PROPEL CS-HOMESTEAD

3447 East Carson St.

CSI Comprehensive Plan | 2021 - 2024

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.

VISION STATEMENT

All students will have access to grade level content through instruction that is individualized and differentiated to meet their learning needs. All students will engage in socially responsible practices that will help them to be academically successful and sustain positive professional relationships. All students will be able to identify a pathway for college and career opportunities after twelfth grade by identifying then connecting their strengths and interests to future goals.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

-By June 2024, the percentage of students testing proficient or advanced on the ELA and Math PSSA will increase by 10-12% when comparing the results of 2024 to the results of 2021. -By June 2024, the percentage of students whose regular attendance exceeds 170 days will increase to & above 80%. -By June 2024, all graduating seniors will be accepted to a post-secondary education program (2 or 4-year program at a college, university, trade or technical school, military, etc.)

STAFF

-Develop and utilize systems to identify, analyze, and track individual student data to address learning needs. -Develop and implement academic and behavior support systems that are multi-tiered and individualized.

ADMINISTRATION

-Align curriculum, instruction, and assessment to the standards, so then our educators will be able to meet individual student learning needs so that students can access the grade level standards. -Provide a framework to identify student needs early, then educators will respond urgently an appropriately to adjust instruction to improve academic and behavioral performance of all students.

PARENTS

-Sustain an awareness and/or understanding of individual student progress by attending family-educator conferences. -Communicating frequently with educators regarding the needs and circumstances of scholars.

COMMUNITY

-Sustain an awareness of school initiatives and partnerships by participating in the school-community council. -Encourage and advocate for the support of families and students in executing school initiatives.

STEERING COMMITTEE

Name	Position	Building/Group
Tina Chekan	Superintendent/CEO	Propel CS
Patrick Coyle	Senior Director	Propel CS
Camille Smith	Parent	Propel CS
Robert Powell	Principal, K-8	Propel CS-Homestead
Jessica Colbert	Principal, 9-12	Propel CS-Andrew Street
Nicole Palmer	Educator, Learning Support	Propel CS-Andrew Street
Jhordan Price	Student, 11th Grade	Propel CS-Andrew Street
Teresa O'Neill	Assistant Superintendent	Propel CS
Jasmine Anderson	Educator, ELA	Propel CS-Homestead
Sandy Madden	Administrator	Propel CS
Giulia Petrucci	Community Member	Propel CS-Homestead
Nicole Palmer	Staff Member	Propel Andrew St. High School
Sean O'Neill	Staff Member	Propel Andrew St. High School

Name	Position	Building/Group
Nygerah Smith	Staff Member	Propel Andrew St. High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In regards to scholar growth across dimensions, if we develop and implement academic and behavioral support systems that are multi-tiered and individualized AND we respond urgently to adjust instruction THEN all scholars' (K thru 8) attendance, academic and behavioral performance will improve.	English Language Arts Regular Attendance
ASHS: IF we use student data to strengthen Tier 1 instruction to meet the variable learning needs of our students AND equip students with their learning data so they can be leaders of their own learning, THEN scholars' learning gaps will be addressed and they will consistently meet grade-level standards.	English Language Arts Mathematics
ASHS: IF we create and implement research-based systems of support that address learning, behavioral, and social-emotional needs, THEN we will address scholars' learning, behavioral, and social-emotional needs so that they will consistently meet grade-level standards.	English Language Arts Mathematics
In regards to math instruction, if we implement a tiered instructional system of academic supports and provide explicit and systematic instruction and intervention informed by data to address the needs of scholars, K thru 8, across all tiers, then scholars will meet or exceed growth and achievement targets.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Implement Standards Aligned Curriculum in ELA and Math ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes")(

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ASHS ELA SBG	ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4.
ASHS Math SBG	ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Educators engage in Student Work Protocol a minimum of one time per quarter	2021-09-01 - 2022-06-14	Instructional Coach and Administrators	Student Work Protocol
Engage in Data Wise process to support use of student learning data to adjust math curriculum and instruction, at least once per quarter	2021-08-31 - 2022-06-14	Data Wise Support	Data Wise Materials
Develop plan for differentiating weekly content PD for ELA and Math	2021-06-21 -	Instructional	Data Wise Materials,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
that aligns with Propel 9-12 phased curriculum implementation	2021-07-21	Coach	Academic Team Directors
ELA and Math teachers participate in differentiated, building-based, content-specific PD twice per month including collaborative analysis of content-specific assessments, unpacking standards, aligning assignments with standards, and follow-up learning on district-wide content PD	2021-08-19 - 2022-06-14	Principal for ELA and Assistant Principal for Math	Content Curriculum, Assistant Director for ELA and Math
Instructional leadership team conduct Core Actions walkthroughs twice per quarter. In addition, in ELA classrooms, team checks for Core Actions aligned with CCSS	2021-09-01 - 2022-05-27	Instructional Coach	Scholar Engaged Assessment Practices Elements and Walkthrough Tool, Senior Director of Academics and Assessment
Each educator is observed informally and receives in-person feedback at least one time per quarter. Educators with the highest need are observed a minimum of two times per quarter.	2021-08-23 - 2022-06-03	Principal and Assistant Principal	Continue calibration work with the Danielson Group
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-08-18 - 2022-06-15	Entire Team	n/a

Anticipated Outcome

100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Monitoring/Evaluation

Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.

Evidence-based Strategy

Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")

Measurable Goals

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ASHS ELA SBG	ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4.
ASHS Math SBG	ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	2001-05-03 - 2021-05-31	Senior Leader for Academics and Assessment	SBG Resources, Academic Team Director

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Invite Pathway Educators to regularly participate in Instructional Cabinet	2021-06-21 - 2022-06-24	Principal	n/a
All educators receive initial orientation to guiding principles JumpRope	2021-08-09 - 2021-08-17	Senior Leader of Academics and Assessment	JumpRope Resource Guide
Align weekly professional development to include LOTOL / SEA practices, language and references	2021-08-09 - 2022-06-01	Administrative Team, Educator Leaders	"Leaders of Their Own Learning" by Ron Berger text, Academic Team support
Revise current LP template to better align with SBG	2021-06-21 - 2021-08-17	Administrative Team, Educator Leaders	ASHS Leadership Team and Propel Academic Team
Facilitate professional learning to build shared understanding of expectations related to lesson planning and standards-based grading	2021-08-09 - 2021-08-17	Administrative Team, Educator Leaders	ASHS Leadership Team and Propel Academic Team
Develop systems for providing effective feedback on lesson plans aligned to standards-based grading	2021-06-21 - 2021-08-09	Administrative Team, Educator Leaders	ASHS LT
Implement system for providing effective feedback on LPs aligned	2021-08-18 -	Administrative	ASHS LT

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
with SBG (frequency may vary based on educator effectiveness)	2022-06-12	Team, Educator Leaders	
Evaluate 2020 - 2021 SEA walkthrough data; use data to develop SEA goals for 2021-2022 school year	2021-06-21 - 2021-08-09	Administrative Team, Educator Leaders	Student Engaged Assessment Tool, Academic Director
Create a SEA workplan including educator groupings, walkthrough & PD schedules and content, and evaluation checkpoints for stakeholders	2021-06-28 - 2021-07-01	Administrative Team	Student Engaged Assessment Tool, Academic Director
Implement SEA Workplan	2021-08-18 - 2022-06-21	Administrative Team, Educator Leaders	Student Engaged Assessment Tool, Academic Director
Continuously share information about the Propel philosophy and beliefs about SBG at all monthly School Community Council Meetings and Student-Led Conferences	2021-09-01 - 2022-05-31	Leadership Team	n/a
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-08-18 - 2022-06-15	Entire Team	n/a

Anticipated Outcome

Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Monitoring/Evaluation

LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.

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Evidence-based Strategy

Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Homestead Data-Based Decision-Making (ELA)	In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment).
Homestead Data-Based Decision-Making (Attendance)	In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer universal screening assessments to identify scholars in need of acceleration or enrichment in Math, ELA, and Science	2021-08-23 - 2024-05-30	Testing Coordinator	NWEA MAP CDT
Design a schedule that enables teachers to meet for collaboration	2021-06-24 -	Senior Director of	Master Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and professional learning	2024-07-30	Academics Principal	
Select and utilize meeting and data protocols to optimize collaboration among staff	2021-06-24 - 2024-07-30	Senior Director of Academics Principal	N/A
Select acceleration and enrichment interventions that meet the specific academic and/or behavioral needs of scholars.	2021-07-01 - 2021-12-15	Specialists	Universal Screener for Behavior
Convene schoolwide data team that analyzes data across grade-levels and content areas, including weekly analysis of attendance and behavior data.	2021-07-19 - 2024-05-30	Principal	DataWise Resources
Data team members work with teachers during collaboration times to model how to use data to inform practice.	2021-08-11 - 2024-05-30	Principal Assistant Principal of Instruction	Master Schedule
On a biweekly basis, analyze progress monitoring data related to growth and mastery of students in grades K-2 to identify, analyze, and develop plans for addressing skill gaps.	2021-09-07 - 2024-05-30	Principal Assistant Principal of Instruction	Unified Walkthrough Tool
Develop a plan for using formative assessment to monitor students' math learning in grades K-2.	2021-07-08 - 2021-08-17	Principal Assistant Principal of Instruction	DIBELS Assessment
Implement a plan for using formative assessment to monitor	2021-08-18 -	Principal Assistant	DIBELS Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students' math learning in grades K-2.	2024-05-30	Principal of Instruction	
Drawing from content in SAS Portal and/or end-of-unit assessments, create PSSA practice tests to assess eligible content taught in Quarters 1 and 2 in Math and ELA.	2021-07-06 - 2021-07-30	Principal School Director Assistant Principal of Instruction	SAS Portal PSSA Item Sampler
Each month, Attendance Specialist, in conjunction with Student Support Team and school leadership, will select and implement interventions based on consistent monitoring of attendance data.	2021-09-07 - 2024-05-30	Assistant Principal of Culture Attendance Specialist	AttendanceWorks resources
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-08-18 - 2022-06-14	Leadership & Senior Leadership Teams	Building Level Status Meeting Schedule

Anticipated Outcome

A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Monitoring/Evaluation

The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

Evidence-based Strategy

Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ASHS ELA MAP	ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024
ASHS Math MAP	ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Educators complete Universal Screener 3x/year	2021-09-01 - 2022-05-31	Scholar Support Specialist	n/a
Implement scholar small groups to meet students' social-emotional needs based on results of Universal Screener	2021-09-15 - 2024-05-31	Scholar Support Specialist/SAP Liaison & Intervention Specialist	PPIW Assistant Director
Train 2-4 additional SAP members	2021-06-01 - 2022-10-31	SAP Trainers	State SAP Training
Determine minimum of two indicators for effective SAP implementation for the 21-22 SY	2021-06-21 - 2022-06-30	Leadership Team & SAP	PPIW Assistant Director

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Liaison/Intervention Specialist	
Monitor progress towards SAP indicators of effectiveness Quarterly	2021-09-01 - 2021-06-01	Scholar Support Specialist	ASHS LT and PPIW Assistant Director
Monitor and increase PBIS Fidelity three times	2021-09-01 - 2024-06-12	Core Team Pathway Lead	IU PBIS Facilitator
Collect and report out on FRESH Scholar Certifications Data monthly to Educators, Scholars and Families (SCC)	2021-09-15 - 2022-05-31	Core Team Pathway Lead	FRESH Scholar Certifications Tracker
Implement FRESH PBIS Habits and Behaviors into Crew Lessons a minimum of 1x in each quarter including after school breaks	2021-09-01 - 2024-06-01	Core Team Pathway Lead	Crew Lesson Plans
Develop logistics, individual scholar monitoring and school-wide data, implementation and accountability plans for students needing support at each Tier for regular attendance	2021-06-21 - 2022-09-01	Counselor, Scholar Support Specialist, Attendance Specialist	Propel Data and Academic Team
Implement a full process for chronically and habitually truant students coupled with attendance and academic interventions to improve attendance and academic performance including home visits	2021-08-19 - 2022-06-12	Counselor, Scholar Support Specialist, Attendance Specialist	Propel Attendance Coordinator
Educators engage in School-Wide Data for Equity Protocol using MAP, Grades, Attendance, Referral minimum of one	2021-10-15 - 2022-05-12	Administrative Team, Educator Leaders	Academic Team

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
time/semester			
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-08-18 - 2022-06-15	Entire Team	n/a

Anticipated Outcome

Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Monitoring/Evaluation

All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.

Evidence-based Strategy

Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Homestead Math Goal	By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prior to teaching each lesson/unit, educators will identify key vocabulary within that lesson/unit.	2021-08-09 - 2021-09-02	School Director Principal	Curriculum Resource Guides
Select and utilize graphic organizers to explicitly teach vocabulary words.	2021-08-09 - 2021-09-02	School Director Principal	Curriculum Resource Guides
Provide professional learning for educators focused on how to consistently use mathematical language and how to support scholars in doing the same practice.	2021-09-01 - 2021-12-15	School Director Math Instructional Specialist Principal	"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"
Monthly walkthroughs will focus on educators', math specialists', and scholars' use of mathematical language.	2021-09-01 - 2021-12-15	Principal Assistant Principal of Instruction School Director	Unified Walkthrough tool with rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Model the use of mathematical language in the classroom for select educators as a focus for the first semester.	2021-08-18 - 2021-10-29	Assistant Principal of Instruction Highly Effective Educators	"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition" Curriculum Resources
Provide professional learning for educators focused on word problems.	2022-01-10 - 2022-03-30	School Director Principal	"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"
Teach students to identify word problem types that include the same type of action or event.	2022-01-10 - 2022-03-30	Math Educators Math Specialists	"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"
Model the problem-solving process through a think-aloud and math talk.	2022-01-10 - 2022-03-30	Math Educators Math Specialists	"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"
Monthly walkthroughs will focus on general educators', specialists' and scholars' use of problem-solving processes.	2022-02-11 - 2022-05-30	Principal Assistant Principal of	Unified Walkthrough tool with rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Instruction School Director	
At the onset of the school year and two times thereafter, administer a universal screener (NWEA MAP) to all students to identify students at-risk for math difficulties.	2021-08-23 - 2022-05-30	Testing Coordinator	NWEA MAP Software Chromebooks
Conduct an inventory of current math interventions; select math intervention(s) programs that adheres to evidence-based strategies for implementing targeted interventions; train specialists on implementing math interventions.	2021-07-01 - 2021-07-30	School Director Principal	Current math interventions utilized: SOAR, IXL, DreamBox
Use NWEA MAP data to identify and provide Tier II & Tier III interventions to students in need of targeted acceleration and students in need of enrichment.	2021-09-07 - 2022-05-30	Math Specialists	Salary/Benefits (2 Math Specialist positions totaling $75,000, CSI funds)
Use progress monitoring data to evaluate the entry, exit and effectiveness of interventions.	2021-09-07 - 2022-05-30	Math Educators Math Specialists	As noted above: Salary/Benefits (2 Math Specialist positions totaling $75,000, CSI funds)
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-08-18 - 2022-06-14	Leadership & Sr Leadership Team	Building Level Status Meeting Schedule
The completion of action steps and impact of the strategy will be	2021-08-18 -	Leadership &	Building Level Status

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
monitored in monthly and quarterly routines with the leadership team.	2022-06-14	Sr Leadership Team	Meeting Schedule

Anticipated Outcome

1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Monitoring/Evaluation

1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Implement Standards Aligned Curriculum in ELA and Math ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes")(	Educators engage in Student Work Protocol a minimum of one time per quarter	09/01/2021 - 06/14/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Implement Standards Aligned Curriculum in ELA and Math ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes")(	ELA and Math teachers participate in differentiated, building-based, content-specific PD twice per month including collaborative analysis of content-specific assessments, unpacking standards, aligning assignments with standards, and follow-up learning on district-wide content PD	08/19/2021 - 06/14/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student	Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	05/03/2001 - 05/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	mastery"; "Assess student learning frequently")		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student	Align weekly professional development to include LOTOL / SEA practices, language and references	08/09/2021 - 06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	mastery"; "Assess student learning frequently")		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student	Facilitate professional learning to build shared understanding of expectations related to lesson planning and standards-based grading	08/09/2021 - 08/17/2021

Measurable Goals		Action Plan Name	Professional Development Step	Anticipated Timeline
		mastery"; "Assess student learning frequently")		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Implement scholar small groups to meet students' social-emotional needs based on results of Universal Screener	09/15/2021 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Monitor and increase PBIS Fidelity three times	09/01/2021 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Implement FRESH PBIS Habits and Behaviors into Crew Lessons a minimum of 1x in each quarter including after school breaks	09/01/2021 - 06/01/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Educators engage in School-Wide Data for Equity Protocol using MAP, Grades, Attendance, Referral minimum of one time/semester	10/15/2021 - 05/12/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Prior to teaching each lesson/unit, educators will identify key vocabulary within that lesson/unit.	08/09/2021 - 09/02/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Select and utilize graphic organizers to explicitly teach vocabulary words.	08/09/2021 - 09/02/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Provide professional learning for educators focused on how to consistently use mathematical language and how to support scholars in doing the same practice.	09/01/2021 - 12/15/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Model the use of mathematical language in the classroom for select educators as a focus for the first semester.	08/18/2021 - 10/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Provide professional learning for educators focused on word problems.	01/10/2022 - 03/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Teach students to identify word problem types that include the same type of action or event.	01/10/2022 - 03/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Model the problem-solving process through a think-aloud and math talk.	01/10/2022 - 03/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Monthly walkthroughs will focus on general educators', specialists' and scholars' use of problem-solving processes.	02/11/2022 - 05/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Use NWEA MAP data to identify and provide Tier II & Tier III interventions to students in need of targeted acceleration and students in need of enrichment.	09/07/2021 - 05/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Select and utilize meeting and data protocols to optimize collaboration among staff	06/24/2021 - 07/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Select acceleration and enrichment interventions that meet the specific academic and/or behavioral needs of scholars.	07/01/2021 - 12/15/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance)) In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Convene schoolwide data team that analyzes data across grade-levels and content areas, including weekly analysis of attendance and behavior data.	07/19/2021 - 05/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Data team members work with teachers during collaboration times to model how to use data to inform practice.	08/11/2021 - 05/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	On a biweekly basis, analyze progress monitoring data related to growth and mastery of students in grades K-2 to identify, analyze, and develop plans for addressing skill gaps.	09/07/2021 - 05/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Implement a plan for using formative assessment to monitor students' math learning in grades K-2.	08/18/2021 - 05/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Develop a plan for using formative assessment to monitor students' math learning in grades K-2.	07/08/2021 - 08/17/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Drawing from content in SAS Portal and/or end-of-unit assessments, create PSSA practice tests to assess eligible content taught in Quarters 1 and 2 in Math and ELA.	07/06/2021 - 07/30/2021

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		2021-06-16

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

Chief School Administrator	Dr. Tina Chekan	2022-04-14
School Improvement Facilitator Signature		
Building Principal Signature	Robert Powell	2022-04-14

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Meeting Annual Academic Growth Expectations (PVAAS)	Proficient or Advanced on Pennsylvania State Assessments
Career Standards Benchmark	Regular Attendance
Educators exhibit instructional flexibility and responsiveness that allows for timely adjustments so that the focus can be on college and career readiness.	Graduation
100% of students met the College and Career Readiness Target in 2018-19	School staff can be more strategically aligned to students needs in this area.
The Student Assistance Program (SAP) is a voluntary program available to offer supportive services to students who may be experiencing barriers to learning. The SAP team is comprised of specially trained teachers, administrators, school counselors, and SAP Liaisons from Mon Yough/UPMC. Our goal is to work in collaboration with you to assist in addressing the identified barriers to learning, find services and assistance within the school, and if needed, in the community.	Homestead Condition #1: Focus on Continuous Improvement of Instruction, Essential Practice #4: Identify and address individual student learning needs
	ASHS: Condition #1: Focus on Continuous Improvement of Instruction, Essential Practice #4: Identify and address individual student learning needs
	Homestead Condition #3: Provide Student-Centered Support Systems - Essential Practice #13: Implement a multi-tiered system of supports for academics and behavior
Propel Schools distributes to parents and families a School/Parent/Student Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for	ASHS: Condition #3: Provide Student-Centered Support Systems - Essential Practice #13: Implement a multi-tiered system of supports for academics and behavior

Strengths

improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

Condition #2: Empower Leadership - Essential Practice #7: Collectively shape the vision for continuous improvement of teaching and learning

Condition #2: Empower Leadership - Essential Practice #9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and the needs of the school community.

Based on the data from the Future PA Ready Index and the assessment of the Essential Practices, it was determined that school leaders analyze and identify fiscal capital available to the school community throughout the year, make ongoing strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals while considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on student needs as evidenced through the master schedule, staff assignments, protocols for problem-solving and the Educator Focus Group Questions 4 and 3.

Condition #3: Provide Student-Centered Support Systems Essential Practice #15: Partner with local businesses, community

Challenges

It was discovered that from 2014/2015 to 2018/2019 our kindergartners' readiness skills have dropped significantly from 56% to 39%, respectively. Students are not coming to school "kindergarten-ready".

English adopting a curriculum in 21-22 for the first time. This will assist in consistent alignment to grade level standards.

Currently, 62.8% of students, in the grades 3 thru 8, are significantly below grade level in math.

ASHS - Implementation and alignment with SBG in Math

The master schedule needs to allow opportunities (time) for students to engage in science & technology.

The school community needs to effectively hold every member responsible and accountable for ensuring that students achieve the rigorous outcomes established for them.

School resources and staff need to be more strategically aligned and matched to students needs based on screening and progress monitoring.

ALL stakeholders should have a desire and the ability to share their perceptions readily, emphasize interests and needs, stress options and choices and a meaningful role in decision making,

Strengths

organizations, and other agencies to meet the needs of the school.

Based on the data from the Future PA Ready Index and the assessment of the Essential Practices, it was determined that the school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school outlines the role of community partners in helping to achieve specific results as evidenced through the partnership with Mon Yough Community Services. The school and community partners assess the effectiveness of their relationships on a regular basis to support students evidenced through team meeting agendas, organization, and school calendars, professional learning plans, materials, and the educator focus group question 12 and the Student focus group question 11.

K-2 classrooms where ELA is taught will receive an instructional specialist (IS). The IS will collaborate with the Primary level educators in all areas of instruction. The role of the IS is geared towards the literacy success of students and their evaluations are dependent on student success.

MAP ELA and Math for 9-12, ASHS met all MAP CSI goals were met in 20-21 SY

Math classrooms, in the elementary grades, have a dedicated

Challenges

provide enrichment opportunities, provide a continuum of guidance and support and minimize coercive interactions.

Strengths

instructional specialist (IS) for math intervention. The IS will collaborate with the Elementary level educators specifically those that teach math. The role of the IS is geared towards the math success of students and their evaluations are dependent on student success.

2/3 Math educators participated in the Math Curriculum Lead Pathway and piloted Algebra and Geometry Curriculum for the last two years.

An appropriate scope and sequence of science instruction derived from a standards aligned curriculum in science.

An appropriate scaffold of content integration in the middle school science classrooms.

Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations.

The school community works actively to identify and confront policies, practices and cultures that keep students of different backgrounds and races from achieving equitable outcomes.

School leaders and educators make themselves available to work with families in addressing student needs.

Written goals are established for individuals to address unfinished

Strengths

learning and eliminate achievement gaps.

- -

Most Notable Observations/Patterns

- -

Challenges	Discussion Point	Priority for Planning
Homestead Condition #1: Focus on Continuous Improvement of Instruction, Essential Practice #4: Identify and address individual student learning needs	Homestead educators need to build their capacity to teach developmentally, meaning educators will teach conceptually as well as procedurally within the unit framework.	
ASHS: Condition #1: Focus on Continuous Improvement of Instruction, Essential Practice #4: Identify	ASHS: Learner-centered problem: Scholars have gaps in their learning that impact their ability to access grade-level work, and scholars also don't know / understand their strengths and opportunities for growth from an academic standpoint. Problem of practice: We don't currently use data sources effectively to identify students' strengths and learning gaps, we need to continue to develop our capacity to design instruction to meet the	

Challenges	Discussion Point	Priority for Planning
and address individual student learning needs	variable learning needs of our students, and we don't consistently support scholars to identify their strengths as learners and their opportunities for growth.	
Homestead Condition #3: Provide Student-Centered Support Systems - Essential Practice #13: Implement a multi-tiered system of supports for academics and behavior	Homestead educators struggle to effectively implement a multi-tiered system of supports because we have not identified the appropriate Tier II & III interventions based on formative & summative assessment data.	
ASHS: Condition #3: Provide Student-Centered Support Systems - Essential Practice #13: Implement a multi-tiered system of supports for academics and behavior	ASHS: Learner-centered Problem: Scholars have a variety of learning, behavioral, and social-emotional unmet needs that impact their ability to master grade-level standards. Problem of Practice: We need to build a system of research-based expectations and practices to address scholars' unmet needs.	

ADDENDUM B: ACTION PLAN

Action Plan: Implement Standards Aligned Curriculum in ELA and Math ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes")(

Action Steps	Anticipated Start/Completion Date
Educators engage in Student Work Protocol a minimum of one time per quarter	09/01/2021 - 06/14/2022

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed		PD Step	Comm Step
Student Work Protocol		yes	no

Action Steps	Anticipated Start/Completion Date
Engage in Data Wise process to support use of student learning data to adjust math curriculum and instruction, at least once per quarter	08/31/2021 - 06/14/2022

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed		PD Step	Comm Step
Data Wise Materials		no	no

Action Steps	Anticipated Start/Completion Date
Develop plan for differentiating weekly content PD for ELA and Math that aligns with Propel 9-12 phased curriculum implementation	06/21/2021 - 07/21/2021

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed	PD Step	Comm Step
Data Wise Materials, Academic Team Directors	no	no

Action Steps	Anticipated Start/Completion Date
ELA and Math teachers participate in differentiated, building-based, content-specific PD twice per month including collaborative analysis of content-specific assessments, unpacking standards, aligning assignments with standards, and follow-up learning on district-wide content PD	08/19/2021 - 06/14/2022

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed		PD Step	Comm Step
Content Curriculum, Assistant Director for ELA and Math		yes	no

Action Steps	Anticipated Start/Completion Date
Instructional leadership team conduct Core Actions walkthroughs twice per quarter. In addition, in ELA classrooms, team checks for Core Actions aligned with CCSS	09/01/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed		PD Step	Comm Step
Scholar Engaged Assessment Practices Elements and Walkthrough Tool, Senior Director of Academics and Assessment		no	no

Action Steps	Anticipated Start/Completion Date
Each educator is observed informally and receives in-person feedback at least one time per quarter. Educators with the highest need are observed a minimum of two times per quarter.	08/23/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed		PD Step	Comm Step
Continue calibration work with the Danielson Group		no	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/18/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
Action Steps will be monitored and recorded quarterly on Google Spreadsheet. Progress shared with staff quarterly at staff meeting. Leadership team will review progress towards implementation and outcomes on a monthly basis.	100% of ELA / Social Studies teachers show evidence of all 3 Core Actions by March 31, 2022. Educators deliver high-quality grade level instruction that supports scholars meeting the standards. Student Work Protocols PD Plan Increase in teacher effectiveness as measured through walkthrough tools

Material/Resources/Supports Needed	PD Step	Comm Step
n/a	no	no

Action Plan: Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")

Action Steps	Anticipated Start/Completion Date
Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	05/03/2001 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
SBG Resources, Academic Team Director		yes	yes

Action Steps	Anticipated Start/Completion Date
Invite Pathway Educators to regularly participate in Instructional Cabinet	06/21/2021 - 06/24/2022

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
n/a		no	yes

Action Steps	Anticipated Start/Completion Date
All educators receive initial orientation to guiding principles JumpRope	08/09/2021 - 08/17/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
JumpRope Resource Guide		no	yes

Action Steps	Anticipated Start/Completion Date
Align weekly professional development to include LOTOL / SEA practices, language and references	08/09/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed	PD Step	Comm Step
"Leaders of Their Own Learning" by Ron Berger text, Academic Team support	yes	no

Action Steps	Anticipated Start/Completion Date
Revise current LP template to better align with SBG	06/21/2021 - 08/17/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed	PD Step	Comm Step
ASHS Leadership Team and Propel Academic Team	no	no

Action Steps	Anticipated Start/Completion Date
Facilitate professional learning to build shared understanding of expectations related to lesson planning and standards-based grading	08/09/2021 - 08/17/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed	PD Step	Comm Step
ASHS Leadership Team and Propel Academic Team	yes	no

Action Steps	Anticipated Start/Completion Date
Develop systems for providing effective feedback on lesson plans aligned to standards-based grading	06/21/2021 - 08/09/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
ASHS LT		no	no

Action Steps	Anticipated Start/Completion Date
Implement system for providing effective feedback on LPs aligned with SBG (frequency may vary based on educator effectiveness)	08/18/2021 - 06/12/2022

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
ASHS LT		no	no

Action Steps	Anticipated Start/Completion Date
Evaluate 2020 - 2021 SEA walkthrough data; use data to develop SEA goals for 2021-2022 school year	06/21/2021 - 08/09/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
Student Engaged Assessment Tool, Academic Director		no	no

Action Steps	Anticipated Start/Completion Date
Create a SEA workplan including educator groupings, walkthrough & PD schedules and content, and evaluation checkpoints for stakeholders	06/28/2021 - 07/01/2021

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
Student Engaged Assessment Tool, Academic Director		no	no

Action Steps	Anticipated Start/Completion Date
Implement SEA Workplan	08/18/2021 - 06/21/2022

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed	PD Step	Comm Step
Student Engaged Assessment Tool, Academic Director	no	no

Action Steps	Anticipated Start/Completion Date
Continuously share information about the Propel philosophy and beliefs about SBG at all monthly School Community Council Meetings and Student-Led Conferences	09/01/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed	PD Step	Comm Step
n/a	no	yes

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/18/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
LT will monitor action steps bi-weekly. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Educators feel more confident implementing SBG and scholars see benefit of engaging in their assessment for learning. Revised LP template SEA workplan and goals

Material/Resources/Supports Needed		PD Step	Comm Step
n/a		no	no

Action Plan: Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.

Action Steps	Anticipated Start/Completion Date
Administer universal screening assessments to identify scholars in need of acceleration or enrichment in Math, ELA, and Science	08/23/2021 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
NWEA MAP CDT	no	yes

Action Steps	Anticipated Start/Completion Date
Design a schedule that enables teachers to meet for collaboration and professional learning	06/24/2021 - 07/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
Master Schedule		no	no

Action Steps	Anticipated Start/Completion Date
Select and utilize meeting and data protocols to optimize collaboration among staff	06/24/2021 - 07/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
N/A		yes	no

Action Steps	Anticipated Start/Completion Date
Select acceleration and enrichment interventions that meet the specific academic and/or behavioral needs of scholars.	07/01/2021 - 12/15/2021

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Universal Screener for Behavior	yes	no

Action Steps	Anticipated Start/Completion Date
Convene schoolwide data team that analyzes data across grade-levels and content areas, including weekly analysis of attendance and behavior data.	07/19/2021 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
DataWise Resources	yes	no

Action Steps	Anticipated Start/Completion Date
Data team members work with teachers during collaboration times to model how to use data to inform practice.	08/11/2021 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Master Schedule	yes	no

Action Steps	Anticipated Start/Completion Date
On a biweekly basis, analyze progress monitoring data related to growth and mastery of students in grades K-2 to identify, analyze, and develop plans for addressing skill gaps.	09/07/2021 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Unified Walkthrough Tool	yes	yes

Action Steps	Anticipated Start/Completion Date
Develop a plan for using formative assessment to monitor students' math learning in grades K-2.	07/08/2021 - 08/17/2021

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
DIBELS Assessment	yes	no

Action Steps	Anticipated Start/Completion Date
Implement a plan for using formative assessment to monitor students' math learning in grades K-2.	08/18/2021 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
DIBELS Assessment	yes	no

Action Steps	Anticipated Start/Completion Date
Drawing from content in SAS Portal and/or end-of-unit assessments, create PSSA practice tests to assess eligible content taught in Quarters 1 and 2 in Math and ELA.	07/06/2021 - 07/30/2021

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
SAS Portal PSSA Item Sampler	yes	yes

Action Steps	Anticipated Start/Completion Date
Each month, Attendance Specialist, in conjunction with Student Support Team and school leadership, will select and implement interventions based on consistent monitoring of attendance data.	09/07/2021 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
AttendanceWorks resources	no	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/18/2021 - 06/14/2022

Monitoring/Evaluation	Anticipated Output
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Building Level Status Meeting Schedule	no	no

Action Plan: Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")

Action Steps	Anticipated Start/Completion Date
Educators complete Universal Screener 3x/year	09/01/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
n/a	no	no

Action Steps	Anticipated Start/Completion Date
Implement scholar small groups to meet students' social-emotional needs based on results of Universal Screener	09/15/2021 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
PPIW Assistant Director	yes	no

Action Steps	Anticipated Start/Completion Date
Train 2-4 additional SAP members	06/01/2021 - 10/31/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
State SAP Training	no	no

Action Steps	Anticipated Start/Completion Date
Determine minimum of two indicators for effective SAP implementation for the 21-22 SY	06/21/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed		PD Step	Comm Step
PPIW Assistant Director		no	no

Action Steps	Anticipated Start/Completion Date
Monitor progress towards SAP indicators of effectiveness Quarterly	09/01/2021 - 06/01/2021

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed		PD Step	Comm Step
ASHS LT and PPIW Assistant Director		no	no

Action Steps	Anticipated Start/Completion Date
Monitor and increase PBIS Fidelity three times	09/01/2021 - 06/12/2024

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
IU PBIS Facilitator	yes	no

Action Steps	Anticipated Start/Completion Date
Collect and report out on FRESH Scholar Certifications Data monthly to Educators, Scholars and Families (SCC)	09/15/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed		PD Step	Comm Step
FRESH Scholar Certifications Tracker		no	yes

Action Steps	Anticipated Start/Completion Date
Implement FRESH PBIS Habits and Behaviors into Crew Lessons a minimum of 1x in each quarter including after school breaks	09/01/2021 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
Crew Lesson Plans	yes	no

Action Steps	Anticipated Start/Completion Date
Develop logistics, individual scholar monitoring and school-wide data, implementation and accountability plans for students needing support at each Tier for regular attendance	06/21/2021 - 09/01/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
Propel Data and Academic Team	no	yes

Action Steps	Anticipated Start/Completion Date
Implement a full process for chronically and habitually truant students coupled with attendance and academic interventions to improve attendance and academic performance including home visits	08/19/2021 - 06/12/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
Propel Attendance Coordinator	no	no

Action Steps	Anticipated Start/Completion Date
Educators engage in School-Wide Data for Equity Protocol using MAP, Grades, Attendance, Referral minimum of one time/semester	10/15/2021 - 05/12/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
Academic Team	yes	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/18/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
All action steps will be monitored bi-weekly by the LT. Leadership team will review progress towards implementation and outcomes on a monthly basis.	Improved Tiered Supports for scholars in Tier 2 and Tier 3 in academics, behavior and social-emotional well being. Universal Screeners completed

Material/Resources/Supports Needed	PD Step	Comm Step
n/a	no	no

Action Plan: Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)

Action Steps	Anticipated Start/Completion Date
Prior to teaching each lesson/unit, educators will identify key vocabulary within that lesson/unit.	08/09/2021 - 09/02/2021

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum Resource Guides	yes	no

Action Steps	Anticipated Start/Completion Date
Select and utilize graphic organizers to explicitly teach vocabulary words.	08/09/2021 - 09/02/2021

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum Resource Guides	yes	no

Action Steps	Anticipated Start/Completion Date
Provide professional learning for educators focused on how to consistently use mathematical language and how to support scholars in doing the same practice.	09/01/2021 - 12/15/2021

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"	yes	no

Action Steps	Anticipated Start/Completion Date
Monthly walkthroughs will focus on educators', math specialists', and scholars' use of mathematical language.	09/01/2021 - 12/15/2021

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
Unified Walkthrough tool with rubric		no	yes

Action Steps	Anticipated Start/Completion Date
Model the use of mathematical language in the classroom for select educators as a focus for the first semester.	08/18/2021 - 10/29/2021

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition" Curriculum Resources	yes	no

Action Steps	Anticipated Start/Completion Date
Provide professional learning for educators focused on word problems.	01/10/2022 - 03/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"	yes	no

Action Steps	Anticipated Start/Completion Date
Teach students to identify word problem types that include the same type of action or event.	01/10/2022 - 03/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"	yes	no

Action Steps	Anticipated Start/Completion Date
Model the problem-solving process through a think-aloud and math talk.	01/10/2022 - 03/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
"Elementary and Middle School Mathematics: Teaching Developmentally 10th Edition"	yes	yes

Action Steps	Anticipated Start/Completion Date
Monthly walkthroughs will focus on general educators', specialists' and scholars' use of problem-solving processes.	02/11/2022 - 05/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
Unified Walkthrough tool with rubric		yes	yes

Action Steps	Anticipated Start/Completion Date
At the onset of the school year and two times thereafter, administer a universal screener (NWEA MAP) to all students to identify students at-risk for math difficulties.	08/23/2021 - 05/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
NWEA MAP Software Chromebooks	no	yes

Action Steps

Conduct an inventory of current math interventions; select math intervention(s) programs that adheres to evidence-based strategies for implementing targeted interventions; train specialists on implementing math interventions.

Anticipated Start/Completion Date

07/01/2021 - 07/30/2021

Monitoring/Evaluation

1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.

Anticipated Output

1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Current math interventions utilized: SOAR, IXL, DreamBox	no	no

Action Steps	Anticipated Start/Completion Date
Use NWEA MAP data to identify and provide Tier II & Tier III interventions to students in need of targeted acceleration and students in need of enrichment.	09/07/2021 - 05/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Salary/Benefits (2 Math Specialist positions totaling $75,000, CSI funds)	yes	yes

Action Steps	Anticipated Start/Completion Date
Use progress monitoring data to evaluate the entry, exit and effectiveness of interventions.	09/07/2021 - 05/30/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
As noted above: Salary/Benefits (2 Math Specialist positions totaling $75,000, CSI funds)	no	no

Action Steps

The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

Anticipated Start/Completion Date

08/18/2021 - 06/14/2022

Monitoring/Evaluation

1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.

Anticipated Output

1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Building Level Status Meeting Schedule	no	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/18/2021 - 06/14/2022

Monitoring/Evaluation	Anticipated Output
1) Principal & Assistant Principal will conduct 6 informal, 2 formal and 2 summative evaluations for educators and math specialists per year. 2) Informal feedback will be provided to the educators during Coaching Cycle Meetings. 3) Building Principals will conduct status meetings with Propel District Leaders Bi-monthly to monitor & evaluate the school's progress towards meeting goals. 4) The teacher effectiveness rating will be evidenced by final evaluation scores on formal observations.	1) An increase in the percentage of scholars that are meeting growth targets based on grade level standards. 2) An increase in the educator effectiveness ratings as evidenced by summative evaluation scores. 3) A decrease in the number of scholars performing and/or predicted to be "below basic" in statewide math assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
Building Level Status Meeting Schedule		no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Implement Standards Aligned Curriculum in ELA and Math ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes")(	Educators engage in Student Work Protocol a minimum of one time per quarter	09/01/2021 - 06/14/2022
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Implement Standards Aligned Curriculum in ELA and Math ("Engage instructional teams in developing	ELA and Math teachers participate in differentiated, building-based, content-specific PD twice per month including	08/19/2021 - 06/14/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	standards-aligned units"; "Deliver sound instruction in a variety of modes")(	collaborative analysis of content-specific assessments, unpacking standards, aligning assignments with standards, and follow-up learning on district-wide content PD	
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and	Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	05/03/2001 - 05/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	monitoring student mastery"; "Assess student learning frequently")		
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")	Align weekly professional development to include LOTOL / SEA practices, language and references	08/09/2021 - 06/01/2022
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-	Standards Based	Facilitate	08/09/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")	professional learning to build shared understanding of expectations related to lesson planning and standards-based grading	- 08/17/2021
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Implement scholar small groups to meet students' social-emotional needs based on results of Universal Screener	09/15/2021 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Monitor and increase PBIS Fidelity three times	09/01/2021 - 06/12/2024
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Implement FRESH PBIS Habits and Behaviors into Crew Lessons a minimum of 1x in each quarter including after school breaks	09/01/2021 - 06/01/2024
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Educators engage in School-Wide Data for Equity Protocol using MAP, Grades, Attendance, Referral minimum of one	10/15/2021 - 05/12/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		time/semester	
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Prior to teaching each lesson/unit, educators will identify key vocabulary within that lesson/unit.	08/09/2021 - 09/02/2021
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students	Select and utilize graphic organizers to explicitly teach vocabulary words.	08/09/2021 - 09/02/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)		
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise	Provide professional learning for educators focused on how to consistently use mathematical language and how to support scholars in doing	09/01/2021 - 12/15/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	the same practice.	
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on	Model the use of mathematical language in the classroom for select educators as a focus for the first semester.	08/18/2021 - 10/29/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	word problems) (WWC Practice Guide)		
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Provide professional learning for educators focused on word problems.	01/10/2022 - 03/30/2022
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of	Assist students struggling with	Teach students to identify word	01/10/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	problem types that include the same type of action or event.	03/30/2022
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation	Model the problem-solving process through a think-aloud and math talk.	01/10/2022 - 03/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	#2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)		
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and	Monthly walkthroughs will focus on general educators', specialists' and scholars' use of problem-solving processes.	02/11/2022 - 05/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	deliver explicit instruction on word problems) (WWC Practice Guide)		
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	Use NWEA MAP data to identify and provide Tier II & Tier III interventions to students in need of targeted acceleration and students in need of enrichment.	09/07/2021 - 05/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Select and utilize meeting and data protocols to optimize collaboration among staff	06/24/2021 - 07/30/2024
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Select acceleration and enrichment interventions that meet the specific academic and/or behavioral needs of scholars.	07/01/2021 - 12/15/2021
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA))	Utilize data-based decision making within a multi-level prevention system to maximize student	Convene schoolwide data team that analyzes data across grade-levels and content	07/19/2021 - 05/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	achievement and reduce behavior problems.	areas, including weekly analysis of attendance and behavior data.	
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Data team members work with teachers during collaboration times to model how to use data to inform practice.	08/11/2021 - 05/30/2024
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	On a biweekly basis, analyze progress monitoring data related to growth and mastery of students in grades K-2 to identify, analyze, and develop plans for addressing skill	09/07/2021 - 05/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		gaps.	
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Implement a plan for using formative assessment to monitor students' math learning in grades K-2.	08/18/2021 - 05/30/2024
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Develop a plan for using formative assessment to monitor students' math learning in grades K-2.	07/08/2021 - 08/17/2021
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-	Utilize data-based decision making within a multi-level prevention	Drawing from content in SAS Portal and/or end-of-unit	07/06/2021 - 07/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	system to maximize student achievement and reduce behavior problems.	assessments, create PSSA practice tests to assess eligible content taught in Quarters 1 and 2 in Math and ELA.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Educators engage in Student Work Protocol a minimum of one time per quarter	All Educators	Analyzing data from multiple sources to determine differentiation for scholars who are failing to meet expectations and exceeding expectations.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved Scholar SBG	10/15/2021 - 05/01/2022	Administrators, Content Coaches

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Professional Development Step	Audience	Topics of Prof. Dev
ELA and Math teachers participate in differentiated, building-based, content-specific PD twice per month including collaborative analysis of content-specific assessments, unpacking standards, aligning assignments with standards, and follow-up learning on district-wide content PD	ELA and Math teachers	ELA: CCSS Core Action shifts, Curriculum Specific Coaching Math: Curriculum and Student assessment data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Educator PD exit tickets	08/19/2021 - 06/14/2022	Academic Team and School Admins

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3a: Communicating with Students

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	All Educators	Current beliefs and instructional practices regarding grading and as an overview and orientation of SBG

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PD Exit Tickets	05/03/2021 - 05/31/2021	Senior Academic Director and Admin

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Align weekly professional development to include LOTOL / SEA practices, language and references	All educators	Ron Berger's work with scholars as "Leaders of their Own Learning" and Scholar Engaged Assessment Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observation Data	08/09/2021 - 06/01/2022	Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Facilitate professional learning to build shared understanding of expectations related to lesson planning and standards-based grading	All educators	Lesson Planning connection to Standards Based Grading

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Educator Lesson Plan Reviews	08/09/2021 - 06/17/2024	Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Teaching Math Developmentally	Math Educators (k-8) and Math Specialists	Teaching Math Developmentally using Inquiry based approaches Procedural Math vs. Conceptual Math Mathematical Vocabulary & Word Problems

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observation and Walkthrough Data Unit Plan Review	08/10/2021 - 06/30/2024	Principal

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

3a: Communicating with Students

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

Professional Development Step	Audience	Topics of Prof. Dev
Teaching Math Developmentally	Math Educators (k-8) and Math Specialists	Teaching Math Developmentally using Inquiry based approaches Procedural Math vs. Conceptual Math Mathematical Vocabulary & Word Problems

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observation and Walkthrough Data Unit Plan Review	08/10/2021 - 03/30/2022	Principal

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

1f: Designing Student Assessments

3a: Communicating with Students

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

Professional Development Step	Audience	Topics of Prof. Dev
Using Assessments	Primary Educators and Instructional Specialists	Formative Assessments Progress Monitoring Tier II Supports in the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observations and Walkthroughs	08/18/2021 - 05/30/2022	Assistant Principal of Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	Educators	MTSS Protocols Appropriate Interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plan and classroom observations	08/02/2021 - 06/18/2024	Assistant Principal of Instruction

Danielson Framework Component Met in this Plan:

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")	Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	2001-05-03 - 2021-05-31
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG)	Standards Based Grading ("Engage instructional	Invite Pathway Educators to regularly	2021-06-21 - 2022-06-24

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")	participate in Instructional Cabinet	
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage	All educators receive initial orientation to guiding principles JumpRope	2021-08-09 - 2021-08-17

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	instructional teams in assessing and monitoring student mastery"; "Assess student learning frequently")		
ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in English as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS ELA SBG) ASHS: By June 30, 2024, 80% of scholars in grades 9 - 12 will demonstrate grade-level mastery of course Standards in Math as measured by a grade of 2 or higher on Standards Based Grading (SBG) scale of 1-4. (ASHS Math SBG)	Standards Based Grading ("Engage instructional teams in developing standards-aligned units"; "Deliver sound instruction in a variety of modes"; "Engage instructional teams in assessing and monitoring student mastery"; "Assess student learning	Continuously share information about the Propel philosophy and beliefs about SBG at all monthly School Community Council Meetings and Student-Led Conferences	2021-09-01 - 2022-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
frequently")			
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Collect and report out on FRESH Scholar Certifications Data monthly to Educators, Scholars and Families (SCC)	2021-09-15 - 2022-05-31
ASHS: 75% of scholars in grades 9-12 will meet their Reading MAP growth projection from Fall to Spring by June 14, 2024 (ASHS ELA MAP) ASHS: 77% of scholars in grades 9-12 will meet their Math MAP growth projection June 14, 2024 (ASHS Math MAP)	Implement MTSS ("Provide a tiered system of instructional and behavioral supports and interventions")	Develop logistics, individual scholar monitoring and school-wide data, implementation and accountability plans for students needing support at each Tier for regular attendance	2021-06-21 - 2022-09-01
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the	Assist students struggling with mathematics:	Monthly walkthroughs will focus on	2021-09-01 - 2021-12-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
NWEA MAP assessment). (Homestead Math Goal)	students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	educators', math specialists', and scholars' use of mathematical language.	
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear	Model the problem-solving process through a think-aloud and math talk.	2022-01-10 - 2022-03-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)		
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit	Monthly walkthroughs will focus on general educators', specialists' and scholars' use of problem-solving processes.	2022-02-11 - 2022-05-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	instruction on word problems) (WWC Practice Guide)		
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	Assist students struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	At the onset of the school year and two times thereafter, administer a universal screener (NWEA MAP) to all students to identify students at-risk for math difficulties.	2021-08-23 - 2022-05-30
By 2023-2024, in grades 3-8, 33.4% of students will demonstrate math proficiency	Assist students	Use NWEA MAP	2021-09-07

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Mathematics PSSA using the NWEA MAP assessment). (Homestead Math Goal)	struggling with mathematics: students struggling in the elementary grades (Recommendation #2: teach clear and concise mathematical language; Recommendation #5: design and deliver explicit instruction on word problems) (WWC Practice Guide)	data to identify and provide Tier II & Tier III interventions to students in need of targeted acceleration and students in need of enrichment.	- 2022-05-30
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and	Administer universal screening assessments to identify scholars in need of acceleration or	2021-08-23 - 2024-05-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
85% or greater. (Homestead Data-Based Decision-Making (Attendance))	reduce behavior problems.	enrichment in Math, ELA, and Science	
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	On a biweekly basis, analyze progress monitoring data related to growth and mastery of students in grades K-2 to identify, analyze, and develop plans for addressing skill gaps.	2021-09-07 - 2024-05-30
In 2023-2024, in grades 3-8, 49.3% of students will demonstrate reading proficiency ("Proficiency" will be determined by looking at the number of students who are predicted to score Proficient and/or Advanced on the Reading PSSA using the NWEA MAP assessment). (Homestead Data-Based Decision-Making (ELA)) In 2023-2024, the percentage of scholars in grades K-8 regularly attending will be 85% or greater. (Homestead Data-Based Decision-Making (Attendance))	Utilize data-based decision making within a multi-level prevention system to maximize student achievement and reduce behavior problems.	Drawing from content in SAS Portal and/or end-of-unit assessments, create PSSA practice tests to assess eligible content taught in	2021-07-06 - 2021-07-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		Quarters 1 and 2 in Math and ELA.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Facilitate PD to educators to examine current beliefs and instructional practices regarding grading and as an overview and orientation of SBG	All Educators	Current beliefs and instructional practices regarding grading and as an overview and orientation of SBG

Anticipated Timeframe	Frequency	Delivery Method
05/03/2021 - 05/31/2021	One time	Presentation

Lead Person/Position
Director of Academics and Admins

Communication Step	Audience	Topics/Message of Communication
Invite Pathway Educators to regularly participate in Instructional Cabinet	Pathway Educators	All Instructional Content

Anticipated Timeframe	Frequency	Delivery Method
06/21/2021 - 06/24/2022	Each Instructional Cabinet Meeting (1-3/month depending upon need)	Presentation

Lead Person/Position
Administrators

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Communication Step	Audience	Topics/Message of Communication
All educators receive initial orientation to guiding principles JumpRope	All Educators	JumpRope SBG Software

Anticipated Timeframe	Frequency	Delivery Method
08/09/2021 - 08/17/2021	One time	Presentation

Lead Person/Position

Director of Academics

Communication Step	Audience	Topics/Message of Communication
Continuously share information about the Propel philosophy and beliefs about SBG at all monthly School Community Council Meetings and Student-Led Conferences	Staff, Community and Scholars	SBG

Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 05/31/2022	Monthly	Presentation

Lead Person/Position

Pathway Educators and Crew Leaders during Student Let Conferences

Communication Step	Audience	Topics/Message of Communication
Collect and report out on FRESH Scholar Certifications Data monthly to Educators, Scholars and Families (SCC)	Staff, Community and Scholars	FRESH Scholar Certifications (PBIS rewards)

Anticipated Timeframe	Frequency	Delivery Method
09/15/2021 - 05/31/2022	Monthly	Newsletter

Lead Person/Position
PBIS Lead Educators

Communication Step	Audience	Topics/Message of Communication
Develop logistics, individual scholar monitoring and school-wide data, implementation and accountability plans for students needing support at each Tier for regular attendance	Families and Scholars	Logistics, individual scholar monitoring and school-wide data, implementation and accountability plans for students needing support at each Tier for regular attendance

Anticipated Timeframe	Frequency	Delivery Method
06/21/2021 - 09/01/2022	Once for rollout and then regular updates	Presentation

Lead Person/Position
Counselor, Scholar Support Specialist and Attendance Specialist

Communication Step	Audience	Topics/Message of Communication
School & Community Council Meetings	Parents, Families and Community Members	School Data Presentation of Academics, Behavior and Attendance

Anticipated Timeframe	Frequency	Delivery Method
08/09/2021 - 05/30/2022	Monthly	Presentation

Lead Person/Position
Assistant Principal of Instruction Community Site Coordinator

Communication Step	Audience	Topics/Message of Communication
Scholar Led Conferences/Scholar Assemblies	Scholars	School Data Meetings Assessment Data Profile Academic Strengths and Weaknesses

Anticipated Timeframe	Frequency	Delivery Method
08/19/2021 - 05/30/2022	Monthly	Presentation Other

Lead Person/Position

Principals

Communication Step	Audience	Topics/Message of Communication
Grade Level Team Meetings	K-12 Educators, Instructional Specialists, Paraprofessionals	School Data Grade Level Goals

Anticipated Timeframe	Frequency	Delivery Method
08/19/2021 - 03/30/2022	Monthly	Other

Lead Person/Position

Principals

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Progress on plan will be shared at staff meetings, School Community Council meetings and with scholars during Crew.	Updates on CSI Plan goals and action plans	Face to Face (some virtual) meetings	Staff, Community, Families and Scholars	Quarterly updates