

Propel CS-Northside

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Propel CS-Northside		103028192
Address 1		
1805 Buena Vista Street		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15212 (Allow 60 minutes, Fee \$2.00)
Chief School Administrator		Chief School Administrator Email
Dr. Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
Robert Powell		
Single Point of Contact Email		
robertpowell@propelschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4123251412		1738
Principal Name		
Robert Powell		
Principal Email		
robertpowell@propelschools.org		
Principal Phone Number		Principal Extension
4123251412		1738
School Improvement Facilitator Name		School Improvement Facilitator Email

LEA Profile

Propel Northside services approximately 350-370 scholars from multiple neighboring districts with approximately 90% of scholars residing within the Pittsburgh Public School District. Over 90% of scholars are black and brown. Among them, 94% of students are labeled as being economically disadvantaged. At Propel-Northside, roughly 20% of scholars receive special education services. We are a federally funded Title I school.

Mission and Vision

Mission

Propel is dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing/high quality public schools.

Vision

To be a premier education destination of choice!

Educational Values

Students

Students are expected to live out the Propel Northside mission and vision by being leaders of their own learning. Students will strive every day to gain the knowledge and skills to be college and career ready, while also contributing to a better, more equitable world.

Staff

All staff are expected to uphold high expectations for student learning and achievement. Staff will provide grade level assignments, rigorous and engaging lessons, and utilize culturally affirming curricula and resources. Staff members treat students with high expectations and care. They make data-driven instructional decisions that push and maximize learning. All staff commit to modeling life-long learning.

Administration

Administrators believe in the capacity of all stakeholders to grow and achieve. Therefore, administrators create structures that support both staff and students - this includes, but is not limited to, staff professional development, coaching cycles for teachers, and tiered support for students. Administrators model life long learning and continuously seek out best practices for school improvement.

Parents

Parents are teammates and partners in our scholars' educational journeys. We expect parents to support the school in upholding the high expectations for learning. We expect that parents are present in the school, meeting about student progress and expressing concerns openly. We also expect parents to take a leadership role within the building through our various parent committees.

Community

Our community members are actively engaged with scholars and our school. As a community school, we rely on community partners to help remove barriers to learning by providing resources related to mental health, wellness, academics, attendance, and more.

Other (Optional)

Omit selected.

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
Increase in ELA Proficiency (Grades 3-8) as evidenced on the PSSA.	5.8% increase
Increase in Science Proficiency (Grades 3-8) as evidenced on the PSSA.	8.3% increase
Career Standards Benchmark All Student Group Exceeds Performance Standard	100% of scholars
Educator Retention	Comparing the 22-23SY to the 23-24SY

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	17.9% Advanced or Proficient
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	1.8% Advanced or Proficient
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	35.7% Advanced or Proficient
Regular Attendance rate below statewide average	
Elementary School Discipline	Majority of behavioral referrals in grades 3 thru 5

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

Strengths

Indicator Science Proficiency ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Regular Attendance rate below statewide average ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Low parental involvement ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations

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.

Increases in ELA Proficiency (Grades 3-8) as evidenced on the PSSA.
Increases in Science Proficiency (Grades 3-8) as evidenced on the PSSA.

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.

Decrease in Mathematics Proficiency (Grades 3-8) as evidenced on the PSSA.
Regular Attendance below statewide average
Low Parental Involvement

Local Assessment

English Language Arts

Data	Comments/Notable Observations
35% of scholars, in grades k-8, earned a 2.0 or better in thier ELA coursework.	ELA coursework should be a combination of formative/summative assessments based on standards (academic) and the application of learning habits (behavior).
8% of scholars in grades 3-8 were proficient based on thier course work.	17.9% of scholars in grades 3-8 scored proficiently on the PSSA.

English Language Arts Summary

Strengths

Educators are utilizing curricula in ELA consistently.
Literacy Instructional Specialists, in the primary grades, have a clear schedule for interventions and scholars have shown literacy growth as a result .
IXL provides a digital platform for scholars to practice skills in ELA.

Challenges

For scholars in grades 3 - 8, there is no comprehensive literacy or ELA intervention system to address unfinished learning.
Scholars in grade 3 - 8 are in need of significant reading interventions so that they can read to learn, versus learn to read.

Mathematics

Data	Comments/Notable Observations
37% of scholars, in grades k-8, earned a 2.0 or better in thier Math coursework.	Math coursework should be a combination of formative/summative assessments based on standards (academic) and the application of learning habits (behavior).
15% of scholars in grades 3-8 were proficient in thier coursework.	1.8% of scholars in grades 3-8 scored proficiently on the PSSA.

Mathematics Summary

Strengths

All Teachers in Grades 3 - 8 are utilizing common curricula
IXL provides a digital platform for scholars to practice skills in Math.
Educator Retention in the middle school.

Challenges

Educator turnover in the elementary grades has created significant learning gaps in grades 3 thru 8.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
47% of scholars, in grades k-8, earned a 2.0 or better in thier Science coursework.	Science coursework should be a combination of formative/summative assessments based on standards (academic) and the application of learning habits (behavior).
6% of scholars in grades 4 & 8 were proficient in thier coursework.	35.7% of scholars in grades 4 & 8 scored proficiently on the PSSA.

Science, Technology, and Engineering Education Summary

Strengths

Despite learning loss, still highest proficiency score as compared to math and ELA
Science has shown steady growth throughout the last 4 years, with the exception of the pandemic year

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark All Student Group Exceeds Performance Standard	100%

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.

CEW standards have been met in recent years and have provided scholars with greater exposure to career opportunities
A comprehensive counseling program includes SEL lessons and small groups, as well as career-related lessons
Students have exposure to STEM experiences through the Verizon Innovative Learning Lab

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.

N/A

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Equity considerations are accounted for within the needs assessment.

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.

N/A

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Schoolwide plan incorporated
Scholar Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

K - 2 Literacy

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.

Attendance Data

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Operational
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	Operational
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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

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	Operational

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	Operational

Summary

Strengths

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

Identify professional learning needs through analysis of a variety of data
Partner with local businesses and community members to meet the needs of the school
Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

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?

Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *

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
Increases in ELA Proficiency (Grades 3-8) as evidenced on the PSSA.	True
Increases in Science Proficiency (Grades 3-8) as evidenced on the PSSA.	False
Educators are utilizing curricula in ELA consistently.	False
Literacy Instructional Specialists, in the primary grades, have a clear schedule for interventions and scholars have shown literacy growth as a result .	False
Despite learning loss, still highest proficiency score as compared to math and ELA	False
Science has shown steady growth throughout the last 4 years, with the exception of the pandemic year	False
All Teachers in Grades 3 - 8 are utilizing common curricula	False
A comprehensive counseling program includes SEL lessons and small groups, as well as career-related lessons	False
Students have exposure to STEM experiences through the Verizon Innovative Learning Lab	False
K - 2 Literacy	False
Identify professional learning needs through analysis of a variety of data	False
Partner with local businesses and community members to meet the needs of the school	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	True
CEW standards have been met in recent years and have provided scholars with greater exposure to career opportunities	False
IXL provides a digital platform for scholars to practice skills in ELA.	False
IXL provides a digital platform for scholars to practice skills in Math.	True
Educator Retention in the middle school.	False
Equity considerations are accounted for within the needs assessment.	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
Decrease in Mathematics Proficiency (Grades 3-8) as evidenced on the PSSA.	True

Regular Attendance below statewide average	False
Low Parental Involvement	False
For scholars in grades 3 - 8, there is no comprehensive literacy or ELA intervention system to address unfinished learning.	False
Attendance Data	False
Educator turnover in the elementary grades has created significant learning gaps in grades 3 thru 8.	False
Implement a multi-tiered system of supports for academics and behavior	True
Identify and address individual student learning needs	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	False
Scholars in grade 3 - 8 are in need of significant reading interventions so that they can read to learn, versus learn to read.	False
N/A	False
N/A	False
N/A	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.

Educator turnover in math presents a barrier to academic achievement as the educator experience is limited in how math is taught developmentally. Educators are not appropriately equipped to provide learning enhancements to instruction to meet the needs of all scholars (especially those of our black and brown scholars)

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Implement a multi-tiered system of supports for academics and behavior		True
Identify and address individual student learning needs		True
Decrease in Mathematics Proficiency (Grades 3-8) as evidenced on the PSSA.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	When considering our strengths, it is clear that we have empowered other staff to take on leadership roles for successful implementation of initiatives. Continuing to empower others to carry out our most important initiatives will be essential.
Increases in ELA Proficiency (Grades 3-8) as evidenced on the PSSA.	
IXL provides a digital platform for scholars to practice skills in Math.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In regards to scholar growth across dimensions, if we develop and implement academic and behavioral support systems that are multi-tiered and individualized AND we respond urgently to adjust instruction THEN all scholars' attendance, academic and behavioral performance will improve.
	If we implement a tiered instructional system of academic supports and provide explicit and systematic instruction and intervention informed by data to address the needs of scholars, across all tiers, then scholars will meet or exceed growth and achievement targets.
	In regards to math instruction, if we implement a tiered instructional system of academic supports and provide explicit and systematic instruction and intervention informed by data to address the needs of scholars, K thru 8, across all tiers, then scholars will meet or exceed growth and achievement targets.

Goal Setting

Priority: In regards to scholar growth across dimensions, if we develop and implement academic and behavioral support systems that are multi-tiered and individualized AND we respond urgently to adjust instruction THEN all scholars' attendance, academic and behavioral performance will improve.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027 SY, as evidenced by PVAAS data, Propel-Northside will meet and/or exceed the growth standard across all assessed subjects (Math, ELA & Science).			
Measurable Goal Nickname (35 Character Max)			
Academic Achievement			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2025 SY, as evidenced by PVAAS data, Propel-Northside will meet and/or exceed the growth standard across all assessed subjects (Math, ELA & Science).	By the end of the 2026 SY, as evidenced by PVAAS data, Propel-Northside will meet and/or exceed the growth standard across all assessed subjects (Math, ELA & Science).	By the end of the 2027 SY, as evidenced by PVAAS data, Propel-Northside will meet and/or exceed the growth standard across all assessed subjects (Math, ELA & Science).	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of scholars complete the first CDT assessment.	100% of scholars complete the second CDT assessment.	50% of scholars, in grades 3 through 8, scores are in the green range on the third CDT assessment.	By the end of the 2025 SY, as evidenced by PVAAS data, Propel-Northside will meet and/or exceed the growth standard across all assessed subjects (Math, ELA & Science).

Priority: If we implement a tiered instructional system of academic supports and provide explicit and systematic instruction and intervention informed by data to address the needs of scholars, across all tiers, then scholars will meet or exceed growth and achievement targets.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
100% of educator lesson plans will be standards-based and include multiple enhancements to personalize instruction.			
Measurable Goal Nickname (35 Character Max)			
Planning and Preparation			
Target Year 1	Target Year 2	Target Year 3	
40% of educator lesson plans will	80% of educator lesson plans will be	100% of educator lesson plans will be	

be standards-based and include multiple enhancements to personalize instruction.	standards-based and include multiple enhancements to personalize instruction.	standards-based and include multiple enhancements to personalize instruction.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of educator lesson plans will demonstrate an alignment to the eligible content of the PSSA.	100% of educator lesson plans will demonstrate an alignment to the eligible content of the PSSA and intervention of prerequisite skill deficits.	100% of educator lesson plans will demonstrate an alignment to the eligible content of the PSSA, intervention of prerequisite skill deficits and extensions for mastery.	40% of educator lesson plans will be standards-based and include multiple enhancements and are differentiated to personalize instruction.

Priority: In regards to math instruction, if we implement a tiered instructional system of academic supports and provide explicit and systematic instruction and intervention informed by data to address the needs of scholars, K thru 8, across all tiers, then scholars will meet or exceed growth and achievement targets.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2027, 50% of scholars in grades 3 thru 8 will demonstrate proficiency on building- and grade level assessments.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Achievement			
Target Year 1	Target Year 2	Target Year 3	
10% increase in the number of scholars, in grades 3-8, scoring Proficient or Advanced on the Mathematics PSSA	20% increase in the number of scholars, in grades 3-8, scoring Proficient or Advanced on the Mathematics PSSA	By June 2027, 50% of scholars in grades 3 thru 8 will demonstrate proficiency on building- and grade level assessments.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of scholars complete the IXL and SpringMath Diagnostic tests.	Tier II & III interventions are provided in the classroom for identified scholars.	assessment.	10% increase in the number of scholars, in grades 3-8, scoring Proficient or Advanced on the Mathematics PSSA

Action Plan

Measurable Goals

Academic Achievement	Planning and Preparation
Mathematics Achievement	

Action Plan For: Focus on Math Vocabulary

Measurable Goals:
<ul style="list-style-type: none"> By June 2027, 50% of scholars in grades 3 thru 8 will demonstrate proficiency on building- and grade level assessments.

Action Step		Anticipated Start/Completion Date	
Prior to teaching each unit, educators will identify key vocabulary within that lesson/unit. Utilize word walls to explicitly teach and review vocabulary words.		2024-10-24	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	Framework for creating word walls	Yes	No
Action Step		Anticipated Start/Completion Date	
Prior to teaching each unit, identify and list the prerequisite skills needed to access the grade level content.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	Co-Planning Meeting with Principal	No	No
Action Step		Anticipated Start/Completion Date	
Teach scholars to identify word problem types that include the same type of action or event.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	Co-Planning Meeting with Principal	No	No
Action Step		Anticipated Start/Completion Date	
Use IXL platform and/or Spring Math to assign interventions, to be completed during intervention time, to scholars in need of targeted acceleration and enrichment.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	IXL Generated Reports	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in mathematics	Weekly review of the Unit Plan, in addition to, monthly walkthroughs will focus on educator and scholars use of

achievement	mathematical language.
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Action Plan For: Multi-Tiered Systems of Support

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027 SY, as evidenced by PVAAS data, Propel-Northside will meet and/or exceed the growth standard across all assessed subjects (Math, ELA & Science).

Action Step		Anticipated Start/Completion Date	
Administer universal screening assessments to identify scholars in need of acceleration or enrichment in Math, ELA, and Science		2024-09-03	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	CDT	No	No
Action Step		Anticipated Start/Completion Date	
Provide opportunities for educators to meet for collaboration and professional learning. Principals work with educators during collaboration times to model how to use data to inform practice. Select acceleration and enrichment interventions that meet the specific academic and/or behavioral needs of scholars.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Master Schedule	No	No
Action Step		Anticipated Start/Completion Date	
Convene schoolwide data team (MTSS School Level Meeting) that analyzes data across grade-levels and content areas, including weekly analysis of attendance and behavior data.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Community Site Coordinator School Counselor Special Education Coordinor	Master Schedule	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Academic growth goals are met by all scholars.	Review of the CDT results in September 2024, December 2024 and March 2025

Action Plan For: Explicit Planning and Instruction

Measurable Goals:
<ul style="list-style-type: none"> 100% of educator lesson plans will be standards-based and include multiple enhancements to personalize instruction.

Action Step		Anticipated Start/Completion Date	
Educators will receive specific feedback around lesson plan development, outline of the unit plan, appropriate opening and closing of lessons, questioning and appropriate scaffolding of information.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Current Danielson Framework	Yes	No
Action Step		Anticipated Start/Completion Date	
Model best practices for new educators by providing opportunities for team teaching with veteran educators and principals.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Educator Coaches	N/A	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in scholar engagement	Informal (scored or non-scored) evaluation documented in SchoolMint

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Focus on Math Vocabulary Multi-Tiered Systems of Support Explicit Planning and Instruction 	K-2 Educator Salaries	201262
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Focus on Math Vocabulary Multi-Tiered Systems of Support Explicit Planning and Instruction 	K-2 Educator Benefits	35211
Other Expenditures	<ul style="list-style-type: none"> Focus on Math Vocabulary Multi-Tiered Systems of Support Explicit Planning and Instruction 	Homeless Supplies Set Aside	500
Total Expenditures			236973

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Focus on Math Vocabulary	Prior to teaching each unit, educators will identify key vocabulary within that lesson/unit. Utilize word walls to explicitly teach and reveiw vocabulary words.
Explicit Planning and Instruction	Educators will receive specific feedback around lesson plan development, outline of the unit plan, appropriate opening and closing of lessons, questioning and appropriate scaffolding of information.

Math Professional Learning

Action Step		
<ul style="list-style-type: none"> Prior to teaching each unit, educators will identify key vocabulary within that lesson/unit. Utilize word walls to explicitly teach and reveiw vocabulary words. 		
Audience		
Math Educators		
Topics to be Included		
Identifying key vocabulary words within the unit. Consistent use of mathematical language Word Problems and writing open ended responses		
Evidence of Learning		
Educator Unit Plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-08-15	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Differentiated Lesson Plans

Action Step

<ul style="list-style-type: none"> Educators will receive specific feedback around lesson plan development, outline of the unit plan, appropriate opening and closing of lessons, questioning and appropriate scaffolding of information. 		
Audience		
Educators		
Topics to be Included		
Aligning instruction to the eligible content of the PSSA Understanding the Danielson Framework		
Evidence of Learning		
Educator Unit Plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-08-12	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly during Professional Development Days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3e: Demonstrating Flexibility and Responsiveness 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Family Newsletters					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents	Parents will receive weekly progress reports regarding thier scholar's academic progress and it relates to math skills mastered.	Math Educators	09/03/2024	05/30/2025
Communications					
Type of Communication			Frequency		
Newsletter			Bi-Weekly		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Robert Powell	2024-08-30
School Improvement Facilitator Signature	Date