

**Propel CS-East**

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

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

## Steering Committee

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

## LEA Profile

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

## Mission and Vision

### **Mission**

Propel schools, based in Pittsburgh, Pennsylvania, is a not-for-profit federation of charter schools, dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing public schools. This mission is pursued by opening and operating high performance schools of choice in educationally underserved communities. Propel has become one of the largest, fastest-expanding set of charter schools in the state, with the highest levels of student achievement among Pennsylvania public school districts serving high poverty, resource poor areas throughout the Pittsburgh region. Across all its schools, 80% of students qualify for the federal free/reduced cost lunch program, 80% are a minority and 17% have special needs. Propel is serving 4,000 students at 13 Allegheny County locations. Propel has become both a regional asset and national model, providing measurable evidence of how innovative public schools can expand opportunity for children and families and can revitalize communities.

### **Vision**

Propel's six Promising Principles and supporting Powerful Practices provide the structure and common language that are used to speak of the reasons that we have been able to achieve such high levels of success. When Propel first opened its doors in 2003, our "Pioneers" did not have such a framework upon which to base their work. Instead, Propel's founders opened a school in the basement of an old hospital with a vision of operating high performing public schools and providing choices to families who otherwise would not have them.

## Educational Values

### **Students**

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

### **Staff**

Propel East educators believe all students can meet grade-level standards. We are committed to rigorous academics and challenging our scholars while cultivating a safe and nurturing environment where mistakes are not just accepted but expected as part of the learning process. We educate the whole scholar by helping our them grow socially, emotionally, and academically.

### **Administration**

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

### **Parents**

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

### **Community**

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

### **Other (Optional)**

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

## Proficient or Advanced in English Language Arts/Literature

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

#### Strengths

Indicator	Comments/Notable Observations
ELA All Student Group Exceeds the Standard Demonstrating Growth	100% Exceeds the standard ELA Growth Score
Math All Student Group Exceeds the Standard Demonstrating Growth	82% Exceed the standard demonstrating growth
Career Benchmark	98.6 Met the standard

#### Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature	35.4 % above proficiency: All Student Group Did Not Meet Interim Goal/Improvement Target
Mathematics/Algebra	17.3% % Above Proficiency All Student Group Did Not Meet Interim Goal/Improvement Target
Science/Biology	45.1 % Above Proficiency All Student Group Did Not Meet Interim Goal/Improvement Target
Attendance	Regular attendance all student groups did not meet attendance standard

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

<b>Indicator</b> ELA Literature Progress Measures <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity	<b>Comments/Notable Observations</b> All African-American/ Black and Combined ethnicity subgroups are at 100% of exceeding the standard of demonstrating growth
<b>Indicator</b> Career Benchmark Standards <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Both African-American/Black and economically disadvantaged subgroups are at 100% of meeting the key progress measures

African-American/Black, Economically Disadvantaged	
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## Challenges

<b>Indicator</b> English Language Arts/Literature: PSSA <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Black Subgroup, White subgroup, economically disadvantaged, student with disabilities, and combined ethnicity not meeting statewide goal/interim target All subgroups with the exception of white have increased from the previous school year. The white subgroup maintained
<b>Indicator</b> Mathematics/Algebra: PSSA <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Black Subgroup, White subgroup, economically disadvantaged, student with disabilities, and combined ethnicity not meeting statewide goal/interim target All subgroups in math have increased since the previous year
<b>Indicator</b> Science PSSA <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Economically Disadvantaged	<b>Comments/Notable Observations</b> Black and combined ethnicity not meeting statewide goal/interim target and decreased performance from teh previous

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.

ELA Literature Progress Measures
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Career Benchmark Standards
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### 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.

English Language Arts/Literature: PSSA
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Mathematics/Algebra: PSSA
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Science PSSA
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
CDT Data	Sept: 15%, February 19%
Literature	25%-35%
Informational	27%-28%
Craft and Structure Literature	25%-29%
Vocab Acquisition and Usage	25%-34%
Craft and Structure Informational	22%-35%

### English Language Arts Summary

#### Strengths

Literature grew by 10%
Craft and Structure informational grew by 13%

#### Challenges

Informational grew by less than 10%: 1%
Craft and Structure Literature grew by less than 10%: 4%
Vocab grew less than 10%: 9%

### Mathematics

Data	Comments/Notable Observations
Geography	4%-10%
CDT	Sept: 3% February 9%
Algebraic Concepts	11%-19%
Numbers and Operations	5%-13%
Measurement Data and Prob	8%-16%

### Mathematics Summary

#### Strengths

All math subcategories grew
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#### Challenges

All math sub categories grew less than ten percent
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## Science, Technology, and Engineering Education

<b>Data</b>	<b>Comments/Notable Observations</b>
CDT	Sept: 17% February 31%
Physical Science	20-26%
Biological	11%-19%
Nature of Science	8%-19%

## Science, Technology, and Engineering Education Summary

### Strengths

Nature of Science shows a growth of 11% from BOY-EOY
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### Challenges

Less than 10% growth in other two areas to include Physical Sciences, Biological Sciences and Earth and Space Science
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## Related Academics

### Career Readiness

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

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Summary

#### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our students met the Career benchmark 100%
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## 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.

Growth in all core content was minimal

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

NA

## 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.

NA

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

### Strengths

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

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	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	Emerging
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	Not Yet Evident

### 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	Not Yet Evident

## Summary

### Strengths

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

Align curricular materials and lesson plans to the PA Standards

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Provide frequent, timely, and systematic feedback and support on instructional practices

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ELA Literature Progress Measures	False
Career Benchmark Standards	False
ELA Literature Progress Measures	False
Career Benchmark Standards	True
Nature of Science shows a growth of 11% from BOY-EOY	False
Literature grew by 10%	False
Craft and Structure informational grew by 13%	False
NA	False
Align curricular materials and lesson plans to the PA Standards	True
All math subcategories grew	False
Our students met the Career benchmark 100%	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
English Language Arts/Literature: PSSA	False
Mathematics/Algebra: PSSA	False
Science PSSA	False
English Language Arts/Literature: PSSA	False
Mathematics/Algebra: PSSA	False
Science PSSA	False
Informational grew by less than 10%: 1%	False
NA	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True

Implement a multi-tiered system of supports for academics and behavior	False
Less than 10% growth in other two areas to include Physical Sciences, Biological Sciences and Earth and Space Science	False
Craft and Structure Literature grew by less than 10%: 4%	False
Vocab grew less than 10%: 9%	False
All math sub categories grew less than ten percent	False
Growth in all core content was minimal	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True

### 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
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		True
Provide frequent, timely, and systematic feedback and support on instructional practices		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards	
Career Benchmark Standards	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we support educators in tailoring instruction, then more standards will be addressed in a timely manner and scholars will grow.
	If we implement coaching cycles for all educators then educators will improve their instructional practices and scholars' proficiency will increase.

## Goal Setting

Priority: If we support educators in tailoring instruction, then more standards will be addressed in a timely manner and scholars will grow.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2025-2026 school year, 27% of scholars will demonstrate ELA growth in the on track measures on the Reading CDT assessments from fall to spring.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS CDT ELA			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
In the 2025-2026 school year, 27% of scholars will demonstrate growth in the on track measures on the Reading CDT assessments from fall to spring.	In the 2025-2026 school year, 27% of scholars will demonstrate growth in the on track measures on the Reading CDT assessments from fall to spring.	In the 2025-2026 school year, 27% of scholars will demonstrate ELA growth in the on track measures on the Reading 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>
NO GOAL - data for growth will not be able to be gathered; baseline data collection through CDT 1.	By December 30th, 23% of scholars will demonstrate growth in the on track measures from CDT 1 to CDT 2	By March 30th, 25% of scholars will demonstrate growth in the on track measures from CDT 2 to CDT 3	By June 30th, 27% of scholars will demonstrate growth in the on track measures from CDT 1 to CDT 3

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2025-2026 school year, 24% of scholars will demonstrate Math growth in the on track measures on the Math CDT assessments from fall to spring.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS CDT Math			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
In the 2025-2026 school year, 24% of scholars will demonstrate growth in the on track measures on the Math CDT assessments from fall to spring.	In the 2025-2026 school year, 24% of scholars will demonstrate growth in the on track measures on the Math CDT assessments from fall to spring.	In the 2025-2026 school year, 24% of scholars will demonstrate Math growth in the on track measures 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>
NO GOAL - data for growth will not be able to be gathered; baseline data collection through CDT 1.	By December 30th, 14% of scholars will demonstrate growth in the on track measures from CDT 1 to CDT 2	By March 30th, 19% of scholars will demonstrate growth in the on track measures from CDT 2 to CDT 3	By June 30th, 24% of scholars will demonstrate growth in the on track measures from CDT 1 to CDT 3

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2025-2026 school year, 47% of scholars will demonstrate Science growth in the on track measures on the Science CDT assessments from fall to spring.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS CDT Science			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
In the 2025-2026 school year, 47% of scholars will demonstrate growth in the on track measures on the Science CDT assessments from fall to spring.	In the 2025-2026 school year, 47% of scholars will demonstrate growth in the on track measures on the Science CDT assessments from fall to spring.	In the 2025-2026 school year, 47% of scholars will demonstrate Science growth in the on track measures on the Science 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>
NO GOAL - data for growth will not be able to be gathered; baseline data collection through CDT 1.	By December 30th, 22% of scholars will demonstrate growth in the on track measures from CDT 1 to CDT 2	By March 30th, 32% of scholars will demonstrate growth in the on track measures from CDT 2 to CDT 3	By June 30th, 47% of scholars will demonstrate growth in the on track measures from CDT 1 to CDT 3

Priority: If we implement coaching cycles for all educators then educators will improve their instructional practices and scholars' proficiency will increase.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2025-2026 school year, 23% of scholars will demonstrate proficiency in ELA on the CDT by EOY.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Proficiency			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
In the 2025-2026 school year, 23% of scholars will demonstrate proficiency in ELA on the CDT by EOY.	In the 2025-2026 school year, 23% of scholars will demonstrate proficiency in ELA on the CDT by EOY.	In the 2025-2026 school year, 23% of scholars will demonstrate proficiency in ELA on the CDT by EOY.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
NO GOAL - data for growth will not be able to be gathered; baseline data collection through CDT 1.	By December 30th, 19% of scholars will demonstrate proficiency from CDT 1-2	By March 30th, 21% of scholars will demonstrate proficiency from CDT 2-3	By June 30th, 23% of scholars will demonstrate proficiency by EOY on CDT ELA

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2025-2026 school year, 13% of scholars will demonstrate proficiency in Math on the CDT by EOY.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Proficiency			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
		In the 2025-2026 school year, 13% of scholars will demonstrate proficiency in Math on the CDT by EOY.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
NO GOAL - data for growth will not be able to be gathered; baseline data collection through CDT 1.	By December 30th, 9% of scholars will demonstrate proficiency from CDT 1-2	By March 30th, 11% of scholars will demonstrate proficiency from CDT 2-3	By June 30th, 13% of scholars will demonstrate proficiency by EOY on CDT Math

## Action Plan

### Measurable Goals

MTSS CDT ELA	MTSS CDT Math
MTSS CDT Science	ELA Proficiency
Math Proficiency	

### Action Plan For: Instructional Coaching

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>In the 2025-2026 school year, 13% of scholars will demonstrate proficiency in Math on the CDT by EOY.</li> <li>In the 2025-2026 school year, 27% of scholars will demonstrate ELA growth in the on track measures on the Reading CDT assessments from fall to spring.</li> <li>In the 2025-2026 school year, 24% of scholars will demonstrate Math growth in the on track measures on the Math CDT assessments from fall to spring.</li> <li>In the 2025-2026 school year, 47% of scholars will demonstrate Science growth in the on track measures on the Science CDT assessments from fall to spring.</li> <li>In the 2025-2026 school year, 23% of scholars will demonstrate proficiency in ELA on the CDT by EOY.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Meet as a team and look at educator data/ determine needs/ assign coach		2025-07-03	2025-08-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Team and coaches	Educator level of support doc.	No	No
Action Step		Anticipated Start/Completion Date	
Determine who will be coaching on what days/ Assign principals to be "on deck" while one is coaching. This should happen Tuesday -Thursday		2025-08-04	2025-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Team	Master Schedule/Coaching rosters	No	No
Action Step		Anticipated Start/Completion Date	
steps/feedback aligned to the Danielson FFT. Observations and feedback loop would continue with the intention action steps will be monitored and mastered throughout the course of the coaching cycle.		2025-09-01	2025-10-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Team, Director of Math/Science, Science Coach, Residency/Induction Coach	Propel Coaching Model, Curricular Resource, Danielson Framework, School Mint Grow	No	No
Action Step		Anticipated Start/Completion Date	

Coaching team will revisit levels of performance doc/ look at educator data and redistribute coaching load based on need.		2025-10-14	2025-11-18
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team and Coaches	Levels of support doc and SMG data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Math, Science, ELA and Special Education educators will meet with designated coach to review and discuss observation data and bite sized action		2025-10-15	2025-11-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Coaches and educators	SMG, Levels of Support Doc	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Coaching team will revisit levels of performance doc/ look at educator data and redistribute coaching load based on need.		2025-11-19	2026-01-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team and Coaches	SMG, levels of support doc	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
steps/feedback aligned to the Danielson FFT. Observations and feedback loop would continue with the intention action steps will be monitored and mastered throughout the course of the coaching cycle.		2025-11-19	2026-01-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Coaches and educators	Propel Coaching Model, Curricular Resource, Danielson Framework, School Mint Grow	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Coaching team will revisit levels of performance doc/ look at educator data and redistribute coaching load based on need.		2026-01-06	2026-02-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team and Coaches	SMG, levels of support doc	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
steps/feedback aligned to the Danielson FFT. Observations and feedback loop would continue with the intention action steps will be monitored and mastered throughout the course of the coaching cycle.		2026-01-06	2026-02-17
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Coaches and educators	Propel Coaching Model, Curricular Resource, Danielson Framework, School Mint Grow	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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Scholars will demonstrate growth on their CDT performance from Fall - Spring. Educators will implement and master bite-sized action steps	School staff will monitor CDT performance through Panorama following all CDT assessments December and March Leaders will monitor mastery of bite sized action steps in School Mint Grow
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### Action Plan For: Curriculum-Based Professional Learning

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>In the 2025-2026 school year, 27% of scholars will demonstrate ELA growth in the on track measures on the Reading CDT assessments from fall to spring.</li> <li>In the 2025-2026 school year, 24% of scholars will demonstrate Math growth in the on track measures on the Math CDT assessments from fall to spring.</li> <li>In the 2025-2026 school year, 47% of scholars will demonstrate Science growth in the on track measures on the Science CDT assessments from fall to spring.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
Action Step		Anticipated Start/Completion Date	
Flex time meetings will be used to ensure there is alignment with instruction and the eligible content. Coverage report will be reviewed by each educator and compared to their eligible content if they are on track for completing coverage of items leading up to state assessments.		2025-10-29	2025-11-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Team	Curricular Resource, CDT data, coverage report	No	No
Action Step		Anticipated Start/Completion Date	
Flex time meetings will be used to ensure there is alignment with instruction and the eligible content. Coverage report will be reviewed by each educator and compared to their eligible content if they are on track for completing coverage of items leading up to state assessments.		2025-11-20	2026-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Team	Curricular Resource, CDT data, coverage report	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Flex time meetings will be used to ensure there is alignment with instruction and the eligible content. Coverage report will be reviewed by each educator and compared to their eligible content if they are on track for completing coverage of items leading up to state assessments.		2025-08-22	2025-10-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team	Curricular Resource, CDT data, coverage report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Flex time meetings will be used to ensure there is alignment with instruction and the eligible content. Coverage report will be reviewed by each educator and compared to their eligible content if they are on track for completing coverage of items leading up to state assessments.		2026-01-29	2026-02-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team	Curricular Resource, CDT data, coverage report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Flex time meetings will be used to ensure there is alignment with instruction and the eligible content. Coverage report will be reviewed by each educator and compared to their eligible content if they are on track for completing coverage of items leading up to state assessments.		2026-02-25	2026-03-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team	Curricular Resource, CDT data, coverage report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Flex time meetings will be used to ensure there is alignment with instruction and the eligible content. Coverage report will be reviewed by each educator and compared to their eligible content if they are on track for completing coverage of items leading up to state assessments.		2026-03-25	2026-05-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team	Curricular Resource, CDT data, coverage report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2025-10-01	2025-11-03

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2025-11-03	2025-12-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2025-12-01	2026-01-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2026-01-01	2026-02-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2026-02-03	2026-03-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2026-03-03	2026-04-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2026-04-01	2026-05-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporating Data review into weekly team meetings. Determine action steps for individual and groups of scholars in need. Identify who is carrying out the intervention, the frequency of the intervention and monitoring the goals decided upon by team.		2026-05-01	2026-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal Team, Team Leads	CDT Data/ Behavioral Data, Classroom Data, Team meeting agendas, Panorama	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
More scholars that are in green in on track measures in our panorama system	Weekly during team meetings, educators and principal team, panorama

## 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.

<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>• Instructional Coaching</li><li>• Curriculum-Based Professional Learning</li></ul>	K-3 Educator Salaries	187991
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>• Instructional Coaching</li><li>• Curriculum-Based Professional Learning</li></ul>	K-3 Educator Benefits	30544
<b>Total Expenditures</b>			<b>218535</b>

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
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### Fluency Practice

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

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

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

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>PropelEast.BoardAffirmationStatement.March2025.pdf</li></ul>

Chief School Administrator	Date
Dr. Tina Chekan	2025-09-23
Building Principal Signature	Date
Bethany Thomas	2025-08-14
School Improvement Facilitator Signature	Date