PA Core Standards when planning and delivering lessons

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math Improvement 		Student skills work and math skills necessary leading up to math operations will improve, they will feel more confident, and we will meet students where they are and successfully challenge the learning in students at varying levels.		Quarterly NWEA Unit Assessments, Teacher check-in quizzes, and classroom assignments.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Help teachers recognize and understand pre-teaching and skills necessary for building of concepts in math.	08/30/2021	06/22/2022	Administration ITL, Teachers	Research and examples in lesson design.	Yes
Provide teachers feedback in observations using the RISE tool to review data and student performance with students and use that data to meet students where they are within the math curriculum and their individual performance.	08/30/2021	06/22/2022	Administrators	RISE Tools and effective pre and post conference discussions.	No
Quarterly data meetings to review student progress and check-in with teacher implementation of all necessary action steps to ensure student achievement.	08/30/2021	06/22/2022	Teachers, literacy coach, teachers	RISE rubric, conferencing sheet	No
Solve and complete assignments, determine necessary pre-requisites and skills for student access, and contemplate misconceptions during the lesson planning process to maxim student conceptual understanding. Determine where and how appropriate skill-based and pre-requisite practice is appropriate, and determine who in the class has mastered and who needs more pre-work to move through the new concepts that will be taught.	08/30/2021	06/22/2022	Administration ITL, Teachers	Research and examples in lesson design.	No

Action Plan for: Utilize affective statements to communicate how positive and negative behaviors impact others.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Student Self-Efficacy 		Students will verbalize and control emotions and feelings when dealing with conflict in and out of the classroom		Student referrals, and solutions through conferencing and restorative conferences.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
To foster relationships and students communicate to school and staff through the use of restorative practices.	08/30/2021	06/22/2022	Restorative Practice/PBIS Team lead by Social Worker Administrators and teachers	Restorative Practice protocols and guidelines	Yes
Role play with staff about asking questions instead of just correcting the behavior using negative words and creating a unproductive emotion in the students.	08/30/2021	06/22/2022	Admins/PBIS/Social Workers	Restorative practice materials	No
During PSCC meetings monthly, the FACE coordinator and principal will review protocols and implementation of de-escalation questions with parents to keep them notified of the what and why and necessity of the practice.	08/30/2021	06/22/2022	FACE Coordinator/Admin	Agenda, restorative practice materials	No
Connect Restorative practices and social emotional learning through the use of TEACHER LED Re-think lessons. Focused on student self-efficacy.	08/30/2021	06/22/2022	Teachers	Re-Think Training	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA vocabulary/ comprehension improvement	<ul style="list-style-type: none">• PD to explore appropriate and effective planning and instruction within ELA
Utilize PA Core Standards when planning and delivering lessons	<ul style="list-style-type: none">• Help teachers recognize and understand pre-teaching and skills necessary for building of concepts in math.
Utilize affective statements to communicate how positive and negative behaviors impact others.	<ul style="list-style-type: none">• To foster relationships and students communicate to school and staff through the use of restorative practices.

Professional Development Activities

Improving skills around vocabulary and how to teach students skills to understand context and actively communicate meanings independently.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	Context clues Active Reading skills Word attack	Students demonstrate new vocabulary in writing, and exhibit skills in other contexts.	ELA Coach	08/28/2021	06/06/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	PLC weekly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	Language and Literacy Acquisition for All Students

Implement PA Core in order to address student needs in skill building in order to progress the learning in advanced math concepts and move to proficiency without leaving student behind or moving students who can progress.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math Teachers	Using data effectively to create a plan to meet students where they are and where they need to advance.	Unit tests, NWEA growth, PSSA, and teacher made check-ins for REAL -time data	Administration	08/30/2021	06/22/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 	Teaching Diverse Learners in an Inclusive Setting

Affective Statements PD

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Re-direction of student behaviors in order to foster more positive interaction and promote students thinking and working through behaviors. Helping them understand the what and why in their reactions and emotions.	Behavior data such as decreased data and increased and more positive tri-pod data.	Assistant Principal	08/30/2021	06/22/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	On-going	<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior 	Teaching Diverse Learners in an Inclusive Setting