

PROPEL CS-BRADDOCK HILLS

3447 E. Carson Street

ATSI Title 1 School Plan | 2023 - 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. 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

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EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

PARENTS

Propel Braddock Hills 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, outline shared responsibilities and best practices.

COMMUNITY

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

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

STEERING COMMITTEE

Name	Position	Building/Group
April Perry	Administrator	Braddock Hills Elementary
Robert Sims	Administrator	Braddock Hills High School
Veronica Strueve	Administrator	Braddock Hills Middle School
Teresa O'Neill	Administrator	Propel Schools
Tina Chekan	Administrator	Propel Schools
Cheryl Smith	Community Member	Braddock Hills Elementary/YWCA
Tamiaka Toole	Parent	Braddock Hills Elementary/Middle
Fred Woodfork	Student	Braddock Hills High School
Anthony Ricchiuto	Community Member	Braddock Hills Police/SRO
Valerie Jones	Parent	Braddock Hills Elementary School
Megan Eiseman	Teacher	Braddock Hills Elementary School
Jamal Jones	Teacher	Braddock Hills Middle School
Max Morgan	Teacher	Braddock Hills High School

Name

Position

Building/Group

Mariah Hohanson Kirkland

Student

Braddock Hills High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students meeting the growth goal will increase by 3% over the course of the year.	English Language Arts Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems
Student suspensions will decrease by 10% each year.	Regular Attendance Regular Attendance Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
ELA	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	By 2025, Propel Braddock Hills Charter School will meet and/or exceed the annual academic growth

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

expectations for ELA according to the Future Ready PA Index.

MTSS ELA

Scholars will show a 6% increase on PA State Assessment by the 23-24 school year

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

MTSS system will be in place that has a high level of focus on early literacy and supports needed in grades3-12.

2023-07-07 -
2024-06-21

Leadership
and MTSS
Lead

Propel MTSS Plan Data collection system
Intervention Resources Active Reading
Strategies Assessment strategies

Implement Tier 2 and Tier 3 for students when needed

2023-07-07 -
2024-06-21

MTSS Lead
Teachers

Intervention Resources

Anticipated Outcome

small group instruction

Monitoring/Evaluation

2-3 times a week minimum

Evidence-based Strategy

Math

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS Math

Scholars will show a 6% increase on PA State Assessment by the 23-24 school year

Math Goal

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Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

MTSS system will be in place that has a high level of focus on early numeric literacy and supports needed in grades3-12.

2023-07-07 -
2024-06-21

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and MTSS
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025, Propel Braddock Hills Charter School will meet and/or exceed the annual academic growth expectations for ELA according to the Future Ready PA Index. (ELA Goal) Scholars will show a 6% increase on PA State Assessment by the 23-24 school year (MTSS ELA)	ELA	MTSS system will be in place that has a high level of focus on early literacy and supports needed in grades3-12.	07/07/2023 - 06/21/2024

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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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

April Perry

2023-07-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Science/Biology All Student Group Meets the Standard
Demonstrating Growth

Percent Career Standards Benchmark (100%)

Graduation Rate

English Language Arts/Literature - 83.3% PVAAS All Student
Group Exceeds the Standard Demonstrating

Campus projected proficiency showed growth in the year 2021-22

BHES project proficiency K-2 ELA

Added 3-5 ELA coach support

Added a double block for Algebra1 at BHHS

Added 3-12 math content coach

Additional intervention time for math

Career Standards Benchmark- 100%

PVVAS for ELA

Challenges

Mathematics/Algebra - All Student Group Did Not Meet Interim
Goal/Improvement Target

English Language Arts/Literature - All Student Group Did Not
Meet Interim Goal/Improvement Target

Percent Regular Attendance

All Student Group Did Not Meet Interim Goal/Improvement Target
7.4%

English Language Arts/Literature -21.0% All Student Group Did
Not Meet Interim Goal/Improvement Target 21.0%

Not meeting Statewide Goal/Interim Target-28.5

Graduation Rate

Low proficiency rates in Math and ELA for PA state assessments.

PVAAS Math score.

Reading and Math Scores for economically disadvantaged
students.

Strengths

PVVAS for Science

Career Standards

Align curricular materials and lesson plans to the PA standards

Added math intervention time for grades 3-5

Challenges

PVAAS Math Scores for economically disadvantaged students.

Implement a multi-tiered system of supports for academics and behavior (part of Propel's 3 year district wide revitalization plan)

Implement evidence-based strategies to engage families to support learning

Identify and address individual learning needs.

Reduce Suspensions

Regular Attendance Rate

Regular Attendance

Economically Disadvantaged- 28.1%

Black 27.9%

Regular Attendance



Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target

English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target

Leaders, educators and support staff work collaboratively to align all supports, systems, and structures to ensure impact on scholar success.

✓

Reduce Suspensions

Establishing effective tiered support process that focuses first on prevention and identifying appropriate behavioral and emotional supports.

✓

Regular Attendance Rate

ADDENDUM B: ACTION PLAN

Action Plan: ELA

Action Steps	Anticipated Start/Completion Date	
MTSS system will be in place that has a high level of focus on early literacy and supports needed in grades3-12.	07/07/2023 - 06/21/2024	
Monitoring/Evaluation	Anticipated Output	
2-3 times a week minimum	small group instruction	
Material/Resources/Supports Needed	PD Step	Comm Step
Propel MTSS Plan Data collection system Intervention Resources Active Reading Strategies Assessment strategies	yes	yes

Action Steps

Anticipated Start/Completion Date

Implement Tier 2 and Tier 3 for students when needed

07/07/2023 - 06/21/2024

Monitoring/Evaluation

Anticipated Output

2-3 times a week minimum

small group instruction

Material/Resources/Supports Needed

PD Step

Comm Step

Intervention Resources

yes

yes

Action Plan: Math

Action Steps**Anticipated Start/Completion Date**

MTSS system will be in place that has a high level of focus on early numeric literacy and supports needed in grades3-12.

07/07/2023 - 06/21/2024

Monitoring/Evaluation**Anticipated Output**

2-3 times a week minimum

small group instruction

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

Propel MTSS Plan Data collection system Intervention Resources Assessment strategies

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement Tier 2 and Tier 3 for students when needed

07/07/2023 - 06/21/2024

Monitoring/Evaluation**Anticipated Output**

2-3 times a week minimum

small group instruction

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

Intervention Resources

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	Educators	Early Literacy and Language
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Attendance and progress monitoring of small group learning	09/11/2023 - 06/07/2024	Leadership team and District Supports
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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		grades3-12.	
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COMMUNICATIONS PLAN

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
SCC Meeting for Stakeholders	School Improvement Updates	Presentation	Stakeholders- parents, community members, educators	January 2024

