

PROPEL CS-NORTHSIDE

3447 East Carson Street

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Our mission is to create and sustain a culture focused on academic excellence, continuous growth, and a positive community.

VISION STATEMENT

The Propel Northside community strives to provide a rigorous, relevant, and responsive academic program that is characterized by high expectations and care. We will challenge all Propel Northside community members to be reflective, empathetic, and ethical people who have the knowledge, skills, and courage to contribute to a better world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students are expected to live out the Propel Northside mission and vision by being leaders of their own learning. Students will strive every day to gain the knowledge and skills to be college and career ready, while also contributing to a better, more equitable world.

STAFF

All staff are expected to uphold high expectations for student learning and achievement. Staff will provide grade level assignments, rigorous and engaging lessons, and utilize culturally affirming curricula and resources. Staff members treat students with high expectations and care. They make data-driven instructional decisions that push and maximize learning. All staff commit to modeling life-long learning.

ADMINISTRATION

Administrators believe in the capacity of all stakeholders to grow and achieve. Therefore, administrators create structures that support both staff and students - this includes, but is not limited to, staff professional development, coaching cycles for teachers, and tiered support for students. Administrators model life long learning and continuously seek out best practices for school improvement.

PARENTS

Parents are teammates and partners in our scholars' educational journeys. We expect parents to support the school in upholding the high expectations for learning. We expect that parents are present in the school, meeting about student progress and expressing concerns openly. We also expect parents to take a leadership role within the building through our various parent committees.

COMMUNITY

Our community members are actively engaged with scholars and our school. As a community school, we rely on community partners to help remove barriers to learning by providing resources related to mental health, wellness, academics, attendance, and more.

STEERING COMMITTEE

Name	Position	Building/Group
Meghan Lawrence	Administrator	Propel CS-Northside
Andrew Hough	Administrator	Propel CS-Northside
Jeffrey Reamer	Administrator	Propel CS-Northside
Chester Stoney	Staff Member	Propel CS-Northside
Cody Manson-Webb	Staff Member	Propel CS-Northside
Brandi Lee	Parent	Parent Action Committee
Jeff Williams	Community Member	Foundation Of Hope/Hope Diversion Program
Rachel West	Teacher	Kindergarten Teacher
Cheryl Smith	Other	Director, YWCA
Tina Chekan	Administrator	District, Superintendent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Currently, there are no comprehensive systems in place to identify which scholars would need Tier 2 or Tier 3 academic supports. Additionally, we do not have uniform interventions to utilize for Tier 2 or Tier 3 supports outside of those used for scholars with IEPs. In order to successfully implement tiered academic supports, we need a system for analyzing student data, thresholds to identify students in need of Tier 2 and Tier 3 supports, and effective intervention resources to address learning needs.</p>	<p>English Language Arts Mathematics STEM</p>
<p>While we utilize several different assessments across our K - 8 building, we do not have uniform structures or in the building to identify individual learning needs in a way that addresses the root of the need.</p>	<p>Early Literacy</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
EBLI Interventions K - 2	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA Proficiency	Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year.

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

DIBELS Goal

At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELS assessments in the 2024 - 2025 school year.

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

K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars. Create Intervention Plan and Schedule for Literacy Instructional Specialists

2022-08-01 -
2025-06-30

Meghan Lawrence,
Principal Kim Hoerr, K - 2 Literacy Lead

EBLI Trainings and Interventions BOY DIBELS Assessment Data (EOY KDG and 1st Grade Data) Federal Funds will be used for salaries and benefits for the K-2 Initiative. All of Title I funds (\$193,118) will be used for salaries. Title II (\$19,244) and IV (\$14,633) funds will be consolidated into Title I and used for benefits.

Hire and Train all Literacy INstructional Specialists

2022-08-01 -
2025-09-01

Kim Hoerr

Anticipated Outcome

All EBLI intervention schedules will be started and in the implementation stage by the 2nd week in September

Monitoring/Evaluation

Lawrence/Hoerr

Evidence-based Strategy

Create Academic MTSS Tier Systems of Support

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA Proficiency	Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year.
Math PSSA Goal	Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year.
Science PSSA Goal	Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year.
DIBELS Goal	At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELS assessments in the 2024 - 2025 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 Tier 3 Academic Supports	2022-07-01 - 2025-10-03	Meghan Lawrence, Principal Andrew Hough, Assistant Principal	District support on using current assessments to identify students in need of Tier 2 and Tier 3 Supports

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Tier 2 and Tier 3 Academic Intervention Programs for Grades 3 - 8

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA Proficiency	Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year.
Math PSSA Goal	Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year.
Science PSSA Goal	Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Work with district leaders to identify effective Math, Science, and ELA interventions for grades 3 - 8 as part of a comprehensive MTSS system.	2022-07-01 - 2025-11-01		

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	EBLI Interventions K - 2	Hire and Train all Literacy INstructional Specialists	08/01/2022 - 09/01/2025
At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELS assessments in the 2024 - 2025 school year. (DIBELS Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	Create Academic MTSS Tier	Create data analysis protocols to identify	07/01/2022 -
Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year. (Math PSSA Goal)	Systems of Support	students who need Tier 2 and	10/03/2025
Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year. (Science PSSA Goal)		Tier 3 Academic Supports	
At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELS assessments in the 2024 - 2025 school year. (DIBELS Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	Tier 2 and Tier 3 Academic Intervention Programs for Grades 3 - 8	Work with district leaders to identify effective Math, Science, and ELA interventions for grades 3 - 8 as part of a comprehensive MTSS system.	07/01/2022 - 11/01/2025

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

Meghan Lawrence

2022-09-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Scholars in Kindergarten scored higher than they traditionally do on EOY Dibels assessments, leading to an on-grade level 1st grade group in 2021 - 2022 school year

All teachers are utilizing Tier I curricula in ELA consistently

K - 2 Literacy Instructional Specialists have a clear schedule for interventions and scholars have shown literacy growth as a result

All Teachers in Grades 3 - 8 are utilizing common curricula

Teachers in Grades K - 2 are using common curricula, and MAP data suggests growth in K - 2 Math

Despite learning loss, still highest proficiency score as compared to math and ELA

Science has shown steady growth throughout the last 4 years, with the exception fo the pandemic year

CEW standards have been met in recent years and have provided scholars with greater exposure to career opportunities

A comprehensive counseling program includes SEL lessons and

Challenges

For scholars in grades 3 - 8, there is no comprehensive literacy or ELA intervention system to address learning gaps as a result of the pandemic

Scholars in grade 3 are in need of significant reading interventions so that they can read to learn, versus learn to read.

Students have shown significant regression in learning as a result of the pandemic

Math proficiency has decreased over the last 4 years, outside of the pandemic as well

Teacher turnover in math has posed significant challenges to consistency

Gaps in interim years (5 - 7) have led to lots of learning loss in 4th and 8th grade

Students do not have significant exposure to social studies curricula until the 7th and 8th grade

Changes in counseling staff have made it a challenge to collect all career-related information

Strengths

small groups, as well as career-related lessons

Students have exposure to STEM experiences through the Verizon Innovative Learning Lab

State assessment participation was high, which is helpful in getting an accurate measure of student learning.

Science scores were significantly higher in terms of proficiency when compared to Math and ELA

Grades 3 - 6 ELA are on par with the building average, and seem to be out performing the older scholars

Career Goals and Standards are being met

3rd and 4th Grade Math Performance was higher than the building wide average in previous years

Identify professional learning needs through analysis of a variety of data

Partner with local businesses and community members to meet the needs of the school

Provide multi-tiered supports for academics and behavior (we have this in place for behaviors, not academics)

Collectively shape the vision for continuous improvement of

Challenges

Significant decreases in student proficiency in all 3 tested subjects

Students with disabilities are scoring lower than their peers

Students in grades 7 - 8 are showing significant decreases in learning and achievement

Buildingwide, there are significant decreases in student proficiency and performance.

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

Identify and address individual student learning needs

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

3 - 8 Math Data - PSSAs

Attendance Data

4th and 8th Grade Science Data

Strengths

teaching and learning *

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

K - 2 Literacy

3rd Grade ELA - above school PSSA average

Most Notable Observations/Patterns

The most significant needs that need to be addressed utilizing our strengths it to implement multi-tiered systems of support for behavior AND academics. Currently, we only have a structure to address behavior/SEL

Challenges

Discussion Point

Priority for Planning

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

Identify and address individual student learning needs

ADDENDUM B: ACTION PLAN

Action Plan: EBLI Interventions K - 2

Action Steps	Anticipated Start/Completion Date	
K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars. Create Intervention Plan and Schedule for Literacy Instructional Specialists	08/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Lawrence/Hoerr	All EBLI intervention schedules will be started and in the implementation stage by the 2nd week in September	
Material/Resources/Supports Needed	PD Step	Comm Step
EBLI Trainings and Interventions BOY DIBELs Assessment Data (EOY KDG and 1st Grade Data) Federal Funds will be used for salaries and benefits for the K-2 Initiative. All of Title I funds (\$193,118) will be used for salaries. Title II (\$19,244) and IV (\$14,633) funds will be consolidated into Title I and used for benefits.	no	no

Action Steps

Anticipated Start/Completion Date

Hire and Train all Literacy INstructional Specialists

08/01/2022 - 09/01/2025

Monitoring/Evaluation

Anticipated Output

Lawrence/Hoerr

All EBLI intervention schedules will be started and in the implementation stage by the 2nd week in September

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no



Action Plan: Create Academic MTSS Tier Systems of Support

Action Steps

Anticipated Start/Completion Date

Create data analysis protocols to identify students who need Tier 2 and Tier 3 Academic Supports

07/01/2022 - 10/03/2025

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Comm Step

District support on using current assessments to identify students in need of Tier 2 and Tier 3 Supports

yes

yes



Action Plan: Tier 2 and Tier 3 Academic Intervention Programs for Grades 3 - 8

Action Steps

Anticipated Start/Completion Date

Work with district leaders to identify effective Math, Science, and ELA interventions for grades 3 - 8 as part of a comprehensive MTSS system.

07/01/2022 - 11/01/2025

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Comm Step

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	EBLI Interventions K - 2	Hire and Train all Literacy	08/01/2022 -
At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELs assessments in the 2024 - 2025 school year. (DIBELS Goal)		INstructional Specialists	09/01/2025
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	Create Academic MTSS Tier Systems of Support	Create data analysis protocols to identify students who need Tier 2 and Tier 3 Academic Supports	07/01/2022 -
Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year. (Math PSSA Goal)		10/03/2025	
Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year. (Science PSSA Goal)			
At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELs assessments in the 2024 - 2025 school year. (DIBELS Goal)			
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	Tier 2 and Tier 3 Academic Intervention Programs for	Work with district leaders to identify effective Math, Science, and ELA interventions for	07/01/2022 - 11/01/2025
Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year. (Math PSSA Goal)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year. (Science PSSA Goal)	Grades 3 - 8	grades 3 - 8 as part of a comprehensive MTSS system.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Tier 2 and Tier 3 Supports	All staff, MTSS Tier 2 and Tier 3 for Grades 3 - 8	EBLI Training, Tier 2 and Tier 3 instruction for Grades 3 - 8

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Growth goals for K - 2 Literacy Met	08/01/2022 - 09/01/2025	Kim Hoerr Meghan Lawrence

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	Create Academic MTSS Tier Systems of Support	Create data analysis protocols to identify students who need Tier 2 and Tier 3 Academic Supports	2022-07-01 - 2025-10-03
Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year. (Math PSSA Goal)			
Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year. (Science PSSA Goal)			
At least 90% of K, 1st, and 2nd grade scholars will show grade level proficiency on the end of year DIBELS assessments in the 2024 - 2025 school year. (DIBELS Goal)			
Scholars in grades 3 - 8 will show at least 39% proficiency on PSSAs in the 2024 - 2025 school year. (ELA PSSA Proficiency)	Tier 2 and Tier 3 Academic Intervention Programs for Grades 3 - 8	Work with district leaders to identify effective Math, Science, and ELA interventions for grades 3 - 8 as part of a comprehensive MTSS system.	2022-07-01 - 2025-11-01
Scholars in grades 3 - 8 will show at least 30% proficiency on PSSA Math assessments in the 2024 - 2025 school year. (Math PSSA Goal)			
Scholars in Grades 4 and 8 will show at least 48% proficiency on the PSSA science test in the 2024 - 2025 school year. (Science PSSA Goal)			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Staff MTSS Guide and Protocols	Teachers, Staff	- Identifying students who need Tier 2 and Tier 3 supports - Using data routinely to identify student academic needs
Anticipated Timeframe	Frequency	Delivery Method
08/10/2022 - 06/15/2022	Monthly MTSS Meetings, beginning with an initial MTSS training/presentation	Presentation
Lead Person/Position		
Meghan Lawrence		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
SCC Meetings - Communicate to families and stakeholders	School Mission, Vision, Goals - Schoolwide comprehensive plan	In-person meetings once a month	Families, Community Members, Staff	Monthly
