

Propel CS-Braddock Hills

ATSI Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
K-12		16002859
Address 1		
1500 Yost Blvd		
Address 2		
Propel Braddock Hills CS		
City	State	Zip Code
Pittsburgh	PA	15221
Chief School Administrator		Chief School Administrator Email
Dr. Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
April Perry		
Single Point of Contact Email		
aprilperryschlatterer@propelschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4122713061		
Principal Name		
April Perry		
Principal Email		
aprilperryschlatterer@propelschools.org		
Principal Phone Number		Principal Extension
4122713061		1016
School Improvement Facilitator Name		School Improvement Facilitator Email
Paul Cindric		paul.cindric@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
April Perry	Administrator	Braddock Hills Elementary	aprilperryschlatterer@propelschools.org
Robert Sims	Administrator	Braddock Hills High School	rsims@propelschools.org
Veronica Strueve	Administrator	Braddock Hills Middle School	vstrueve@propelschools.org
Teresa O'Neill	Administrator	Propel Schools	toneill@propelschools.org
Tina Chekan	Administrator	Propel Schools	tchekan@propelschools.org
Cheryl Smith	Community Member	Braddock Hills Elementary/YWCA	cmith1@ywcaph.org
Tamiaka Toole	Parent	Braddock Hills Elementary/Middle	tamiaka.toole@yahoo.com
Anthony Ricchiuto	Community Member	Braddock Hills Police/SRO	anthonyricchiuto@propelschools.org
Samantha Woodyear	Parent	Braddock Hills Elementary School	sjw2010@gmail.com
Liza Leonette	Teacher	Braddock Hills Elementary School	lizaleonette@propelschools.org

LEA Profile

Propel Braddock Hills Charter School Campus is comprised of three schools: the K-5 building (Braddock Hills Elementary), the 6-8 building (Braddock Hills Middle School), and the 9-12 building (Braddock Hills High School). This unique combination of three schools, under one charter, serves a total of 870 students from 15 different districts across the Pittsburgh/Southwestern PA region. 21% of our students receive Special Education services and 80% of our students are economically disadvantaged. We are a federally funded Title I school. 81% of our students are African American, 10% are caucasian, 7% are multi-racial, and 2% other.

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 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.

Educational Values

Students

Propel Braddock Hills scholars are expected to excel both academically and socially. Scholars are expected to produce high quality work through constant effort and reflecting on their effort. Mistakes are a part of the process and students are expected to embrace that process to produce their high quality work.

Staff

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

Parents

Propel Braddock Hills 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, outline shared responsibilities and best practices.

Community

Propel Braddock Hills 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
Percent Career Standards Benchmark	All Student Group Exceeds Performance Standard
English Language Literature All Student Group Meets the Standard Demonstrating Growth(PVAAS)	All Student Group Meets the Standard Demonstrating Growth
Science/Biology All Student Group Meets the Standard Demonstrating Growth(PVAAS)	All Student Group Meets the Standard Demonstrating Growth
High School Graduation Rate	All Student Group Meets Interim Goal/Improvement Target

Challenges

Indicator	Comments/Notable Observations
Percent Regular Attendance	All Student Group Did Not Meet Performance Standard
Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target
Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target
Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth(PVAAS)	All Student Group Did Not Meet the Standard Demonstrating Growth

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

Strengths

Indicator Career Standards Benchmark ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All Student Group 100% Black 100% White 2 or More Races Economically Disadvantages-100% Students with Disabilities 100% Combined Ethnicity 85.7%
Indicator Science Growth	Comments/Notable Observations All Student Group 85.3% Black-86% White IS 2 or More Races IS Economically Disadvantages

<p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>83.3% Students with Disabilities 78.5% Combined Ethnicity 85.7%</p>
<p>Indicator English Language/Literature Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations All Student Group 85.0% Black-82.7% White IS 2 or More Races IS Economically Disadvantages 84% Students with Disabilities 76.7% Combined Ethnicity 82.8%</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator High School Graduation Rate ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Student group did not meet the benchmark for graduation All Student Group 84.7% Black-86.5% White IS 2 or More Races IS Economically Disadvantages 81% Students with Disabilities IS% Combined Ethnicity 82.9%</p>

Challenges

<p>Indicator Mathematics/Algebra Growth All students did not meet benchmark in Math Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Student groups did not meet the benchmark for Mathematics/ Algebra growth All Student Group 57.5.% Black-51.7% White IS 2 or More Races IS Economically Disadvantages 56.7% Students with Disabilities 73.7% Combined Ethnicity 51.7%</p>
<p>Indicator English Language Arts/Literature Proficiency All students did not meet English Language Arts/Literature Target ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations All Student Group 21.70% Black-18.1% White 65% 2 or More Races IS Economically Disadvantages 19.6%% Students with Disabilities 11.6% Combined Ethnicity 19%</p>
<p>Indicator Mathematics/ Algebra Proficiency All students did not meet Mathematics/ Algebra Target ESSA Student Subgroups</p>	<p>Comments/Notable Observations All Student Group 5.7.0% Black-4.3% White IS 2 or More Races 9.4% Economically Disadvantages 5.2% Students with Disabilities 10% Combined Ethnicity 4.7%</p>

African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Attendance- No Student Groups Met Benchmark ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All Student Group 52% Black-50.4% White 56.3% 2 or More Races 60.7% Economically Disadvantages 50.5% Students with Disabilities 49.7% Combined Ethnicity 51.7%

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.

Science/Biology All Student Group Meets the Standard Demonstrating Growth
Percent Career Standards Benchmark (100%)
English Language/Literature Growth All Student Group Meets the Standard 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.

Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target
English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target
Mathematics/Algebra Growth All students did not meet benchmark in Math Growth
Percent Regular Attendance
Graduation Rate

Local Assessment

English Language Arts

Data	Comments/Notable Observations
English Language Arts/Literature ELA CDT Growth	Campus ELA CDT Growth 48%
K-2 Dibels	K-2 BOY EOY K- 22% 90% 1- 43% 57% 2- 51% 58%

English Language Arts Summary

Strengths

Campus projected proficiency showed growth in the year 2022-23
BHES project proficiency K-2 ELA, showing BOY- EOY growth
Campus ELA CDT Growth 21%

Challenges

Regular Attendance Rate No Student Groups Met Benchmark for Attendance Highest Rate is 70.4% for 2 or more races
English Language Arts/Literature No Student Group Met Proficiency Target in ELA There is great disparity between white (52%) and black (17.4%) student groups

Mathematics

Data	Comments/Notable Observations
Mathematics/ Algebra CDT Growth	Campus Math Growth. 5.2%

Mathematics Summary

Strengths

Added math intervention time for grades 3-5
Added a double block for Algebra1 at BHHS
Added 3-12 math content coach

Challenges

Regular Attendance
All Student Group did not Meet Math Proficiency Goal 7.4%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science/Biology CDT Growth	CDT Growth 32.3%

Science, Technology, and Engineering Education Summary

Strengths

4th Grade Science - 73.2% CDT Growth
8th Grade Science - 45.1% Growth

Challenges

Biology is well below growth expectations

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	Naviance - 100% Completion

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.

Career Standards Benchmark- 100%
Career Standards Benchmark- 100%

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.

Graduation Rate
Regular Attendance

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

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

Data	Comments/Notable Observations
Future Ready PA	88.6 % of student enrollment is economically disadvantaged
Local student data	No notable differences in data, the subgroup is the majority of enrollment

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.

PVVAS for ELA
PVVAS for Science

Career Standards

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.

Low proficiency rates in Math and ELA for PA state assessments.
Reading and Math Scores for economically disadvantaged students.
Reduce Suspensions

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	MTSS
Title 1 Program	K-2 Initiatives
Student Services	SAP, PPIW
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.

ELA growth continues to be a strength
Use of MTSS system to strengthen Tier I instruction

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.

Regular Attendance Rate
Student utilization of resources and interventions provided by the school due to regular attendance

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	Operational
Identify and address individual student learning needs	Operational
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	Emerging
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	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	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?

Math and Science curricular resources align to the PA standards
Implement multi-tiered system for behavior support. (Part of Propel School's 3 year district wide revitalization plan)

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. (Part of Propel School 's 3 year district wide revitalization plan)
Implement evidence-based strategies to engage families to support learning
Align all content curricular resources to PA State Standards
Identify and address individual learning needs.

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
Science/Biology All Student Group Meets the Standard Demonstrating Growth	False
Percent Career Standards Benchmark (100%)	False
	False
English Language/Literature Growth All Student Group Meets the Standard Demonstrating Growth	False
Campus projected proficiency showed growth in the year 2022-23	False
BHES project proficiency K-2 ELA, showing BOY- EOY growth	True
Campus ELA CDT Growth 21%	False
English Language/Literature Growth All Student Group Meets the Standard Demonstrating Growth	False
Added math intervention time for grades 3-5	False
Career Standards Benchmark- 100%	False
ELA growth continues to be a strength	False
Use of MTSS system to strengthen Tier I instruction	True
Added a double block for Algebra1 at BHHS	False
Added 3-12 math content coach	False
Career Standards Benchmark- 100%	False
PVVAS for ELA	False
PVVAS for Science	True
Career Standards	False
Math and Science curricular resources align to the PA standards	False
4th Grade Science - 73.2% CDT Growth	False
8th Grade Science - 45.1% Growth	False
Implement multi-tiered system for behavior support. (Part of Propel School's 3 year district wide revitalization plan)	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

Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target	True
English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target	True
Mathematics/Algebra Growth All students did not meet benchmark in Math Growth	False
Percent Regular Attendance	False
Regular Attendance	False
All Student Group did not Meet Math Proficiency Goal 7.4%	False
Regular Attendance	False
Graduation Rate	False
Graduation Rate	False
Regular Attendance Rate	True
Student utilization of resources and interventions provided by the school due to regular attendance	False
Biology is well below growth expectations	False
Graduation Rate	False
Low proficiency rates in Math and ELA for PA state assessments.	False
Reading and Math Scores for economically disadvantaged students.	False
Implement a multi-tiered system of supports for academics. (Part of Propel School 's 3 year district wide revitalization plan)	False
Implement evidence-based strategies to engage families to support learning	False
Align all content curricular resources to PA State Standards	False
Reduce Suspensions	True
Regular Attendance Rate No Student Groups Met Benchmark for Attendance Highest Rate is 70.4% for 2 or more races	False
English Language Arts/Literature No Student Group Met Proficiency Target in ELA There is great disparity between white (52%) and black (17.4%) student groups	False
Identify and address individual learning needs.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target	If leaders, educators and support staff work collaboratively to align all supports, systems, and structures we will be able to analyze data and scholar work to create applicable interventions.	False
English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target	If leaders, educators and support staff work collaboratively to align all supports, systems, and structures we will be able to analyze data and scholar work to create applicable interventions.	True
Regular Attendance Rate	If we maintain an effective process for a tiered intervention for both families and scholars, this identify specific needs and the school and community resources can provide accurate support.	False
Reduce Suspensions	If we establish an effective tiered support process that focuses first on prevention and identifying appropriate behavioral and emotional supports, then our attendance will increase and marked academic performance and growth will be evident.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
BHES project proficiency K-2 ELA, showing BOY- EOY growth	If there are clear tier 1 and tier 2 academic and wellness expectations. and consistent communication around supports and interventions, our scholars will have their learning needs met in order to grow and achieve.
PVVAS for Science	
Use of MTSS system to strengthen Tier I instruction	
Implement multi-tiered system for behavior support. (Part of Propel School's 3 year district wide revitalization plan)	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If ELA classrooms meet or exceed Tier 1 instruction goals on their school-based work plans as measured by walkthroughs, observations, and content/team planning times, scholar access to rigorous and grade-level content with support will drive growth and proficiency.
	If we establish an effective tiered support process that focuses first on prevention and identifying appropriate behavioral and emotional supports, then our attendance will increase and marked academic performance and growth will be evident.

Goal Setting

Priority: If ELA classrooms meet or exceed Tier 1 instruction goals on their school-based work plans as measured by walkthroughs, observations, and content/team planning times, scholar access to rigorous and grade-level content with support will drive growth and proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By 2025, Propel Braddock Hills Charter School will meet and/or exceed the annual academic growth expectations for ELA according to the Future Ready PA Index.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target Year 1	Target Year 2	Target Year 3	
3% increase on PA State Assessment by end of 22-23 school year.	3% increase on PA State Assessment by end of 23-24 school year.	By 2025, Propel Braddock Hills Charter School will meet and/or exceed the annual academic growth expectations for ELA according to the Future Ready PA Index.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark	1% growth on CDT	1% growth on CDT	1% growth on CDT

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Scholars will show a 6% increase on PA State Assessment by the 24-25 school year			
Measurable Goal Nickname (35 Character Max)			
MTSS Math			
Target Year 1	Target Year 2	Target Year 3	
3% increase on PA State Assessment by end of 22-23 school year.	6% increase on PSSA by end of 23-24 school year.	Scholars will show a 6% increase on PA State Assessment by the 24-25 school year	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark	1% growth on CDT	1% growth on CDT	1% growth on CDT

Priority: If we establish an effective tiered support process that focuses first on prevention and identifying appropriate behavioral and emotional supports, then our attendance will increase and marked academic performance and growth will be evident.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Decrease All Student suspension rate by 10% yearly			
Measurable Goal Nickname (35 Character Max)			
Suspension rate			
Target Year 1	Target Year 2	Target Year 3	
Avg. suspension rate 57.5% EOY 2022-23 SY- Decrease by 10%	Avg. suspension rate 41.5% EOY 2023-2024 SY Decrease by 10%	Decrease All Student suspension rate by 10% yearly	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Avg. suspension rate 41.5%	Decrease by 4%	Decrease by 3%	Decrease by 3%

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase regular attendance rate by 10%- Avg 65%			
Measurable Goal Nickname (35 Character Max)			
Attendance Goal			
Target Year 1	Target Year 2	Target Year 3	
The regular attendance rate was 55%, Increase the regular attendance rate by 10%	Increase regular attendance rate by 10%	Increase regular attendance rate by 10%- Avg 65%	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Maintaining at or above a 75% regular attendance rate	Maintaining at or above a 75% regular attendance rate	Maintaining at or above a 65% regular attendance rate	Maintaining at or above a 65% regular attendance rate

Action Plan

Measurable Goals

ELA Goal	MTSS Math
Suspension rate	Attendance Goal

Action Plan For: ELA

Measurable Goals:
<ul style="list-style-type: none"> By 2025, Propel Braddock Hills Charter School will meet and/or exceed the annual academic growth expectations for ELA according to the Future Ready PA Index.

Action Step		Anticipated Start/Completion Date	
MTSS system will be in place that has a high level of focus on early literacy and supports needed in grades3-12.		2024-07-08	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership and MTSS Lead	Propel MTSS Plan Data collection system Intervention Resources Active Reading Strategies Assessment strategies	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement Tier 2 and Tier 3 for students when needed		2024-07-08	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Lead Teachers	Intervention Resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
small group instruction	2-3 times a week minimum- educators, formative assessments and document in weekly lesson plans weekly- MTSS Leads, Panorama data that includes formative assessments and progress monitoring tools in lesson plans

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none"> Scholars will show a 6% increase on PA State Assessment by the 24-25 school year

Action Step	Anticipated Start/Completion Date
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MTSS system will be in place that has a high level of focus on early numeric literacy and supports needed in grades3-12.		2024-07-08	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership and MTSS Lead	Propel MTSS Plan Data collection system Intervention Resources Assessment strategies	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement Tier 2 and Tier 3 for students when needed		2024-07-08	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Lead Teachers	Intervention Resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
small group instruction	2-3 times a week minimum- educators, formative assessments and document in weekly lesson plans weekly- MTSS Leads, Panorama data that includes formative assessments and progress monitoring tools in lesson plans

Action Plan For: Community Engagement

Measurable Goals:
<ul style="list-style-type: none"> Increase regular attendance rate by 10%- Avg 65% Decrease All Student suspension rate by 10% yearly

Action Step	Anticipated Start/Completion Date		
Community Coordinator will work collaboratively with staff and community programs to offer an array of additional during school and after school program, along with resources to help minimize any barriers in attending school everyday on time.	2024-07-08 2025-06-20		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Community Coordinator Leaders Counselor	Community programs and funds	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased communication between school and home Additional afterschool activities additional campus resources Regular attendance rate increase Academic growth Increased collaboration among stakeholders	Leaders, community coordinators, and counselors and participate in monthly meetings and quarterly with advisory counsel. Productive family conference meetings and discussions around academics.- Sign in Sheets/ Survey responses Increase family participation in school events- Sign in Sheets

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">• ELA• Math• Community Engagement	K-2 Educator Salaries	388664
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">• ELA• Math• Community Engagement	K-2 Educator Benefits	69216
Other Expenditures	<ul style="list-style-type: none">• Community Engagement	Homeless Supplies Set Aside	500
Total Expenditures			458380

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA	MTSS system will be in place that has a high level of focus on early literacy and supports needed in grades3-12.
ELA	Implement Tier 2 and Tier 3 for students when needed
Math	MTSS system will be in place that has a high level of focus on early numeric literacy and supports needed in grades3-12.
Math	Implement Tier 2 and Tier 3 for students when needed
Community Engagement	Community Coordinator will work collaboratively with staff and community programs to offer an array of additional during school and after school program, along with resources to help minimize any barriers in attending school everyday on time.

MTSS- Academics

Action Step		
<ul style="list-style-type: none"> MTSS system will be in place that has a high level of focus on early literacy and supports needed in grades3-12. MTSS system will be in place that has a high level of focus on early numeric literacy and supports needed in grades3-12. 		
Audience		
Educators		
Topics to be Included		
Early intervention in Language and Literacy		
Evidence of Learning		
Attendance and progress monitoring of small group learning		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leadership team and District Supports	2024-08-13	2025-06-20

Learning Format

Type of Activities	Frequency
Inservice day	8 times a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Community and Parent Engagement

Action Step
<ul style="list-style-type: none"> Community Coordinator will work collaboratively with staff and community programs to offer an array of additional during school and after school program, along with resources to help minimize any barriers in attending school everyday on time.

Audience		
Educators and Parents		
Topics to be Included		
School attendance, programing and parent partnerships		
Evidence of Learning		
attendance at workshops. meetings and parent advisory groups		
Lead Person/Position	Anticipated Start	Anticipated Completion
Leadership Team and Community Sit Coordinator	2025-01-13	2025-06-20

Learning Format

Type of Activities	Frequency
Workshop(s)	10 community events and/or meetings a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications Activities

Community Coordination					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Scholars and families	SCC Meetings, attendance, scholar achievement	Community Coordinator and Leaders	07/08/2024	06/20/2025
Communications					
Type of Communication			Frequency		
Presentation			quarterly		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">BraddockHills.Board.Affirmation.Statement.pdf

Chief School Administrator	Date
Dr. Tina Chekan	2024-08-21
Building Principal Signature	Date
April Perry	2024-08-26
School Improvement Facilitator Signature	Date
Paul Cindric	2024-08-26