

PROPEL CS-HAZELWOOD

5401 Glenwood Ave

ATSI Title 1 Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Propel Hazelwood is a community school, committed to creating and sustaining a culture focused on academic excellence, continuous growth, and care for each other, that supports scholars' development into positive leaders and voices for change in our communities. 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.

VISION STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Propel Hazelwood scholars are expected to excel both academically and socially. Scholars are expected to produce high quality work through constant effort and self-reflection. Mistakes are a part of the process and students are expected to embrace that process to produce high-quality, meaningful work. Scholars are always striving to embody HAWK characteristics by demonstrating Honesty, Accountability, Working Hard, and showing Kindness. Respect between and amongst students and staff is crucial in building a positive learning environment.

STAFF

Propel Hazelwood educators believe all students can achieve through processes of continuous growth. We are committed to rigorous academics while cultivating a safe and nurturing environment where mistakes are not just accepted but expected as part of the learning process. We educate the whole scholar by helping them grow socially, emotionally, and academically. The staff is a committed team, working together for the support and development of all scholars. Educators collaborate and share ideas to improve their own practices and the educational outcomes for our scholars.

ADMINISTRATION

Propel Hazelwood's Leadership Team is committed to facilitating a safe, caring, 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

At Propel Hazelwood we believe that family partnerships are a critical factor in providing the support students need to make progress, meet goals and experience success. The school engages meaningfully with parents and families through academic and social events, family conferences, resource support opportunities, and regular two-way communication. Prioritizing these partnerships allow for shared responsibility and best practices in supporting our scholars.

COMMUNITY

Propel Hazelwood is a community school that utilizes community groups and organizations to assist in providing additional opportunities to our scholars and families. A sense of belonging allows scholars to become productive, contributing members to the community, while engaging in culturally relevant experiences in and outside of the classroom.

STEERING COMMITTEE

Name	Position	Building/Group
Meryl Johnson	Principal	Hazelwood
Darnell Bonner	Administrator	Hazelwood
Lacey Macchia	Administrator	Hazelwood
Amy DiGennaro	Counselor	Hazelwood
Teresa O'Neill	Assistant Superintendent	Propel Schools
Christina Veason	Educator	Hazelwood
Justin Peeks	Community Partnership	Hazelwood
Tina Chekan	Superintendent/CEO	Propel Schools
Deborah Freedman	Teacher	Hazelwood
Shanell Wright	Parent	Hazelwood
Rev. June Jefferies	Community Member	Hazelwood
Tangella Bose	Parent	Hazelwood
Rev. Michael Murray	Community Member	Hazelwood

Name

Position

Building/Group

Tawanna Lewis

Parent

Hazelwood

Shawn Collins

Teacher

Hazelwood

Tiffany Stamps

Staff Member

Hazelwood

Akeitha Redman

Staff Member

Hazelwood

Teresa O'Neill

Administrator

Propel Schools

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we prioritize attendance in our communication with families and initiate programs to celebrate and incentivize regular attendance with students and families, then we anticipate an increase in regular attendance (and an increase in opportunities for students to experience high quality instruction) resulting in greater academic growth and achievement.	Regular Attendance
If we transition to standards based grading and student engaged assessment practices, then educators will have a more detailed understanding of students' progress towards mastery of each standard and areas in need of development throughout the school year, and will be better able to adjust instructional practices to meet individual needs, and therefore students will experience increased academic growth and achievement.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If Propel network and Propel Hazelwood make meaningful shifts in our school culture through the use of clear communication around expectations for students, families, and staff, and increased support for new teachers through systems for coaching and mentorship, then there will be increased morale, increased consistency in staffing and educator development, and students will experience greater academic success.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy
Communication with families through state mandated attendance letters

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase Regular Attendance	Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Attendance Specialist monitors attendance daily and makes regular contact with families, including sending written communication about missed days after 3, 6, 10 and 20 days.	2023-08-28 - 2026-06-12	Attendance Specialist	Attendance letters Skyward- student information system
Work with families to create SAIP (Student Attendance Improvement Plan) after 3 missed days of school.	2023-08-28 - 2026-06-12	Attendance Specialist	SAIP form in Skyward- student information system

Anticipated Outcome

Increased regular attendance.

Monitoring/Evaluation

Attendance Specialist and school and network leadership teams run weekly reports from Skyward

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Evidence-based Strategy

Completion of home visits with a minimum of 25% of our families.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Increase Regular Attendance

Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Attendance Specialist will conduct home visits before a family is cited for truancy (after 3 or 6 missed days). Home visits will be conducted for a minimum of 25% of families with students enrolled at the school.	2023-08-28 - 2024-06-14	Attendance Specialist	

Anticipated Outcome

Increased regular attendance.

Monitoring/Evaluation

Attendance Specialist and school and network leadership teams run weekly reports from Skyward

Evidence-based Strategy

Implementation of a MTSS process

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Transition to SBG	Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Plan for implementation for the 2023-2024 school year through the designation of the MTSS lead, creating MTSS meeting calendar and planning for staff professional development.	2023-07-14 - 2024-06-14	Administrators	Network provided MTSS materials

Anticipated Outcome

Comprehensive plan for developing educator understanding of standards-based grading practices using data obtained through the MTSS process.

Monitoring/Evaluation

Evidence-based Strategy

Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Transition to SBG	Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create professional development calendar for building level sessions to be held throughout the school year.	2023-07-26 - 2023-08-25	Administrators	
Facilitate building level professional development to introduce and	2023-08-09 -	Administrators	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
deepen understanding of SBG practices.	2024-06-14		

Anticipated Outcome
 Educators develop a deep understanding of standards-based grading practices using data obtained through the MTSS process.

Monitoring/Evaluation

Evidence-based Strategy
 Family Engagement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Transition to SBG	Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Host targeted grade-level curriculum nights to inform and deepen family understanding of the purpose and practice of standards based grading.	2023-09-01 - 2023-09-29	Administrators	
Host monthly School and Community Council meetings to provide opportunities to deepen family understanding of standards based grading and gather feedback.	2023-09-01 - 2026-06-12	Administrators	

Anticipated Outcome
 Educators develop a deep understanding of standards-based grading practices.

Monitoring/Evaluation

Evidence-based Strategy
 Implementation of MTSS process

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Staff Retention	Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end

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

each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.

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

Continued implementation of MTSS.

2023-07-14 - 2026-06-15

Administrators

Anticipated Outcome

Comprehensive plan for developing educator understanding of standards-based grading practices using data obtained through the MTSS process.

Monitoring/Evaluation**Evidence-based Strategy**

Positive Behavior Incentive Supports

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

Staff Retention

Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end

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

each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.

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

Implement school-wide PBIS system

2023-08-09 - 2026-06-15

Administrators

Anticipated Outcome

Staff will increase positive relationships with students and a sense of ownership of school culture through the use of our PBIS system as demonstrated through the reduction of office-managed incidents.

Monitoring/Evaluation

Administrators will regularly use behavior data and Habits grades from Panorama and Jumprope systems.

Evidence-based Strategy

Professional Development

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

Staff Retention

Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations

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

(for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.

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

Provided content area specific professional development and building specific professional development monthly to all staff.

2023-08-09 -
2026-06-15

Administrators

Anticipated Outcome

Educators will deepen their content knowledge and bank of instructional best practices through collaboration and learning with network peers. Educators will express a sense of belonging and feeling of being supported by peers and administrators.

Monitoring/Evaluation

Network and building level administrators will gather feedback at professional development sessions.

Evidence-based Strategy

Instructional Leadership Capacity Building

Measurable Goals

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

Staff Retention

Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.

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

Network provides opportunities for shared leadership in the achievement of collective goals (for example, grade level team lead, curriculum development team, induction mentor).

2023-08-09 -
2026-06-15

Network
administrators

Anticipated Outcome

An increasing number of educators will express a sense of belonging and accountability for student outcomes through their interest in applying for additional leadership roles within the organization. Educators will express that Propel is an organization in which they can continue to grow professionally.

Monitoring/Evaluation

HR, administrators will use data from staff surveys conducted by HR department throughout each school year.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars." (Transition to SBG)</p>	Professional Development	Facilitate building level professional development to introduce and deepen understanding of SBG practices.	08/09/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. (Staff Retention)	Implementation of MTSS process	Continued implementation of MTSS.	07/14/2023 - 06/15/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. (Staff Retention)	Professional Development	Provided content area specific professional development and building specific professional development monthly to all staff.	08/09/2023 - 06/15/2026

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

Meryl Johnson

2023-07-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

PSSA Growth in Math: significant increase in growth score over the previous two years for Black students (94%) and Economically Disadvantaged students (91%).

PSSA Science Proficiency and Growth: Each student group is showing improvement in achievement scores from previous year (rates of proficiency are nearing pre-pandemic level). Black and Economically Disadvantaged students are consistently meeting state standard for growth. Black (72.5%) and Economically Disadvantaged (71.5%)

PSSA ELA Growth: Black students are meeting the state standard growth score (72%), despite decline in growth from previous year.

Primary grade students are demonstrating both more growth and achievement in reading based on Fall and Spring NWEA MAP scores. K-2 students have access to additional reading support in individual or small group interventions through Title I program in the school.

High quality math curricular materials for all grade levels. All grade levels have access to standards-aligned curricular resources (Illustrative Math in 5-8 and Investigations in K-4).

Challenges

Regular Attendance: School did not meet state goal of 94.1% regular attendance (Propel Hazelwood: 53.2% for 2020-2021) and there was a decrease in each student groups from previous year. Each of the identified groups has regular attendance in the range of 50-53%.

PSSA Proficiency in ELA and Math: Consistently low proficiency in ELA and Math and trending down.

PSSA Growth in ELA: Economically Disadvantaged students did not meet the state standard growth score (69%)

While PSSA data indicates the Students with Disabilities subgroup is performing very well compared to the general school population, this data is misleading due to the small number of overall enrollment in the school. In the 2021-2022 school year, there were approximately 270 students, approximately 20% of whom received special education services.

Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year

Strengths

Consistency in staffing for 4th grade science meant that students were taught by a familiar teacher for two consecutive years (3rd and 4th grade).

Propel Network has prioritized the completion of CEWs and at Propel Hazelwood all Student Group Exceed Performance Standard and we reached 100% completion.

Propel Network offers ESY to eligible students and provides high quality extended year instructional programming for students with disabilities.

Families are engaged and supportive of our students with disabilities. Parents regularly attend IEP meetings in person, virtually or by phone, and receive progress reports about student's progress towards IEP goals at the end of each trimester along with report cards.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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

Challenges

demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.

Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.

Inconsistent staffing in 8th grade science meant that students did not have a consistent science instructor throughout their 8th grade year.

Given that we have established 100% completion, we do not see any challenges in this area.

Attendance at ESY program is low. 6 of 20 eligible students attended during the summer 2022. Continuing to improve attendance during the school year and during summer programming will increase student output.

There are not systems in place to regularly monitor data for students with disabilities alongside data for all students, or for easily monitoring progress and participation for special education students and families.

Strengths

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

Challenges

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

Identify and address individual student learning needs

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

Foster a culture of high expectations for success for all students, educators, families, and community members

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>Regular Attendance: School did not meet state goal of 94.1% regular attendance (Propel Hazelwood: 53.2% for 2020-2021) and there was a decrease in each student groups from previous year. Each of the identified groups has regular attendance in the range of 50-53%.</p>	<p>School and families have not developed a culture of prioritizing regular school attendance because there has not been direct correlation between attendance and student achievement in the past.</p>	✓
<p>PSSA Proficiency in ELA and Math: Consistently low proficiency in ELA and Math and trending down.</p>	<p>School has not yet developed effective intervention systems to meet the needs of students who are not yet meeting proficiency standards in ELA and Math.</p>	✓
<p>Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.</p>	<p>Challenges in the profession and school setting, as well as external factors, have led to high staff turn over (for educators and school leaders), which impedes the ability for staff to develop their instructional practices in order to effectively meet students' learning needs.</p>	✓

ADDENDUM B: ACTION PLAN

Action Plan: Communication with families through state mandated attendance letters

Action Steps	Anticipated Start/Completion Date	
Attendance Specialist monitors attendance daily and makes regular contact with families, including sending written communication about missed days after 3, 6, 10 and 20 days.	08/28/2023 - 06/12/2026	
Monitoring/Evaluation	Anticipated Output	
Attendance Specialist and school and network leadership teams run weekly reports from Skyward	Increased regular attendance.	
Material/Resources/Supports Needed	PD Step	Comm Step
Attendance letters Skyward- student information system	no	yes

Action Steps**Anticipated Start/Completion Date**

Work with families to create SAIP (Student Attendance Improvement Plan) after 3 missed days of school.

08/28/2023 - 06/12/2026

Monitoring/Evaluation**Anticipated Output**

Attendance Specialist and school and network leadership teams run weekly reports from Skyward

Increased regular attendance.

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

SAIP form in Skyward- student information system

no

yes



Action Plan: Completion of home visits with a minimum of 25% of our families.

Action Steps	Anticipated Start/Completion Date
Attendance Specialist will conduct home visits before a family is cited for truancy (after 3 or 6 missed days). Home visits will be conducted for a minimum of 25% of families with students enrolled at the school.	08/28/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Attendance Specialist and school and network leadership teams run weekly reports from Skyward	Increased regular attendance.

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



Action Plan: Implementation of a MTSS process

Action Steps	Anticipated Start/Completion Date
Plan for implementation for the 2023-2024 school year through the designation of the MTSS lead, creating MTSS meeting calendar and planning for staff professional development.	07/14/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
	Comprehensive plan for developing educator understanding of standards-based grading practices using data obtained through the MTSS process.

Material/Resources/Supports Needed	PD Step	Comm Step
Network provided MTSS materials	no	no

Action Plan: Professional Development

Action Steps**Anticipated Start/Completion Date**

Create professional development calendar for building level sessions to be held throughout the school year.

07/26/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

Educators develop a deep understanding of standards-based grading practices using data obtained through the MTSS process.

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

no

no



Action Steps

Anticipated Start/Completion Date

Facilitate building level professional development to introduce and deepen understanding of SBG practices.

08/09/2023 - 06/14/2024

Monitoring/Evaluation

Anticipated Output

Educators develop a deep understanding of standards-based grading practices using data obtained through the MTSS process.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no

Action Plan: Family Engagement

Action Steps**Anticipated Start/Completion Date**

Host targeted grade-level curriculum nights to inform and deepen family understanding of the purpose and practice of standards based grading.

09/01/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Educators develop a deep understanding of standards-based grading practices.

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

no

yes



Action Steps**Anticipated Start/Completion Date**

Host monthly School and Community Council meetings to provide opportunities to deepen family understanding of standards based grading and gather feedback.

09/01/2023 - 06/12/2026

Monitoring/Evaluation**Anticipated Output**

Educators develop a deep understanding of standards-based grading practices.

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

no

yes



Action Plan: Implementation of MTSS process

Action Steps

Anticipated Start/Completion Date

Continued implementation of MTSS.

07/14/2023 - 06/15/2026

Monitoring/Evaluation

Anticipated Output

Comprehensive plan for developing educator understanding of standards-based grading practices using data obtained through the MTSS process.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no

Action Plan: Positive Behavior Incentive Supports

Action Steps

Anticipated Start/Completion Date

Implement school-wide PBIS system

08/09/2023 - 06/15/2026

Monitoring/Evaluation

Anticipated Output

Administrators will regularly use behavior data and Habits grades from Panorama and Jumprope systems.

Staff will increase positive relationships with students and a sense of ownership of school culture through the use of our PBIS system as demonstrated through the reduction of office-managed incidents.

Material/Resources/Supports Needed

PD Step

Comm Step

no

yes



Action Plan: Professional Development

Action Steps

Anticipated Start/Completion Date

Provided content area specific professional development and building specific professional development monthly to all staff.

08/09/2023 - 06/15/2026

Monitoring/Evaluation

Anticipated Output

Network and building level administrators will gather feedback at professional development sessions.

Educators will deepen their content knowledge and bank of instructional best practices through collaboration and learning with network peers. Educators will express a sense of belonging and feeling of being supported by peers and administrators.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no



Action Plan: Instructional Leadership Capacity Building

Action Steps

Anticipated Start/Completion Date

Network provides opportunities for shared leadership in the achievement of collective goals (for example, grade level team lead, curriculum development team, induction mentor).

08/09/2023 - 06/15/2026

Monitoring/Evaluation

Anticipated Output

HR, administrators will use data from staff surveys conducted by HR department throughout each school year.

An increasing number of educators will express a sense of belonging and accountability for student outcomes through their interest in applying for additional leadership roles within the organization. Educators will express that Propel is an organization in which they can continue to grow professionally.

Material/Resources/Supports Needed

PD Step

Comm Step

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars." (Transition to SBG)</p>	Professional Development	Facilitate building level professional development to introduce and deepen understanding of SBG practices.	08/09/2023 - 06/14/2024
<p>Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. (Staff Retention)</p>	Implementation of MTSS process	Continued implementation of MTSS.	07/14/2023 - 06/15/2026
<p>Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased</p>	Professional Development	Provided content area specific	08/09/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. (Staff Retention)		professional development and building specific professional development monthly to all staff.	06/15/2026



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Propel Hazelwood Professional Development	Educators and support staff	What is SBG? (mindset and rational), Impact on Practice (expectations), Introduction to Jumprope / Panorama (digital platforms), Creating meaningful assessments, Using rubrics with students (feedback), Using data to inform instruction (data reports from Jumprope and Panorama), Sharing SBG with families, Implementing and improving MTSS, School wide data review and action planning, content specific curriculum and standards unpacking, content specific creating ad using rubrics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
educator exit tickets, school wide data from digital platforms, school wide walkthrough data	08/09/0023 - 06/14/2024	administrators (building and network)

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



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%. (Increase Regular Attendance)</p>	<p>Communication with families through state mandated attendance letters</p>	<p>Attendance Specialist monitors attendance daily and makes regular contact with families, including sending written communication about missed days after 3, 6, 10 and 20 days.</p>	<p>2023-08-28 - 2026-06-12</p>
<p>Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%. (Increase Regular Attendance)</p>	<p>Communication with families through state mandated attendance letters</p>	<p>Work with families to create SAIP (Student Attendance Improvement Plan) after 3 missed days of school.</p>	<p>2023-08-28 - 2026-06-12</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars." (Transition to SBG)</p>	Family Engagement	<p>Host targeted grade-level curriculum nights to inform and deepen family understanding of the purpose and practice of standards based grading.</p>	2023-09-01 - 2023-09-29
<p>Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars." (Transition to SBG)</p>	Family Engagement	<p>Host monthly School and Community Council meetings to provide opportunities to deepen family understanding of standards based grading and gather feedback.</p>	2023-09-01 - 2026-06-12

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. (Staff Retention)	Positive Behavior Incentive Supports	Implement school-wide PBIS system	2023-08-09 - 2026-06-15

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
State mandated attendance letters	Families	Importance of regular attendance, up to date data on individual student attendance
Anticipated Timeframe	Frequency	Delivery Method
08/28/2023 - 06/12/2026	Every 3, 6, 10, 20 missed days of school	Letter
Lead Person/Position		
Attendance Specialist		

Communication Step**Audience****Topics/Message of Communication**

Transitioning to Standards Based Grading

families, students

What is Standards Based Grading, Understanding progress reports, How an I support my child?, Introduction of Propel Habits and PBIS

Anticipated Timeframe**Frequency****Delivery Method**

09/06/2023 - 06/14/2024

monthly

Presentation
Email**Lead Person/Position**administrators

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting to website, Title I meetings (fall and spring), monthly communicators to families				