Propel CS-McKeesport

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
K-8		103020003-0
Address 1		
2412 VERSAILLES AVE		
Address 2		
City	**State**	**Zip Code**
McKeesport	PA	15132
Chief School Administrator		**Chief School Administrator Email**
TINA CHEKAN		TCHEKAN@PROPELSCHOOLS.ORG
Single Point of Contact Name		
Ariane Watson		
Single Point of Contact Email		
awatson@propelschools.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
(412) 592-4911		
Principal Name		
Ariane Watson		
Principal Email		
awatson@propelschools.org		
Principal Phone Number		**Principal Extension**
(412) 592-4911		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
ARIANE WATSON	Administrator	MCKEESPORT	awatson@propelschools.org
CAITLIN CRONIN	Staff Member	MCKEESPORT	caitlincronin@propelschools.org
TINA CHEKAN	Administrator	District	tchekan@propelschools.org
EBONY MEREDITH	Parent	MCKEESPORT	eevins@gmail.org
Jessica Regan	Teacher	MCKEESPORT	jessicaregan@propelschools.org
MELANIE WARD	Teacher	MCKEESPORT	mward@propelschools.org
Teresa O'NIELL	Other	District	toneill@propelschools.org
Mark Steele	Community Member	McKeesport Police Chief	412 670-9007

LEA Profile

The leadership team at Propel McKeesport understands the importance of maximizing instructional time. It is imperative that scholars are present in school and receiving high quality instruction. Data supports the notion that students who attend school regularly achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Therefore, our school leadership team and school counselor will work collaboratively to identify students/families who are in danger of truancy and put measures in place to address concerns.

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% is a minority and 17% have special needs. Propel is serving 4,000 students at 13 Allegheny County locations. Propel has become both a regional asset and national model, providing measurable evidence of how innovative public schools can expand opportunity for children and families and can revitalize communities.

Vision

To be a premier education destination of choice.

Educational Values

Students

Propel McKeesport 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 high quality work.

Staff

Propel McKeesport 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 McKeesport 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 can recognize and meet their full potential.

Parents

Propel McKeesport engages parents and families in meaningful interactions with the school. It supports a partnership among all staff , parents and the community to improve scholar academic achievement. To help reach these goals, parents and the school have jointly developed a School/Parent/Scholar Compact, outline shared responsibilities and best practices.

Community

Propel McKeesport provides a choice for parents seeking a better education for their child. Our school delivers results in student achievement, continually improving student performance. Our community continues to be an invested stakeholder engaging scholars in opportunities that extend their learning experiences beyond the traditional classroom.

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
attendance	All Student Group Meets Performance Standard
College and Career Measures	All Student Group Exceeds Performance Standard

Challenges

Indicator	Comments/Notable Observations
math scores that are proficient or Advanced on Pennsylvania State Assessments	7.7 percent of students demonstrated proficient or advanced on the Pennsylvania State Assessment
ELA scores that are proficient or Advanced on Pennsylvania State Assessments	33.5 percent of students demonstrated proficient or advanced on the Pennsylvania State Assessment
Science scores that are proficient or Advanced on Pennsylvania State Assessments	38.4 percent of students demonstrated proficient or advanced on the Pennsylvania State Assessment

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

Strengths

Indicator Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 86.2 of Black scholars had regular attendance
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator Math scores that are not meeting proficient or Advanced on Pennsylvania State Assessments **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Only 5 percent of Black scholars were advanced/proficient on Pennsylvania State Assessments
Indicator Third grade Pennsylvania State Assessments Reading scores **ESSA Student Subgroups**	**Comments/Notable Observations** 30.6 percent of third grade scholars were advanced/proficient on Pennsylvania State Assessments
Indicator Seventh grade Pennsylvania State Assessments Mathematics scores **ESSA Student Subgroups**	**Comments/Notable Observations** 13.2 percent of seventh grade scholars were advanced/proficient on the Math Pennsylvania State Assessments

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.

attendance
College and Career Measures

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.

ELA instruction and testing results
Science instruction and testing results
Math instruction and testing results

Local Assessment

English Language Arts

Data	Comments/Notable Observations
33.5 of students demonstrated advanced/proficient on ELA PSSA	CDT benchmarking used to measure proficiency

English Language Arts Summary

Strengths

standards align curriculum
MTSS stages are multitiered
DEI goals have potential

Challenges

behavior specialist
consistent staff- retaining staff
intervention specialist

Mathematics

Data	Comments/Notable Observations
7.7 of students demonstrated advanced/proficient on Math PSSA	CDT benchmarking used to measure proficiency

Mathematics Summary

Strengths

standards align curriculum
MTSS
DEI

Challenges

consistent staff- retaining staff
intervention specialist
behavior specialist

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
38.4 of students demonstrated advanced/proficient on Science on PSSA	CDT benchmarking used to measure proficiency

Science, Technology, and Engineering Education Summary

Strengths

standards align curriculum
MTSS
DEI

Challenges

behavior specialist
intervention specialist
consistent staff- retaining staff

Related Academics

Career Readiness

Data	Comments/Notable Observations
100 -All Student Groups Exceed Performance Standard in Career Readiness	use of naviance to track data collection

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.

Daily attendance
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.

Student with Disabilities have 84.1 % attendance which we wish to improve

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
Student with Disabilities 84.1% attendance	
9.5 proficient/advanced on ELA	
0.0 percent proficient/advanced on Math	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
31.9 proficient/advanced on ELA	
5.8 percent proficient/advanced on Math	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	29.6 proficient/advanced on ELA

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.

ATTENDANCE

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.

Develop of staffing as it relates to scholar data and alignment to curriculum resources

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.

ATTENDANCE

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.

Building staff capacity as it relates to scholar data to inform instructional blocks (small groups)
Tracking interventions in data system to serve as evidence of decision making and academic and behavior progress

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	Emerging
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	Emerging

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	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	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?

Implementation of Network Wide Habits

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
Tracking Interventions in Data System Consistently

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
attendance	True
College and Career Measures	True
standards align curriculum	True
MTSS stages are multitiered	True
DEI goals have potential	False
standards align curriculum	False
MTSS	False
DEI	False
Daily attendance	False
Career Readiness	False
ATTENDANCE	False
ATTENDANCE	False
Implementation of Network Wide Habits	False
DEI	False
MTSS	False
standards align curriculum	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
ELA instruction and testing results	True
Science instruction and testing results	True
Math instruction and testing results	True
behavior specialist	True
consistent staff- retaining staff	True
intervention specialist	False

behavior specialist	False
Implement a multi-tiered system of supports for academics and behavior	False
Building staff capacity as it relates to scholar data to inform instructional blocks (small groups)	False
Develop of staffing as it relates to scholar data and alignment to curriculum resources	False
Student with Disabilities have 84.1 % attendance which we wish to improve	False
behavior specialist	False
intervention specialist	False
consistent staff- retaining staff	False
intervention specialist	True
consistent staff- retaining staff	True
Tracking interventions in data system to serve as evidence of decision making and academic and behavior progress	False
Tracking Interventions in Data System Consistently	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.

Developing and retaining educators so that time can spent with more in depth, individualized supports that grow educators and support staff as it relates to network goals/priorities.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA instruction and testing results		True
Science instruction and testing results		True
Math instruction and testing results		True
consistent staff- retaining staff		False
behavior specialist		False
consistent staff- retaining staff		True
intervention specialist		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
standards align curriculum	
MTSS stages are multitiered	
attendance	
College and Career Measures	
standards align curriculum	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to grow significantly in daily ELA instruction and testing results. Strong tier 1 and 2 interventions may help us to achieve this goal.
	We need to grow significantly in daily science instruction and testing results. Strong tier 1 and 2 interventions may help us to achieve this goal.
	We need to grow significantly in daily math instruction and testing results. Strong tier 1 and 2 interventions may help us to achieve this goal.
	Retaining educators is a priority of Propel McKeesport

Goal Setting

Priority: We need to grow significantly in daily ELA instruction and testing results. Strong tier 1 and 2 interventions may help us to achieve this goal.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By 2026, Propel McKeeport will strive to grow by 10 percent			
Measurable Goal Nickname (35 Character Max)			
ELA GROWTH			
Target Year 1	**Target Year 2**	**Target Year 3**	
By 2024, Propel McKeesport will strive to grow by 3 percent.	By 2025, Propel McKeesport will strive to grow by 5 percent.	By 2026, Propel McKeeport will strive to grow by 10 percent	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline CDT data	1%	2%	3%

Priority: We need to grow significantly in daily science instruction and testing results. Strong tier 1 and 2 interventions may help us to achieve this goal.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
By 2026, Propel McKeesport will strive to grow by 10 percent			
Measurable Goal Nickname (35 Character Max)			
science growth goal			
Target Year 1	**Target Year 2**	**Target Year 3**	
By 2024, Propel McKeesport will strive to grow by 3 percent.	By 2025, Propel McKeesport will strive to grow by 5 percent.	By 2026, Propel McKeesport will strive to grow by 10 percent	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline on CDT	1%	2%	3%

Priority: We need to grow significantly in daily math instruction and testing results. Strong tier 1 and 2 interventions may help us to achieve this goal.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
By 2026, Propel McKeeport strives to grow by 10 percent			
Measurable Goal Nickname (35 Character Max)			
math goals			
Target Year 1	**Target Year 2**	**Target Year 3**	
By 2024, Propel McKeesport will strive to grow by 3 percent.	By 2025, Propel McKeesport will strive to grow by 5 percent.	By 2026, Propel McKeeport strives to grow by 10 percent	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline on CDT	1%	2%	3%

Priority: Retaining educators is a priority of Propel McKeesport

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By 2026, Propel McKeeport strives to retain 90 percent of educators/ school staff			
Measurable Goal Nickname (35 Character Max)			
retain staff			
Target Year 1	**Target Year 2**	**Target Year 3**	
By 2024, Propel McKeesport strives to retain 90% of educators/school staff.	By 2025, Propel McKeesport strives to retain 90% of educators/school staff.	By 2026, Propel McKeeport strives to retain 90 percent of educators/ school staff	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
90%	90%	90%	90%

Action Plan

Measurable Goals

retain staff	math goals
science growth goal	ELA GROWTH

Action Plan For: MTSS Framework

Measurable Goals:
• By 2026, Propel McKeeport strives to grow by 10 percent • By 2026, Propel McKeeport will strive to grow by 10 percent • By 2026, Propel McKeesport will strive to grow by 10 percent

Action Step		**Anticipated Start/Completion Date**	
MTSS Framework		2024-08-08	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Watson/AP/Academic Team	Leader Portal/MTSS lead meetings/AT support and feedback	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scholar growth measured by varying benchmarks assessments	Assessment Cycle will drive monitoring, status meetings with network leadership, coaching cycles with educators

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	• MTSS Framework	K-2 Educator Salaries	230007	
Title II.A and Title IV.A Transfer Funds	• MTSS Framework	K-2 Educator Benefits	36936	
Other Expenditures	• MTSS Framework	Homeless Supplies Set Aside	500	
Total Expenditures				267443

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS Framework	MTSS Framework

MTSS

Action Step		
• MTSS Framework		
Audience		
All Propel McKeesport Staff		
Topics to be Included		
Data Driven decision making and collaboration to inform teaching and learning using benchmark data alongside curriculum based assessments		
Evidence of Learning		
Benchmarks identified in alignment to the network wide assessment calendar and scope and sequence of curriculum as documented in the Propel Educator Portal		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Watson/Academic Team	2024-08-08	2025-06-13

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly for 1-2 hours
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

MTSS

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Propel McKeesport Staff	Data Informed Instruction	Watson/Academic Team	08/08/2024	06/13/2025

Communications

Type of Communication	Frequency
Presentation	monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	**Date**
Building Principal Signature	**Date**
Ariane Watson	2024-07-25
School Improvement Facilitator Signature	**Date**