

PITTSBURGH MINADEO K-5

6502 Lilac St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision at Pittsburgh Minadeo is to provide a safe and orderly learning space in partnership with stakeholders to ensure a culturally rich and supportive environment. Supporting students, families and working together to create valuable learning experiences to prepare students academically, socially and emotionally. After analyzing the data, we will continue to address remedial and accelerated learning to meet the needs of every child in an academic environment through standard-based learning. This ensures a variety of effective learning strategies to meet students where they are academically to address all learners in the 2023-24 school year.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
During the 2023-24 school year, tools and expectations will be developed to ensure improvement in the attendance rate to reach at least 93% among all students.	Regular Attendance
Observations and observation tools with encompass effective strategies and data discussions, as well as productive brainstorming and ownership of planning and practice. Follow-up observations and meetings will occur to ensure movement within the teaching and learning discussion based on teacher and observer strengths and weakness conversations.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
Improving Math proficiency in Grades 3-5	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Effective Improvement	Through observations, teachers and administration will choose 4 domains/instructional components in which they will choose to improve planning and instruction. One component per quarter will be a focus and growth will be evidenced on a growth tool that the teacher will chart, and evidence will be through follow up evaluation.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Attendance Improvement In the 2023-24 school year, our whole school attendance rate will increase from 88.9% in June to at least 93% in June 2024.

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

Create a data tool in order to use formative assessments teacher made, CDT and curriculum based to develop instructional rounds within the classroom for remediation and acceleration to meet students where they are and assist in moving proficiency.

2023-08-30 -
2024-06-14

Administrators

Data Tool/ Meetings to discuss areas of growth from the PA teacher evaluation tool.

Anticipated Outcome

Teachers will complete the 2023-24 school year having worked of effectiveness using teaching components at the end of the year.

Monitoring/Evaluation

Teachers and administrators completing the evaluation will meet quarterly to ensure fidelity in the classroom and the growth area.

Evidence-based Strategy

Increasing student performance through effective practice

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Effective Improvement

Through observations, teachers and administration will choose 4 domains/instructional components in which they will choose to improve planning and instruction. One component per quarter will be a focus and growth will be evidenced on a growth tool that the teacher will chart, and evidence will be through follow up evaluation.

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

Develop an effective professional development tool to provide formative assessment data for instructional grouping.

2023-09-02 -
2024-06-14

Administration/
ITL

Math curriculum staff, plc
time.

Anticipated Outcome

Instructional grouping should increase frequency of grouping based on remediation and acceleration to differentiate instruction and meet students where they are and grow them in math proficiency

Monitoring/Evaluation

Administration, Math PLC colleagues, data collection tool used in data meetings quarterly.

Evidence-based Strategy

Improving attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Improvement	In the 2023-24 school year, our whole school attendance rate will increase from 88.9% in June to at least 93% in June 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Move attendance rate from 2023 88.9% to an increase of 93%	2023-09-04 - 2024-06-14	social Worker/ Teachers/ Administration	Analyze tools used within the district to monitor student attendance

Anticipated Outcome
 Increase attendance rate to 93% in 2023-24 school year.

Monitoring/Evaluation
 Monitor and call homes after two consecutive days absent. More parent meetings/Discussions with families about attendance through PSCC and other school meetings. Discuss attendance importance in monthly newsletter and teachers talk with students and parents about attendance.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Through observations, teachers and administration will choose 4 domains/instructional components in which they will choose to improve planning and instruction. One component per quarter will be a focus and growth will be evidenced on a growth tool that the teacher will chart, and evidence will be through follow up evaluation. (Effective Improvement)</p>	<p>Improving Math proficiency in Grades 3-5</p>	<p>Create a data tool in order to use formative assessments teacher made, CDT and curriculum based to develop instructional rounds within the classroom for remediation and acceleration to meet students where they are and assist in moving proficiency.</p>	<p>08/30/2023 - 06/14/2024</p>
<p>In the 2023-24 school year, our whole school attendance rate will increase from 88.9% in June to at least 93% in June 2024. (Attendance Improvement)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through observations, teachers and administration will choose 4 domains/instructional components in which they will choose to improve planning and instruction. One component per quarter will be a focus and growth will be evidenced on a growth tool that the teacher will chart, and evidence will be through follow up evaluation. (Effective Improvement)	Increasing student performance through effective practice	Develop an effective professional development tool to provide formative assessment data for instructional grouping.	09/02/2023 - 06/14/2024

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

Building Principal Signature

Michilene Pegher

2023-07-14

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In 2023-24, 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.

In 2023-24, 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 2022-23 school year.

In 2023-24 Students will be provided with remediation and acceleration through data based instructional groups.

Growth on AIMS (DIBELS) in K ORF increased from 57% at the BOY to 91% in the Spring.

Students are engaged in the learning and structure and topics involve pedagogy that students can relate and understand to access and know what they are learning and why they are learning it.

During the 2022-23 school year, 100% of students in grades 3&4 met their career standards benchmark for Naviance Program.

Challenges

Based on data from the 2022-23 SY, the Regular Attendance rate was 88.9%. The statewide average was 85.8%. At least 3% growth in attendance to push into the 90th percentile should be achieved with specific targets for improvement in the 2023-24 school year.

During the 2023-24 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.

During the 2023-24 school year, we will continue to provide timely feedback and observations that directly provide best practices and instruction in the classroom using the in the 2023-24 school year.

During the 2023-24 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.

In the 2023-24 school year, work with parents through PSCC, PTO and Title 1 beginning of the year to assist them with how to help their child and the activities and initiatives within the school so

Strengths

Continue exposure of careers and options to students within the elementary curriculum. Link careers and relevance to student work in the classroom.

Continue work with safe and orderly learning environments in the 2023-24 school year through implementation of SEL learning.

Engagement and instruction that is modeled by expectations within the classroom will continue in the 2023-24 school year.

Tutoring and small group support to support students with individual and differentiated needs and will continue in the 2023-24 school based on the disparity data for AA, IEP and ED students.

Maintain a safe and orderly learning environment in which students, parents, and staff know and follow learning protocols and expectations within the classroom.

On the 2022-23 Panoramic Survey, 58% of students, a little over half feel they can achieve and succeed academically. Specifically working collectively as a staff through the SEL model should hopefully empower students to believe they can succeed as a ELA student.

Students are engaged in the learning and structure and topics involve pedagogy that students can relate and understand to access and know what they are learning and why they are learning it in 2023-24 school year.

Challenges

they are aware and can work as partners with the students and staff at Minadeo.

Moving away from teachers using IRE method and using data to create instructional rounds and accelerate and remediate to meet student's instructional needs in 2023-24 Data collection and action around attendance must be analyzed and aggressive steps made to improve students attendance. Remediation and Enrichment program to ensure students have work that is differentiated to supplement academic gaps and exceptionalities. We will need to measure and collect data on what students may be missing post Covid-19 Ensure students who need acceleration at all levels

Valuable support and collaboration for needs in professional development to ensure best practices and alignment of standard based teaching and learning through PLC time and PD time provided at the district and school level. ELA will need PD for the new Open Court series adopted by the district in the 2023-24 school year.

Continued work on instruction alignment and consistency in standard building. Rituals and routines must observable in every classroom to provide students clear expectations and accountability to the learning space so students know what to do and know what to expect in the classroom during the 2023-24 school year.

Strengths

Students in primary grades must be exposed to number sense every day and parents must be part of ongoing practice with students to ensure understanding of numbers and operations from Pre-K to 5th grade again in the 2023-24 school year.

On the Spring Panoramic survey, 58% of 3-5 graders had positive ideas around their own self-efficacy. AN increase of 3%.

Professional developments plans will include all instructional staff, including paraprofessionals, learning to use real-time data to drive classroom instruction with a focus on culturally relevant pedagogy to improve scores and move students and raise proficiency scores among those learners during the 2023-24 school year.

Implement an evidence-based system of school-wide positive behavior interventions and supports

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

Identify professional learning needs through analysis of a variety of data

Create a data tool to provide teachers hands on reference to areas a student needs remediation and possibly acceleration to avoid students all learning the same concepts at the same time if they are not needed and losing student engagement.

Challenges

Provide opportunities and time for teachers to analyze data that specifically addresses student growth among skills embedded within the standard. Record data using a a universal tool that highlights students within all subgroups that may require remediation and acceleration to enhance and move toward proficiency. Teachers will document, discuss and meet with administrators to discuss how these needs are being met within planning and classroom instruction and activities

On the Panorama Student Survey, self-efficacy was at 58% on the spring 2023 survey. It is imperative that students believe they can achieve with academic outcomes.

On the Panorama Student Survey, self-efficacy was at 58% on the spring 2023 survey. It is imperative that students believe they can achieve with academic outcomes.

The new reading program Open Court will begin in the 2023-24 school year.

On the Fall 2022 Panorama SEL survey, 45% of students in grades 3-5 rated emotional regulation as a strength, which was an 0% increase in the spring 2023 administration at 45% which is 4% under the district average.

On the 2022-23 TLC Survey, 61% of staff favorably responded to the questions in the Professional Development construct. This

Strengths

SEL and students feeling positive about the learning environment, safety and relationships, as well as self-efficacy should improve classroom learning opportunities in the 2023-24 school year.

in 2023-24, continue the SEL instruction in order to empower students that they can succeed within the Science classroom.

On 2023-24, we need consistent rituals and routines, along with expectations so students know what to do and have explanations around why they will assist them in succeeding.

In 2023-24, provide more Science and technology opportunities for students through field trips and programs that can come into the building for students.

In the 2023-24 school year, work with parents through PSCC, PTO and Title 1 beginning of the year to assist them with how to help their child and the activities and initiatives within the school so they are aware and can work as partners with the students and staff at Minadeo.

Professional development on Number sense as a refresher for teachers in Grades K-5 and Pre-K teachers will also attend these sessions through PLC and on-going PD

Monitor and evaluate the impact of professional learning on staff practices and student learning

Challenges

was a 14% point decrease from the 2021-22 survey data.

Attendance continues to be an issue within the culture of the building due to transportation and mindset. Continued support and counseling, incentive programs, as well as working to improve district systems will continue in the 2023-24 school year.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Identify professional learning needs through analysis of a variety of data

In 2023-24 school year, increasing achievement through improving attendance and exposure to various middle, high school programs. Also, exposing students to various careers and trades would be essential to progressing student knowledge and scope with option open to their choices and pathways.

Move away from sedimentary 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 2023-24 school year.

Referrals suggesting student need for MTSS/SAP or testing must be presented with data collected prior to referral. Come with real-data to be analyzed and discussed, rather than just talking about observations or assumptions. What did you implement to support

Strengths

Challenges

the student. What works what does not and discuss next steps based on efficient and effective data.

Courageous conversations must occur when planning and teaching students of color and IEP learners. Learning support teachers will also support AA students not identified but needing some assistance within the classroom. They will also loop with students to better identify needs and focus on instruction deficits.

Involve parents as active participants in their child's education by curriculum nights and research based best practices that can be done at home.

Professional Development time will be differentiated to ensure understanding and workability within the new program. Time and space will be necessary and crucial to the success of the program in 2023-24 school year.

Ensure that Pre-K is familiar with what K students will be expected to learn so they may work within their own curriculums/reading programs to ensure reading success.

Ensure a tool is used to keep the data on tracking students within the Naviance system in order to complete the career readiness component with specific attention to students with interest and talents in various academic areas.

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. Use of data will be essential. Also discussed is valuable PD in order to ensure content within the new Open Court program. In math, number sense must begin at the Pre-K level and be consistently practiced at every grade level and opportunity within all contents.

Challenges

Discussion Point

Priority for Planning

Based on data from the 2022-23 SY, the Regular Attendance rate was 88.9%. The statewide average was 85.8%. At least 3% growth in attendance to push into the 90th percentile should be achieved with specific targets for improvement in the 2023-24 school year.

Busing, transportation problems, transient population and mental health all contribute to attendance issues.

✓

During the 2023-24 school year, we will continue to provide timely feedback and observations that directly provide best practices and instruction in the classroom using the in the 2023-24 school year.

Valuable and relevant feedback with follow-up observations to evaluate effectiveness must occur to ensure ALL students and cultural relevancy is immersed with the lessons.

✓

Provide opportunities and time for teachers to analyze data that specifically addresses student growth among skills embedded within the standard. Record data using a a universal tool that highlights students within all subgroups that may require remediation and acceleration to

PLC and ESEP time should address these topics within the school year.

Challenges	Discussion Point	Priority for Planning
<p>enhance and move toward proficiency. Teachers will document, discuss and meet with administrators to discuss how these needs are being met within planning and classroom instruction and activities</p>		
<p>Referrals suggesting student need for MTSS/SAP or testing must be presented with data collected prior to referral. Come with real-data to be analyzed and discussed, rather than just talking about observations or assumptions. What did you implement to support the student. What works what does not and discuss next steps based on efficient and effective data.</p>	<p>Protocols for data collection and meeting times should ensure the process is effective.</p>	
<p>Monitor and evaluate the impact of professional learning on staff practices and student learning</p>	<p>At Minadeo, professional development is typically held in the morning, which is regularly interrupted due to student arrival.</p>	
<p>In the 2023-24 school year, work with parents through PSCC, PTO and Title 1 beginning of the year to assist them with how to help their child and the activities and initiatives within the school so they are aware and can work as partners with the students and staff at Minadeo.</p>	<p>Any audience we have with parents, families and stakeholders should include some type of instructional information for parents to ensure they know what their children are doing in school and why they are being taught those particular skills, as well as how to support at home.</p>	
<p>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 2023-24</p>	<p>Teachers need to circulate and know what kids are doing, what they are talking about and facilitate the learning.</p>	

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

school year.

Professional Development time will be differentiated to ensure understanding and workability within the new program. Time and space will be necessary and crucial to the success of the program in 2023-24 school year.

PLC and ESEP time will be used and differentiated with various presenters, as well as colleagues to share ideas that are effective.

ADDENDUM B: ACTION PLAN

Action Plan: Improving Math proficiency in Grades 3-5

Action Steps	Anticipated Start/Completion Date
Create a data tool in order to use formative assessments teacher made, CDT and curriculum based to develop instructional rounds within the classroom for remediation and acceleration to meet students where they are and assist in moving proficiency.	08/30/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Teachers and administrators completing the evaluation will meet quarterly to ensure fidelity in the classroom and the growth area.	Teachers will complete the 2023-24 school year having worked of effectiveness using teaching components at the end of the year.
Material/Resources/Supports Needed	PD Step
Data Tool/ Meetings to discuss areas of growth from the PA teacher evaluation tool.	yes
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Action Plan: Increasing student performance through effective practice

Action Steps	Anticipated Start/Completion Date
Develop an effective professional development tool to provide formative assessment data for instructional grouping.	09/02/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Administration, Math PLC colleagues, data collection tool used in data meetings quarterly.	Instructional grouping should increase frequency of grouping based on remediation and acceleration to differentiate instruction and meet students where they are and grow them in math proficiency

Material/Resources/Supports Needed	PD Step
Math curriculum staff, plc time.	yes



Action Plan: Improving attendance

Action Steps	Anticipated Start/Completion Date
Move attendance rate from 2023 88.9% to an increase of 93%	09/04/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Monitor and call homes after two consecutive days absent. More parent meetings/Discussions with families about attendance through PSCC and other school meetings. Discuss attendance importance in monthly newsletter and teachers talk with students and parents about attendance.	Increase attendance rate to 93% in 2023-24 school year.

Material/Resources/Supports Needed	PD Step
Analyze tools used within the district to monitor student attendance	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Through observations, teachers and administration will choose 4 domains/instructional components in which they will choose to improve planning and instruction. One component per quarter will be a focus and growth will be evidenced on a growth tool that the teacher will chart, and evidence will be through follow up evaluation. (Effective Improvement)</p>	<p>Improving Math proficiency in Grades 3-5</p>	<p>Create a data tool in order to use formative assessments teacher made, CDT and curriculum based to develop instructional rounds within the classroom for remediation and acceleration to meet students where they are and assist in moving proficiency.</p>	<p>08/30/2023 - 06/14/2024</p>
<p>In the 2023-24 school year, our whole school attendance rate will increase from 88.9% in June to at least 93% in June 2024. (Attendance Improvement)</p>			
<p>Through observations, teachers and administration will choose 4 domains/instructional components in which they will choose to improve planning and instruction. One component per quarter will be a focus and growth will be evidenced on a growth tool</p>	<p>Increasing student performance</p>	<p>Develop an effective professional</p>	<p>09/02/2023 - 06/14/2024</p>

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

that the teacher will chart, and evidence will be through follow up evaluation. (Effective Improvement)

through effective practice

development tool to provide formative assessment data for instructional grouping.



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementing formative data for instructional rounds at the remedial and acceleration levels.	Pre-K-5 Math Teachers	Number Sense Formative Assessments: What are they? How are they used effectively to create instructional rounds Instructional Round Protocols Data: Now what? Number Sense: How and Why at all levels?
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observations in math classrooms should yield data and instructional grouping.	08/14/2024 - 06/14/2024	Administrators/Math curriculum office/curriculum coach
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in Inclusive Settings	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
In-Person Meetings/ Send materials home from BOY and Open House.	Improvement and learning objectives for 2023-24 school year.	Title 1 Beginning of the year meeting the SIP will also be explained.	In the 2023-24 school year, work with parents through PSCC, PTO and Title 1 beginning of the year to assist them with how to help their child and the activities and initiatives within the school so they are aware and can work as partners with the students and staff at Minadeo.	September - October 2023
