

Propel CS-McKeesport

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
K-8		103020003-0
Address 1		
2412 VERSAILLES AVE		
Address 2		
City	State	Zip Code
McKeesport	PA	15132
Chief School Administrator		Chief School Administrator Email
TINA CHEKAN		TCHEKAN@PROPELSCHOOLS.ORG
Single Point of Contact Name		
Ariane Watson		
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Single Point of Contact Phone Number		Single Point of Contact Extension
(412) 592-4911		
Principal Name		
Ariane Watson		
Principal Email		
awatson@propelschools.org		
Principal Phone Number		Principal Extension
(412) 592-4911		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
ARIANE WATSON	Administrator	MCKEESPORT	awatson@propelschools.org
CAITLIN CRONIN	Staff Member	MCKEESPORT	caitlincronin@propelschools.org
TINA CHEKAN	Administrator	Network	tchekan@propelschools.org
MELANIE WARD	Teacher	MCKEESPORT	mward@propelschools.org
Teresa O'NIELL	Other	Network	toneill@propelschools.org
Terrance Brownfield	Community Member	McKeesport Police	officertb@yahoo.com
Jessica Johnson	Parent	McK Parent	jessica_lee_johnson@yahoo.com
Timesha Cohen	Teacher	McKeesport	timeshacohen@propelschools.org
Kim Hoerr	Administrator	Network	khoerr@propelschools.org
Kameron Carter	Teacher	McKeesport	kameroncarter@propelschools.org
Danielle Brooks	Teacher	McKeesport	daniellebrooks@propelschools.org

LEA Profile

At Propel McKeesport we will prioritize network wide goals to align building specific goals and priorities. We will use data points to continue to enhance our school community and scholar growth and achievement using the 2033 goals to set benchmarks of scholar achievement along the way.

Network Goals for 25-26:

Goal 1: Advance Academic Performance

Goal 2: Standardize Processes and Expectations across Propel

Goal 3: Recognize, Retain and Recruit Extraordinary Talent

Goal 4: Mobilize Community support by deepening stakeholder relationships and engagement

Mission and Vision

Mission

Propel is dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing/high quality public schools. 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% is 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

To be a premier education destination of choice.

Educational Values

Students

Propel McKeesport scholars are expected to own their learning through intentional reflection and willingness to revise and through the process show evidence of understanding aligned to grade level standards.

Staff

Propel McKeesport educators will use multiple data points to plan and execute tier 1 instruction. Through the MTSS framework data informed decision making and progress monitoring will be monitored for tier 2 and 3 interventions. Coaching cycles will provide frequent touch points to monitor teaching and learning and provide opportunities for educators to receive targeted feedback to enhance their level of effectiveness.

Administration

Propel McKeesport leadership will develop intentional year long plans aligned to network goals and priorities. The goals and priorities are data driven specific to varying data points. Building leaders are committed to supporting educators through coaching cycles honing in on a priority and providing measurable and bite sized feedback. We will also use varying data points to measure success along the way and make any needed pivots to the plan as this process of refining and reflecting is necessary to ensure we are on the right pathway to achieving scholar success.

Parents

Propel McKeesport engages parents and families in meaningful interactions with the school community. It supports a partnership among all staff , parents and the community to improve scholar academic achievement. We engage 100% of families in fall and spring conferences. We also host family related events honoring scholar academics and also time to socialize and get familiar with the staff and school community over the course of the school year. Through this continued partnership, we will work alongside one another to support scholar achievement.

Community

Propel McKeesport provides a choice for parents seeking a higher quality education for their child. Our school delivers results in student achievement, continually improving student performance and scholar growth overtime.

Other (Optional)

Omit selected.

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
Meeting Annual Academic Growth and Expectations (PVAAS)	ELA Academic Growth Score is 97.0, Statewide Average Growth Score 75.4 (increase in ELA academic growth score from 22-23) Math Academic Growth Score 96.0, Statewide Average Growth Score was 74.9 (increase in math growth score from the 22-23 SY)
Career Standards Benchmark	100% met the benchmark, Statewide Average was 91.4%

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on PA State Assessments	ELA 40.8% on the 23-24 PSSA, Statewide Average was 53.9% Math 25.1% on the 23-24 PSSA, Statewide Average was 40.2%
Regular Attendance	in 22-23 SY, 66.8% of scholars were NOT chronically absent, the Statewide Average us 78.1%

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Percent Grade 3 reading ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations 23-24 data indicated that 50% of scholars achieved proficient or advanced on the ELA PSSA (increase from 38.7 from 22-23) 44.4% proficient or advanced in the black subgroup (increase from 34.6 from 22-23) Economically Disadvantaged is 46.4% proficient or advanced (increase from 33.3% from 22-23)
Indicator Percent Grade 7 Mathematics	Comments/Notable Observations

ESSA Student Subgroups African-American/Black, Economically Disadvantaged	23-24 data indicated that 22.6% of scholars achieved proficient or advanced on the math PSSA (increase from 5.7% from 22-23) 22.7% proficient or advanced in the black subgroup (increase from 3.8% from 22-23) Economically Disadvantaged was 25.9% proficient or advanced (increase from 3.6% from 22-23)
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Challenges

Indicator Percent Proficient or Advanced in ELA and math with disabilities ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 7.9% of scholars with disabilities were proficient or advanced on the 23-24 ELA PSSA 2.6% of scholars with disabilities were proficient or advanced on the 23-24 Math PSSA
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

Meeting Annual Academic Growth and Expectations (PVAAS)
Career Standards Benchmark
Percent Grade 3 reading
Percent Grade 7 math

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.

Proficient or Advanced on PA State Assessments
Regular Attendance
Percent Proficient or Advanced in ELA and math with disabilities

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT ELA benchmark 23-24 SY and 24-25 SY	Strength: 3rd grade ELA scholars growing by a large percentage (27% increase in proficiency to reach 48% proficiency on benchmark 3 of CDT in 23-24 and 32% to reach 50% on CDT 3 in 24-25 SY) Challenges: Grade 5 0% growth in proficiency in the 24-25 school year and only 6% in the 23-24 SY. Both 7th and 8th grade dropped in proficiency from CDT 3 to PSSA (24-2 by 10 plus %) In most grade levels CDT 3 score was a good indicator for PSSA proficiency/score
DIBELS Fluency K-2	Scholars at benchmark or above: Antimary-45% Pierre-Louis-58% Mull-100% Chambers-84% Shipley-76% Regan 57% Data shows scholars that are well below at the EOY data (24-25) are scholars that have IEP's, chronic attendance issues (not seeing an LIS for interventions due to not being present).

English Language Arts Summary

Strengths

Leverage Teacher Leader to Coach ELA Educators focusing on alignment to SBG practices, data and on-going assessment and writing across content areas
Common assessments aligned to on grade level standards are available for educators to use to measure scholar progress in units of study.

Challenges

lack of understanding how to effectively co-plan and co-teach using sped teachers and support staff to scaffold and run small groups for scholars with unfinished learning
Alignment of standards based grading practices to develop deeper understanding of grade level standards and eligible content. Alignment of use of data (CDT, DIBELS and common assessments) to make informed decisions for teaching and learning. Alignment of writing practices and use of graphic organizers in all content areas.
Common assessments are not being consistently used to drive instruction.

Mathematics

Data	Comments/Notable Observations
CDT Math benchmark 23-24 SY and 24-25 SY	Strength: 3rd grade math scholars growing by a large percentage (21% increase in proficiency to reach 24% proficiency on benchmark 3 of CDT in 23-24 and 18% to reach 18% on CDT 3 in 24-25 SY) 4th grade math scholars growing by a large percentage (22% increase in proficiency to reach 25% proficiency on benchmark 3 of CDT in 23-24 and 11% to reach 14% on CDT 3 in 24-25 SY). In 3rd grade CDT 3 to PSSA 23-24 grew 24% to 45% proficient and in 24-25 grew from 18% to 24%. 4th grade math on CDT 3 to 24-25 PSSA grew from 14% to 37%.

Mathematics Summary

Strengths

Common assessments aligned to on grade level standards are available for educators to use to measure scholar progress in units of study.
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3rd grade math on the CDT in 24-25, 100% of scholars made growth and 68% made significant growth for 5th grade on CDT 93% made growth and 50% made significant growth.

Challenges

Common assessments are not being consistently used to drive instruction.

small group instruction is occurring however in order to close gaps at a faster pace, examining data and selection of resources used aligning to standard to PM and make informed decisions

lack of understanding how to effectively co-plan and co-teach using sped teachers and support staff to scaffold and run small groups for scholars with unfinished learning

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDT for grades 4th and 8th grade	4th grade 88% made growth on 24-25 CDT and 55% made significant growth, 8th grade 52% made growth, 30% made significant growth Testing cultures vary with scholar scores in 8th grade science as it relates to scholar performance between benchmarks

Science, Technology, and Engineering Education Summary

Strengths

Retention of quality educators in the 4th grade and 8th grade science roles

Challenges

STEEL standards shift in testing grades and learning how the shifts relates to current curriculum in the testing grade level

Related Academics

Career Readiness

Data	Comments/Notable Observations
All Student Groups Exceed Performance Standard in Career Readiness (100% achieved this benchmark in 24-25)	use of Naviance to track data collection

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Career Readiness is at 100% meeting benchmark

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.

We do not have challenges for this data source

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Data indicates that this sub group is insufficient	N/A

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.

strengths identified in needs assessment in future ready section

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.

challenges identified in needs assessment in future ready section

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	n/a
Title 1 Program	n/a
Student Services (SAP)	n/a
K-12 Guidance Plan (339 Plan)	n/a

Strengths

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

n/a

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.

n/a

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Not Yet Evident
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	Not Yet Evident
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	Not Yet Evident
Collectively shape the vision for continuous improvement of teaching and learning	Not Yet Evident
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	Not Yet Evident

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	Not Yet Evident
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?

We did not indicate in the needs assessment that any EP is fully operational

Challenges

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

EP 5: Provide frequent, timely and systematic feedback and support on instructional practice

EP:13: Implement a multi tiered system of academics and behavior

EP:14 Implement Evidence Based Strategies to support learning

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
Meeting Annual Academic Growth and Expectations (PVAAS)	True
Career Standards Benchmark	False
Percent Grade 3 reading	False
Leverage Teacher Leader to Coach ELA Educators focusing on alignment to SBG practices, data and on-going assessment and writing across content areas	True
Common assessments aligned to on grade level standards are available for educators to use to measure scholar progress in units of study.	True
Retention of quality educators in the 4th grade and 8th grade science roles	False
Common assessments aligned to on grade level standards are available for educators to use to measure scholar progress in units of study.	True
	False
strengths identified in needs assessment in future ready section	False
n/a	False
We did not indicate in the needs assessment that any EP is fully operational	False
3rd grade math on the CDT in 24-25, 100% of scholars made growth and 68% made significant growth for 5th grade on CDT 93% made growth and 50% made significant growth.	False
Percent Grade 7 math	False
Career Readiness is at 100% meeting benchmark	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
Proficient or Advanced on PA State Assessments	True
Regular Attendance	True
Percent Proficient or Advanced in ELA and math with disabilities	True
Common assessments are not being consistently used to drive instruction.	True

small group instruction is occurring however in order to close gaps at a faster pace, examining data and selection of resources used aligning to standard to PM and make informed decisions	True
lack of understanding how to effectively co-plan and co-teach using sped teachers and support staff to scaffold and run small groups for scholars with unfinished learning	True
lack of understanding how to effectively co-plan and co-teach using sped teachers and support staff to scaffold and run small groups for scholars with unfinished learning	True
EP 5: Provide frequent, timely and systematic feedback and support on instructional practice	True
n/a	False
challenges identified in needs assessment in future ready section	False
We do not have challenges for this data source	False
STEEL standards shift in testing grades and learning how the shifts relates to current curriculum in the testing grade level	True
Common assessments are not being consistently used to drive instruction.	True
Alignment of standards based grading practices to develop deeper understanding of grade level standards and eligible content. Alignment of use of data (CDT, DIBELS and common assessments) to make informed decisions for teaching and learning. Alignment of writing practices and use of graphic organizers in all content areas.	True
EP:13: Implement a multi tiered system of academics and behavior	True
EP:14 Implement Evidence Based Strategies to support learning	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.

The most pressing from the needs assessment process is aligning network and school plans to data points to monitor scholar progress and achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on PA State Assessments		False
Regular Attendance		False
Percent Proficient or Advanced in ELA and math with disabilities		False
Common assessments are not being consistently used to drive instruction.		False
small group instruction is occurring however in order to close gaps at a faster pace, examining data and selection of resources used aligning to standard to PM and make informed decisions		False
lack of understanding how to effectively co-plan and co-teach using sped teachers and support staff to scaffold and run small groups for scholars with unfinished learning		False
EP 5: Provide frequent, timely and systematic feedback and support on instructional practice		True
lack of understanding how to effectively co-plan and co-teach using sped teachers and support staff to scaffold and run small groups for scholars with unfinished learning		False
Alignment of standards based grading practices to develop deeper understanding of grade level standards and eligible content. Alignment of use of data (CDT, DIBELS and common assessments) to make informed decisions for teaching and learning. Alignment of writing practices and use of graphic organizers in all content areas.		False
Common assessments are not being consistently used to drive instruction.		False
STEEL standards shift in testing grades and learning how the shifts relates to current curriculum in the testing grade level		False
EP:13: Implement a multi tiered system of academics and behavior		True
EP:14 Implement Evidence Based Strategies to support learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Leverage Teacher Leader to Coach ELA Educators focusing on alignment to SBG practices, data and on-going assessment and writing across content areas	
Common assessments aligned to on grade level standards are available for educators to use to measure scholar progress in units of study.	
Meeting Annual Academic Growth and Expectations (PVAAS)	
Common assessments aligned to on grade level standards are available for educators to use to measure scholar progress in units of study.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	If building leaders and coaches engage educators in consistent data-informed coaching cycles that include actionable feedback throughout the year, then effective instruction will increase in Tier 1 in classrooms and will support all students' learning.
	If we implement a multi-tiered system of support for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.
	If we implement evidence-based strategies to engage families to support learning then more stakeholders are engaged in supporting students attending school more regularly.

Goal Setting

Priority: If building leaders and coaches engage educators in consistent data-informed coaching cycles that include actionable feedback throughout the year, then effective instruction will increase in Tier 1 in classrooms and will support all students' learning.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
In ELA 39% of scholars will be proficient on CDT 3 in grades 3-8.			
Measurable Goal Nickname (35 Character Max)			
ELA proficiency on CDT in grades 3-8			
Target Year 1	Target Year 2	Target Year 3	
In ELA 33% of scholars will be proficient on CDT 3 in grades 3-8.	In ELA 36% of scholars will be proficient on CDT 3 in grades 3-8.	In ELA 39% of scholars will be proficient on CDT 3 in grades 3-8.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline CDT data	25% will be proficient on CDT 2 benchmark	33% will be proficient on CDT 3 benchmark	PSSA pre lim data will be used when released

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
18% of scholars will be proficient in grades 3-8 on CDT 3.			
Measurable Goal Nickname (35 Character Max)			
Math proficiency on CDT in grades 4-8			
Target Year 1	Target Year 2	Target Year 3	
In math 12% of scholars will be proficient in grades 3-8 on CDT 3.	In math 15% of scholars will be proficient in grades 3-8 math on CDT 3.	18% of scholars will be proficient in grades 3-8 on CDT 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline CDT data	7% will be proficient on CDT 2 benchmark	12% will be proficient on CDT 3 benchmark	PSSA pre lim data will be used when released

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
80% of scholars will meeting or exceed benchmark in grades K-2 on the DIBELS assessment.			
Measurable Goal Nickname (35 Character Max)			

K-2 DIBELS			
Target Year 1	Target Year 2	Target Year 3	
73% of scholars will meet or exceed benchmark in grades K-2 on DIBELS	77% of scholars will meet or exceed benchmark in grades K-2 on DIBELS	80% of scholars will meeting or exceed benchmark in grades K-2 on the DIBELS assessment.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	54% will meet or exceed benchmark	73% will meet or exceed benchmark	N/A

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

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80% of scholars will show growth from CDT 1 to CDT 3. 50% will show significant growth from CDT 1 to CDT 3.			
Measurable Goal Nickname (35 Character Max)			
ELA growth goal and significant growth goal for CDT grades 3-8			
Target Year 1	Target Year 2	Target Year 3	
76%of scholars will show growth from CDT 1 to CDT 3. 43% will show significant growth from CDT 1 to CDT 3.	78% of scholars will show growth from CDT 1 to CDT 3. 47% will show significant growth from CDT 1 to CDT 3.	80% of scholars will show growth from CDT 1 to CDT 3. 50% will show significant growth from CDT 1 to CDT 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	70% growth and 40% significant growth	76% growth and 47% significant growth	N/A

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
85% of scholars will show growth from CDT 1 to CDT 3. 50% will show significant growth from CDT 1 to CDT 3.			
Measurable Goal Nickname (35 Character Max)			
Math growth goal and significant growth goal for CDT grades 3-8			
Target Year 1	Target Year 2	Target Year 3	
81% of scholars will show growth from CDT 1 to CDT 3. 44% will show significant growth from CDT 1 to CDT 3.	83% of scholars will show growth from CDT 1 to CDT 3. 47% will show significant growth from CDT 1 to CDT 3.	85% of scholars will show growth from CDT 1 to CDT 3. 50% will show significant growth from CDT 1 to CDT 3.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Baseline	79% growth and 38% significant growth	81% growth and 44% significant growth	N/A
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Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
In K-2 each scholar will grow on DIBELS by 35% from beginning to end of year.			
Measurable Goal Nickname (35 Character Max)			
K-2 DIBELS Growth			
Target Year 1	Target Year 2	Target Year 3	
In K-2 each scholar will grow on DIBELS by 35% from beginning to end of year.	In K-2 each scholar will grow on DIBELS by 35% from beginning to end of year.	In K-2 each scholar will grow on DIBELS by 35% from beginning to end of year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	20%	35%	N/A

Priority: If we implement evidence-based strategies to engage families to support learning then more stakeholders are engaged in supporting students attending school more regularly.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
67% of scholars will attend school regularly.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance Rate			
Target Year 1	Target Year 2	Target Year 3	
63% in regular attendance	65% in regular attendance	67% of scholars will attend school regularly.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	61% in regular attendance	62% in regular attendance	63% in regular attendance

Action Plan

Measurable Goals

ELA proficiency on CDT in grades 3-8	Math proficiency on CDT in grades 4-8
K-2 DIBELS	ELA growth goal and significant growth goal for CDT grades 3-8
Math growth goal and significant growth goal for CDT grades 3-8	K-2 DIBELS Growth
Regular Attendance Rate	

Action Plan For: MTSS Framework

<p>Measurable Goals:</p> <ul style="list-style-type: none"> In K-2 each scholar will grow on DIBELS by 35% from beginning to end of year. In ELA 39% of scholars will be proficient on CDT 3 in grades 3-8. 18% of scholars will be proficient in grades 3-8 on CDT 3. 80% of scholars will meeting or exceed benchmark in grades K-2 on the DIBELS assessment. 85% of scholars will show growth from CDT 1 to CDT 3. 50% will show significant growth from CDT 1 to CDT 3. 80% of scholars will show growth from CDT 1 to CDT 3. 50% will show significant growth from CDT 1 to CDT 3.
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Action Step		Anticipated Start/Completion Date	
1. Homeroom educators will complete data based goal-setting and reflection sheets with all scholars in grades 3-8 for all content areas. 1A. Educators will hold data conferences with homeroom scholars using beginning of the year data to set goals for upcoming benchmarks and assessments. 1B. Educators will hold data conferences with homeroom scholars using middle of the year data to set goals for upcoming benchmarks and assessments. 1C. Educators will hold data conferences with homeroom scholars using end of the year data to discuss growth during the school year.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Watson/Cronin, Content Teachers	Panorama, Jumprope, DRC, Ed Cite, IXL, Propel Portal, Director of MTSS/Culture K-8, Director of Academics and Teacher Coaches	No	No
Action Step		Anticipated Start/Completion Date	
2. Coordinate the use of data to assess the level of students' mastery then aide educators in developing individualized instruction based on the assessment results.2B. Establish MTSS cycles that include pre-work (data analysis), round 1 meetings to include data presentations and creation of intervention plans in Panorama, and round 2 meetings to include progress monitoring and accountability checks. 2C. All educators will complete data analysis (pre-work) one week prior to MTSS cycles.2D. At round 1		2025-08-08	2026-06-12

meetings in each MTSS cycle, educators will share current data trends and create intervention plans for the following intervention cycle. 2E. All scholars will participate in six week intervention cycles to include baseline data collection, implementation of supports, progress monitoring, and post-reflection. 2F. At round 2 meetings in each MTSS cycle, educators will evaluate interventions and update progress monitoring data in Panorama.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Watson, Cronin, Content Teachers, Sped teachers, Para Pro	"DRC Panorama Jumprope Ed Cite IXL DIBELS Spring Math "	No	No
Action Step		Anticipated Start/Completion Date	
3. Strengthen collaborative instructional practices through implementation of structured weekly co-planning that includes general education, special education and paraprofessionals. 3A. As a result of co-planning, staff will implement purposeful co-teaching strategies in daily instruction, ensuring that all educators are delivering content in a coordinated and inclusive manner to support diverse learner needs. 3B. Administrators will monitor implementation through planning reviews, classroom walkthroughs, and ongoing feedback monthly.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Watson/Cronin/content and sped teachers/para pro/sped coordinator	co-planning document	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scholar growth measured by varying benchmarks assessments, benchmarks are established by quarter for CDT and DIBELS	Assessment Cycle will drive monitoring, of quarterly benchmark data and reviewed at status meetings with network leadership, scholar data conference tracker, Panorama Intervention Data, Co-planning document

Action Plan For: Instructional Coaching

Measurable Goals:
<ul style="list-style-type: none"> • In ELA 39% of scholars will be proficient on CDT 3 in grades 3-8. • 18% of scholars will be proficient in grades 3-8 on CDT 3. • 80% of scholars will meeting or exceed benchmark in grades K-2 on the DIBELS assessment.

Action Step		Anticipated Start/Completion Date	
1. Sustain a system for coaching that aligns various district and school departments (academic team, induction, school-based coaches, and administrators) (Product = outline of whose job is whose)1A. Meet with district team to update coaching cycles based on quarter one observation data.1B. Meet with district team to update coaching cycles based on quarter two observation data. 1C. Meet with district team to update coaching cycles based on quarter three observation data. 1D. Meet with district team to update coaching alignment for the following year.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
"Principals Coaches Coordinators Directors Senior Director of Academic "	School Mint, Data Sources	No	No
Action Step		Anticipated Start/Completion Date	
2. Educators will be tiered for support using baseline data about educator need. 2A. Begin to analyze historical cultural and academic data and add to tiered educator tracker (CDT significant growth for 3-8, DIBELS K-2, major referral data) 2B. Team norming around Danielson rubric components. 2C. Implement school-wide professional development on the Danielson Framework (leader lens and self-reflection).2D. Conduct baseline Danielson walkthroughs for each domain. Start with domain 2 as a baseline.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Educators	Smart Goal Template, Grow	No	No
Action Step		Anticipated Start/Completion Date	
3. All staff will create their own SMART goals for instructional improvement based on data that will be logged and tracked in SchoolMint. Goals will be adjusted when growth is demonstrated.3A. Administrators/coaches will meet with educators to assess the alignment of SMART goals (lead and lag measures) with school and network wide goals. 3B. Educators design their own professional development plan, in alignment with established SMART goals using data. (fluid- can evolve to include coaching cycles from the district team)3C. Administrators/Coaches will align coaching and data collection for each educator as related to their individual SMART goal (lead and lag measure) 3D. Administrators will hold conferences with each educator to progress monitor SMART goals and professional development implementation, adjustments will be made as needed. 3E. Educators will record progress on their professional development action steps (lead measures) Q13F. Educators will record progress on their professional development action steps (lead measures) Q13G. Educators will record progress on their professional development action steps (lead measures) Q13H. Administrators hold conferences with each educators to assess SMART goal success criteria.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Educators	Smart Goal template, Grow	No	No

Action Step		Anticipated Start/Completion Date	
4. Principals/coaches will conduct regular observations (3-4 informals, 1-2 formals per year) 4A. Develop a coaching and observation plan for the 2025-2026 school year (timelines, coaching assignments, etc)4B. All educators will receive an informal observation to identify areas of strength and growth. Informal 1 will occur by Sept. 30th. 4C. Implement supports such as peer observation cycles (using the peer observation tool), utilize resources from induction and residency, as well as academic coaches as data demonstrated need. 4D. Conduct round 1 of coaching cycles to discuss observations, collected data, provide feedback, monitor goal improvement, and provide targeted and differentiated professional development. 4E. All educators will receive an informal observation.4F. Conduct round 2 of coaching cycles to discuss observations, collected data, provide feedback, monitor goal improvement, and provide targeted and differentiated professional development. 4G. All educators will receive a formal observation. 4H. All educators will receive an informal observation.4J. Level 1 educators will receive an additional informal.4K. Level 1 educators will receive a formal observation.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Coaches Directors Induction and Residency	School Mint Grow	No	No
Action Step		Anticipated Start/Completion Date	
5. Alignment of curriculum, assessments and instruction to standards: by introducing the process for aligning work to targets, introducing aligned writing organizers/templates, following up with informal, nonevaluative, observations from coaches, provide feedback and next steps for teachers, continued in-building PD related to tracking learning targets assessed and tracking progress of the writing continuum. Use data to track growth and determine success. Adjustments will be made to PD content based on needs.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Coaches, Directors	Jumprope, Propel Portal	Yes	Yes
Action Step		Anticipated Start/Completion Date	
6. Alignment of writing practices: introducing aligned writing organizers/templates, following up with informal, nonevaluative, observations from coaches, provide feedback and next steps for teachers, continued in-building PD related to tracking progress of the writing continuum. Provide demonstrations of writing organizers. Using data from progress monitoring probes, and writing benchmarks to track growth and determine success. Adjustments will be made to PD content based on needs.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Coaches, Directors	Jumprope, Propel Portal	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Strengthen tier 1 instruction via coaching and evaluation rooted in standards based instruction	coaching tracker, school mint, monitoring of smart goals in alignment to the assessment schedule and benchmark data set in comp plan, frequency is bi weekly at leader meetings to update coaching tracker, monthly data meetings, coaching cycles, CDT and dibels data aligned to assessment calendar, Ed cite for common assessment data

Action Plan For: Communities in schools

Measurable Goals:
<ul style="list-style-type: none"> 67% of scholars will attend school regularly.

Action Step		Anticipated Start/Completion Date	
2. Refine our system of procedures to address attendance proactively. 2a. Analyze attendance data to identify trends, patterns, and areas of concerns.2b. Create a family accountability plan to facilitate discussions around data, root cause analysis, goals, and incentives. (chronic absences)2c. Meet with identified families to complete plans and log interventions in Panorama.2d. Conduct proactive home visits with SSO in August and September then as needed. 2e. All families with plans will be progress monitored monthly and yearly.2d2f. Foster a positive and welcoming school environment where students feel safe, valued, ane engaged by updating signage and decor for entries, common spaces, and hallways.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Watson Jampo Buefort Santelli	Attendance Tracker Panorama	No	No
Action Step		Anticipated Start/Completion Date	
3. Implement attendance incentives (competitions) with pre-planned certificates and awards. 3a. Weekly homeroom perfect attendance touchdown competition. 3b. Monthly house competition for points toward house parties and a school store visit. 3c. Monthly growth awards for house points and a school store visit.3d. Monthly individual perfect attendance awards for certificates, house points, and a pop up incentive.3f. Trimester individual perfect attendance awards for certificates with dress down and lunch provided.3g. Yearly growth awards for a leadership pizza lunch. 3h. Yearly individual perfect attendance awards for end of year field trip/incentive.		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jampo, Watson	Attendance Tracker, Skyward	No	No

Action Step		Anticipated Start/Completion Date	
4. Identify and provide targeted interventions and support services for scholars who are at risk of chronic absenteeism before the end of September. 4a. Send attendance letters at 3, 6, 10, and 20 days of absence. 4b. Conduct home visits for scholars who demonstrate consistent patterns of absenteeism. 4c. Complete SAIPs for scholars who demonstrate consistent absenteeism and hold/log SAIP meetings to include guardians and scholars. 4d. File citations for scholars who are chronically absent and attend court hearings as scheduled .5. Biweekly attendance meetings to review data and track progress (tardies, absences, reasons for absence, etc) 6. Attendance specialist will attend the Attendance Works Fall 2025 E-Learning Series workshop.*session full, looking into wait list		2025-08-08	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jampo Watson Buefort	Skyward Attendance Tracker	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase scholar attendance	bi-weekly meetings with attendance team, attendance tracker updated weekly, network wide attendance data shared weekly to compare Mck specific numbers (attendance)

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">MTSS Framework	K-3 Educator Salaries	275431
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">MTSS Framework	K-3 Educator Benefits	38957
Total Expenditures			314388

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS Framework	3. Strengthen collaborative instructional practices through implementation of structured weekly co-planning that includes general education, special education and paraprofessionals. 3A. As a result of co-planning, staff will implement purposeful co-teaching strategies in daily instruction, ensuring that all educators are delivering content in a coordinated and inclusive manner to support diverse learner needs. 3B. Administrators will monitor implementation through planning reviews, classroom walkthroughs, and ongoing feedback monthly.
Instructional Coaching	5. Alignment of curriculum, assessments and instruction to standards: by introducing the process for aligning work to targets, introducing aligned writing organizers/templates, following up with informal, nonevaluative, observations from coaches, provide feedback and next steps for teachers, continued in-building PD related to tracking learning targets assessed and tracking progress of the writing continuum. Use data to track growth and determine success. Adjustments will be made to PD content based on needs.
Instructional Coaching	6. Alignment of writing practices: introducing aligned writing organizers/templates, following up with informal, nonevaluative, observations from coaches, provide feedback and next steps for teachers, continued in-building PD related to tracking progress of the writing continuum. Provide demonstrations of writing organizers. Using data from progress monitoring probes, and writing benchmarks to track growth and determine success. Adjustments will be made to PD content based on needs.

MTSS

Action Step		
<ul style="list-style-type: none"> 3. Strengthen collaborative instructional practices through implementation of structured weekly co-planning that includes general education, special education and paraprofessionals. 3A. As a result of co-planning, staff will implement purposeful co-teaching strategies in daily instruction, ensuring that all educators are delivering content in a coordinated and inclusive manner to support diverse learner needs. 3B. Administrators will monitor implementation through planning reviews, classroom walkthroughs, and ongoing feedback monthly. 		
Audience		
All Propel McKeesport Staff		
Topics to be Included		
-August PL co-teaching and co-planning -Weekly co-teaching in master schedule -Co-teaching template introduced and used from the start of the year - Monitor weekly submission of template -Leaders will attend monthly co-planning sessions, starting the week of Sept. 15th -Informals and formals will take place in the classroom with co-educator -Survey staff in October to gain feedback and an understanding of how co-planning and co-teaching is impacting teaching and learning to adjust for the rest of trimester 1		
Evidence of Learning		
Models in action, purpose in the classroom with all staff including the para pro, plans are well developed and evidence is reflected in action of role and responsibility, understanding of scholar progress and current performance in jumprope, understanding of behavior plans and SDI in IEP. Role for push in support is clear.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Watson/Cronin/Sped Coordinator	2024-08-08	2025-06-13

Learning Format

Type of Activities	Frequency
Other	weekly monitoring of plans, monthly attendance at co-planning meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Writing Alignment

Action Step		
<ul style="list-style-type: none"> 6. Alignment of writing practices: introducing aligned writing organizers/templates, following up with informal, nonevaluative, observations from coaches, provide feedback and next steps for teachers, continued in-building PD related to tracking progress of the writing continuum. Provide demonstrations of writing organizers. Using data from progress monitoring probes, and writing benchmarks to track growth and determine success. Adjustments will be made to PD content based on needs. 		
Audience		
Propel McKeesport Staff		
Topics to be Included		
Alignment of writing practices: introducing aligned writing organizers/templates, following up with informal, nonevaluative, observations from coaches, provide feedback and next steps for teachers, continued in-building PD related to tracking progress of the writing continuum. Provide demonstrations of writing organizers. Using data from progress monitoring probes, and writing benchmarks to track growth and determine success. Adjustments will be made to PD content based on needs.		
Evidence of Learning		
Follow up with coaches in a cycle, feedback provided on practice, continued professional learning related to progress tracking of the writing continuum, scholar use of graphic organizers aligned K-8, writing benchmarks given to track growth and determine success of alignment, adjustments made to PL planning and support will look different for educators based on scholar response		
Lead Person/Position	Anticipated Start	Anticipated Completion
Watson/Cronin and Academic Coaches	2025-08-08	2026-06-12

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	weekly, monthly at flex, building level PL reflected in the 25-26 school calendar
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Instructional Coaching					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Propel McKeesport Staff	Aligning work to the learning targets Intro aligned writing organizers and templates Coaching sessions aligned to where the educators are as it related to the alignment of standards and practice Continued in building PD related to tracking learning targets assessed and tracking progress of the writing continuum Use of data points to track growth and determine success Adjustments made to PD content based on educator needs	Watson/Academic Coaches/Direction of Academics	08/08/2024	06/13/2025
Communications					
Type of Communication			Frequency		
Presentation			monthly, coaching cycles weekly		

Approvals & Signatures

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

Chief School Administrator	Date
Dr. Tina Chekan	2025-09-23
Building Principal Signature	Date
Ariane L Watson	2025-08-26
School Improvement Facilitator Signature	Date