

PROPEL CS-EAST

3447 East Carson St.

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

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

VISION STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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

PARENTS

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

COMMUNITY

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

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

ESTABLISHED PRIORITIES

Priority Statement

We have a lot of scholar who are performing below grade level. We are focusing on Tier I instruction before moving on to tier II to ensure that we are providing appropriate supports to scholars who are truly in need.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Continue using and monitoring curriculum that is used with integrity and ensuring all educators have appropriate training and support using the tier I system.

Professional learning
Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Scholar work protocols

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Operation Data Usage

100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement.

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

Action Forms: In It to Win It

Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time.

MTSS in full effect

By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in MAPs data.

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

Train Educators in MTSS: Tier I review with beginning conversations around tier 2

2022-08-15 - 2025-06-15

Principals and Coaches

Curricular Resources MTSS Support

Anticipated Outcome

Scholar Improvement

Monitoring/Evaluation

CDT, Daily Exit tickets, Common Assessments

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Operation Data Usage	100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement.
Action Forms: In It to Win It	<p>Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work.</p> <p>Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time.</p>
MTSS in full effect	By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in MAPs data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	2022-08-15 - 2025-06-14	Bethany Thomas/Principal Kim Hoerr/Assistant Director K-2	Federal Funds will be used for salaries and benefits for the K-2 Initiative. All of Title I funds (\$141,825) will be used for salaries. Title II (\$16,609) and IV (\$10,235) funds will be consolidated into Title I and used for benefits.

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement. (Operation Data Usage)</p> <p>Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time. (Action Forms: In It to Win It)</p> <p>By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in MAPs data. (MTSS in full effect)</p>	MTSS	K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	08/15/2022 - 06/14/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

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

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

School Board Minutes or Affirmation Statement

2022-06-20

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

Chief School Administrator

Dr. Tina Chekan

2022-09-07

School Improvement Facilitator Signature

Building Principal Signature

Bethany Thomas

2022-09-13

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Student Suspension

Enrollment

Suspensions

Enrollment

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Suspensions

Suspensions

Suspensions

Suspensions

Enrollment

Challenges

English Language Arts/Literature: Meeting Annual Academic Growth Expectations (PVAAS)

Mathematics/Algebra: Meeting Annual Academic Growth Expectations (PVAAS)

Met Goal

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

ELA

ELA/Literature

ELA/Literature

Mathematics/Algebra

ELA/Literature

Mathematics/Algebra

Most Notable Observations/Patterns

I believe that if we begin to implement a multi-tiered system of supports for academics and behavior, we will see a large impact in the performance of our scholars on their state test and PVAAS growth in all contents.

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

English Language Arts/Literature: Meeting Annual Academic Growth Expectations (PVAAS)

Mathematics/Algebra: Meeting Annual Academic Growth Expectations (PVAAS)

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

ADDENDUM B: ACTION PLAN

Action Plan: Scholar work protocols

Action Steps	Anticipated Start/Completion Date
Train Educators in MTSS: Tier I review with beginning conversations around tier 2	08/15/2022 - 06/15/2025

Monitoring/Evaluation	Anticipated Output
CDT, Daily Exit tickets, Common Assessments	Scholar Improvement

Material/Resources/Supports Needed	PD Step	Comm Step
Curricular Resources MTSS Support	no	no

Action Plan: MTSS

Action Steps

Anticipated Start/Completion Date

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

08/15/2022 - 06/14/2025

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step **Comm Step**

Federal Funds will be used for salaries and benefits for the K-2 Initiative. All of Title I funds (\$141,825) will be used for salaries. Title II (\$16,609) and IV (\$10,235) funds will be consolidated into Title I and used for benefits.

yes yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement. (Operation Data Usage)</p> <p>Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time. (Action Forms: In It to Win It)</p> <p>By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in MAPs data. (MTSS in full effect)</p>	MTSS	K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	08/15/2022 - 06/14/2025



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Scholar work protocols	All Educators and staff	MTSS : Tier I and Tier II instruction and support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of MTSS/Scholar learning outcomes will improve	08/15/2022 - 06/15/2025	District/Principals/Coaches

Danielson Framework Component Met in this Plan:	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
<p>100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement. (Operation Data Usage)</p> <p>Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time. (Action Forms: In It to Win It)</p> <p>By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in MAPs data. (MTSS in full effect)</p>	MTSS	K-2 Educators and Instructional Specialists will use EBLI (Evidence-Based Literacy Instruction) for scholars.	2022-08-15 - 2025-06-14



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
August PD and ongoing	Educators	MTSS: Tier I and II
Anticipated Timeframe	Frequency	Delivery Method
08/15/2022 - 06/14/2023	During monthly PD	Presentation
Lead Person/Position		
District		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Website, Monthly SCC Meetings	Comprehensive and Schoolwide Plans	Website, In Person	All stakeholders	8/1/22-7/31/23
