

Propel CS-Montour

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Propel Montour Charter School		1003020004
Address 1		
340 Bilmar Dr		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15205
Chief School Administrator		Chief School Administrator Email
Dr. Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
Michael Evans		
Single Point of Contact Email		
mevans@propelschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4125390100		1344
Principal Name		
Michael Evans		
Principal Email		
mevans@propelschools.org		
Principal Phone Number		Principal Extension
4122981519		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rob Sims	Administrator	Propel Montour Middle and High	rsims@propelschools.org
Michael Evans	Administrator	Propel Montour Elementary	mevans@propelschools.org
Christine Brown	Parent	Parent	strongmomof4@gmail.com
Tina Chekan	Administrator	Propel Schools	tchekan@propelschools.org
Teresa O'Neill	Administrator	Propel Schools	toneill@propelschools.org
Courtney Rubino	Staff Member	Propel Montour Elementary	crubino@propelschools.org
Amy Chimino	Administrator	Propel Montour Elementary	achimino@propelschools.org
Delilah Falcioni	Student	Propel Montour High	delilahfalcioni@student.propelschools.org
Elizabeth Toman	Community Member	Community Member	etoman@me.com
Micah Delabie	Administrator	Propel Montour High	micahdelabie@propelschools.org
Bonita Knight	Staff Member	Propel Montour	bonitaknight@propelschools.org

LEA Profile

Propel Schools, based in Pittsburgh, Pennsylvania, is a not-for-profit federation of charter schools, dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing public schools.

This mission is pursued by opening and operating high-performance schools of choice in educationally underserved communities. Propel has become one of the largest, fastest-expanding set of charter schools in the state, with the highest levels of student achievement among Pennsylvania public school districts serving high poverty, resource-poor areas throughout the Pittsburgh region. Across all its schools, 80% of students qualify for the federal free/reduced-cost lunch program, 80% are a minority and 17% have special needs. Propel is serving 4,000 students at 13 Allegheny County locations.

Propel has become both a regional asset and a national model, providing measurable evidence of how innovative public schools can expand opportunities for children and families and can revitalize communities.

Mission and Vision

Mission

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

Vision

To be a premier education destination of choice.

Educational Values

Students

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

Staff

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

Administration

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

Parents

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

Community

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

Other (Optional)

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA: All student groups meets the standard demonstrating growth.	Academic growth score = 74.2, Statewide average growth score = 75.4, Meeting statewide growth standard = 70
Math: All student group meets the standard demonstrating growth	Academic growth score = 70.8, Statewide average growth score = 74.9, Meeting statewide growth standard = 70
Science: All student group exceeds the standard demonstrating growth	Academic growth score = 81.3, Statewide average growth score = 74.7, Meeting statewide growth standard = 70

Challenges

Indicator	Comments/Notable Observations
ELA: All student groups did not meet the interim goal/improvement target	Percent proficient or advanced = 24.5, Statewide average = 53.9, Statewide 2033 goal = 81.1
Math: All student group did not meet interim goal/improvement target	Percent proficient or advanced = 10.5, Statewide average = 40.2, Statewide 2033 goal - 71.8
Science: All student group did not meet interim goal/improvement target	Percent proficient or advanced = 41.4, Statewide average = 59.2, Statewide 2033 goal = 83

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
ESSA Student Subgroups ELA: All student groups meets the standard demonstrating growth.	In alignment with statewide average growth score.

African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ELA: All student group did not meet interim goal/improvement target ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Though black and economically disadvantaged student groups made growth, it was not enough to meet the goal target. Students with disabilities and white students showed a decrease in the percent of students who meet the goal from the previous year.
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.

ELA: All student groups meets the standard demonstrating growth.
ELA: Economically disadvantaged student group meets the standard in demonstrating growth.

Challenges

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

ELA: All student groups did not meet the interim goal/improvement target.
The percentage of students in individual student groups who met the goal/improvement target fluctuates. In some cases, the percentage of proficient or advanced students was less than last year, and in some cases, the percentage was more. There are inconsistencies between subjects and student groups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
24.5%	Percent of students proficient and/or advanced

English Language Arts Summary

Strengths

Align curricular materials and lesson plans to the PA Standards
Small group instruction
Intervention time

Challenges

More frequent review of student work and data
Stronger supports through MTSS to support specific student groups

Mathematics

Data	Comments/Notable Observations
10.5%	Percent of students proficient and/or advanced

Mathematics Summary

Strengths

Align curricular materials and lesson plans to the PA Standards
Small group instruction
Intervention time

Challenges

Identify more just in time supports through MTSS
Review student work and data more frequently

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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41.4%	Percent of students proficient and/or advanced
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Science, Technology, and Engineering Education Summary

Strengths

Increase from previous year
Align resources and lesson plans to PA Standards
Small group instruction

Challenges

Identify students through MTSS who could benefit from targeted supports
Review student work and data more frequently

Related Academics

Career Readiness

Data	Comments/Notable Observations
100%	Percent Career Standards Benchmark

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

CCAC

Agreement Type

Program/Course Area

Nursing

Uploaded Files

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.

All scholars are successfully meeting the benchmark for College and Career Readiness
Our current rate of completion is higher than the State of PA average for College and Career Readiness

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.

Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved
Ensuring that are scholars enroll in Post Secondary Education upon HS Graduation

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
Future Ready	In math and ELA, students with disabilities are showing a decrease in growth and achievement.
Future Ready	Regular attendance for students with disabilities is not meeting the state wide goal.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready	In math and science, students considered economically disadvantaged have an increase in performance but are still well below the state wide average.
Future Ready	Regular attendance for students considered economically disadvantaged is not meeting the state wide goal.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	ELA increase in performance from previous year, but still below state wide goal. For math, decrease in performance from previous year but still below state-wide goal.
2 or More Races	ELA decrease in performance from previous year, but still below state wide goal. For math, increase in performance from previous year but still below state-wide goal.

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.

We recognize the need for supplemental support services for students in various subgroups.
Student groups are meeting growth goals.

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.

Some subgroups are showing growth in some academic areas but not others. The trends are inconsistent.
If attendance increases, there would be opportunity to increase student achievement.

Supplemental LEA Plans

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

Strengths

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

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Align curriculum, assessments, and instruction to the PA Standards.

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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?

Use a variety assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Identify and address individual student learning needs.

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
ELA: All student groups meets the standard demonstrating growth.	True
ELA: Economically disadvantaged student group meets the standard in demonstrating growth.	True
	False
Align curricular materials and lesson plans to the PA Standards	True
Align curricular materials and lesson plans to the PA Standards	False
Small group instruction	True
Intervention time	False
We recognize the need for supplemental support services for students in various subgroups.	False
Increase from previous year	False
All scholars are successfully meeting the benchmark for College and Career Readiness	False
Our current rate of completion is higher than the State of PA average for College and Career Readiness	False
Align curriculum, assessments, and instruction to the PA Standards.	True
Student groups are meeting growth goals.	False
Small group instruction	False
Intervention time	False
Align resources and lesson plans to PA Standards	False
Small group instruction	False
Use systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	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
ELA: All student groups did not meet the interim goal/improvement target.	False

The percentage of students in individual student groups who met the goal/improvement target fluctuates. In some cases, the percentage of proficient or advanced students was less than last year, and in some cases, the percentage was more. There are inconsistencies between subjects and student groups.	False
More frequent review of student work and data	True
Identify more just in time supports through MTSS	False
Review student work and data more frequently	False
	False
	False
	False
Identify students through MTSS who could benefit from targeted supports	False
Review student work and data more frequently	True
	False
Some subgroups are showing growth in some academic areas but not others. The trends are inconsistent.	True
Ensuring that are scholars enroll in Post Secondary Education upon HS Graduation	False
Use a variety assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Identify and address individual student learning needs.	True
If attendance increases, there would be opportunity to increase student achievement.	False
Stronger supports through MTSS to support specific student groups	False
Developing a calendar for College and Career Readiness to ensure 100% completion rate is achieved	False
Implement a multi-tiered system of supports for academics and behavior.	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.

We have continued to focus on implementing a MTSS system that focuses on scholar supports for academic, behavioral, and social-emotional challenges. We continue to use classroom and assessment data to inform our practice.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Use a variety assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.		True
Identify and address individual student learning needs.		True
More frequent review of student work and data		False
Some subgroups are showing growth in some academic areas but not others. The trends are inconsistent.		False
Review student work and data more frequently		False
Implement a multi-tiered system of supports for academics and behavior.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards	
ELA: All student groups meets the standard demonstrating growth.	
ELA: Economically disadvantaged student group meets the standard in demonstrating growth.	
Align curriculum, assessments, and instruction to the PA Standards.	
Small group instruction	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use a variety of assessments to monitor student learning and adjust programs and instructional practices, then we will be able to determine appropriate interventions and supports to address individual learning needs.
	If we identify and address individual student learning needs, then individual scholars will show improvement and increase overall proficiency rates.
	If we implement a multi-tiered system of supports for students, then individual scholar learning gaps will be addressed and scholar growth will be reflected in CDTs and PVAAS.

Goal Setting

Priority: If we identify and address individual student learning needs, then individual scholars will show improvement and increase overall proficiency rates.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By Spring of 2028, 34% of scholars will be proficient on the ELA CDT.			
Measurable Goal Nickname (35 Character Max)			
MTSS - 34% of scholars will be proficient on the ELA CDT			
Target Year 1	Target Year 2	Target Year 3	
By spring of 2026, 26% of scholars will be proficient on ELA CDT#3.	By spring of 2027, 30% of scholars will be proficient on ELA CDT#3.	By Spring of 2028, 34% of scholars will be proficient on the ELA CDT.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Scholars will demonstrate 20% proficiency on ELA CDT.	Scholars will demonstrate 23% proficiency on ELA CDT.	Scholars will demonstrate 26% growth on ELA CDT.	No goal due to the testing window.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By Spring of 2028, 26% of scholars will be proficient on the Math CDT.			
Measurable Goal Nickname (35 Character Max)			
MTSS - 26% of scholars will be proficient on the Math CDT			
Target Year 1	Target Year 2	Target Year 3	
By spring of 2026, 17% of scholars will be proficient on Math CDT#3.	By spring of 2027, 21% of scholars will be proficient on Math CDT#3.	By Spring of 2028, 26% of scholars will be proficient on the Math CDT.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Scholars will demonstrate 11% proficiency on Math CDT.	Scholars will demonstrate 14% proficiency on Math CDT.	Scholars will demonstrate 17% proficiency on Math CDT.	No goal due to the testing window.

Priority: If we use a variety of assessments to monitor student learning and adjust programs and instructional practices, then we will be able to determine appropriate interventions and supports to address individual learning needs.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			

By Spring of 2028, 100% of ELA CDT proficiency scores will be within 2% difference of course Jumprope mastery.			
Measurable Goal Nickname (35 Character Max)			
Common Assessments - 100% of ELA CDT proficiency scores will be within 2% difference of course Jumprope mastery			
Target Year 1	Target Year 2	Target Year 3	
By Spring of 2026, 100% of CDT 3 proficiency scores will be within 15% difference of course Jumprope mastery.	By Spring of 2027, 100% of CDT 3 proficiency scores will be within 8% difference of course Jumprope mastery.	By Spring of 2028, 100% of ELA CDT proficiency scores will be within 2% difference of course Jumprope mastery.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 2025, 100% of CDT 1 proficiency scores will be within 15% difference of course Jumprope mastery.	By January 2026, 100% of CDT 2 proficiency scores will be within 15% difference of course Jumprope mastery.	By March 2026, 100% of CDT 3 proficiency scores will be within 15% difference of course Jumprope mastery.	By Spring of 2026, 100% of CDT 3 proficiency scores will be within 15% difference of course Jumprope mastery.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By Spring of 2028, 100% of Math CDT proficiency scores will be within 2% difference of course Jumprope mastery.			
Measurable Goal Nickname (35 Character Max)			
Common Assessments - 100% of Math CDT proficiency scores will be within 2% difference of course Jumprope mastery			
Target Year 1	Target Year 2	Target Year 3	
By Spring of 2026, 100% of CDT 3 proficiency scores will be within 15% difference of course Jumprope mastery.	By Spring of 2027, 100% of CDT 3 proficiency scores will be within 8% difference of course Jumprope mastery.	By Spring of 2028, 100% of Math CDT proficiency scores will be within 2% difference of course Jumprope mastery.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 2025, 100% of CDT 1 proficiency scores will be within 15% difference of course Jumprope mastery.	By January 2026, 100% of CDT 2 proficiency scores will be within 15% difference of course Jumprope mastery.	By March 2026, 100% of CDT 3 proficiency scores will be within 15% difference of course Jumprope mastery.	By Spring of 2026, 100% of CDT 3 proficiency scores will be within 15% difference of course Jumprope mastery.

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

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			

By Spring of 2028, 80% of scholars will demonstrate proficiency on the DIBELS assessment.			
Measurable Goal Nickname (35 Character Max)			
MTSS - 80% of scholars will demonstrate proficiency on the DIBELS assessment.			
Target Year 1	Target Year 2	Target Year 3	
By Spring of 2026, 70% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	By Spring of 2027, 75% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	By Spring of 2028, 80% of scholars will demonstrate proficiency on the DIBELS assessment.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, BOY, 40% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	No goal due to the testing windows.	By March 30th, MOY, 50% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.	By June 30th, EOY, 70% of scholars in grades K-2 will demonstrate proficiency on the DIBELS assessment.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By Spring of 2028, 55% of scholars will show significant growth on the CDT assessments from Fall to Spring.			
Measurable Goal Nickname (35 Character Max)			
MTSS - 55% of scholars will show significant growth on the CDT assessments from Fall to Spring.			
Target Year 1	Target Year 2	Target Year 3	
35% of scholars will show significant growth on the CDT assessments from Fall to Spring.	45% of scholars will show significant growth on the CDT assessments from Fall to Spring.	By Spring of 2028, 55% of scholars will show significant growth on the CDT assessments from Fall to Spring.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
NO GOAL - data for growth will not be able to be gathered.	By December 30th, 25% of scholars will demonstrate significant growth from CDT 1 to CDT 2.	By March 30th, 30% of scholars will demonstrate significant growth from CDT 2 to CDT 3.	By June 30th, 35% of scholars will demonstrate significant growth from CDT 1 to CDT 3.

Action Plan

Measurable Goals

MTSS - 34% of scholars will be proficient on the ELA CDT	MTSS - 26% of scholars will be proficient on the Math CDT
Common Assessments - 100% of ELA CDT proficiency scores will be within 2% difference of course Jumprope mastery	Common Assessments - 100% of Math CDT proficiency scores will be within 2% difference of course Jumprope mastery
MTSS - 80% of scholars will demonstrate proficiency on the DIBELS assessment.	MTSS - 55% of scholars will show significant growth on the CDT assessments from Fall to Spring.

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> By Spring of 2028, 55% of scholars will show significant growth on the CDT assessments from Fall to Spring. By Spring of 2028, 34% of scholars will be proficient on the ELA CDT. By Spring of 2028, 26% of scholars will be proficient on the Math CDT. By Spring of 2028, 80% of scholars will demonstrate proficiency on the DIBELS assessment.

Action Step	Anticipated Start/Completion Date	
Obtain subgroup data. Make a plan utilizing CDT and Dibels assessment data. Interventions build off of MTSS plans. Prioritize small group instruction. Use IXL to improve scholar skill development and growth in established areas (based on common assessments, CDTs and/or Dibels scores). Educators will be expected to use Spring Math, IXL, and small groups in their classrooms weekly.	2025-08-18	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Leadership Team and Educators	IXL, CDT, Dibels	Yes
Action Step	Anticipated Start/Completion Date	
Staff communication through Google Classroom, LEGEND, PD Slides: Important actionables will posted with linked resources.	2025-08-08	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Leadership Team and Educators	Google Classroom, Google Sheets	Yes
Action Step	Anticipated Start/Completion Date	

Support (Responsive): SAP meetings will take place bi-weekly. SEL lessons will take place monthly. Family meetings will take place as needed with struggling scholars. Leadership will ensure documentation for family communication in Panorama. Follow the progression of response to scholar-specific behaviors. Develop an intervention plan that will be housed in Panorama, for each scholar suspension that requires an informal hearing.		2025-08-15	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team, SAP Team, Counselors, and Educators	Panorama	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Train educators regarding implementing in-class interventions. Identify scholars through meetings, create plans, communicate plans to parents and staff. Monitor whether or not scholars are receiving in class supports designated by their MTSS plan and/or special education supports. Teach educators how to monitor a plan in Panorama. Teach educators how to properly identify scholars for a Panorama plan and how to enter that plan into the system.		2025-09-29	2025-10-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	Panorama / MTSS	No	Yes
Action Step		Anticipated Start/Completion Date	
Communicate grade requirements to ALL scholars systematically and update scores regularly within Jumprope. Educators will notify families of scholars failing a course by each trimester. Document communication in Panorama.		2025-09-30	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	Jumprope	No	Yes
Action Step		Anticipated Start/Completion Date	
Educators will be recognized individually, as a content team, and/or as a whole when progress towards building goals and/or attaining them occurs. (quick note, quick feedback, Legend, morning meeting, etc.).		2025-09-30	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team	Certificates, Staff Communicator	No	Yes
Action Step		Anticipated Start/Completion Date	

Conduct monthly grade-level PD. Includes reviewing grade-level behavioral data, attendance, and address scholars of need. (Flex)		2025-10-15	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	PowerPoint, Panorama	No	Yes
Action Step		Anticipated Start/Completion Date	
Teachers will evaluate classroom culture data on at least a monthly basis during MTSS meetings.		2025-10-29	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	MTSS Resources, Flex agenda, PowerPoint	No	Yes
Action Step		Anticipated Start/Completion Date	
Professional Development regarding instructional practices and MTSS.		2025-11-04	2025-11-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team	MTSS Resources, PowerPoint	Yes	Yes
Action Step		Anticipated Start/Completion Date	
LT monitors chronic attendance issues and follows through with policies. LT continually meets with Scholars with attendance issues and contacts families as necessary. Incentives for scholars with perfect attendance.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Site Coordinator	Panorama	No	Yes
Action Step		Anticipated Start/Completion Date	
K-5: Belonging and Houses: Tie incentives to behavior. Individual, class, and house incentives will be planned and celebrated at a monthly minimum. Generate and facilitate excitement for houses among scholars. Recognize scholars who have other accomplishments throughout the year through assemblies, announcements, and/or informal means. Scholars will be recognized for going above and beyond through the habits tracker throughout the school year.		2025-09-01	2026-06-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Habits Lead	RCA App/Habit Point Tracker	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>All scholars engaged in scholar-led conferences (BOY, MOY) with goals documented and revisited. MTSS system implemented with structured cycles: pre-work, planning, intervention implementation, monitoring/reflection. Educators complete pre-work data analysis and present findings at MTSS meetings. Intervention plans are created, updated, and progress monitored in Panorama by educators and support staff every two weeks. Six-week intervention cycles completed by all scholars with baseline, support, monitoring, and reflection. Staff recognition and modeling of strong MTSS practices embedded in culture. Bi-weekly structured co-planning sessions between general educators, special educators, and paraprofessionals were documented. Purposeful co-teaching strategies are implemented daily across classrooms. Administrator monitoring records (planning reviews, walkthroughs, feedback) are completed monthly.</p>	<p>Principals, assistant principals, MTSS team, school counselors, general and special educators, paraprofessionals. Frequency: Scholar-led conferences (BOY, MOY). Every 6 weeks: MTSS intervention cycles. Bi-weekly: Support staff updates in Panorama; progress monitoring checks. Bi-weekly: Co-planning sessions. Monthly: Administrator walkthroughs, planning reviews, and feedback cycles. Method: Scholar data goal sheets/conference attendance. Panorama reports showing intervention plans and monitoring updates. MTSS agendas, minutes, and staff data presentations. Observation/walkthrough notes tied to co-teaching implementation. Co-planning agendas and staff reflections. Recognition/spotlight artifacts for strong MTSS practices.</p>

Action Plan For: Common Assessment

Measurable Goals:
<ul style="list-style-type: none"> By Spring of 2028, 100% of ELA CDT proficiency scores will be within 2% difference of course Jumprope mastery. By Spring of 2028, 100% of Math CDT proficiency scores will be within 2% difference of course Jumprope mastery.

Action Step	Anticipated Start/Completion Date		
Communicate assessment dates to families. Communicate PSSA /Keystone results to all stakeholders.	2025-08-25 2025-08-25		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team	Connect 5	No	Yes

Action Step		Anticipated Start/Completion Date	
Conduct professional development with staff that includes: reviewing the mission/vision for MES/MMHS, communicating past year's data to staff, Academic Goals for Year, SBG, Office Managed vs. Classroom Managed, Instructional Practices, staff expectations, special Education SDIs, Legend, and comprehensive plan.		2025-08-08	2025-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team	PowerPoint PD Slides	No	Yes
Action Step		Anticipated Start/Completion Date	
Monthly informal observations will be conducted, discussed, and used to create monthly action steps for staff. Make informal and formal schedule for observations. At least one per trimester per staff member. Additional Domain 1 and 4 checks.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team, Academic Team, Content Leads, Instructional Coaches	Grow	No	Yes
Action Step		Anticipated Start/Completion Date	
Teachers will engage in PL weekly with their team. Topics will include: reviewing scholar work samples, rubrics, delivery of instruction, and school-wide procedures. Align learning targets to the learning activities in the classroom. Teachers will familiarize themselves with the curriculum materials on the portal. Backward plan from the target to the assessment and to the target. Ensure all instructional activities attend to and assess the action in the learning target. Use assessment data to plan the next round of instruction.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team, Legendary Leads, Instruction Coach, Content Leads	PowerPoint, Agenda, Grade Level Team notes/agenda	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Develop coaching plans for teachers regarding Danielson.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Leadership Team, Network Staff	Grow	No	Yes
Action Step		Anticipated Start/Completion Date	
Staff accountability for grading, family communication, and planning.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	Grow, Panorama, Lesson Plan Template	No	Yes
Action Step		Anticipated Start/Completion Date	
Educators will meet with LT & data dive into the most recent common assessment. Will review overall proficiency, basic, and below basic. Item analysis to establish what misconceptions scholars had. Action plan for the next months supports.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	Edcite	No	Yes
Action Step		Anticipated Start/Completion Date	
Scholars will receive 1-2 common assessments during each quarter.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	Edcite	No	Yes
Action Step		Anticipated Start/Completion Date	
Share PSSA exam resources with staff. Including: website, resource guide, item samplers, revisit preliminary results, do nows containing PSSA questions.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	PDE, SAS	No	Yes
Action Step		Anticipated Start/Completion Date	

The teachers will enter a Learning Target grade for scholars at a minimum of once per two weeks.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	JumpRope	No	Yes
Action Step		Anticipated Start/Completion Date	
Teachers will use and review exit ticket data to monitor student learning.		2025-09-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educators	JumpRope, Google Classroom, etc	No	Yes
Action Step		Anticipated Start/Completion Date	
Prep staff on the administration of CDT on the week prior, conduct CDT, and conduct data analysis after CDT. Testing content teachers will set goals with scholars before each CDT and communicate scores/plans for success with scholars. Decide on and communicate the incentives plan to scholars and staff.		2025-09-09	2025-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team and Educators	DRC eDirect	No	Yes
Action Step		Anticipated Start/Completion Date	
The leadership team will review CDT and JumpRope grades for alignment. Results will be communicated to staff and will be given action steps when appropriate, three times per year.		2025-10-15	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership Team	DRC eDirect	No	Yes
Action Step		Anticipated Start/Completion Date	
Review EOY data during content PD regarding the effectiveness of instruction. (One per content area).		2026-06-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Leadership Team	PowerPoint	No	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Common assessments are clearly aligned with learning targets and eligible content. Coaching system documented to support common assessments and align with Danielson's Framework. Quarterly updated coaching cycles based on assessment data. Professional learning sessions and coaching artifacts support common assessments.</p>	<p>People: Principals, assistant principals, network academic team, school-based coaches. Frequency: Quarterly: Coaching cycle reviews, SMART goal progress checks, data conferences. Monthly: Leadership check-ins, observation reviews. Ongoing: Walkthroughs,, SchoolMint updates. Method: Observation rubrics and feedback are documented in SchoolMint. PD sign-ins and artifacts (slide decks, materials). Scholar standardized testing data (CDTs, DIBELS, PVAAS, attendance) aligned to common assessment data.</p>

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	K-3 Educator Salaries	617788
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">• MTSS	K-3 Educator Benefits	88596
Total Expenditures			706384

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Support (Responsive): SAP meetings will take place bi-weekly. SEL lessons will take place monthly. Family meetings will take place as needed with struggling scholars. Leadership will ensure documentation for family communication in Panorama. Follow the progression of response to scholar-specific behaviors. Develop an intervention plan that will be housed in Panorama, for each scholar suspension that requires an informal hearing.
MTSS	Professional Development regarding instructional practices and MTSS.
Common Assessment	Teachers will engage in PL weekly with their team. Topics will include: reviewing scholar work samples, rubrics, delivery of instruction, and school-wide procedures. Align learning targets to the learning activities in the classroom. Teachers will familiarize themselves with the curriculum materials on the portal. Backward plan from the target to the assessment and to the target. Ensure all instructional activities attend to and assess the action in the learning target. Use assessment data to plan the next round of instruction.

MTSS Continuum

Action Step		
<ul style="list-style-type: none"> Obtain subgroup data. Make a plan utilizing CDT and Dibels assessment data. Interventions build off of MTSS plans. Prioritize small group instruction. Use IXL to improve scholar skill development and growth in established areas (based on common assessments, CDTs and/or Dibels scores). Educators will be expected to use Spring Math, IXL, and small groups in their classrooms weekly. 		
Audience		
Propel Montour K-12 Educators		
Topics to be Included		
Propel Montour K-12 Educators		
Evidence of Learning		
Lesson Plans, Assessment Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Evans and Sims	2025-08-22	2028-06-13

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least once per year
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

Staff Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Staff communication through Google Classroom, LEGEND, PD Slides: Important actionables will be posted with linked resources. 	Propel Montour K-12 Educators, Students, Families, and Community Members	Academic Focus, Student Supports, Community Resources	Leadership Teams	08/22/2025	06/15/2026
Communications					
Type of Communication			Frequency		
Newsletter			1 per month		

Approvals & Signatures

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

Chief School Administrator	Date
Dr. Tina Chekan	2025-09-30
Building Principal Signature	Date
Michael D. Evans	2025-08-26
School Improvement Facilitator Signature	Date