

## **PROPEL CS-MONTOUR**

3447 East Carson Street

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

---

### **MISSION STATEMENT**

Propel Schools, based in Pittsburgh, Pennsylvania, is a not-for-profit federation of charter schools, dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing public schools. This mission is pursued by opening and operating high-performance schools of choice in educationally underserved communities. Propel has become one of the largest, fastest-expanding set of charter schools in the state, with the highest levels of student achievement among Pennsylvania public school districts serving high poverty, resource-poor areas throughout the Pittsburgh region. Across all its schools, 80% of students qualify for the federal free/reduced-cost lunch program, 80% are a minority and 17% have special needs. Propel is serving 4,000 students at 13 Allegheny County locations. Propel has become both a regional asset and a national model, providing measurable evidence of how innovative public schools can expand opportunities for children and families and can revitalize communities.

### **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.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Propel Montour scholars are expected to excel both academically and socially. Scholars are expected to produce high-quality work through consistent effort and reflecting on their effort. Mistakes are part of the process and scholars are expected to embrace that process to produce high-quality work.

### **STAFF**

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

### **PARENTS**

Propel Montour 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/Scholar Compact, to outline shared responsibilities and best practices.

### **COMMUNITY**

Propel Montour provides a choice for parents seeking a 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
Clifford Wallace	Administrator	Propel Montour High
Elise Casello	Administrator	Propel Montour Middle
Michael Evans	Administrator	Propel Montour Elementary
Christine Brown	Parent	Parent
Angelique Benjamin	Administrator	Propel Montour Middle
Tina Chekan	Administrator	Propel Schools
Teresa O'Neill	Administrator	Propel Schools
Courtney Rubino	Staff Member	Propel Montour Elementary
Amy Chimino	Administrator	Propel Montour Elementary
Anthony Luster-Page	Student	Propel Montour High
Elizabeth Toman	Community Member	Community Member
Matthew Dunker	Teacher	Propel Montour Middle
Ken Peterson	Teacher	Propel Montour High

**Name**

**Position**

**Building/Group**

Andrea Gatten

Teacher

Propel Montour Elementary

## ESTABLISHED PRIORITIES

### Priority Statement

We recognize the need to implement more multi-tiered systems of support across a variety of modalities: academic, social, emotional, and behavioral

### Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

We will have a Propel-wide MTSS process to support educators in identifying student needs, interventions to support students, and the next steps to monitor progress for improvement.

Essential Practices 1: Focus on Continuous Improvement of Instruction

English Language Arts

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Incorporate principles of learning

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

MTSS Implementation

Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups.

Lesson Planning for

Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and

Goal Nickname	Measurable Goal Statement (Smart Goal)
Differentiation	interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA.
ELA Future Ready PA Index Growth	Over the next 3 years, students with disabilities will demonstrate 3% growth on the ELA Future Ready PA Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In their lesson plans, educators will show evidence of the principles of learning: addressing preconceptions/misconceptions, acquiring knowledge, and reflection. Educators will also incorporate the social aspects of learning such as communication, collaboration, critical-thinking and creativity. Additionally, educators will receive ongoing PD on culturally relevant and culturally responsive teaching, rooted in restorative practices, to help build strong connections with students and staff members. All of these aspects help to create an optimal educational experience.	2022-08-08 - 2025-06-14	Building-level instructional leaders	Unpacking the principles of learning during Propel-wide PD and curriculum implementation meetings

**Anticipated Outcome**  
 Students will demonstrate growth across content areas, as well as behavioral and social/emotional learning.

**Monitoring/Evaluation**

MAP/CDT/DIBELS (where applicable), discipline data, attendance data

**Evidence-based Strategy**

MTSS

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS Implementation	Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups.
Lesson Planning for Differentiation	Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA.
ELA Future Ready PA Index Growth	Over the next 3 years, students with disabilities will demonstrate 3% growth on the ELA Future Ready PA Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-2 Educators and Instructional Specialists will	2022-08-08 - 2025-06-14	Michael Evans / Principal	Federal Funds will be used for salaries and benefits for the K-2 Initiative. Title I funds (\$451,372) will be used for salaries. \$5900 will



<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
use EBLI (Evidence-Based Literacy Instruction) for scholars.		Kimberly Hoer / K-2 Initiative	be used for Family Engagement. Title II (\$43,658) and IV (\$34,649) funds will be consolidated into Title I and used for benefits.

**Anticipated Outcome**

**Monitoring/Evaluation**

---

---

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups. (MTSS Implementation)</p> <p>Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA. (Lesson Planning for Differentiation)</p> <p>Over the next 3 years, students with disabilities will demonstrate 3% growth on the ELA Future Ready PA Index. (ELA Future Ready PA Index Growth)</p>	MTSS	K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	08/08/2022 - 06/14/2025

## 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

Clifford Wallace

2022-09-07

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ELA: All student groups exceeds the standard demonstrating growth.

ELA: Black student group exceeds the standard in demonstrating growth.

ELA: Economically disadvantaged student group exceeds the standard in demonstrating growth.

Align curricular materials and lesson plans to the PA Standards

Align curricular materials and lesson plans to the PA Standards

Our White students are exceeding the State of PA average

We recognize the need for supplemental support services for our Black students

All scholars are successfully meeting the benchmark for College and Career Readiness

Our current rate of completion is higher than the State of PA average for College and Career Readiness

### Challenges

Math: All student groups did not meet the interim goal/improvement target.

The percentage of students in individual student groups who met the goal/improvement target fluctuates. In some cases, the percentage of proficient or advanced students was less than last year, and in some cases, the percentage was more. There are inconsistencies between subjects and student groups.

Majority of students regressed

Our White students are out performing our Black students

Our students with disabilities are not performing well on assessments

Majority of students regressed

Our White students are out performing our Black students

Our students with disabilities are not performing well on assessments

Our White students are outperforming our Black students

## Strengths

Foster quality professional learning

## Challenges

Our students with disabilities are not performing well on assessments

Implementing curricular materials and lesson plans to the PA Standards

Our White students are outperforming our Black students in all academic areas

Our White students are exceeding State of PA average in a least one academic content

Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved

Ensuring that are scholars enroll in Post Secondary Education upon HS Graduation

Empower leadership

Provide student-centered support systems

---



**Most Notable Observations/Patterns**

---

---

---

**Challenges**

**Discussion  
Point**

**Priority for Planning**

---

Majority of students regressed

Our students with disabilities are not performing well on assessments

Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved

Provide student-centered support systems

## **ADDENDUM B: ACTION PLAN**

**Action Plan: Incorporate principles of learning**



**Action Steps****Anticipated Start/Completion Date**

In their lesson plans, educators will show evidence of the principles of learning: addressing preconceptions/misconceptions, acquiring knowledge, and reflection. Educators will also incorporate the social aspects of learning such as communication, collaboration, critical-thinking and creativity. Additionally, educators will receive ongoing PD on culturally relevant and culturally responsive teaching, rooted in restorative practices, to help build strong connections with students and staff members. All of these aspects help to create an optimal educational experience.

08/08/2022 - 06/14/2025

**Monitoring/Evaluation****Anticipated Output**

MAP/CDT/DIBELS (where applicable), discipline data, attendance data

Students will demonstrate growth across content areas, as well as behavioral and social/emotional learning.

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

Unpacking the principles of learning during Propel-wide PD and curriculum implementation meetings

no

no



**Action Plan: MTSS**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	08/08/2022 - 06/14/2025

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
------------------------------	---------------------------

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Federal Funds will be used for salaries and benefits for the K-2 Initiative. Title I funds (\$451,372) will be used for salaries. \$5900 will be used for Family Engagement. Title II (\$43,658) and IV (\$34,649) funds will be consolidated into Title I and used for benefits.	yes	yes

-----

-----

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups. (MTSS Implementation)</p>	MTSS	<p>K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.</p>	<p>08/08/2022 - 06/14/2025</p>
<p>Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA. (Lesson Planning for Differentiation)</p>			
<p>Over the next 3 years, students with disabilities will demonstrate 3% growth on the ELA Future Ready PA Index. (ELA Future Ready PA Index Growth)</p>			



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Part II	Propel Montour K-12 Educators	Propel Montour K-12 Educators

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans, assessment data	08/08/2022 - 07/11/2025	Evans, Casello, Wallace

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

---

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups. (MTSS Implementation)</p> <p>Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA. (Lesson Planning for Differentiation)</p> <p>Over the next 3 years, students with disabilities will demonstrate 3% growth on the ELA Future Ready PA Index. (ELA Future Ready PA Index Growth)</p>	MTSS	K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	2022-08-08 - 2025-06-14



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
SCC Meetings	Propel Montour K-12 Educators, Students, Families and Community Members	Academic Focus, Student Supports, Community Resources
Anticipated Timeframe	Frequency	Delivery Method
08/08/2022 - 07/11/2025	1 per month	Presentation Newsletter
Lead Person/Position		
Principals, Community Engagement Lead, Counselors		

---

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communicate elements of the plan, school goals, and outcomes	K-12 goals and outcomes, upcoming events, celebrations	SCC Meetings, Monthly Newsletter	Staff, Scholars, Families	Monthly

---