

Profile and Plan Essentials

LEA Type		AUN
K-8 Elementary School		103020005
Address 1		
1611 Monroeville Ave		
Address 2		
NA		
City	State	Zip Code
Turtle Creek	PA	15145
Chief School Administrator		Chief School Administrator Email
Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
Bethany Thomas		
Single Point of Contact Email		
bthomas@propelschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4123526699		
Principal Name		
Bethany Thomas		
Principal Email		
bthomas@propelschools.org		
Principal Phone Number		Principal Extension
4123526699		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bethany Thomas	Principal	Propel East	bthomas@propelschools.org
Kelli McCall	Principal	Propel East	kellimccall@propelschools.org
Danielle Clannigan	Parent	Propel East Parent	dannimc0417@gmail.com
Melanie Baughman	Teacher	Propel East	melaniebaughman@propelschools.org
Lynde Rozier	Staff Member	Propel East	lynderozier@propelschools.org
Tina Chekan	Other	Propel Schools, CEO	tchekan@Propelschools.org
Teresa O'Neil	Other	Propel Schools, Assistant Superintendent	toneil@propelschools.org
Michelle Thomas	Community Member	Community Member	thomas.michellen@gmail.com
Sasha Cooley	Principal	Propel East	sashacooley@Propelschools.org

LEA Profile

Propel-East is located in Turtle Creek. Turtle Creek is a small borough of less than 2700 households, 12 miles outside of the city of Pittsburgh. The area once enjoyed economic prosperity due to the nearby Westinghouse manufacturing plant. Since the decline of steel manufacturing in the Pittsburgh area, several neighborhoods similar to and surrounding Turtle Creek have struggled economically. However, the area has several restaurants and businesses that are frequented by residents and visitors daily. Propel East has become a strong staple of the community with 403 scholars in grades k-8. The student population diversely represents the community with 50% African American students and 40% Caucasian. Scholar's choice Propel East from many different districts with Woodland Hills SD, Penn Hills SD and Pittsburgh SD being the largest. In addition, to our rigorous curriculum we offer an after school that provides an extended learning day for all students, opportunity for homework assistance and an expanded arts curriculum. Currently the vast majority of our students come from low income homes with over 70% of the school receiving free or reduced lunch. Propel works to provide as much support as possible. Additionally, we offer a backpack feeding program which allows for scholars to take food home on the weekend to replace school meals outside of the school week. In an effort to not only support the whole child but also the family, Propel East offers Propel Partners and Wellness Program . This program provides mental health services through Mon Yough Community Services/UPMC. It offers students social and emotional support throughout their school day and within the classroom. Onsite therapy is also offered. Through this program Propel not only offers therapy and counseling for the student but for 6 their entire family. Propel East is in a strong fiscal status. The school is part of a larger network of 13 schools in Allegheny County. The daily operations of the school are fully funded through the per pupil costs. The support of the foundation community as well as other Pittsburgh area businesses has allowed Propel East to strive.

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

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 East scholars are expected to excel both academically and socially. Scholars are expected to produce high quality work through constant 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 East 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 our them grow socially, emotionally, and academically.

Administration

Propel East Leadership Team is committed to facilitating a safe, challenging learning community for our scholars 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 East 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, outlining shared responsibilities and best practices.

Community

Propel East 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	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent Career Benchmark	Met the standard (100%)
Student Suspension	less than 100
Enrollment	Meets the goal

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target
Mathematics/Algebra	All Student Group Did Not Meet Interim Goal/Improvement Target
Science/Biology	All Student Group Did Not Meet Interim Goal/Improvement Target
English Language Arts/Literature (PVAAS)	All Student Group Did Not Meet Interim Goal/Improvement Target
Mathematics/Algebra (PVAAS)	All Student Group Did Not Meet Interim Goal/Improvement Target

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

Strengths

Indicator Student Suspension ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Enrollment ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations

Challenges

Indicator English Language Arts/Literature: Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Mathematics/Algebra: Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	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.

Student Suspension
Enrollment

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.

English Language Arts/Literature: Meeting Annual Academic Growth Expectations (PVAAS)
Mathematics/Algebra: Meeting Annual Academic Growth Expectations (PVAAS)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Proficiency on State Test ELA/ Literature	36 percent of students met the standard but did not meet the state goal. Decrease in performance from previous year.
DIBELS Assessment	100% of scholars k-2 will be proficient in their benchmarks for grade levels

English Language Arts Summary

Strengths

Suspensions

Challenges

ELA

Mathematics

Data	Comments/Notable Observations
Proficiency on State Test for Mathematics/ Algebra 1	15 % percent of students met the standard but did not meet the state goal. Decrease in performance from previous year.

Mathematics Summary

Strengths

Suspensions

Challenges

ELA/Literature

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Proficiency on State test in Science/Biology	45 percent of students met the standard but did not meet the state goal. Decrease in performance from previous year.

Science, Technology, and Engineering Education Summary

Strengths

Suspensions

Challenges

ELA/Literature
Mathematics/Algebra

Related Academics

Career Readiness

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

Suspensions
Enrollment

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.

Met Goal

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
0% of students were prof/advanced in ELA on PSSA	COVID; Dropped from 13% in 18/19 school year. No assessment data from 19/20

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Disadvantaged	75% below benchmark on MAP testing Math 53% below benchmark on MAP ELA

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	75% below benchmark on MAP testing Math 72% below Benchmark on MAP ELA
White	49% Below Benchmark on MAP testing Math 41% Below Benchmark on MAP 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.

Suspensions
Enrollment

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.

ELA/Literature
Mathematics/Algebra

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
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.

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	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	Emerging
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	Exemplary
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
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?

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
--

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
--

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
Student Suspension	False
Enrollment	False
Suspensions	False
Suspensions	False
Suspensions	False
Enrollment	False
Suspensions	False
Suspensions	False
Enrollment	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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
English Language Arts/Literature: Meeting Annual Academic Growth Expectations (PVAAS)	True
Mathematics/Algebra: Meeting Annual Academic Growth Expectations (PVAAS)	True
ELA	False
ELA/Literature	False
Met Goal	False
Implement a multi-tiered system of supports for academics and behavior	True
ELA/Literature	False
ELA/Literature	False
Mathematics/Algebra	False
Mathematics/Algebra	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.

I believe that if we begin to implement a multi-tiered system of supports for academics and behavior, we will see a large impact in the performance of our scholars on their state test and PVAAS growth in all contents.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Arts/Literature: Meeting Annual Academic Growth Expectations (PVAAS)	Scholars are performing well below. More than 60% of scholars are below basic or basic. Continue to support academic success through the implementation	True
Mathematics/Algebra: Meeting Annual Academic Growth Expectations (PVAAS)	Continue using and monitoring curriculum that is used with integrity and ensuring all educators have appropriate training and support ... Scholars will receive additional support during arrival work in foundational math skills	True
Implement a multi-tiered system of supports for academics and behavior	Tier II scholars are still not successful. They are often repeat offenders and their data is not improving	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implement an evidence-based system of schoolwide positive behavior interventions and supports	We have achieved Tier I fidelity
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Educator and scholar retention rates are high. Families continue to bring friends and families to Propel East due to the environment we are fostering here.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue using and monitoring curriculum that is used with integrity and ensuring all educators have appropriate training and support using the tier I system.
	Continue using and monitoring curriculum that is used with integrity and ensuring all educators have appropriate training and support using the tier I system. Implement foundational practice as part of morning work routine.
	We have a lot of scholar who are performing below grade level. We are focusing on Tier I instruction before moving on to tier II to ensure that we are providing appropriate supports to scholars who are truly in need.

Goal Setting

Priority: Continue using and monitoring curriculum that is used with integrity and ensuring all educators have appropriate training and support using the tier I system. Implement foundational practice as part of morning work routine.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
100 % Scholars will improve their fluency; strengthening foundational skills in math improving on PSSA			
Measurable Goal Nickname (35 Character Max)			
Get Math Fast			
Target Year 1	Target Year 2	Target Year 3	
50% will improve on PSSA	75% Will improve on pssa	100 % Scholars will improve their fluency; strengthening foundational skills in math improving on PSSA	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Introduce	Scholars will engage with support	Scholars will execute fluency on own	Scholars will know where they need to improve their fluency and practice accordingly.

Priority: Continue using and monitoring curriculum that is used with integrity and ensuring all educators have appropriate training and support using the tier I system.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement.			
Measurable Goal Nickname (35 Character Max)			
Operation Data Usage			
Target Year 1	Target Year 2	Target Year 3	
All educators will receive formal coaching cycles	Scholars will improve their learning as a result of coaching cycles(less behavior calls)	100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1 Informal cycle	2 informal cycles completed	3 informal cycles completed	4 cycles completed

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in CDT data.			
Measurable Goal Nickname (35 Character Max)			
MTSS in full effect			
Target Year 1	Target Year 2	Target Year 3	
All classrooms will have small groups running	all classrooms will have small groups running	By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in CDT data.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Small groups ran with support of educator	Small groups ran with support of educator	Small groups ran with support of educator	Small groups ran with support of educator

Priority: We have a lot of scholar who are performing below grade level. We are focusing on Tier I instruction before moving on to tier II to ensure that we are providing appropriate supports to scholars who are truly in need.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time.			
Measurable Goal Nickname (35 Character Max)			
Action Forms: In It to Win It			
Target Year 1	Target Year 2	Target Year 3	
All educators will meet and discuss scholar work	All educators will meet and discuss scholar work	Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Scholars will get targeted support	Scholars will get targeted support	Scholars will get targeted support	Scholars will get targeted support

Action Plan

Measurable Goals

Operation Data Usage	Action Forms: In It to Win It
MTSS in full effect	Get Math Fast

Action Plan For: Morning Work

Measurable Goals:
100% of educators complete the professional learning. 100% of educators can provide evidence of their learning by using their understanding of data during their coaching meetings and scholar improvement. 100 % Scholars will improve their fluency; strengthening foundational skills in math improving on PSSA - By the end of year three we will have all three tiers of MTSS up and running effectively supporting 100 % of our scholars will be making growth as evidenced in CDT data. - Educators will meet weekly as a special ed/ gen ed cohort and plan instruction/ analyse scholar work. Educators will complete an action form based on their findings from the analysis of scholar work. This will directly tie into instruction for the following week. 100% of the reflection sheets will be completed on time.

Action Step		Anticipated Start/Completion Date	
Support staff in fluency execution		2024-08-17	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum Resources	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Support staff in fluency execution		2024-08-17	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum Resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scholar growth	bi-weekly mtss meetings

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Morning Work	Support staff in fluency execution
Morning Work	Support staff in fluency execution

Fluency Practice

Action Step		
• Support staff in fluency execution		
Audience		
All educators and support staff		
Topics to be Included		
Math/ ELA fluency		
Evidence of Learning		
Scholars will be engaged in this daily.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Directors	2025-08-21	2028-06-17

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
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

Parent News Letter					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Support staff in fluency execution	Parents	Fluency and WHY	Principals	08/14/2024	08/15/2024
Communications					
Type of Communication			Frequency		
Email			Monthly		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Bethany Thomas	2024-07-17
School Improvement Facilitator Signature	Date