Propel CS-Pitcairn

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Propel School Pitcairn		103024162
Address 1		
435 Agatha Street		
Address 2		
City	**State**	**Zip Code**
Pitcairn	PA	15140
Chief School Administrator		**Chief School Administrator Email**
Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
Tina Chekan		
Single Point of Contact Email		
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Principal Name		
Veronica Strueve		
Principal Email		
vstrueve@propelschools.org		
Principal Phone Number		**Principal Extension**
412 435 0020		1039
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Tina Chekan	Administrator	Propel Schools	tchekan@propelschools.org
Teresa O'Neill	Administrator	Propel Schools	toneill@propelschools.org
Veronica Strueve	Administrator	Propel Schools Pitcairn	vstrueve@propelschools.org
Erica Edmond	Administrator	Propel Schools Pitcairn	eedmond@propelschools.org
Scott Farally	Community Member	Pitcairn Police	chief@pitcairnborough.us
Jenna Whitlinger	Parent	Pitcairn	
Louwanda Jean Douglas	Parent	Pitcairn	
Lindsay Marco	Teacher	Propel Pitcairn	lindsaymarco@propelschools.org
Cheryl Smith	Other	YWCA	csmith@ywcapgh.org
Tanisha Fitzpatrick	Staff Member	Propel Schools Pitcairn	tanishafitzpatrick@propelschools.org

LEA Profile

Propel Pitcairn serves a total of 214 students from 14 different districts across the Pittsburgh/Southwestern PA region. 20% of our students receive Special Education services and 80% of our students are economically disadvantaged. We are a federally funded Title I school. 69% of our students are African American, 15% are caucasian, 14% are multi-racial, and 2% other.

Mission and Vision

Mission

Propel Schools is a network of public charter schools that transforms the lives of children in underserved communities through innovation, student-centered learning. Propel sets a standard for creating productive citizens by prioritizing academic excellence and fundamental life skills. Based in Pittsburgh, Pennsylvania, Propel has become one of the largest, fastest-expanding charter school systems since it was established in 2003. Today Propel serves 4,000 students at 13 Allegheny County locations.

Vision

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 Values

Students

Propel Pitcairn 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 Pitcairn 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 them grow socially, emotionally, and academically.

Administration

Propel Pitcairn 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 Pitcairn engages parents and families in meaningful interactions with the school. It supports a partnertship 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/Family Compact, outlined shared responsibilities and best practices.

Community

Propel Pitcairn provides a choice for parents seeking 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.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**True** 6
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group exceeded the standard growth in English Language Arts/Literature	All student group break downs demonstrated an upward trend in English/Language Arts Literature. Our academic growth score exceeded the state wide growth score in all student group break downs.
Our academic growth score meets or exceeds the state wide average growth score and growth standard in ELA, Math and Science.	
All student group meets interim goal/improvement target for science proficiency.	All student breakdowns have met this goal.
All student group exceeds performance standard for career standards benchmark.	Our percent is 10% above state average.

Challenges

Indicator	Comments/Notable Observations
All student groups did not meet performance standard for percent regular attendance.	Regular attendance percentage is 69%, state wide performance is 94%
All student groups did not meet proficiency goal for math and ELA.	ELA-21.7%, statewide average is 62.1% Math-6.20%, statewide average is 45.2%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Meeting or exceeding annual academic growth **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations**

Indicator 4th Grade Advanced on PA State Assessment for Science **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 4th Grade AA 26.7% advanced

Challenges

Indicator Early Indicators of Success **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Grade 3 proficiency is 26%
Indicator Grade 7 Mathematics **ESSA Student Subgroups**	**Comments/Notable Observations** 14% proficient while 67% are BB
Indicator Regular attendance **ESSA Student Subgroups**	**Comments/Notable Observations** 69%

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our academic growth score meets or exceeds the state wide average growth score and growth standard in ELA, Math and Science.
Meeting or exceeding annual academic growth. Math, ELA and Science scores for Economically disadvantaged students .

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

No scholar groups met performance standard for percent regular attendance.
Early Indicators of Success. Percent grade 3 reading is 26%
Math Grade 7 Proficiency is 14%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT ELA	Proficiency Scores are stagnant and/or declining
PSSA scores 21-22	Proficiency Scores are stagnant and/or declining
Future Ready Index	Proficiency Scores are stagnant and/or declining

English Language Arts Summary

Strengths

In summary, data sources indicate that scholars are meeting growth goals at an upward trend.

Challenges

Increasing attendance would support student growth
Increasing proficiency of reading skills in early literacy grades K-2, will increase proficiency in the testing grades.

Mathematics

Data	Comments/Notable Observations
Future Ready Index	Scores are Below Basic
CDT MATH	Scores are Below Basic
PSSA scores 21-22	Scores are Below Basic

Mathematics Summary

Strengths

In summary, data sources indicate that scholars are meeting growth goals at an upward trend.

Challenges

If student groups continue to meet or exceed academic growth expectations, percent of scholars meeting proficiency goals will increase.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready Index	Science Scores are above 50% in 4th and 8th Grade
PSSA scores 21-22	Science Scores are above 50% in 4th and 8th Grade
CDT SCIENCE	Science Scores are above 50% in 4th and 8th Grade

Science, Technology, and Engineering Education Summary

Strengths

In summary, data sources indicate that scholars are meeting growth goals at an upward trend.

Challenges

Increasing attendance would support student growth

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students in grades 5 and 8 met the career readiness goal	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% of students in grades 5 and 8 met the career readiness goal

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continue 100% career readiness goal each year

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready	In math and science students with disabilities have an increase in performance towards proficiency standards but are still well below the state wide average
PSSA 21-22	For ELA students with disabilities 3.8% scored advanced in ELA and 0% scored advanced in math
Future Ready	Regular attendance for students with disabilities is 73.8% and is not meeting the statewide goal this is a reoccurring trend with this sub group.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready	Regular attendance is 73.6% this is a solid red which indicates a trend.
Future Ready	Increase in performance from previous years however students still not meeting the state wide standard .
PSSA 21-22	For ELA students considered to be economically disadvantaged for student growth we met or exceeded the statewide goal. For math we had a decrease from performance from the previous year however students are still meeting or exceeding the interim target.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	For ELA increase in performance from previous year, however still below statewide goal/interim target. For math we maintained the same performance from previous year, still below the statewide goal/interim target

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

In summary, data sources indicate that all student groups are meeting growth goals.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

If attendance for all groups would improve, there would be more opportunity to teach scholars.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	MTSS
Title 1 Program	K-2 Literacy
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

If K-2 Early Literacy goals were met, we would be sending more scholars to third grade and beyond proficient.
If we had a more succinct and clear MTSS program with specific tiered support, we would increase scores for all sub groups including SPED.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Collectively shape the vision for continuous improvement of teaching and learning.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Align curricular materials and lesson plans to the PA Standards.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use multiple professional learning designs to support the learning needs of staff.
Implement a multi-tiered system of supports for academics and behavior
Implement evidence-based strategies to engage families to support learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our academic growth score meets or exceeds the state wide average growth score and growth standard in ELA, Math and Science.	False
Meeting or exceeding annual academic growth. Math, ELA and Science scores for Economically disadvantaged students .	False
In summary, data sources indicate that scholars are meeting growth goals at an upward trend.	False
In summary, data sources indicate that scholars are meeting growth goals at an upward trend.	False
In summary, data sources indicate that all student groups are meeting growth goals.	False
In summary, data sources indicate that scholars are meeting growth goals at an upward trend.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
100% of students in grades 5 and 8 met the career readiness goal	True
Collectively shape the vision for continuous improvement of teaching and learning.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
Align curricular materials and lesson plans to the PA Standards.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
No scholar groups met performance standard for percent regular attendance.	True
Early Indicators of Success. Percent grade 3 reading is 26%	True
Math Grade 7 Proficiency is 14%	False
Increasing attendance would support student growth	False
If K-2 Early Literacy goals were met, we would be sending more scholars to third grade and beyond proficient.	True
If we had a more succinct and clear MTSS program with specific tiered support, we would increase scores for all sub groups including SPED.	True
If student groups continue to meet or exceed academic growth expectations, percent of scholars meeting proficiency goals will increase.	False

Use multiple professional learning designs to support the learning needs of staff.	False
Implement a multi-tiered system of supports for academics and behavior	True
If attendance for all groups would improve, there would be more opportunity to teach scholars.	False
Implement evidence-based strategies to engage families to support learning	False
Continue 100% career readiness goal each year	False
Increasing proficiency of reading skills in early literacy grades K-2, will increase proficiency in the testing grades.	False
Increasing attendance would support student growth	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Increase attendance, growth areas are good, but proficiency scores are not meeting expectations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
No scholar groups met performance standard for percent regular attendance.	Increasing scholar daily attendance will increase value added learning experiences aligned to grade level standards	True
Early Indicators of Success. Percent grade 3 reading is 26%		False
If K-2 Early Literacy goals were met, we would be sending more scholars to third grade and beyond proficient.		False
If we had a more succinct and clear MTSS program with specific tiered support, we would increase scores for all sub groups including SPED.		False
Implement a multi-tiered system of supports for academics and behavior	Development needed of multi tired system of support	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of students in grades 5 and 8 met the career readiness goal	Meeting career readiness goals will help scholars see the value of education
Collectively shape the vision for continuous improvement of teaching and learning.	Having a multi tiered system will support the development of continuous improvement of teaching and learning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increasing percent of regular attendance will provide scholars with daily value added learning of grade level standards
	The development of a multi tiered system will support the overall social and emotional and academic supports for all scholars.

Goal Setting

Priority: The development of a multi tiered system will support the overall social and emotional and academic supports for all scholars.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Scholars in grades 3-8 ELA will show at least a 20% increase on PSSA by the 26-27 school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS ELA			
Target Year 1	**Target Year 2**	**Target Year 3**	
Scholars in grades 3-8 ELA will show at least a 5% increase on PSSA by the 24-25 school year.	Scholars in grades 3-8 ELA will show at least a 10% increase on PSSA by the 25-26 school year.	Scholars in grades 3-8 ELA will show at least a 20% increase on PSSA by the 26-27 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
September CDT proficiency score of 20%	December CDT proficiency score of 27%	March CDT proficiency score of 35%	PSSA proficiency score of 33%, an increase of 5%.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 26-27 school year.			
Measurable Goal Nickname (35 Character Max)			
K-2 Early Literacy			
Target Year 1	**Target Year 2**	**Target Year 3**	
75% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 24-25 school year.	87% of K-2 sholars will show grade level proficiency on end of year DIBELS assessment in the 25-26 school year.	100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 26-27 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
55% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 24-25 school year.	At least 45% of K-2 scholars will show grade level proficiency on September DIBELS assessment in the 24-25 school year.	At least 60% of K-2 scholars will show grade level proficiency on December DIBELS assessment in the 24-25 school year.	At least 75% of K-2 scholars will show grade level proficiency on September DIBELS assessment in the 24-25 school year.

Priority: Increasing percent of regular attendance will provide scholars with daily value added learning of grade level standards

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Decrease the number of scholars truant by 50% by 26-27 school year.			
Measurable Goal Nickname (35 Character Max)			
truancy			
Target Year 1	**Target Year 2**	**Target Year 3**	
30% of scholars or less will be habitually truant in the 24-25 school year.	Decrease the number of scholars truant by 20% by the 25-26 school year.	Decrease the number of scholars truant by 50% by 26-27 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
90% or less of scholars will be habitually truant by October 15, 2024.	84% or less of scholars will be habitually truant by January 15, 2025.	77% or less of scholars will be habitually truant by March 15, 2025.	70% of scholars or less will be habitually truant in the 24-25 school year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Regular attendance will increase to 85% by the 26-27 School Year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	**Target Year 2**	**Target Year 3**	
Regular attendance will increase to 75% by the 24-25 School Year.	Regular attendance will increase to 80% by the 25-26 School Year.	Regular attendance will increase to 85% by the 26-27 School Year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Regular Attendance will be 92% or higher on October 15, 2024.	Regular Attendance will be 88% or higher on January 15, 2025.	Regular Attendance will be 80% or higher on March 15, 2025.	Regular attendance will increase to 75% by the end of the 24-25 School Year.

Action Plan

Measurable Goals

MTSS ELA	K-2 Early Literacy
truancy	Attendance

Action Plan For: Test Taking Strategies

Measurable Goals:
• Scholars in grades 3-8 ELA will show at least a 20% increase on PSSA by the 26-27 school year.

Action Step		**Anticipated Start/Completion Date**	
Protocols will be develeoped and implemented for daily instruction and also the testing environment		2024-07-01	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Erica Edmond	protocols	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scholars scores will increase.	Staff monitoring, 6 times per year. CDT and common assessments

Action Plan For: Literacy Instructional Support Educators

Measurable Goals:
• 100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 26-27 school year.

Action Step		**Anticipated Start/Completion Date**	
LIS staff will be trained and will follow a specific learning plan for scholars who are not meeting grade level benchmarks.		2024-08-19	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Denise Dandrea	Early Education Literacy Program	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scholars will meet benchmark	DIBELS testing 3 times per year

Action Plan For: Increasing Scholar Sense of Belonging

Measurable Goals:
• Regular attendance will increase to 85% by the 26-27 School Year. • Decrease the number of scholars truant by 50% by 26-27 school year.

Action Step		**Anticipated Start/Completion Date**	
Implement House and Acknowledgement System		2024-08-15	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Veronica Strueve	HOUSE SYSTEM, Habit Tracker, Store	No	No
Action Step		**Anticipated Start/Completion Date**	
Scholar and Parent Incentives		2024-08-19	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Fitzpatrick	Budget for incentives	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scholars will want to come to school. Parents will understand importance of scholars being in school everyday.	Attendance reports. Edmond, Pitts, Fitzpatrick, Weekly

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Test Taking Strategies • Literacy Instructional Support Educators • Increasing Scholar Sense of Belonging	K-2 Educator Salaries	85298
Title II.A and Title IV.A Transfer Funds	• Test Taking Strategies • Literacy Instructional Support Educators • Increasing Scholar Sense of Belonging	K-2 Educator Benefits	18955
Other Expenditures	• Increasing Scholar Sense of Belonging	Homeless Supplies Set Aside	500
Total Expenditures			104753

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Test Taking Strategies	Protocols will be develeoped and implemented for daily instruction and also the testing environment

Test Taking Protocols

Action Step		
• Protocols will be develeoped and implemented for daily instruction and also the testing environment		
Audience		
All content educators, SPED and Paraprofessionals		
Topics to be Included		
time, materials needed, student and staff expectations		
Evidence of Learning		
Scholars will independently use the protocols and strategies.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Strueve	2024-08-19	2025-01-03

Learning Format

Type of Activities	Frequency
Inservice day	3 Times between August and January, 2025.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Attendance Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents	Scholars and parents who are reaching the benchmark targets.	Edmond/ Fitzpatrick	08/19/2024	06/13/2025

Communications

Type of Communication	Frequency
Newsletter	1 time a month
Other	trimester awards

Approvals & Signatures

Uploaded Files

Chief School Administrator	**Date**
Building Principal Signature	**Date**
Veronica Strueve	2024-08-25
School Improvement Facilitator Signature	**Date**