

Propel CS-Hazelwood

ATSI Title 1 Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Regular/Charter		103024952
Address 1		
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City	State	Zip Code
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Meryl Johnson	Principal	Hazelwood	meryljohnson@propelschools.org
Darnell Bonner	Administrator	Hazelwood	darnellbonner@propelschools.org
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Akeitha Redman	Staff Member	Hazelwood	akeitharedman@propelschools.org
Teresa O'Neill	Administrator	Propel Schools	toneill@propelschools.org

LEA Profile

Propel Hazelwood is an urban charter school located in Pittsburgh, PA. Students from 13 surrounding districts attend Propel Hazelwood. School enrollment averages 275 scholars in grades K-8, with an average class size of 15 students. 84% of students are African American, 10% are Bi-Racial, 5% are Caucasian, and 1% are Asian. 87% of students qualify for free-reduced lunch. All students receive a free school breakfast and lunch under the Community Eligibility Provision Program.

Propel Hazelwood is a community school that strives to build relationships with local agencies, community, groups, and parents/guardians. The staff is dedicated to engaging students in a culturally rich experience that addresses academic, social, and emotional needs. The adopted curriculum embeds culture into numerous subject areas. A strong focus on fine arts and creative arts allows for students' individuality and expression.

Hazelwood is a historically underperforming school, with high absentee rates and high discipline referrals. Summative assessments reflect low achievement and low growth across the board. These culminating factors can have a negative effect on the culture, climate, and perception of the school.

In order to address these deficits, curriculum is revised, SWPBIS plans are implemented, attendance incentives have been adopted, and the MTSS model is implemented. These initiatives have resulted in a decrease in suspensions, an increase in attendance, and a more focused approach to closing achievement gaps.

Propel provides focused PD on content areas, restorative practices, cultural diversity, and personal and professional growth. The support system within the organization is strong. Student growth, achievement, and well-being are at the heart of every initiative.

Mission and Vision

Mission

Propel Hazelwood is a community school, committed to creating and sustaining a culture focused on academic excellence, continuous growth, and care for each other, that supports scholars' development into positive leaders and voices for change in our communities. 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.

Vision

Propel Hazelwood strives to provide a rigorous, relevant, and responsive academic program, characterized by high expectations and care for all. We will challenge all Propel Hazelwood community members to be reflective, empathetic, and ethical people who have the knowledge, skills, courage and drive to contribute to a better world. 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.

Educational Values

Students

Propel Hazelwood scholars are expected to excel both academically and socially. Scholars are expected to produce high quality work through constant effort and self-reflection. Mistakes are a part of the process and students are expected to embrace that process to produce high-quality, meaningful work. Scholars are always striving to embody HAWK characteristics by demonstrating Honesty, Accountability, Working Hard, and showing Kindness. Respect between and amongst students and staff is crucial in building a positive learning environment.

Staff

Propel Hazelwood educators believe all students can achieve through processes of continuous growth. We are committed to rigorous academics while cultivating a safe and nurturing environment where mistakes are not just accepted but expected as part of the learning process. We educate the whole scholar by helping them grow socially, emotionally, and academically. The staff is a committed team, working together for the support and development of all scholars. Educators collaborate and share ideas to improve their own practices and the educational outcomes for our scholars.

Administration

Propel Hazelwood's Leadership Team is committed to facilitating a safe, caring, 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

At Propel Hazelwood we believe that family partnerships are a critical factor in providing the support students need to make progress, meet goals and experience success. The school engages meaningfully with parents and families through academic and social events, family conferences, resource support opportunities, and regular two-way communication. Prioritizing these partnerships allow for shared responsibility and best practices in supporting our scholars.

Community

Propel Hazelwood is a community school that utilizes community groups and organizations to assist in providing additional opportunities to our scholars and families. A sense of belonging allows scholars to become productive, contributing members to the community, while engaging in culturally relevant experiences in and outside of the 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
Academic Growth Expectations in English Language Arts	All Student Group Meets the Standard Demonstrating Growth
Percent Proficient/Advanced in Mathematics	All Student Group Did Not Meet Interim Goal/Improvement Target, however there was an improvement in performance from the previous year.
Academic Growth Expectations in Mathematics	All Student Groups Exceed the Standard Demonstrating Growth
Percent Career Standards Benchmark	All Student Group Exceeds Performance Standard, 100% completion

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts	All Student Group Did Not Meet Interim Goal/Improvement Target, and decrease in performance from previous year
Regular Attendance	All Student Group Did Not Meet Performance Standard (53% regular attendance) and decline from previous year

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
PSSA Proficiency in ELA and Math ESSA Student Subgroups	Students with disabilities has demonstrated higher level of proficiency in ELA and Math than other student groups.

Students with Disabilities	
Indicator PSSA Proficiency in Math ESSA Student Subgroups African-American/Black, Hawaiian Native/Pacific Islander, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Each student group (black, economically disadvantaged, students with disabilities) is showing improvement in math proficiency from previous year, despite still scoring far below state standard for proficiency in Math.
Indicator PSSA Growth in Math ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations significant increase in growth score over the previous two years for Black students (94%) and Economically Disadvantaged students (91%).
Indicator PSSA Science Proficiency and Growth ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Each student group is showing improvement in achievement scores from previous year (rates of proficiency are nearing pre-pandemic level). Black and Economically Disadvantaged students are consistently meeting state standard for growth. Black (72.5%) and Economically Disadvantaged (71.5%)
Indicator PSSA ELA Growth ESSA Student Subgroups African-American/Black	Comments/Notable Observations Black students are meeting the state standard growth score (72%), despite decline in growth from previous year.
Indicator Career Standards benchmark ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Black and Economically Disadvantaged students have consistently exceeded state standard with 100% completion.

Challenges

Indicator Regular attendance ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations There was a decrease in each student group from previous year. Each of the identified groups has regular attendance in the range of 50-53%. (Black, multi-racial, economically disadvantaged, students with disabilities)
Indicator PSSA English Language Arts ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Consistently low proficiency in ELA and Math and trending down for proficiency - Black students, economically disadvantaged and students with disabilities
Indicator	Comments/Notable Observations

PSSA ELA Growth ESSA Student Subgroups Economically Disadvantaged	Economically Disadvantaged students did not meet the state standard growth score (69%)
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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.

PSSA Growth in Math: significant increase in growth score over the previous two years for Black students (94%) and Economically Disadvantaged students (91%).
PSSA Science Proficiency and Growth: Each student group is showing improvement in achievement scores from previous year (rates of proficiency are nearing pre-pandemic level). Black and Economically Disadvantaged students are consistently meeting state standard for growth. Black (72.5%) and Economically Disadvantaged (71.5%)
PSSA ELA Growth: Black students are meeting the state standard growth score (72%), despite decline in growth from previous year.

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.

Regular Attendance: School did not meet state goal of 94.1% regular attendance (Propel Hazelwood: 53.2% for 2020-2021) and there was a decrease in each student groups from previous year. Each of the identified groups has regular attendance in the range of 50-53%.
PSSA Proficiency in ELA and Math: Consistently low proficiency in ELA and Math and trending down.
PSSA Growth in ELA: Economically Disadvantaged students did not meet the state standard growth score (69%)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading Fall 2021 - Spring 2022	Increase in median percentile achievement in 2 of the testing grades
NWEA MAP Reading Fall 2021 - Spring 2022	Observed growth met projected growth in primary grades (K and 1st)

English Language Arts Summary

Strengths

Primary grade students are demonstrating both more growth and achievement in reading based on Fall and Spring NWEA MAP scores. K-2 students have access to additional reading support in individual or small group interventions through Title I program in the school.

Challenges

While PSSA data indicates the Students with Disabilities subgroup is performing very well compared to the general school population, this data is misleading due to the small number of overall enrollment in the school. In the 2021-2022 school year, there were approximately 270 students, approximately 20% of whom received special education services.

Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Fall 2021 - Spring 2022	Increase in median percentile achievement in 4 of the testing grades
NWEA MAP Math Fall 2021 - Spring 2022	Observed growth met projected growth in multiple grades (K, 1st, 5th, 6th)

Mathematics Summary

Strengths

High quality math curricular materials for all grade levels. All grade levels have access to standards-aligned curricular resources (Illustrative Math in 5-8 and Investigations in K-4).

Challenges

Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Science assessments for 4th and 8th graders	4th graders demonstrated growth Above expected growth outcomes, while 8th graders demonstrated growth Well Below expected outcomes.

Science, Technology, and Engineering Education Summary

Strengths

Consistency in staffing for 4th grade science meant that students were taught by a familiar teacher for two consecutive years (3rd and 4th grade).

Challenges

Inconsistent staffing in 8th grade science meant that students did not have a consistent science instructor throughout their 8th grade year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% completion of Career Standards Benchmark and CEWS	Propel Network has prioritized the completion of CEWs and at Propel Hazelwood all Student Group Exceed Performance Standard and we reached 100% completion.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Propel Network has prioritized the completion of CEWs and at Propel Hazelwood all Student Group Exceed Performance Standard and we reached 100% completion.

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.

Given that we have established 100% completion, we do not see any challenges in this area.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Extended School Year programing	20 of 43 Students with Disabilities were determined to be eligible for the ESY program 6 of 20 eligible students attended ESY programing.
IEP Meetings	Parents attend IEP meetings in person, virtually or by phone very regularly. This high level of family engagement can lead to increased supports for students in and out of school.
Progress Monitoring towards IEP goals	Special education educators regularly monitor students' progress towards IEP goals. These are entered into a digital systems that organizes progress reports at the end of each trimester.
School Profile Data	For the 2022-2023 school year, Propel Hazelwood is serving 57 students with disabilities, which is 21.59% of the school population. We also serve a population in which 95.83% are identified as economically disadvantaged. The majority of our students would also be classified as non-white, thus representing other notable subgroups.

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.

Propel Network offers ESY to eligible students and provides high quality extended year instructional programing for students with disabilities.
Families are engaged and supportive of our students with disabilities. Parents regularly attend IEP meetings in person, virtually or by phone, and receive progress reports about student's progress towards IEP goals at the end of each trimester along with report cards.

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.

Attendance at ESY program is low. 6 of 20 eligible students attended during the summer 2022. Continuing to improve attendance during the school year and during summer programing will increase student output.
There are not systems in place to regularly monitor data for students with disabilities alongside data for all students, or for easily monitoring progress and participation for special education students and families.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	
Student Services	NA
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	Operational
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Monitor and evaluate the impact of professional learning on staff practices and student learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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
Identify and address individual student learning needs
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Foster a culture of high expectations for success for all students, educators, families, and community members

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
PSSA Growth in Math: significant increase in growth score over the previous two years for Black students (94%) and Economically Disadvantaged students (91%).	True
PSSA Science Proficiency and Growth: Each student group is showing improvement in achievement scores from previous year (rates of proficiency are nearing pre-pandemic level). Black and Economically Disadvantaged students are consistently meeting state standard for growth. Black (72.5%) and Economically Disadvantaged (71.5%)	False
PSSA ELA Growth: Black students are meeting the state standard growth score (72%), despite decline in growth from previous year.	True
Primary grade students are demonstrating both more growth and achievement in reading based on Fall and Spring NWEA MAP scores. K-2 students have access to additional reading support in individual or small group interventions through Title I program in the school.	True
High quality math curricular materials for all grade levels. All grade levels have access to standards-aligned curricular resources (Illustrative Math in 5-8 and Investigations in K-4).	False
Consistency in staffing for 4th grade science meant that students were taught by a familiar teacher for two consecutive years (3rd and 4th grade).	False
Propel Network has prioritized the completion of CEWs and at Propel Hazelwood all Student Group Exceed Performance Standard and we reached 100% completion.	False
Propel Network offers ESY to eligible students and provides high quality extended year instructional programming for students with disabilities.	True
Families are engaged and supportive of our students with disabilities. Parents regularly attend IEP meetings in person, virtually or by phone, and receive progress reports about student's progress towards IEP goals at the end of each trimester along with report cards.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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
Regular Attendance: School did not meet state goal of 94.1% regular attendance (Propel Hazelwood: 53.2% for 2020-2021) and there was a decrease in each student groups from previous year. Each of the identified groups has regular attendance in the range of 50-53%.	True
PSSA Proficiency in ELA and Math: Consistently low proficiency in ELA and Math and trending down.	True
PSSA Growth in ELA: Economically Disadvantaged students did not meet the state standard growth score (69%)	False
While PSSA data indicates the Students with Disabilities subgroup is performing very well compared to the general school population, this data is misleading due to the small number of overall enrollment in the school. In the 2021-2022 school year, there were approximately 270 students, approximately 20% of whom received special education services.	False
Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.	False
Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.	True
Inconsistent staffing in 8th grade science meant that students did not have a consistent science instructor throughout their 8th grade year.	False
Given that we have established 100% completion, we do not see any challenges in this area.	False
Attendance at ESY program is low. 6 of 20 eligible students attended during the summer 2022. Continuing to improve attendance during the school year and during summer programming will increase student output.	False
There are not systems in place to regularly monitor data for students with disabilities alongside data for all students, or for easily monitoring progress and participation for special education students and families.	False
Implement a multi-tiered system of supports for academics and behavior	False
Identify and address individual student learning needs	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Foster a culture of high expectations for success for all students, educators, families, and community members	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
Regular Attendance: School did not meet state goal of 94.1% regular attendance (Propel Hazelwood: 53.2% for 2020-2021) and there was a decrease in each student groups from previous year. Each of the identified groups has regular attendance in the range of 50-53%.	School and families have not developed a culture of prioritizing regular school attendance because there has not been direct correlation between attendance and student achievement in the past.	True
PSSA Proficiency in ELA and Math: Consistently low proficiency in ELA and Math and trending down.	School has not yet developed effective intervention systems to meet the needs of students who are not yet meeting proficiency standards in ELA and Math.	True
Inconsistencies in instructional staff had a negative impact on student outcomes in both math and reading proficiency. According to the PVAAS Value Added report, cohorts with consistent teachers across the 2021-2022 school year demonstrated growth above and well above those who experienced inconsistencies in their instructional staff. This is most evident in Math growth scores.	Challenges in the profession and school setting, as well as external factors, have led to high staff turn over (for educators and school leaders), which impedes the ability for staff to develop their instructional practices in order to effectively meet students' learning needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
PSSA Growth in Math: significant increase in growth score over the previous two years for Black students (94%) and Economically Disadvantaged students (91%).	Students are able to learn and are growing in their math knowledge and skill despite inconsistencies in instruction due to staffing changes.
PSSA ELA Growth: Black students are meeting the state standard growth score (72%), despite decline in growth from previous year.	Students are able to learn and are growing in their reading and writing abilities despite inconsistencies in instruction due to staffing changes.
Primary grade students are demonstrating both more growth and achievement in reading based on Fall and Spring NWEA MAP scores. K-2 students have access to additional reading support in individual or small group interventions through Title I program in the school.	Primary students are demonstrating increased growth and achievement in their foundational reading skills. This solid foundation will allow for increased achievement as they continue to develop as scholars while at Propel Hazelwood. Our students respond very well to targeted and individualized interventions.
Propel Network offers ESY to eligible students and provides high quality extended year instructional programming for students with disabilities.	The network has support structures in place to ensure students with disabilities are able to continue to receive services and learning opportunities during the summer., thus preparing them for the return to school in August.
Families are engaged and supportive of our students with disabilities. Parents regularly attend IEP meetings in person, virtually or by phone, and receive progress reports about student's progress towards IEP goals at the end of each trimester along with report cards.	Families of students with disabilities are actively engaged in the creation and progress monitoring of their child's educational plan. Continuing to leverage this engagement can increase attendance and achievement of our students with disabilities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we prioritize attendance in our communication with families and initiate programs to celebrate and incentivize regular attendance with students and families, then we anticipate an increase in regular attendance (and an increase in opportunities for students to experience high quality instruction) resulting in greater academic growth and achievement.
	If we transition to standards based grading and student engaged assessment practices, then educators will have a more detailed understanding of students' progress towards mastery of each standard and areas in need of development throughout the school year, and will be better able to adjust instructional practices to meet individual needs, and therefore students will experience increased academic growth and achievement.
	If Propel network and Propel Hazelwood make meaningful shifts in our school culture through the use of clear communication around expectations for students, families, and staff, and increased support for new teachers through systems for coaching and mentorship, then there will be increased morale, increased consistency in staffing and educator development, and students will experience greater academic success.

Goal Setting

Priority: If we prioritize attendance in our communication with families and initiate programs to celebrate and incentivize regular attendance with students and families, then we anticipate an increase in regular attendance (and an increase in opportunities for students to experience high quality instruction) resulting in greater academic growth and achievement.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%.			
Measurable Goal Nickname (35 Character Max)			
Increase Regular Attendance			
Target Year 1	Target Year 2	Target Year 3	
2023-2024 regular attendance school wide: 45%	2024-2025 regular attendance school wide: 48%	Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Communicate attendance goal and incentive programs to all staff, families, and scholars. Display weekly tracker of regular attendance, and celebrate students and families for increased attendance in the first quarter.	Display weekly tracker of regular attendance, and celebrate students and families for increased attendance in the second quarter. Communicate progress toward year end goal to all staff, families, and scholars.	Display weekly tracker of regular attendance, and celebrate students and families for increased attendance in the third quarter. Communicate progress toward year end goal to all staff, families, and scholars.	2023-2024 regular attendance school wide: 45% Celebrate attendance growth school wide and by family.

Priority: If we transition to standards based grading and student engaged assessment practices, then educators will have a more detailed understanding of students' progress towards mastery of each standard and areas in need of development throughout the school year, and will be better able to adjust instructional practices to meet individual needs, and therefore students will experience increased academic growth and achievement.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)			
Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."			
Measurable Goal Nickname (35 Character Max)			
Transition to SBG			
Target Year 1	Target Year 2	Target Year 3	
By end of SY 2023-2024, 100% of staff, and at least 75% of students and families will report having a clear understanding of student progress towards mastery of grade level standards.	By end of SY 2024-2025, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 75% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 75% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."	Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Communicate transition in grading practices to all staff, families, and scholars. Host information sessions for families, use professional development	Host additional information sessions for families. Continue to use professional development time to norm on student engaged assessment practices and the	Continue to use professional development time to norm on student engaged assessment practices and the use of rubrics with staff. Use individual	By end of SY 2023-2024, 100% of staff, and at least 75% of students and families will report having a

time to norm on student engaged assessment practices and the use of rubrics with staff, and develop practices for data conferences in each classroom between the teacher and individual students.	use of rubrics with staff. Use individual data conferences to help scholars prepare for student led conferences with families in the fall.	data conferences to help scholars prepare for student led conferences with families in the spring.	clear understanding of student progress towards mastery of grade level standards.
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Priority: If Propel network and Propel Hazelwood make meaningful shifts in our school culture through the use of clear communication around expectations for students, families, and staff, and increased support for new teachers through systems for coaching and mentorship, then there will be increased morale, increased consistency in staffing and educator development, and students will experience greater academic success.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.			
Measurable Goal Nickname (35 Character Max)			
Staff Retention			
Target Year 1	Target Year 2	Target Year 3	
2023-2024: End the school year with at least 90% of the same staff members as began the school year. 90% staff retention going into 2024-2025 school year.	2024-2025: End the school year with at least 90% of the same staff members as began the school year. 90% staff retention going into 2025-2026 school year.	Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Maintain at least 90% of the same staff members as began the school year.	Maintain at least 90% of the same staff members as began the school year.	Maintain at least 90% of the same staff members as began the school year.	2023-2024: End the school year with at least 90% of the same staff members as began the school year. 90% staff retention going into 2024-2025 school year.

Action Plan

Measurable Goals

Increase Regular Attendance	Transition to SBG
Staff Retention	

Action Plan For: Communication with families through state mandated attendance letters

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%.

Action Step		Anticipated Start/Completion Date	
Attendance Specialist monitors attendance daily and makes regular contact with families, including sending written communication about missed days after 3, 6, 10 and 20 days.		2023-08-28	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Specialist	Attendance letters Skyward- student information system	No	Yes
Action Step		Anticipated Start/Completion Date	
Work with families to create SAIP (Student Attendance Improvement Plan) after 3 missed days of school.		2023-08-28	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Specialist	SAIP form in Skyward- student information system	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased regular attendance	Attendance Specialist and school and network leadership teams run weekly reports from Skyward

Action Plan For: Completion of home visits with a minimum of 25% of our families.

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will increase school wide regular attendance by 3% each year, and increase regular attendance for students with disabilities by 3% each year from the baseline 2022-2023 regular attendance data of 42% regular attendance school wide. 2025-2026 school wide regular attendance will be at or above 51%.

Action Step		Anticipated Start/Completion Date	
Attendance Specialist will conduct home visits before a family is cited for truancy (after 3 or 6 missed days). Home visits will be conducted for a minimum of 25% of families with students enrolled at the school.		2023-08-28	2024-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Specialist		No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased regular attendance.	Attendance Specialist and school and network leadership teams run weekly reports from Skyward

Action Plan For: Implementation of a MTSS process

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."

Action Step		Anticipated Start/Completion Date	
Plan for implementation for the 2023-2024 school year through the designation of the MTSS lead, creating MTSS meeting calendar and planning for staff professional development.		2023-07-14	2024-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators	Network provided MTSS materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Comprehensive plan for developing educator understanding of standards-based grading practices using data obtained through the MTSS process.	The plan will be monitored at regular building level status meetings with the Superintendent. A wide range of data will be analyzed including but not limited to attendance, assessment data, and behavioral data. The directors of MTSS will also complete walkthroughs using a monitoring tool and that data will be used to adjust practices as needed.

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."

Action Step		Anticipated Start/Completion Date	
Create professional development calendar for building level sessions to be held throughout the school year.		2023-07-26	2023-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		No	No
Action Step		Anticipated Start/Completion Date	
Facilitate building level professional development to introduce and deepen understanding of SBG practices.		2023-08-09	2024-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Educators develop a deep understanding of standards-based grading practices using data obtained through the MTSS process.	The plan will be monitored at monthly grade level team meetings with building administrators with regular visits from district directors of MTSS to support use of data to impact instruction and assessment practices.

Action Plan For: Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will transition from traditional grading to standards based grading and the use of student engaged assessment practices, and thus increase educator, family, and scholar understanding of scholar's progress towards mastery of grade level standards as demonstrated on survey responses throughout the year. By the end of SY 2025-2026, 100% of staff, and at least 85% of students and families will report having a clear understanding of student progress towards mastery of grade level standards. 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers use data to determine areas of strength and need for individual scholars." 85% of respondents will agree or strongly with the statement, "Propel Hazelwood teachers individualize instruction to meet the needs of scholars."

Action Step		Anticipated Start/Completion Date	
Host targeted grade-level curriculum nights to inform and deepen family understanding of the purpose and practice of standards based grading.		2023-09-01	2023-09-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		No	Yes
Action Step		Anticipated Start/Completion Date	
Host monthly School and Community Council meetings to provide opportunities to deepen family understanding of standards based grading and gather feedback.		2023-09-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Educators develop a deep understanding of standards-based grading practices.	The plan will be monitored at monthly grade level team meetings with building administrators with regular visits from district directors of MTSS to support use of data to impact instruction and assessment practices.

Action Plan For: Implementation of MTSS process

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.

Action Step		Anticipated Start/Completion Date	
Continued implementation of MTSS.		2023-07-14	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Comprehensive plan for developing educator understanding of standards-based grading practices using data obtained through the MTSS process.	The plan will be monitored at monthly grade level team meetings with building administrators with regular visits from district directors of MTSS to support use of data to impact instruction and assessment practices.

Action Plan For: Positive Behavior Incentive Supports

Measurable Goals:			
<ul style="list-style-type: none"> Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. 			

Action Step		Anticipated Start/Completion Date	
Implement school-wide PBIS system		2023-08-09	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will increase positive relationships with students and a sense of ownership of school culture through the use of our PBIS system as demonstrated through the reduction of office-managed incidents.	Administrators will regularly use behavior data and Habits grades from Panorama and Jumprope systems.

Action Plan For: Professional Development

Measurable Goals:			
<ul style="list-style-type: none"> Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years. 			

Action Step		Anticipated Start/Completion Date	
Provided content area specific professional development and building specific professional development monthly to all staff.		2023-08-09	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators		Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Educators will deepen their content knowledge and bank of instructional best practices through collaboration and learning with network peers. Educators will express a sense of belonging and feeling of being supported by peers and administrators.	Network and building level administrators will gather feedback at professional development sessions.

Action Plan For: Instructional Leadership Capacity Building

Measurable Goals:
<ul style="list-style-type: none"> Propel Hazelwood will increase staffing consistency through the use of clear communication of expectations (for staff, scholars and families) and increased support, coaching and collaboration for teachers. We will end each school year with at least 90% of the same instructional staff members as began the school year and we will increase staff retention to 90% for each of the next three years.

Action Step	Anticipated Start/Completion Date		
Network provides opportunities for shared leadership in the achievement of collective goals (for example, grade level team lead, curriculum development team, induction mentor).	2023-08-09	2026-06-15	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Network administrators		No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increasing number of educators will express a sense of belonging and accountability for student outcomes through their interest in applying for additional leadership roles within the organization. Educators will express that Propel is an organization in which they can continue to grow professionally.	HR, administrators will use data from staff surveys conducted by HR department throughout each school year.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • Implementation of a MTSS process • Professional Development • Implementation of MTSS process • Professional Development 	Educator Salaries	159233
Other Expenditures	<ul style="list-style-type: none"> • Implementation of a MTSS process • Family Engagement • Implementation of MTSS process 	Homeless Set Aside	500
Total Expenditures			159733

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	Facilitate building level professional development to introduce and deepen understanding of SBG practices.
Implementation of MTSS process	Continued implementation of MTSS.
Professional Development	Provided content area specific professional development and building specific professional development monthly to all staff.

Propel Hazelwood Professional Development

Action Step		
<ul style="list-style-type: none"> Continued implementation of MTSS. Provided content area specific professional development and building specific professional development monthly to all staff. Facilitate building level professional development to introduce and deepen understanding of SBG practices. 		
Audience		
Educators and support staff		
Topics to be Included		
What is SBG? (mindset and rational), Impact on Practice (expectations), Introduction to Jumprope / Panorama (digital platforms), Creating meaningful assessments, Using rubrics with students (feedback), Using data to inform instruction (data reports from Jumprope and Panorama), Sharing SBG with families, Implementing and improving MTSS, School wide data review and action planning, content specific curriculum and standards unpacking, content specific creating ad using rubrics		
Evidence of Learning		
educator exit tickets, school wide data from digital platforms, school wide walkthrough data		
Lead Person/Position	Anticipated Start	Anticipated Completion
administrators (building and network)	0023-08-09	2024-06-14

Learning Format

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

Communications Activities

State mandated attendance letters					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Attendance Specialist monitors attendance daily and makes regular contact with families, including sending written communication about missed days after 3, 6, 10 and 20 days. Work with families to create SAIP (Student Attendance Improvement Plan) after 3 missed days of school. 	Families	Importance of regular attendance, up to date data on individual student attendance	Attendance Specialist	08/28/2023	06/12/2026
Communications					
Type of Communication			Frequency		
Letter			Every 3, 6, 10, 20 missed days of school		

Transitioning to 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"> Host targeted grade-level curriculum nights to inform and deepen family understanding of the purpose and practice of standards based grading. Host monthly School and Community Council meetings to provide opportunities to deepen family understanding of standards based grading and gather feedback. Implement school-wide PBIS system 	families, students	What is Standards Based Grading, Understanding progress reports, How an I support my child?, Introduction of Propel Habits and PBIS	administrators	09/06/2023	06/14/2024
Communications					
Type of Communication			Frequency		
Presentation			monthly		
Email			monthly		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">BOARD AFFIRMATION Hazelwood ATSI Schoolwide and Comprehensive Plan DF SIGNED AUG 2023.pdf

Chief School Administrator	Date
Dr. Tina Chekan	2023-11-20
Building Principal Signature	Date
Meryl Johnson	2023-11-12
School Improvement Facilitator Signature	Date
Dina Hartford	2023-11-13