

**Propel CS-Montour**

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Propel Montour Charter School		1003020004
<b>Address 1</b>		
340 Bilmar Dr		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Pittsburgh	PA	15205
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Tina Chekan		tchekan@propelschools.org
<b>Single Point of Contact Name</b>		
Michael Evans		
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mevans@propelschools.org		
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4125390100		1344
<b>Principal Name</b>		
Elise Casello		
<b>Principal Email</b>		
elisecasello@propelschools.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
4125809781		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Elise Casello	Administrator	Propel Montour Middle and High	elisecasello@propelschools.org
Michael Evans	Administrator	Propel Montour Elementary	mevans@propelschools.org
Christine Brown	Parent	Parent	strongmomof4@gmail.com
Tina Chekan	Administrator	Propel Schools	tchekan@propelschools.org
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Courtney Rubino	Staff Member	Propel Montour Elementary	crubino@propelschools.org
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Delilah Falcioni	Student	Propel Montour High	delilahfalcioni@student.propelschools.org
Elizabeth Toman	Community Member	Community Member	etoman@me.com
Micah Delabie	Administrator	Propel Montour High	micahdelabie@propelschools.org
Bonita Knight	Staff Member	Propel Montour	bonitaknight@propelschools.org

## LEA Profile

*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 a national model, providing measurable evidence of how innovative public schools can expand opportunities for children and families and can revitalize communities.

## Mission and Vision

### **Mission**

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 a national model, providing measurable evidence of how innovative public schools can expand opportunities for children and families and can revitalize communities.

### **Vision**

To be a premier education destination of choice.

## Educational Values

### **Students**

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

### **Staff**

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

### **Parents**

Propel Montour 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, to outline shared responsibilities and best practices.

### **Community**

Propel Montour 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.

### **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	True 9	True 10	True 11	True 12	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
ELA: All student groups exceed the standard demonstrating growth.	Academic growth score = 91.7, Statewide average growth score = 75, Meeting statewide growth standard = 70
Math: All student group meets the standard demonstrating growth	Academic growth score = 71, Statewide average growth score = 75.3, Meeting statewide growth standard = 70
Science: All student group meets the standard demonstrating growth	Academic growth score = 79.7, Statewide average growth score = 75.1, Meeting statewide growth standard = 70

### Challenges

Indicator	Comments/Notable Observations
ELA: All student groups did not meet the interim goal/improvement target	Percent proficient or advanced = 48.5, Statewide average = 62.1, Statewide 2030 goal = 81.1
Math: All student group did not meet interim goal/improvement target	Percent proficient or advanced = 28, Statewide average = 45.2, Statewide 2030 goal - 71.8
Science: All student group did not meet interim goal/improvement target	Percent proficient or advanced = 62.3, Statewide average = 66, Statewide 2030 goal = 83

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

### Strengths

<b>Indicator</b> ELA: All student groups exceeds the standard demonstrating growth. <b>ESSA Student Subgroups</b> 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	<b>Comments/Notable Observations</b> Increase in performance from previous year (80.8)
<b>Indicator</b> ELA: All student groups exceeds the standard demonstrating growth.	<b>Comments/Notable Observations</b> Increase in performance from

<b>ESSA Student Subgroups</b>	previous year (90.3)
<b>Indicator</b> ELA: All student groups exceeds the standard demonstrating growth.	<b>Comments/Notable Observations</b> Increase in performance from previous year (71)
<b>ESSA Student Subgroups</b>	

### Challenges

<b>Indicator</b> ELA: All student group did not meet interim goal/improvement target	<b>Comments/Notable Observations</b> Though white and economically disadvantaged student groups made growth, it was not enough to meet the goal target. Students with disabilities showed a decrease in the percent of students who meet the goal. Black students showed no change in the percent of students who meet the goal from the previous year.
<b>ESSA Student Subgroups</b> 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	
<b>Indicator</b> Math: All student group did not meet interim goal/improvement target	<b>Comments/Notable Observations</b> Though students with disabilities, economically disadvantaged, and white student groups showed some growth in the percentage of students meeting the goal target, it was not enough to meet the goal target for the whole student group. Black students showed a decrease in performance in math in meeting the goal target from the previous year.
<b>ESSA Student Subgroups</b>	
<b>Indicator</b> Science: All student group did not meet interim goal/improvement target	<b>Comments/Notable Observations</b> Though white, students with disabilities, and economically disadvantaged student groups showed an increase in performance in meeting the goal target, the percentage is not enough for the entire student group to meet or exceed the goal target. Black student group shows a decrease in percentage of performance.
<b>ESSA Student Subgroups</b>	

### 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.

ELA: All student groups exceeds the standard demonstrating growth.
ELA: Black student group exceeds the standard in demonstrating growth.
ELA: Economically disadvantaged student group exceeds the standard in demonstrating growth.

#### 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.

Math: All student groups did not meet the interim goal/improvement target.
The percentage of students in individual student groups who met the goal/improvement target fluctuates. In some cases, the percentage of proficient or

advanced students was less than last year, and in some cases, the percentage was more. There are inconsistencies between subjects and student groups.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
24%	Percent of students proficient and/or advanced

### English Language Arts Summary

#### Strengths

Align curricular materials and lesson plans to the PA Standards
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#### Challenges

Majority of students regressed
Our White students are out performing our Black students
Our students with disabilities are not performing well on assessments

### Mathematics

Data	Comments/Notable Observations
7%	Percent of students proficient and/or advanced

### Mathematics Summary

#### Strengths

Align curricular materials and lesson plans to the PA Standards
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#### Challenges

Majority of students regressed
Our White students are out performing our Black students
Our students with disabilities are not performing well on assessments

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
32%	Percent of students proficient and/or advanced

### Science, Technology, and Engineering Education Summary

#### Strengths

Our White students are exceeding the State of PA average
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## Challenges

Our White students are outperforming our Black students
Our students with disabilities are not performing well on assessments
Implementing curricular materials and lesson plans to the PA Standards

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100%	Percent Career Standards Benchmark

### 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.

All scholars are successfully meeting the benchmark for College and Career Readiness
Our current rate of completion is higher than the State of PA average for College and Career Readiness

## 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.

Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved
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Ensuring that are scholars enroll in Post Secondary Education upon HS Graduation
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## 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 but are still well below the state wide average.
Future Ready	Regular attendance for students with disabilities is not meeting the state wide goal.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready	In math and science, students considered economically disadvantaged have an increase in performance but are still well below the state wide average.
Future Ready	Regular attendance for students considered economically disadvantaged is not meeting the state wide goal.

### Student Groups by Race/Ethnicity

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

Student	Comments/Notable Observations
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Groups	
Black	ELA increase in performance from previous year, but still below state wide goal. For math, increase in performance from previous year but still below state-wide goal.
2 or More Races	ELA increase in performance from previous year, but still below state wide goal. For math, increase in performance from previous year but still below state-wide goal.

## 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.

We recognize the need for supplemental support services for our Black students.
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.

Our White students are outperforming our Black students in all academic areas
If attendance increases, there would be opportunity to increase student achievement.

## Supplemental LEA Plans

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

### 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.

## 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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
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	Operational
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?

Foster quality professional learning

**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?

Empower leadership

Provide student-centered support systems

## 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
ELA: All student groups exceeds the standard demonstrating growth.	True
ELA: Black student group exceeds the standard in demonstrating growth.	False
ELA: Economically disadvantaged student group exceeds the standard in demonstrating growth.	False
Align curricular materials and lesson plans to the PA Standards	True
Student groups are meeting growth goals.	False
We recognize the need for supplemental support services for our Black students.	False
Our White students are exceeding the State of PA average	False
Align curricular materials and lesson plans to the PA Standards	False
All scholars are successfully meeting the benchmark for College and Career Readiness	False
Our current rate of completion is higher than the State of PA average for College and Career Readiness	False
Foster quality professional learning	True

### 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
Math: All student groups did not meet the interim goal/improvement target.	False
The percentage of students in individual student groups who met the goal/improvement target fluctuates. In some cases, the percentage of proficient or advanced students was less than last year, and in some cases, the percentage was more. There are inconsistencies between subjects and student groups.	False
Majority of students regressed	True
Our White students are out performing our Black students	False
Majority of students regressed	False
Our White students are out performing our Black students	False
Our students with disabilities are not performing well on assessments	False
Our students with disabilities are not performing well on assessments	False
Our White students are outperforming our Black students	False

Our students with disabilities are not performing well on assessments	True
Implementing curricular materials and lesson plans to the PA Standards	False
Our White students are outperforming our Black students in all academic areas	False
Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved	True
Ensuring that are scholars enroll in Post Secondary Education upon HS Graduation	False
Empower leadership	False
Provide student-centered support systems	True
If attendance increases, there would be opportunity to increase student achievement.	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.

We have continued to focus on implementing a MTSS system that focuses on scholar supports for academic, behavioral, and social-emotional challenges. We continue to use classroom and assessment data to inform our practice.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved		False
Provide student-centered support systems		True
Majority of students regressed		True
Our students with disabilities are not performing well on assessments		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards	
ELA: All student groups exceeds the standard demonstrating growth.	
Foster quality professional learning	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will have a Propel-wide MTSS process to support educators in identifying student needs, interventions to support students, and the next steps to monitor progress for improvement.
	We recognize the need to implement more multi-tiered systems of support across a variety of modalities: academic, social, emotional, and behavioral

## Goal Setting

Priority: We recognize the need to implement more multi-tiered systems of support across a variety of modalities: academic, social, emotional, and behavioral

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS Implementation			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
Percent of scholars proficient will increase by 3%	Percent of scholars proficient will increase by 3% from previous year.	Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Scholars will demonstrate growth in reading and Math as evidenced by CDT data	Scholars will demonstrate growth in reading and Math as evidenced by CDT data	Scholars will demonstrate growth in reading and Math as evidenced by CDT data	Percent of scholars proficient will increase by 3%

Priority: We will have a Propel-wide MTSS process to support educators in identifying student needs, interventions to support students, and the next steps to monitor progress for improvement.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Lesson Planning for Differentiation			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
Percent of scholars proficient will increase by 3%	Percent of scholars proficient will increase by 3% from previous year.	Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices	

		across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Scholars will demonstrate growth in reading and Math as evidenced by CDT data	Scholars will demonstrate growth in reading and Math as evidenced by CDT data	Scholars will demonstrate growth in reading and Math as evidenced by CDT data	Percent of scholars proficient will increase by 3%

## Action Plan

### Measurable Goals

MTSS Implementation	Lesson Planning for Differentiation
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### Action Plan For: Incorporate principles of learning

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Educators will receive district-wide PD on a comprehensive MTSS process. Student growth on assessments will increase by 3% for all sub-groups.</li> <li>Over the next 3 years, special and general educators lesson plans will reflect standards-aligned instruction and interventions. Educators will use standards-aligned district-wide curriculum to create individualized learning plans and targets for students with disabilities. Educators will receive PD on effective co-teaching, with the expectation that co-teaching and co-planning are standard practices across the building. Students will demonstrate 3% growth on Future Ready PA Index in ELA.</li> </ul>

Action Step		Anticipated Start/Completion Date	
In their lesson plans, educators will address pre-conceptions/misconceptions, acquiring knowledge and reflection.		2024-08-08	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Network and Building Level Instructional Leader	Unpacking principles of learning during Propel-Wide PD	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Educators will incorporate the social aspects of learning such as cooperation, communication, critical thinking, and creativity.		2024-08-08	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Level Instructional Leaders and Counselors	Coaching and development on creating a culture for learning by incorporating social elements	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Educators will receive ongoing PD on culturally relevant and culturally responsive teaching rooted in restorative practices to help build strong connections with students and staff members		2024-08-08	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Counselors and Support Staff	SEL curriculum and restorative practices handbook	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate 3% growth across content areas as well as	CDT (3x per year - all educators review data reports) DIBELS (3x per year - all educators review data reports) Discipline Data (Review Panorama daily, run monthly reports - Principals and Educators) Attendance Data (Daily,

behavioral and social emotional learning	Weekly Reports - Counselors and Principals) PSSA - Yearly (Principals and Educators) Keystone - Yearly (Principals and Educators)
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## 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.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• Incorporate principles of learning</li></ul>	K-2 Educator Salaries	510185
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>• Incorporate principles of learning</li></ul>	K-2 Educator Benefits	90393
Other Expenditures	<ul style="list-style-type: none"><li>• Incorporate principles of learning</li></ul>	Homeless Supplies Set Aside	500
Other Expenditures	<ul style="list-style-type: none"><li>• Incorporate principles of learning</li></ul>	Family Engagement Supplies	6100
<b>Total Expenditures</b>			<b>607178</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Incorporate principles of learning	In their lesson plans, educators will address pre-conceptions/misconceptions, acquiring knowledge and reflection.
Incorporate principles of learning	Educators will incorporate the social aspects of learning such as cooperation, communication, critical thinking, and creativity.
Incorporate principles of learning	Educators will receive ongoing PD on culturally relevant and culturally responsive teaching rooted in restorative practices to help build strong connections with students and staff members

### MTSS Continuum

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>In their lesson plans, educators will address pre-conceptions/misconceptions, acquiring knowledge and reflection.</li> </ul>		
<b>Audience</b>		
Propel Montour K-12 Educators		
<b>Topics to be Included</b>		
Propel Montour K-12 Educators		
<b>Evidence of Learning</b>		
Lesson Plans, Assessment Data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Evans and Casello	2024-08-08	2028-06-13

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	At least once per trimester
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	



## Communications Activities

SCC Meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>In their lesson plans, educators will address pre-conceptions/misconceptions, acquiring knowledge and reflection.</li> </ul>	Propel Montour K-12 Educators, Students, Families, and Community Members	Academic Focus, Student Supports, Community Resources	Bonita Knight (Community Site Coordinator)	08/08/2024	06/13/2025
Communications					
Type of Communication			Frequency		
Presentation			4x per year		
Newsletter			1 per month		

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Elise Casello	2024-08-28
<b>School Improvement Facilitator Signature</b>	<b>Date</b>