

**Propel CS-Braddock Hills**

CSI Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School		160028259
<b>Address 1</b>		
1500 Yost Blvd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Pittsburgh	PA	15221-4822
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Tina Chekan		tchekan@propelschools.org
<b>Single Point of Contact Name</b>		
Veronica Strueve		
<b>Single Point of Contact Email</b>		
vstrueve@propelschools.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
4122713061		
<b>Principal Name</b>		
Veronica Strueve		
<b>Principal Email</b>		
vstrueve@propelschools.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
4122713061		2018
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Vicki Ryan		vicki.ryan@aiu3.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
April Perry	Administrator	Braddock Hills Elementary	aprilperryschlatterer@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
Leasia McCoy	Student	Braddock Hills High School	

## 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	

## Proficient or Advanced in English Language Arts/Literature

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Percent Career Standards Benchmark	All Student Group Exceeds Performance Standard
Academic Growth Expectations in English Language Arts/ Literature	All Student Group Exceeds the Standard Demonstrating Growth
Academic Growth Expectations in Mathematics/ Algebra 1	All Student Group Exceeds the Standard Demonstrating Growth
Academic Growth Expectations in Science/Biology	All Student Group Exceeds the Standard Demonstrating Growth

#### Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target
Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target
Percent Proficient/Advanced in Science/Biology	All Student Group Did Not Meet Interim Goal/Improvement Target

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

<b>Indicator</b> Percent Career Standards Benchmark <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> All Student Group 100% Black 100% White 2 or More Races Economically Disadvantaged- 100% Students with Disabilities 100% Combined Ethnicity 100%
<b>Indicator</b> English Language/Literature Growth	<b>Comments/Notable Observations</b>

<p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>All Student Group 85.5% Black-80.8% White IS 2 or More Races IS Economically Disadvantaged 82.2% Students with Disabilities 73.5% Combined Ethnicity 83%</p>
<p><b>Indicator</b> Mathematics/ Algebra 1 Growth <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All Student Group 91.7% Black-82.7% White IS 2 or More Races IS Economically Disadvantaged 91.7% Students with Disabilities 63.5% Combined Ethnicity 91.7%</p>
<p><b>Indicator</b> Science/ Biology Growth <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> All Student Group 87% Black-88% White IS 2 or More Races IS Economically Disadvantaged 84.3% Students with Disabilities IS% Combined Ethnicity 87%</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>

### Challenges

<p><b>Indicator</b> Percent Proficient/Advanced in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Student groups did not meet the benchmark for Mathematics/ Algebra growth All Student Group 24.7% Black-23.2% White IS 2 or More Races 16% Economically Disadvantages 23.6% Students with Disabilities 7.5% Combined Ethnicity 23.1%</p>
<p><b>Indicator</b> Percent Proficient/Advanced in Mathematics/Algebra 1 <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All Student Group 10.1% Black-8.2% White 65% 2 or More Races 4% Economically Disadvantaged 10.5% Students with Disabilities 3% Combined Ethnicity 7.9%</p>
<p><b>Indicator</b> Percent Proficient/Advanced in Science/Biology <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All Student Group 49.2% Black-47.6% White IS 2 or More Races IS Economically Disadvantaged 47.6% Students with Disabilities 47.6% Combined Ethnicity 46.6%</p>

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

## Summary

### Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Science/Biology All Student Group Exceeds the Standard Demonstrating Growth
English Language/Literature Growth All Student Group Exceeds the Standard Demonstrating Growth
Mathematics/ Algebra 1 All Student Group Meets the Standard Demonstrating Growth

### Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Percent Proficient/Advanced Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target
Percent Proficient/ Advanced English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target
Percent Proficient/ Advanced Science/Biology -All Student Group Did Not Meet Interim Goal/Improvement Target
Graduation Rate

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
English Language Arts/Literature ELA CDT Growth	Campus ELA CDT Growth 21.8%
DIBELS	KG-75.6%, 1G-67.2%,2G -44.2%

### 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
Campus Science CDT Growth- 33.35% ( increase .85%)
7th Grade Science CDT Growth 20%-(increase 9.3%)

### Challenges

Biology is well below growth expectations
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## 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

**False** 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.

### Partnering Institution

CCAC

### Agreement Type

Dual Credit

### Program/Course Area

Mechatronics

## Uploaded Files

PropelSchools and CCAC.pdf

## 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.

Suspensions
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	87.3 % 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 ELA
PVVAS Science

PVVAS Math

**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.
Regular Attendance Rate
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	Emerging
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	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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?

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?

EP 1: Align curriculum, assessments, and instruction to the PA Standards.

EP 13: 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
Science/Biology All Student Group Exceeds the Standard Demonstrating Growth	True
Mathematics/ Algebra 1 All Student Group Meets the Standard Demonstrating Growth	True
English Language/Literature Growth All Student Group Exceeds the Standard Demonstrating Growth	True
Campus projected proficiency showed growth in the year 2022-23	False
BHES project proficiency K-2 ELA, showing BOY- EOY growth	False
Campus ELA CDT Growth 21%	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 ELA	False
PVVAS Math	False
4th Grade Science - 73.2% CDT Growth	False
8th Grade Science - 45.1% Growth	False
PVVAS Science	False
Campus Science CDT Growth- 33.35% ( increase .85%)	False
7th Grade Science CDT Growth 20%-(increase 9.3%)	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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

Percent Proficient/Advanced Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target	True
Percent Proficient/ Advanced English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target	True
Percent Proficient/ Advanced Science/Biology -All Student Group Did Not Meet Interim Goal/Improvement Target	False
Regular Attendance	False
All Student Group did not Meet Math Proficiency Goal 7.4%	False
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
Graduation Rate	False
Suspensions	False
Regular Attendance	False
Student utilization of resources and interventions provided by the school due to regular attendance	False
Biology is well below growth expectations	False
Low proficiency rates in Math and ELA for PA state assessments.	False
Regular Attendance Rate	False
EP 1: Align curriculum, assessments, and instruction to the PA Standards.	True
EP 13: Implement a multi-tiered system of supports for academics and behavior.	True
Reading and Math Scores for economically disadvantaged students.	False
Reduce Suspensions	False
Regular Attendance Rate	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
Percent Proficient/Advanced 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.	True
Percent Proficient/ Advanced 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
EP 1: Align curriculum, assessments, and instruction to the PA Standards.		True
EP 13: Implement a multi-tiered system of supports for academics and behavior.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of MTSS system to strengthen Tier I instruction	
Science/Biology All Student Group Exceeds the Standard Demonstrating Growth	
Mathematics/ Algebra 1 All Student Group Meets the Standard Demonstrating Growth	
English Language/Literature Growth All Student Group Exceeds the Standard Demonstrating Growth	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we support educators in aligning Pennsylvania academic standards with high-quality instructional resources and guide them in using backward design, then teachers can better move students towards skill mastery and student performance on common assessments will increase.
	If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.
	If we provide ongoing, job-embedded professional development focused on effective Tier 1 instructional practices and MTSS-aligned systems, then teachers can effectively address student needs and student proficiency will increase



## Goal Setting

Priority: If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2027-2028 school year, 45% of scholars will demonstrate growth on the ELA CDT assessments from fall to spring.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
45% of scholars will demonstrate growth on the ELA CDT assessments			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By the 2025-2026 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.	By the 2026-2027 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.	In the 2027-2028 school year, 45% of scholars will demonstrate growth on the ELA CDT assessments from fall to spring.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
NA	45% growth from CDT 1 to 2	45% growth from CDT 2 to 3	By the end of the 2025-2026 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the 2027-2028 school year, 45% of scholars will demonstrate growth on the MATH CDT assessments from fall to spring.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
45% of scholars will demonstrate growth on the MATH CDT assessment			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By the 2025-2026 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.	By the 2026-2027 school year, 45% of scholars will demonstrate growth on the CDT assessments from fall to spring.	By the 2027-2028 school year, 45% of scholars will demonstrate growth on the MATH CDT assessments from fall to spring.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
NA	By December 30th, 45% of scholars will demonstrate growth on the CDT assessment 1 to 2.	By March 30th, 45% of scholars will demonstrate growth on the CDT assessment 2 to 3	By the 2025-2026 school year, 45% of scholars will demonstrate growth

			on the CDT assessments from fall to spring.
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Priority: If we support educators in aligning Pennsylvania academic standards with high-quality instructional resources and guide them in using backward design, then teachers can better move students towards skill mastery and student performance on common assessments will increase.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Scholars will show 35% proficiency on common assessments by the 27-28 school year			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Scholars will show 35% proficiency on math common assessments			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
25% proficiency on common assessments by end of 25-26 school year.	30% proficiency on common assessments by end of 26-27 school year.	Scholars will show 35% proficiency on common assessments by the 27-28 school year	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
10% proficiency on common assessments.	15% proficiency on common assessments.	20% proficiency on common assessments.	25% proficiency on common assessments by end of 25-26 school year.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Scholars will show 35% proficiency on common assessments by the 27-28 school year			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Scholars will show 35% proficiency on ELA common assessments			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
25% proficiency on common assessments by end of 25-26 school year.	30% proficiency on common assessments by end of 26-27 school year.	Scholars will show 35% proficiency on common assessments by the 27-28 school year	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
10% proficiency on common assessments.	15% proficiency on common assessments.	20% proficiency on common assessments.	25% proficiency on common assessments.

Priority: If we provide ongoing, job-embedded professional development focused on effective Tier 1 instructional practices and MTSS-aligned systems, then teachers can effectively address student needs and student proficiency will increase

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2027-2028 school year, 29% of scholars will demonstrate proficiency on the ELA CDTs.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
29% of scholars will demonstrate proficiency on the ELA CDTs.			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
3% increase on CDT benchmark by end of 25-26 school year.	3% increase on CDT benchmark by end of 26-27 school year.	In the 2027-2028 school year, 29% of scholars will demonstrate proficiency on the ELA CDTs.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
NA	1% increase from CDT 1 to 2.	2% increase on CDT 2 to 3.	3% increase on PA State assessment at end of year.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
12% of scholars will demonstrate proficiency on Math CDTs by 27-28 SY.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
12% of scholars will demonstrate proficiency on Math CDTs			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
4% increase on Math CDT by end of 25-26 school year.	4% increase on Math CDT by end of 26-27 school year.	12% of scholars will demonstrate proficiency on Math CDTs by 27-28 SY.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
NA	2% increase from CDT 1 to 2.	2% increase from CDT 2 to 3.	4% increase on PA State Assessment by end of 25-26 school year.

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the 2027-2028 school year, 80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	

In the 2025-2026 school year, 60% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	In the 2026-2027 school year, 70% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	By the 2027-2028 school year, 80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
30% of scholars in grades K-2 will demonstrate proficiency on the BOY DIBELS assessment.	NA	45% of scholars in grades K-2 will demonstrate proficiency on the MOY DIBELS assessment.	In the 2025-2026 school year, 60% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.

## Action Plan

### Measurable Goals

45% of scholars will demonstrate growth on the ELA CDT assessments	Scholars will show 35% proficiency on math common assessments
Scholars will show 35% proficiency on ELA common assessments	29% of scholars will demonstrate proficiency on the ELA CDTs.
12% of scholars will demonstrate proficiency on Math CDTs	80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.
45% of scholars will demonstrate growth on the MATH CDT assessment	

### Action Plan For: Job Embedded Professional Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>In the 2027-2028 school year, 45% of scholars will demonstrate growth on the ELA CDT assessments from fall to spring.</li> <li>By the 2027-2028 school year, 45% of scholars will demonstrate growth on the MATH CDT assessments from fall to spring.</li> <li>Scholars will show 35% proficiency on common assessments by the 27-28 school year</li> <li>Scholars will show 35% proficiency on common assessments by the 27-28 school year</li> <li>In the 2027-2028 school year, 29% of scholars will demonstrate proficiency on the ELA CDTs.</li> <li>By the 2027-2028 school year, 80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.</li> <li>12% of scholars will demonstrate proficiency on Math CDTs by 27-28 SY.</li> </ul>

Action Step		Anticipated Start/Completion Date	
K-12: Provide professional development on understanding Standards-Based Grading (SBG) and embedding it into daily lesson planning and delivery.		2025-07-28	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership and MTSS Leads	Propel MTSS Plan Data collection system Intervention Resources Panorama	Yes	Yes
Action Step		Anticipated Start/Completion Date	
K-12: Train educators to use IXL skill planning, the CDT correlation, and Spark Studio AI for scholar trackers, lesson planning, scaffolding, and formative assessments.		2025-08-08	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Leads	Intervention Resources Scholar Trackers Panorama	No	No
Action Step		Anticipated Start/Completion Date	

K-12: Facilitate PD on effectively using intervention platforms informed by benchmark data to address scholar deficiencies.		2025-09-15	2025-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads	Panorama Assessment Data Intervention Platforms	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Provide PD on using coverage reports in Jumprope to ensure all standards are being assessed.		2025-09-08	2025-11-07
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads	Jumprope Reports Standards Documents	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Implement structured content collaboration sessions for educators to internalize upcoming assessments at least 6 times per year.		2025-09-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership; MTSS Leads; Grade Level Leads; Network Support	Agenda Template, assessment schedule, data tracker	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Develop a year-long plan with timelines, coaching assignments, and observation schedules.		2025-08-18	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership; Academic Team	Year-Long Calendar Grow Danielson Framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Implement schoolwide PD on the Danielson Framework for Teaching.		2025-11-10	2026-01-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership; BH Academic Team and Network Support	Danielson Framework Network Guidance Grow Coaching Cycle Document	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

K-12: Leaders actively look for and document evidence of high-leverage scholar learning practices during observations.		2025-09-01	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership, Academic Team, Network Team	Evidence Based High Leverage Practices based on Propel Network Goals, Notetaking, Active Reading and Engagement Strategies, Flexible Groups (ex. evidence-based questioning, use of manipulatives, text complexity)	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Use formal and informal evaluations to guide coaching focus and identify growth areas.		2025-09-01	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team, Network Team	Grow, Danielson Framework, Coaching Cycle Documents	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Tier educators for support after baseline informal observations; high-need educators participate in 1-2 peer observation cycles.		2025-09-29	2025-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team; Network Team	Grow, Danielson Framework, Coaching Cycle Documents; Tiered Document	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Provide targeted PD opportunities based on feedback and needs identified through coaching and observations.		2025-10-06	2026-03-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team, MTSS Leads, Educators, Network Team	Network Guidance Standards High Leverage Practices	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Meet with the school-based support team to update coaching cycles based on Q1 observation data.		2025-10-06	2025-10-24
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Leadership Team; Academic Team	Coaching Documents, Grow, Anecdotal Notes	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: Provide SPED educators and Tier 3 remediation ELA educators with PD on Lexia Power Up.		2025-08-14	2025-09-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team; Lexia Supports	Lexia Platform and PD team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Science educators attend SciEd-STEELS standards alignment sessions.		2025-09-11	2025-10-24
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
AIU Team, Math Team	AIU Information sessions, Science Team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Math educators join the Math Collaborative group and attend virtual meetings.		2025-09-23	2026-04-14
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
AIU Team, Math Team	AIU Information sessions, Math Team	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Conduct professional development on CDT, PSSA, Keystone, and DIBELS for staff to support analysis in order to inform instruction		2025-08-18	2025-12-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership, Network Team	PDE resources, DIBELS resources, Network Guidance	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Provide professional development on using Edcite item analysis and integrating results into instructional practices.		2025-09-29	2025-11-21
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads, Network Team	Edcite; Network Guidance	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will ensure all instructional activities attend to and assess the action in the learning target.		2025-08-18	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team, Network Team	Standards Documents, Benchmark Data, Assessment Tracker	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will use classroom and benchmark assessment data to plan next round of instruction. Educators will be able to explain how they will adjust their instruction in response to new data points.		2025-09-12	2026-02-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Benchmark Data, Assessment Tracker	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Monthly Collaboration Meetings Co-planning/co-teaching Planning/Double Planning Lesson Plan Doc	Monthly- Lesson Plan Checks by Academic Team Monthly- MTSS Leads, Panorama data that includes formative assessments and progress monitoring tools in lesson plans, Coverage Reports, High Leverage Practices Monthly- MTSS Leads- Panorama Intervention Checks

### Action Plan For: Use Pennsylvania academic standards to design high-quality instruction and choose instructional resources through the use of backward design

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• In the 2027-2028 school year, 45% of scholars will demonstrate growth on the ELA CDT assessments from fall to spring.</li> <li>• By the 2027-2028 school year, 45% of scholars will demonstrate growth on the MATH CDT assessments from fall to spring.</li> <li>• Scholars will show 35% proficiency on common assessments by the 27-28 school year</li> <li>• Scholars will show 35% proficiency on common assessments by the 27-28 school year</li> <li>• In the 2027-2028 school year, 29% of scholars will demonstrate proficiency on the ELA CDTs.</li> <li>• By the 2027-2028 school year, 80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.</li> <li>• 12% of scholars will demonstrate proficiency on Math CDTs by 27-28 SY.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: Scholars will take 4 exams that will mimic the testing environment for CDTs and/or keystones. Items from the common assessments and/or Keystone sample questions will be used. Teachers will develop questions, with appropriate style and rigor, that will expose scholars to keystone style questions. There will be 23 multiple choice questions and 2 constructed response items.		2025-11-10	2026-06-11
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Support, Content Educators	SAS, PDE, Keystone Samplers	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: All scholars will conduct student led conferences at the fall conferences		2025-11-17	2025-11-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Support, Educators	Jumprope, Slide Deck Template	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: All scholars in grades 6-12 will conduct student led conferences at the spring conferences		2026-03-09	2026-03-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Support, Educators	Jumprope, Slide Deck Template	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: All content educators will embed note booking into daily instruction. Notebooking PD's will be presented through content meetings and PL sessions		2025-08-25	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators, Academic Team	Cornell Notes and other note taking structures	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

3-12: Start guided note-taking and scaffold independence with support of PL sessions		2025-08-25	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Cornell Notes and other note taking structures	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Content teachers will give at least one common assessment in their content area every six weeks		2025-09-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Guidance from Network Edcite	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Teach signal words, use anchor charts, and practice identifying the "big ideas" from reading or lectures.		2025-12-01	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Signal Words	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Use quick formative assessments to determine vocabulary acquisition.		2025-10-27	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Vocabulary	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-8: Writing will be implemented as a separate class for all scholars		2025-08-11	2025-08-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team	Master Schedule/ Staff	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-8: Break down writing by genre and structure with explicit modeling and scaffolds		2025-08-25	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Writing Educator	Propel Writing Resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-2: Assessments will be given weekly in foundational skills and math fluency		2025-09-05	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
K-2 Educators	ELA and Math Resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Leaders will update lesson plan template to include identification of data, flexible grouping, and center based instruction to address scholar deficits		2025-08-01	2025-08-22
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	Lesson Plan Resources Backwards Design Resources Engagement Resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Implement/use universal screening and diagnostic assessments to drive instruction (3x per year)		2025-08-25	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators K-12	Content screeners and diagnostic assessments	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Teachers will use LP template that includes: standard, eligible content, focus standard, learning target, rubric, & resource.		2025-08-18	2026-06-12

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Lesson Plan template, content resources, SBG resources	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Monitor lesson plans and instruction for rigor and engagement bi-weekly		2025-09-08	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	Lesson Plans	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: At least twice per year during MTSS meetings, Educators will identify gaps in rigor, standard coverage using the PA standards and core resources		2025-08-25	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	PDE resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Teachers will implement fluency protocols daily and analyze data weekly to determine instructional moves.		2025-09-01	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators of Math and ELA	fluency protocols, assessment tracker, lesson plans	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Build and revise formative assessments that align to unit goals and are rigorous with PA standards. Teachers will use tier 1 assessments to analyze the gaps in their Tier 1 curriculum and use standards aligned supplemental materials. Educators will also analyze common assessments and research appropriate resources to close learning gaps		2025-09-08	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Content Resources	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will implement quality rubrics with high expectations for academic mastery per content area at a minimum of bi-weekly		2025-07-14	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leaders	Educator Credentials, Test Data, Enrollment	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Provide frequent, low-stakes writing opportunities to build stamina and provide opportunities for consistent practice		2025-08-18	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
All educators	Prompts, Propel Portal, Curricular Resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: ELA teachers will implement word study into weekly lessons using the PA standards		2025-10-06	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
ELA educators	Word study materials, curriculum resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Establish a clear writing process routine with organizers		2025-09-15	2026-04-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
ELA Educators	organizer templates consistent across all grades	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Teachers intentionally teaching vocabulary through writing and speaking tasks, using visuals and examples across subjects		2025-10-06	2026-06-12

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators in all content areas	curriculum, Academic Team PL sessions	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will receive at least 1 formal observation		2025-10-06	2025-12-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	Grow, Danielson Framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will receive at least 1 informal observation.		2025-09-01	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team; Network Team	Grow, Danielson Framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will receive an informal on domain 3		2025-10-01	2025-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Team	Grow, Danielson Framework	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Train educators to teach using Tier 1, Tier 2, and Tier 3 word classification		2025-10-06	2026-01-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Team	Tier 1, Tier 2, and Tier 3 word classification lists	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Implement daily and intentional vocabulary routines		2025-10-06	2026-01-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Consistent vocabulary routine protocols	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: ELA teachers will be educated in standards aligned supplemental materials to support the teaching of gaps in standards of Tier 1 curriculum		2025-11-03	2026-01-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Team	supplemental resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Use mini lessons to build sentence level and paragraph level skills		2025-08-25	2025-12-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
ELA educators	writing resources, TWR	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Teachers will increase engagement of scholars by implementing active learning strategies (movement for vocabulary, call backs, think/pair/share, I write you write ect.)		2025-08-18	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Active Learning and Engagement Strategies	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: During monthly content/team meetings one new engagement strategy will be modeled for and practiced by educators and then educators will need to use it in the classroom during a scheduled walk-through by leader or coach		2025-10-13	2026-05-15

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads	Active Learning and Engagement Strategies	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Leaders will progress monitor compliance for entered grades and viewing rubrics in jumprope/ lesson plans monthly		2025-09-26	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	Jumprope Access	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will break down Standard-Eligible Content- Learning Target by unpacking standards in monthly content meetings.		2025-08-11	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Standards/PDE documents, Jumprope	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will align targets to learning activities in the classroom by familiarizing themselves with resources on portal, being able to discern what's needed and what is extra.		2025-08-18	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	curriculum resources, portal	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Student Learning, Growth and Proficiency Scores on CDT tests. State Tests to Improve Improved Educator Efficacy	Lesson Plan Checks by Academic Team 2x month Informal observations of educators 4-6x year in GROW Benchmark Testing 3 X per year

Action Plan For: MTSS- If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• In the 2027-2028 school year, 45% of scholars will demonstrate growth on the ELA CDT assessments from fall to spring.</li> <li>• By the 2027-2028 school year, 45% of scholars will demonstrate growth on the MATH CDT assessments from fall to spring.</li> <li>• Scholars will show 35% proficiency on common assessments by the 27-28 school year</li> <li>• Scholars will show 35% proficiency on common assessments by the 27-28 school year</li> <li>• In the 2027-2028 school year, 29% of scholars will demonstrate proficiency on the ELA CDTs.</li> <li>• By the 2027-2028 school year, 80% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.</li> <li>• 12% of scholars will demonstrate proficiency on Math CDTs by 27-28 SY.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: Create a success plan for scholars who experienced a large number of behavior referrals from previous year.		2025-08-25	2025-10-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Discipline Team	Referrals, evidence based strategies	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: All scholars failing a course will participate in an individualize meeting to discuss grades and a plan to pass.		2025-09-29	2025-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Counselor and School Counselor, Leaders	Transcripts	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: Communicate grades, credits, and graduation requirements to all scholars systematically 3x per year		2025-11-10	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Counselor and School Counselor, Leaders, Educators	Transcripts, Jumprope, PGT	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: Educators will notify families of scholars failing the course weekly with a phone call and in writing. These will be added as a support note in Panorama		2025-10-06	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Jumprope, email	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: Content teams will analyze keystone item samplers to inform the design of instructional materials through the use of the PDE website. (e.g. mimic language, question structure, blueprint, etc)		2025-11-10	2025-12-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Support	Keystone Materials, Network Guidance	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
9-12: Implement monthly meetings and/or assemblies to celebrate scholars' academics and behaviors.		2025-09-26	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HOUSE team	calendar of events, educators to support	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-5: Provide updates on students progress towards standards mastery weekly. (Thursday pockets)		2025-09-12	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Administrative Assistants, Educators, Leaders	class work, campus specific information	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-8: Educators will create & share a monthly grade level newsletters with families. (required content will be outlined)		2025-09-26	2026-05-29

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Newsletter Template	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-8: Implement at least one community/family even per trimester that focuses on academics, ensuring each content area is addressed.		2025-11-10	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Event Leads/ House Leads	Human Capital	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: House competitions by trimester to engage all scholars to improve a sense of belonging within the school.		2025-11-10	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
House Leads, Campus House Leads	TBD	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: Student council and head of house will develop and train to give feedback regarding awards and initiatives by reviewing data, review incentives, and to prepare for the upcoming months assemblies		2025-09-15	2026-05-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
House Leads, Campus House Leads	TBD	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Conduct team data driven meetings after testing cycles to drive instructional decisions for student growth at least 3 times a year		2025-09-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Benchmark Data, Analysis Protocol	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-2: Develop a goal setting template for DIBELS and IXL benchmark		2025-10-06	2025-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Baker	TBD	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
6-12: Use PSSA/Keystone data to determine scholars who will receive Power up as a tier 3 intervention		2025-08-04	2025-08-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Strueve	PSSA/Keystone Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Build a master schedule that includes at least 25 minutes of foundational skills.		2025-07-01	2025-08-22
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Leaders	schedule template, data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Data will be shared with families both individually and campus wide data monthly, including attendance rate, house points, CDT proficiency results, and key result goals		2025-09-12	2026-05-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leaders, Academic and Discipline Teams	data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Provide tier 2/3 interventions using research & evidence based resources		2025-09-22	2026-05-29

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Panorama, Data, evidence based resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: K-12: Scholars will be recognized for going above & beyond through the habits tracker. Staff is expected to recognize 4 scholars per class daily. Celebrate academic growth/ proficiency publicly and build ownership over student progress at least three times a year		2025-09-15	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads, Event Coordinators	Data, Jumprope	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Scholars will complete baseline data assessments in their assigned intervention groups and then post assessments at the end of the intervention to track growth. Students assigned in intervention groups will be progress monitored weekly to show progress on targeted skill		2025-09-22	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators, LIS Specialists	Progress Monitoring Tools	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Celebrate educators when progress towards building goals and/or attaining building goals occurs.		2025-09-15	2026-03-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leaders, Academic Team	Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
3-12: Utilize the goal setting template for CDT to conference with each scholar individually.		2025-12-01	2026-03-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	goal setting template, data	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Implement family orientation to all new families		2025-07-07	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leadership Team	Slide Deck of expectations	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Use assessment calendar for assessment cycles (formative, benchmark, summative (unit & common))		2025-08-11	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators, Leaders, Academic Team	assessment and school calendar	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Scholars will track progress monthly on fluency & IXL proficiency skills in science/math		2025-09-26	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Math and Science Educators	trackers	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Use structured literacy approaches (e.g. phonemic awareness, decoding strategies) for ELA		2025-08-18	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
educators	Structured Literacy Approaches, Network Guidance	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Foster a positive and welcoming school environment where students feel safe, valued, and engaged. This includes new scholar lunches with staff and scholars, house meetings, buddy system, etc		2025-08-15	2026-06-12

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
All educators and staff	NA	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Students are educated on the importance of attendance. 80% of scholars will be able to provide an age appropriate explanation of why attendance matters using an exit ticket after a series of classroom lessons on attendance. Monthly individual attendance awards with incentives (at least 96%) Trimester perfect attendance awarded with incentive.		2025-10-06	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leaders, Attendance Team	Attendance facts	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Create and manage a system of procedures to address attendance proactively		2025-08-18	2025-11-21
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Attendance Team	TBD	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Use staff Google site to house resources		2025-08-01	2025-10-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leaders	Google Site	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will reach out to 5 families per month with a positive communication (Flex time) and log into Panorama		2025-10-29	2026-05-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	phone list	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: At least 4 times per year, during MTSS meetings, educators will show, using quantitative data, how scholar learning gaps are being addressed.		2025-09-29	2026-05-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads, Academic Team	Panorama, Lesson Plans	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Monitor whether or not scholars are receiving in class supports designated by their MTSS plan and/or IEP		2025-09-29	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads, Academic Team	Panorama, Jumprope	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Teach educators how to properly identify scholars for a Panorama plan and how to enter it into panorama		2025-10-06	2025-12-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads	Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Monitor the effectiveness of tier 2 interventions through documentation in panorama		2025-10-06	2026-04-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators, MTSS Leads	Progress Monitoring	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Create a special education accountability schedule to support increased scholar growth		2025-08-18	2025-10-31

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators, Academic Team, Network Team	SPED caseloads, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Recognize student birthdays through announcements		2025-08-18	2025-09-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Administrative Assistants, Announcement Coordinators, Events Coordinator	Skyward	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators in a co-teaching model will use one of the five co-teaching strategies at least 60% of the time		2025-10-13	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Team, SPED coordinator	co-teaching resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will participate in monthly meetings to collaborate on co-teaching/supports with the special education teacher to implement into the classroom		2025-09-22	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators- GENED and SPED	co-planning document, schedule	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Finalize template for Action Plan document (3x a year)		2025-08-04	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Leads	data analysis protocols	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: All staff will create their own action plan for instructional improvement based on data that will be logged & tracked in Grow. Goals will be adjusted when growth is demonstrated		2025-08-08	2025-08-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	action plan template, data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: All educators will receive an informal on action plan		2025-09-15	2025-11-21
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	Action Plans, Grow	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Leaders will hold conferences with each educator to assess action plan success criteria		2026-03-30	2026-04-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	Action Plan, Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Leaders will hold conferences with each educator to progress monitor action plans and professional development implementation		2026-01-05	2026-01-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Leaders	Action Plan, Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Leaders and coaches will tier educators based on baseline data using action plan/smart goals based on educator's action plan		2025-10-01	2025-10-10

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team, Network Team	Grow Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Educators will update action plan data and adjust plans as needed		2025-09-22	2026-02-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Educators	Action Plans, Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Teachers will engage in content planning meetings. Topics to include: scholar work samples, rubrics, delivery of instruction, and scholar work procedures		2025-10-06	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Team	TBD	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-12: Develop and implement scholar onboarding process: 1) schedule creation, 2) Teacher communication, 3) Family communication and orientation, 4) Complete academic baseline data		2025-10-06	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic and Operational Teams	Orientation Slide Deck, Enrollment Team	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased Teacher Efficacy, Increased Scholar Proficiency, Increased sense of belonging, Increased attendance	Grow 4-6 Observations per educator Benchmark Data 3x per year Attendance Data SEL Data



## Expenditure Tables

### School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Salary for Instructional Coach	<ul style="list-style-type: none"> <li>• Job Embedded Professional Development</li> <li>• Use Pennsylvania academic standards to design high-quality instruction and choose instructional resources through the use of backward design</li> <li>• MTSS- If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.</li> </ul>	Salary	3	32000
Lexia: ELA comprehensive online and small group intervention support	<ul style="list-style-type: none"> <li>• Use Pennsylvania academic standards to design high-quality instruction and choose instructional resources through the use of backward design</li> <li>• MTSS- If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.</li> </ul>	Supplies & Property	3	18000

<b>Total Expenditures</b>	50000
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**Schoolwide Title 1 Funding Allocation**

**False** School does not receive Schoolwide Title 1 funding.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"> <li>• Job Embedded Professional Development</li> <li>• Use Pennsylvania academic standards to design high-quality instruction and choose instructional resources through the use of backward design</li> <li>• MTSS- If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.</li> </ul>	K-3 Educator Salaries	426840
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> <li>• Job Embedded Professional Development</li> <li>• Use Pennsylvania academic standards to design high-quality instruction and choose instructional resources through the use of backward design</li> </ul>	K-3 Educator Benefits	68666

	<ul style="list-style-type: none"> <li>• MTSS- If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.</li> </ul>		
Total Expenditures			495506

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Job Embedded Professional Development	K-12: Provide professional development on understanding Standards-Based Grading (SBG) and embedding it into daily lesson planning and delivery.
Job Embedded Professional Development	K-12: Implement schoolwide PD on the Danielson Framework for Teaching.
Job Embedded Professional Development	K-12: Leaders actively look for and document evidence of high-leverage scholar learning practices during observations.
Job Embedded Professional Development	K-12: Provide targeted PD opportunities based on feedback and needs identified through coaching and observations.
Use Pennsylvania academic standards to design high-quality instruction and choose instructional resources through the use of backward design	K-12: Teachers will use LP template that includes: standard, eligible content, focus standard, learning target, rubric, & resource.

### Standards Based Grading

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>K-12: Provide professional development on understanding Standards-Based Grading (SBG) and embedding it into daily lesson planning and delivery.</li> </ul>		
<b>Audience</b>		
Educators and Parents		
<b>Topics to be Included</b>		
SBG theory, do's and don't's, learning targets and rubrics, working towards mastery, what is SBG and what makes it non-traditional, traditional vs SBG grading		
<b>Evidence of Learning</b>		
quality rubrics provided to scholars, scholars can speak to their learning using the numbers 4, 3, 2, 1 and daily use of SBG language both with scholars and in daily lesson plans, implementation		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Academic Team, Network Support Team	2025-08-08	2026-06-12

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	6 times throughout year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> <li>3d: Using Assessment in Instruction</li> <li>1c: Setting Instructional Outcomes</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Indicator 13 Effective Practices in Transition Training	

## Danielson Framework for Educators

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>K-12: Implement schoolwide PD on the Danielson Framework for Teaching.</li> </ul>		
<b>Audience</b>		
Educators		
<b>Topics to be Included</b>		
Change in language, rigor of the framework, what does the language mean in the framework and how does it transfer into the classroom.		
<b>Evidence of Learning</b>		
Growth in Grow platform, reflections in meetings that show understanding		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Leadership Team, Network Team	2025-10-20	2026-01-02

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	2 x a year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4a: Reflecting on Teaching</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

## High-leverage scholar learning practices

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>K-12: Leaders actively look for and document evidence of high-leverage scholar learning practices during observations.</li> </ul>		
<b>Audience</b>		
Educators		
<b>Topics to be Included</b>		
Evidence Based High Leverage Practices based on Propel Network Goals, Notetaking, Active Reading and Engagement Strategies, Flexible Groups (ex. evidence-based questioning, use of manipulatives, text complexity)		
<b>Evidence of Learning</b>		
Increased scholar engagement, increased growth and proficiency on common assessments and benchmarks assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Academic Team, Network Team	2025-08-13	2026-04-10

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	6x a year

<b>Observation and Practice Framework Met in this Plan</b>
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 2d: Managing Student Behavior</li> <li>• 3c: Engaging Students in Learning</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

Provide targeted PD opportunities based on feedback and needs identified through coaching and observations.

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• K-12: Provide targeted PD opportunities based on feedback and needs identified through coaching and observations.</li> </ul>		
<b>Audience</b>		
Educators		
<b>Topics to be Included</b>		
classroom management, engagement strategies, rigor, resources that support learning targets, writing, lesson planning, co-teaching		
<b>Evidence of Learning</b>		
Growth in Grow platform		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Academic and Operations Teams, Network Support Team	2025-10-06	2026-05-22

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1 coaching cycle per year per educator
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 4a: Reflecting on Teaching</li> <li>• 4d: Participating in a Professional Community</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground	

### Standards Aligned Instruction

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• K-12: Teachers will use LP template that includes: standard, eligible content, focus standard, learning target, rubric, &amp; resource.</li> </ul>
<b>Audience</b>

Educators		
<b>Topics to be Included</b>		
standards, eligible content, focus standard, learning target, rubric, & resources		
<b>Evidence of Learning</b>		
Increased learning and rigor, increased growth and proficiency, increased educator scores in Grow platform		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Academic Team and Network Team	2025-10-06	2026-03-20

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	4 times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1c: Setting Instructional Outcomes</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

Standards Based Grading					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>K-12: Provide professional development on understanding Standards-Based Grading (SBG) and embedding it into daily lesson planning and delivery.</li> </ul>	Scholars and families	Standards Based Grading- what it is and isn't? What do the numbers and colors mean on Jumprope? How can you support your child? Differences between SBG and traditional grading	Leadership Team	09/24/2025	03/20/2026
Communications					
Type of Communication			Frequency		
Presentation			Once every trimester		

New Scholar and Family Onboarding

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	New scholars and families to Propel	culture, operations, academics	Leadership Team	08/15/2025	06/12/2026

**Communications**

Type of Communication	Frequency
Presentation	Once a Month
Email	As needed

## Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"><li>• BraddockHills.Board.Affirmation.Statement.pdf</li><li>• PropelBraddockHills.BoardAffirmationStatement.March2025.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Dr. Tina Chekan	2025-09-30
<b>Building Principal Signature</b>	<b>Date</b>
Veronica Strueve	2025-09-28
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Dr. Vicki Ryan	2025-09-29