

PROPEL CS-PITCAIRN

3447 East Carson Street

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Propel Schools is a network of public charter schools that transforms the lives of children in underserved communities through innovation, student-centered learning. Propel sets a standard for creating productive citizens by prioritizing academic excellence and fundamental life skills. Based in Pittsburgh, Pennsylvania, Propel has become one of the largest, fastest-expanding charter school systems since it was established in 2003. Today Propel serves 4,000 students at 13 Allegheny County locations.

VISION STATEMENT

Propel's six Promising Principles and supporting Powerful Practices provide the structure and common language that are used to speak of the reasons that we have been able to achieve such high levels of success. When Propel first opened its doors in 2003, our "Pioneers" did not have such a framework upon which to base their work. Instead, Propel's founders opened a school in the basement of an old hospital with a vision of operating high performing public schools and providing choices to families who otherwise would not have them.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Propel Pitcairn Scholars are expected to excel both academically and socially. Scholars are expected to produce high quality work through constant effort and reflecting on their effort. Mistakes are a part of the process and students are expected to embrace that process to produce their high quality work.

STAFF

Propel Pitcairn educators believe all students can meet grade level standards. We are committed to rigorous academics and challenging our scholars while cultivating a safe and nurturing environment where mistakes are not just accepted but expected as part of the learning process. We educate the whole scholar by helping them grow socially, emotionally, and academically.

ADMINISTRATION

Propel Pitcairn Leadership Team is committed to facilitating a safe, challenging learning community for our scholars and staff in order to maximize scholar achievement. Through honest communication and accountability, we will foster an environment of systematic support where scholars and staff can recognize and meet their full potential.

PARENTS

Propel Pitcairn engages parents and families in meaningful interactions with the school. It supports a partnership among all staff, parents and the community to improve student academic achievement. To help reach these goals, parents and the school have jointly developed a School/Parent/Family Compact, outlined shared responsibilities and best practices.

COMMUNITY

Propel Pitcairn provides a choice for parents seeking better education for their child. Our school delivers results in student achievement, continually improving student performance and receiving high parent satisfaction ratings. Our community continues to be an invested

stakeholder engaging scholars in opportunities that extend their learning experiences beyond the traditional classroom.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Tina Chekan	Administrator	Propel Schools
Teresa O'Neill	Administrator	Propel Schools
Veronica Strueve	Administrator	Propel Schools Pitcairn
Kaitlin Farrell	Administrator	Propel Schools Pitcairn
Erica Edmond	Administrator	Propel Schools Pitcairn
Scott Farally	Community Member	Pitcairn Police
Jenna Whitlinger	Parent	Pitcairn
Louwanda Jean Douglas	Parent	Pitcairn
Lindsay Marco	Teacher	Propel Pitcairn
Cheryl Smith	Other	YWCA
Tanisha Fitzpatrick	Staff Member	Propel Schools Pitcairn

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increasing percent of regular attendance will provide scholars with daily value added learning of grade level standards	Regular Attendance
The development of a multi tiered system will support the overall social and emotional and academic supports for all scholars.	Essential Practices 3: Provide Student-Centered Support Systems Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy	
K-2 Early Literacy	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS ELA	Scholars in grades 3-8 ELA will show at least 35% proficiency on PSSA in the 24-25 school year.
K-2 Early Literacy	At least 90% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 24-25 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-2 Educators and Instructional Specialists will you EBLI (evidence based literacy instruction) for scholars	2022-08-01 - 2025-06-30	Ariane Watson, Principal and Kim Hoerr, K-2 Assistant Director	EBLI Trainings and Interventions DIBELs Assessment Data Federal Funds will be used for salaries and benefits for the K-2 Initiative. All of Title I (\$92,000) funds will be used for salaries. Title II (\$9,491) and IV(\$10,000) funds will be consolidated into Title I and used for benefits.

Anticipated Outcome

Increase in early literacy proficiency

Monitoring/Evaluation

Progress Monitoring via DIBELS

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS ELA	Scholars in grades 3-8 ELA will show at least 35% proficiency on PSSA in the 24-25 school year.
K-2 Early Literacy	At least 90% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 24-25

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

school year.

Attendance

Decrease scholar absences 50% by 24-25 school year.

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

Create data analysis protocols to identify students who need tier 2 and 3 academic supports

2022-08-01 -
2025-06-15

Ariane
Watson,
Principal

District Support on using current assessments to identify students in needs of tier 2 and 3 supports

Anticipated Outcome

Increase Student Achievement

Monitoring/Evaluation

Data Systems



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in grades 3-8 ELA will show at least 35% proficiency on PSSA in the 24-25 school year. (MTSS ELA)	MTSS	Create data analysis protocols to identify students who need tier 2 and 3 academic supports	08/01/2022 - 06/15/2025
At least 90% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 24-25 school year. (K-2 Early Literacy)			
Decrease scholar absences 50% by 24-25 school year. (Attendance)			

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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

School Board Minutes or Affirmation Statement

2022-06-20

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

Chief School Administrator

Dr. Tina Chekan

2022-09-07

School Improvement Facilitator Signature

Building Principal Signature

Veronica Strueve

2022-09-14

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Our academic growth score meets or exceeds the state wide average growth score and growth standard in ELA, Math and Science.

Meeting or exceeding annual academic growth. Math, ELA and Science scores for Economically disadvantaged students .

In summary, data sources indicate that scholars are meeting growth goals at an upward trend.

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In summary, data sources indicate that all student groups are meeting growth goals.

Collectively shape the vision for continuous improvement of teaching and learning.

100% of students in grades 5 and 8 met the career readiness goal

Challenges

All student groups did not meet performance standard for percent regular attendance.

Early Indicators of Success. Percent grade 3 reading is 39.5%

If student groups continue to meet or exceed academic growth expectations, percent of scholars meeting proficiency goals will increase.

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Use multiple professional learning designs to support the learning needs of staff.

Challenges

Implement a multi-tiered system of supports for academics and behavior

All student groups did not meet performance standard for percent regular attendance.

Early Indicators of Success. Percent grade 3 reading is 21%

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
All student groups did not meet performance standard for percent regular attendance.	Increasing scholar daily attendance will increase value added learning experiences aligned to grade level standards	
Early Indicators of Success. Percent grade 3 reading is 39.5%		
Implement a multi-tiered system of supports for academics and behavior	Development needed of multi tired system of support	

ADDENDUM B: ACTION PLAN

Action Plan: K-2 Early Literacy

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
K-2 Educators and Instructional Specialists will you EBLI (evidence based literacy instruction) for scholars	08/01/2022 - 06/30/2025	no	no
Monitoring/Evaluation	Anticipated Output		
Progress Monitoring via DIBELS	Increase in early literacy proficiency		
Material/Resources/Supports Needed			
EBLI Trainings and Interventions DIBELS Assessment Data Federal Funds will be used for salaries and benefits for the K-2 Initiative. All of Title I (\$92,000) funds will be used for salaries. Title II (\$9,491) and IV(\$10,000) funds will be consolidated into Title I and used for benefits.			
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Action Plan: MTSS

Action Steps

Anticipated Start/Completion Date

Create data analysis protocols to identify students who need tier 2 and 3 academic supports

08/01/2022 - 06/15/2025

Monitoring/Evaluation

Anticipated Output

Data Systems

Increase Student Achievement

Material/Resources/Supports Needed

PD Step

Comm Step

District Support on using current assessments to identify students in needs of tier 2 and 3 supports

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in grades 3-8 ELA will show at least 35% proficiency on PSSA in the 24-25 school year. (MTSS ELA)	MTSS	Create data analysis protocols to identify students who need tier 2 and 3 academic supports	08/01/2022 - 06/15/2025
At least 90% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 24-25 school year. (K-2 Early Literacy)			
Decrease scholar absences 50% by 24-25 school year. (Attendance)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	All Staff	Tier 2 and 3 MTSS Supports
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of Targets of the learning session	08/01/2022 - 06/15/2025	Ariane Watson
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Staff MTSS Protocols	All Staff	MTSS Protocols
Anticipated Timeframe	Frequency	Delivery Method
08/01/2023 - 06/15/2023	Monthly	Presentation
Lead Person/Position		
Ariane Watson		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
SCC Meetings Communicate to all stakeholders	School Mission, Vision, Goals and Comprehensive and School Wide Plan	In person meetings	All Stakeholders	Monthly
