

**Propel CS-Pitcairn**

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Propel School Pitcairn		103024162
<b>Address 1</b>		
435 Agatha Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Pitcairn	PA	15140
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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<b>Single Point of Contact Name</b>		
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<b>Principal Phone Number</b>		<b>Principal Extension</b>
412 435 0020		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Tina Chekan	Administrator	Propel Schools	tchekan@propelschools.org
Teresa O'Neill	Administrator	Propel Schools	toneill@propelschools.org
Darren Stromock	Administrator	Propel Schools Pitcairn	dstromock@propelschools.org
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Scott Farally	Community Member	Pitcairn Police	chief@pitcairnborough.us
Jenna Whitlinger	Parent	Pitcairn	
Louwanda Jean Douglas	Parent	Pitcairn	
Lindsay Marco	Teacher	Propel Pitcairn	lindsaymarco@propelschools.org
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Tanisha Fitzpatrick	Staff Member	Propel Schools Pitcairn	tanishafitzpatrick@propelschools.org

## LEA Profile

Propel Pitcairn serves a total of 214 students from 14 different districts across the Pittsburgh/Southwestern PA region. 20% of our students receive Special Education services and 80% of our students are economically disadvantaged. We are a federally funded Title I school. 69% of our students are African American, 15% are Caucasian, 14% are multi-racial, and 2% other.

## Mission and Vision

### **Mission**

Propel Schools is a network of public charter schools that transforms the lives of children in underserved communities through innovation, student-centered learning. Propel sets a standard for creating productive citizens by prioritizing academic excellence and fundamental life skills. Based in Pittsburgh, Pennsylvania, Propel has become one of the largest, fastest-expanding charter school systems since it was established in 2003. Today Propel serves 4,000 students at 13 Allegheny County locations.

### **Vision**

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

## Educational Values

### **Students**

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

### **Staff**

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

### **Administration**

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

### **Parents**

Propel Pitcairn 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/Family Compact, outlined shared responsibilities and best practices.

### **Community**

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

### **Other (Optional)**

## Future Ready PA Index

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

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

## Proficient or Advanced in English Language Arts/Literature

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

#### Strengths

Indicator	Comments/Notable Observations
PVAAS English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth Academic Growth Score 70.0 Statewide Average Growth Score 75.0 Meeting Statewide Growth Standard 70.0	Deficit may be so great that just meeting growth may not be enough to gain proficiency
PVASS Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth Academic Growth Score 84.0 Statewide Average Growth Score 75.3 Meeting Statewide Growth Standard 70.0	Math has shown substantial growth and may be able to overcome proficiency gap that exists. However, PSSA scores trended down overall and those scores may affect continuation of exceeding growth measures.
PVAAS Science/Biology All Student Group Exceeds the Standard Demonstrating Growth Academic Growth Score 84.0 Statewide Average Growth Score 75.1 Meeting Statewide Growth Standard 70.0	Students met growth goal as whole, but the trajectory is trending down.
Career Standards Benchmark All Student Group Exceeds Performance Standard Percent Career Standards Benchmark 100.0% Statewide Average 91.4% Statewide 2033 Goal 98.0%	All Career Standard Benchmarks have been met for the second year in a row and exceeded the state average.

#### Challenges

Indicator	Comments/Notable Observations
PSSA English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target Percent Proficient or Advanced 28.2% Statewide Average 53.9% Statewide 2033 Goal 81.1%	Students with Disabilities trended up in this area. Possible additional supports helped these students remain on the same trajectory.
PSSA Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target Percent Proficient or Advanced 11.2% Statewide Average 40.2% Statewide 2033 Goal 71.8%	Again, Students with Disabilities trended up in this area. Possible additional supports helped these students remain on the same trajectory. In regards to the MTSS framework, the emphasis is placed mainly on ELA with not as much attention given to the mathematical side.

Regular Attendance All Student Group Did Not Meet Performance Standard Percent Regular Attendance 59.6% Statewide Average 78.1% Statewide 2033 Goal 94.1%	There was an elimination of the Attendance Specialist position at the school that monitored and tracked attendance. Responsibilities were dispersed among the staff which were an addition to their current caseload.
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target Percent Proficient or Advanced 52.2% Statewide Average 59.2% Statewide 2033 Goal 83.0%	There is concern regarding science in the future with the past year having no consistent science teacher in several of the grades.

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

<b>Indicator</b> PSSA English Language Arts/Literature Regular Attendance Rate (Future Ready Index) 65.2% Student with Disabilities 9.3% <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Second year in a row that this sub group has grown. Students with disabilities showed growth in both math (3%) and ELA (1%) 2.3% of Students with Disabilities scored Advanced on the ELA PSSA for 2023-24 Students with Disabilities saw a decrease of -7% in regular attendance from the previous year. Students with Disabilities had a 5.6% higher Attendance Rate than the school as a whole
<b>Indicator</b> Mathematics/Algebra Student with Disabilities 4.7% <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> 4th Grade AA 26.7% advanced
<b>Indicator</b> PSSA ELA-26.8% Math-8.9% Science-57.1% <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically Disadvantaged students scored slightly higher in science (4.9%) than the school population as a whole

#### Challenges

<b>Indicator</b> PSSA English Language Arts/Literature Student Group Did Not Meet Interim Goal/Improvement Target Black 23.3% <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> Majority of students (70.1%) are African-American/Black Concern that the deficit is so low that just demonstrating growth with not be able to compensate for the gap that exists
<b>Indicator</b>	<b>Comments/Notable Observations</b> Majority of students (70.1%) are African-American/Black

<p>PSSA Mathematics/Algebra Student Group Did Not Meet Interim Goal/Improvement Target Black 10.3%</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	
<p><b>Indicator</b> Student Group Did Not Meet Performance Standard Percent Regular Attendance 59.6% Statewide Average 78.1% Statewide 2033 Goal 94.1%</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Attendance from the 2021-22 SY saw Regular Attendance at 78.2% and declined to 59.6% for the 2022-23 SY. All reported sub-groups had shown growth the previous year, but all reported subgroups showed a decline for the most recently reported year.</p>
<p><b>Indicator</b> PSSA Proficiency Rate ELA-9.3% Math-4%</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Students with Disabilities were not making the Statewide/Interim Target for both math and ELA</p>
<p><b>Indicator</b> PSSA ELA-26.8% Math-8.9% Science-57.1% Future Ready ELA-79% Math-79% Science-85% Regular Attendance Rate (Future Ready Index) 58.8%</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> Economically Disadvantaged students score minimally lower than the entire school population in ELA (-1.4%) and Math (-2.4%) Economically Disadvantaged students did not meet the statewide goal/interim target and scores regressed in ELA -2% and math -5% Economically Disadvantaged students met or exceeded their interim target but scores regressed -4% Economically Disadvantaged Students reported regular attendance was slightly lower than the whole student population by -.8% Economically Disadvantaged Students did not meet growth goals and declined -20% from the previous FRI report Economically Disadvantaged Students score lower in both ELA (-1%) and math (-5%) than the student population as a whole Economically Disadvantaged Students did not meet growth goals and declined 31% from the previous year in ELA Economically Disadvantaged Students met growth goals but declined -16% from the previous year Economically Disadvantaged Students exceeded growth goals in science but declined slightly since the previous year (.5%)</p>

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

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

## Summary

### Strengths

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

Our academic growth score meets or exceeds the standard for Math across the board and in sub-groups
Meeting annual academic growth in ELA/Literature for all students
Students with disabilities have shown growth in both the ELA and Math PSSA

### 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.

Student Regular Attendance Rate took a sharp decline from 78.2% to 59.6%
Due to African American-Black students making up the majority of the school population (70.1%), improving this sub-group would have a dramatic impact on the overall score for the building in regards to both Math and ELA/Literature
Due to Economically/Disadvantaged students making up the majority of the school population (89.4%), improving this sub-group would have a dramatic impact on the overall score for the building in regards to both Math and ELA/Literature

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
DIBELS (K-6) Composite Scores K-62% 1st-77% 2nd-89% 3rd-45% 4th-24% 5th-33% 6th-43%	DIBELS Composite scores showed an increase in 4 of the 7 grades reported. Those grades being 1st, 2nd, 3rd and 6th. The greatest increase came in grades 3 (23%) and 2 (16%). Grades K, 4, and 5 showed a decrease in scores with K (-38%) and 5th (-27%) showing the most decrease. When looking at the grades as cohorts, 2nd showed growth from the previous year by 13% and 4th showed a growth of 1%. The remaining four grades (K was not counted as they were not enrolled for the previous year) showed a regression. Significant regression of composite scores were in grades 1 (-33%), 3 (-28%), and 6 (-17%).
CDT ELA 24-25 Percent Meeting Expectation 3rd-20% 4th-11% 5th-18% 6th-22% 7th-29% 8th-22%	Each grade level saw a decline in CDT Final scores except for grade 7 which saw an increase of 3%. When look at grades as cohorts, each grade level had a decline in scores across all grade levels (3rd had no previous year testing due to 2nd grade not administering the CDT). The steepest decline for CDT took place in grade 6 which saw a 33% decrease from the final CDT they took in grade 5. Grade 4 saw a decline as well going down 6% from the previous year in regards to cut scores and down 16% in "cusp" scores from the previous grade 3 year.

### English Language Arts Summary

#### Strengths

Students with Disabilities are receiving specialized support which is reflective in scores that are trending up
Deliberate and Intentional scheduling and use of LIS personnel in the primary grades
Strong support and building presence of the Title I coordinator
Student ownership of DIBELS data is promoted and achievement is celebrated

#### Challenges

Laps in Tier 2 supports for scholars in regards to interventions and follow through especially in grades 4-8
Not enough explicit feedback provided by building leadership in regards to ELA instruction
Not enough planning of deliberate instruction that involves the most up to date data
Low attendance has affected the amount of time time that students are engaged in instruction and exposed to material

### Mathematics

Data	Comments/Notable Observations
CDT ELA 24-25 Percent Meeting Expectation 3rd-3% 4th-0% 5th-0% 6th-0% 7th-0% 8th-6%	The math scores on the CDT all grade levels saw a decline in the CDT 3 scores across the board. Grade saw a 3% increase in the proficient cut score and an additional growth of 5.5% in regards to students "on the cusp" of scoring proficient. The steepest decline was evident in grade 7 which fell 16.7% in CDT 3 proficient cut scores from grade 6 and "cusp" score fell almost 21% during that time period. When looking at grades as cohorts, with the exception of grade 3

(3rd had no previous year testing due to 2nd grade not administering the CDT) each grade 4-8 appear to align with the performance on 2025 PSSA according to preliminary data received.
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## Mathematics Summary

### Strengths

Scheduling will provide the opportunity for specialization in grade levels 4-8.
The master schedule provides for sufficient time for mathematical concepts to be taught at the primary (K-2) level

### Challenges

Foundational skills at the primary level are focused more on ELA
Lack of Tier 2 interventions and resources with students has prevented deficits from being addressed
Additional training is required at the primary level on how address foundational skill needs
More explicit feedback from leadership on mathematical instruction in the classroom is needed

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT SCIENCE 24-25 3rd-60% 4th-56% 5th-50% 6th-33% 7th-24% 8th-6%	Only two of the testing grades saw growth on the science CDT when comparing straight testing years from 2023-24 to 2024-25. Those grades were 6th (+4.7%) and 7th (+7.7%). Each of the other grades showed a regression from the previous year with grade 5 being the highest at -15%. Looking at grades 4-8 as cohorts, with the exception of grade 3 (3rd had no previous year testing due to 2nd grade not administering the CDT), growth was only demonstrated in grade 8 with a 6.8% proficient cut score growth and 12.1% growth of "on the cusp" scores. Despite the grade seven cohort declining -5.1% in cut scores, their "on the cusp scores" increased 10.3%

## Science, Technology, and Engineering Education Summary

### Strengths

Science in grades 4-8 will be departmentalized and allow for specialization in the subject matter
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### Challenges

There are questions about the current content of the science curriculum and what will be tested by the state
There has only consistent science teacher in the testing grades for the 2024-25 SY



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100% of students in grades 5 and 8 met the career readiness goal	All scholar met expectation

### 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.

100% of students in grades 5 and 8 met the career readiness goal
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## Challenges

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

Continue 100% career readiness goal each year

## 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
Data was covered in the Future Ready Index Section	Please see FRI section

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
90% of scholars at Propel Pitcairn make up the Economically Disadvantaged and covered in Future Ready Index Section	Relates to FRI reporting

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Students in this subcategory make up the majority if the school population (70.1%) and is covered in the Future Ready Index Section

## 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.

Students with disabilities are showing growth on the PSSA in ELA and Math
Economically disadvantaged are meeting or exceeding the interim mark in science
Students with disabilities have a higher regular attendance rate
Students in our economically disadvantaged and race/ethnicity subgroup closely align to most of our scores since they make up the majority of the school population

### 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.

With consistent science teachers in the testing grades, the likelihood of growth will increase
If attendance for all groups would improve, there would be more opportunity to teach scholars.
Students in our economically disadvantaged and race/ethnicity subgroup still lag behind the overall school population
Despite the students with disabilities scoring higher in certain areas the overall student population scores have declined which calls into question the implantation of Tier I and II supports

## Supplemental LEA Plans

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

### Strengths

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

MTSS lead and teams have been identified within the school
Strong implementation of Title 1 supports including LIS positions at the primary level

### 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.

If K-2 Early Literacy goals were met, we would be sending more scholars to third grade and beyond proficient.
If we had a more succinct and clearer MTSS program with specific tiered support, we would increase scores for all sub groups including SPED.
Additional supports needed in the intermediate grades (3, 4, and 5) to support literacy growth in later grades

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Not Yet Evident
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

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

Foster a culture of high expectations for success for all students, educators, families, and community members
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
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 multiple professional learning designs to support the learning needs of staff.
Implement a multi-tiered system of supports for academics and behavior
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Collectively shape the vision for continuous improvement of teaching and 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
Our academic growth score meets or exceeds the standard for Math across the board and in sub-groups	False
Meeting annual academic growth in ELA/Literature for all students	False
Students with disabilities have shown growth in both the ELA and Math PSSA	False
Students with Disabilities are receiving specialized support which is reflective in scores that are trending up	False
Scheduling will provide the opportunity for specialization in grade levels 4-8.	False
Deliberate and Intentional scheduling and use of LIS personnel in the primary grades	False
Strong support and building presence of the Title I coordinator	False
Science in grades 4-8 will be departmentalized and allow for specialization in the subject matter	True
100% of students in grades 5 and 8 met the career readiness goal	False
Students with disabilities are showing growth on the PSSA in ELA and Math	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Economically disadvantaged are meeting or exceeding the interim mark in science	False
Student ownership of DIBELS data is promoted and achievement is celebrated	False
The master schedule provides for sufficient time for mathematical concepts to be taught at the primary (K-2) level	False
Students with disabilities have a higher regular attendance rate	False
Students in our economically disadvantaged and race/ethnicity subgroup closely align to most of our scores since they make up the majority of the school population	False
MTSS lead and teams have been identified within the school	False
Strong implementation of Title 1 supports including LIS positions at the primary level	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
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Student Regular Attendance Rate took a sharp decline from 78.2% to 59.6%	True
Due to African American-Black students making up the majority of the school population (70.1%), improving this sub-group would have a dramatic impact on the overall score for the building in regards to both Math and ELA/Literature	True
Due to Economically/Disadvantaged students making up the majority of the school population (89.4%), improving this sub-group would have a dramatic impact on the overall score for the building in regards to both Math and ELA/Literature	False
Foundational skills at the primary level are focused more on ELA	True
Laps in Tier 2 supports for scholars in regards to interventions and follow through especially in grades 4-8	False
Not enough explicit feedback provided by building leadership in regards to ELA instruction	False
Lack of Tier 2 interventions and resources with students has prevented deficits from being addressed	False
If attendance for all groups would improve, there would be more opportunity to teach scholars.	False
If K-2 Early Literacy goals were met, we would be sending more scholars to third grade and beyond proficient.	True
If we had a more succinct and clearer MTSS program with specific tiered support, we would increase scores for all sub groups including SPED.	False
Continue 100% career readiness goal each year	True
There are questions about the current content of the science curriculum and what will be tested by the state	False
There has only consistent science teacher in the testing grades for the 2024-25 SY	False
With consistent science teachers in the testing grades, the likelihood of growth will increase	False
Not enough planning of deliberate instruction that involves the most up to date data	False
Low attendance has affected the amount of time time that students are engaged in instruction and exposed to material	False
Additional training is required at the primary level on how address foundational skill needs	False
More explicit feedback from leadership on mathematical instruction in the classroom is needed	False
Students in our economically disadvantaged and race/ethnicity subgroup still lag behind the overall school population	False
Despite the students with disabilities scoring higher in certain areas the overall student population scores have declined which calls into question the implantation of Tier I and II supports	False
Additional supports needed in the intermediate grades (3, 4, and 5) to support literacy growth in later grades	False
Use multiple professional learning designs to support the learning needs of staff.	False
Implement a multi-tiered system of supports for academics and behavior	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Collectively shape the vision for continuous improvement of teaching and learning	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Attendance plays a key role in scholar achievement or lack there of MTSS supports need to be followed with fidelity at the Tier I and Tier II levels Staff needs to be more focused on the intentional use of data at the classroom level

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student Regular Attendance Rate took a sharp decline from 78.2% to 59.6%	Increasing scholar daily attendance will increase value added learning experiences aligned to grade level standards	True
Due to African American-Black students making up the majority of the school population (70.1%), improving this sub-group would have a dramatic impact on the overall score for the building in regards to both Math and ELA/Literature		False
If K-2 Early Literacy goals were met, we would be sending more scholars to third grade and beyond proficient.		True
Foundational skills at the primary level are focused more on ELA		False
Continue 100% career readiness goal each year		False
Implement a multi-tiered system of supports for academics and behavior	Development needed of multi tired system of support	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Students with disabilities are showing growth on the PSSA in ELA and Math	
Science in grades 4-8 will be departmentalized and allow for specialization in the subject matter	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement systems and strategies to engage families and staff, then we would promote ownership and accountability, and scholar regular attendance will increase.
	If educators are given more meaningful and regular feedback, then more impactful instruction would take place, and scholars would be better prepared for higher grade levels.
	If the framework for MTSS is followed with greater fidelity, then gaps that exist in scholar learning would decrease, and we would see an increase of scores on CDT and PVAAS.



## Goal Setting

Priority: If the framework for MTSS is followed with greater fidelity, then gaps that exist in scholar learning would decrease, and we would see an increase of scores on CDT and PVAAS.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2027-28 school year, 50% of scholars will demonstrate proficiency on the ELA CDTs.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS ELA			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
In the 2025-26 school year, 30% of scholars will demonstrate proficiency on the ELA CDTs.	In the 2026-27 school year, 40% of scholars will demonstrate proficiency on the ELA CDTs.	In the 2027-28 school year, 50% of scholars will demonstrate proficiency on the ELA CDTs.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
September ELA CDT Baseline	December ELA CDT proficiency score of 20%	March ELA CDT proficiency score of 30%	PSSA ELA proficiency score of at least 30% or greater

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2027-28 school year, 30% of scholar will demonstrate proficiency on the Math CDTs			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS Math			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
In the 2025-26 school year, 10% of scholars will demonstrate proficiency on the Math CDTs.	In the 2026-27 school year, 20% of scholars will demonstrate proficiency on the Math CDTs.	In the 2027-28 school year, 30% of scholar will demonstrate proficiency on the Math CDTs	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
September Math CDT Baseline	December Math CDT proficiency score of 5%	March Math CDT proficiency score of 10%	PSSA Math proficiency score of at least 10% or greater

Priority: If we implement systems and strategies to engage families and staff, then we would promote ownership and accountability, and scholar regular attendance will increase.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Decrease the number of scholars habitually truant to 33% by the 2027-28 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Truancy			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
Decrease the number of scholars habitually truant to 53% by the 2025-26 school year.	Decrease the number of scholars habitually truant to 41% by the 2026-27 school year.	Decrease the number of scholars habitually truant to 33% by the 2027-28 school year.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
10% or less of scholars will be habitually truant by October 15, 2024.	20% or less of scholars will be habitually truant by January 15, 2025.	30% or less of scholars will be habitually truant by March 15, 2025.	Decrease the number of scholars habitually truant to 53% by the 2025-26 school year.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Regular attendance will increase to 80% by the 27-28 School Year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
Regular attendance will increase to 65% by the 25-26 School Year.	Regular attendance will increase to 73% by the 25-26 School Year.	Regular attendance will increase to 80% by the 27-28 School Year.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Regular Attendance will be 85% or higher on October 15, 2025.	Regular Attendance will be 80% or higher on January 15, 2026.	Regular Attendance will be 75% or higher on March 15, 2026.	Regular attendance will increase to 65% by the 25-26 School Year.

Priority: If educators are given more meaningful and regular feedback, then more impactful instruction would take place, and scholars would be better prepared for higher grade levels.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 27-28 school year.			

<b>Measurable Goal Nickname (35 Character Max)</b>			
K-2 Early Literacy			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
75% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 25-26 school year.	87% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 26-27 school year.	100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 27-28 school year.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
September DIBELS Baseline	At least 50% of K-2 scholars will show grade level proficiency on December DIBELS assessment in the 25-26 school year.	No testing during this quarter	At least 75% of K-2 scholars will show grade level proficiency on September DIBELS assessment in the 24-25 school year.

## Action Plan

### Measurable Goals

MTSS ELA	MTSS Math
Truancy	Attendance
K-2 Early Literacy	

### Action Plan For: LIS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 27-28 school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
LIS will work closely with the primary grades to promote and monitor ELA instruction		2025-08-15	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
K-2 Initiative & Title I Coordinator	Amplify EBLI	No	No
Action Step		Anticipated Start/Completion Date	
LIS will co-teach, facilitate 1 to 1 instruction and small group instruction in structured literacy		2025-08-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LIS Classroom Teacher K-2 Initiative & Title I Coordinator	EBLI manuals EBLI	Yes	No
Action Step		Anticipated Start/Completion Date	
Implementation of Reading Simplified		2025-10-03	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
K-2 Initiative & Title I Coordinator LIS	Reading Simplified Materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Utilization of Lead LIS Pathway		2025-09-26	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
K-2 Initiative & Title I Coordinator LIS Lead	Observation Sheets	No	No
Action Step		Anticipated Start/Completion Date	
Case load progress monitoring every 2 weeks		2025-08-20	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
K-2 Initiative & Title I Coordinator LIS Lead	Amplify MClass	No	No
Action Step		Anticipated Start/Completion Date	
Non-case scholars progress monitored once per month		2025-08-20	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
K-2 Initiative & Title I Coordinator LIS Lead Pathway LIS	Amplify MClass	No	No
Action Step		Anticipated Start/Completion Date	

LIS Engage in professional learning with K-2 Initiative & Title I Coordinator		2025-08-08	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
K-2 Initiative & Title I Coordinator LIS Lead Pathway	Various Resources EBLI Amplify	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Revision of Intervention schedule every two weeks and interventions used		2025-08-20	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
K-2 Initiative & Title I Coordinator LIS Lead Pathway LIS	Amplify MClass	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
LIS work with classroom teachers at MTSS Meetings to provide data to drive small group instruction		2025-09-08	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
LIS Classroom Teachers Special Education Teachers Principals	TDR Panorama	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase in DIBELS test scores Readiness for upper grade levels	DIBELS Monitoring Conducted 3 times per year

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>In the 2027-28 school year, 50% of scholars will demonstrate proficiency on the ELA CDTs.</li> <li>100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 27-28 school year.</li> <li>In the 2027-28 school year, 30% of scholar will demonstrate proficiency on the Math CDTs</li> <li>Regular attendance will increase to 80% by the 27-28 School Year.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Schedule for MTSS will be developed and followed with fidelity with meetings occurring once per month		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Principal	Panorama	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will communicate information regarding MTSS progress with parents		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Content Teacher	Propel Portal/DRC/IXL/JumpRope	No	Yes

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will meet regularly with scholars to discuss data from standardized assessments and benchmark tests		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Content Teachers	Propel Portal/DRC	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Intervention information and data will be entered into the Panorama system by teachers		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
SpEd Teachers General Ed Teachers Para-professionals	Panorama	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will be accountable for have pre-work done and completed before each and every monthly meeting.		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
SpEd Teachers General Ed Teachers Para professionals	Panorama DRC Panorama Jumprope Ed Cite IXL DIBELS Spring Math	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
At MTSS meetings, intervention plans will be created using most up to date.		2025-08-15	2026-05-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
SpEd Teachers General Ed Teachers Para professionals	Panorama DRC Panorama Jumprope Ed Cite IXL DIBELS Spring Math	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
-Use of the collaborative MTSS process will result in the cohesive co-planning of lessons across curricular areas -Scholar growth will be evident in both classroom performance and by standardized assessment performance	Leadership team will monitor weekly lessons for instructional collaboration MTSS lead will provide feedback in regards to progress at each monthly meeting

### Action Plan For: Community Engagement

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Decrease the number of scholars habitually truant to 33% by the 2027-28 school year.</li> <li>Regular attendance will increase to 80% by the 27-28 School Year.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct PL with staff information regarding Regular School Attendance and Truancy		2025-08-13	2025-08-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal	Attendance and Truancy Presentation State Attendance Regulations Regular Attendance Report for 2024-25	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Weekly Meetings conducted between Counselor and Building Principal to review scholar Attendance and Truancy		2025-08-22	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal School Counselor	Attendance Reports Panorama Weekly Attendance Monitoring Report Monthly Regular Attendance Report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Send attendance letters at 3, 6, 10, and 20 days of absence		2025-08-22	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Counselor	Skyward Generated Letters Attendance Tracker	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Complete SAIPs for scholars who demonstrate consistent absenteeism and hold/log SAIP meetings to include guardians and scholars		2025-08-22	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Counselor Principal	Skyward Attendance Tracker	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
File citations for scholars who are chronically absent and attend court hearings as scheduled		2025-09-26	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal	Skyward Attendance Tracker Allegheny County Private Criminal Complaint Form SAIP	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
School-wide attendance incentives held at the end of each trimester		2025-11-14	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Counselor	Skyward Attendance Tracker Recognition Certificates	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monthly individual perfect attendance awards for certificates, house points, and a pop up incentive		2025-09-26	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Counselor	Skyward Panorama Attendance Certificates	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Staff will review attendance information and data with families at bi-annual conferences		2025-11-17	2026-03-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Classroom Teachers Special Education Teachers	Panorama Skyward	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
There will be an increase in Regular Attendance Rate across the building and a reduction in the amount of scholars that are truant	Tracking of Attendance and Truancy will take place through the Weekly Attendance Report. Monthly Regular Attendance Report, Panorama, and Skyward. This information will be reviewed weekly but the building Principal and School Counselor

### Action Plan For: Instructional Coaching

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>In the 2027-28 school year, 50% of scholars will demonstrate proficiency on the ELA CDTs.</li> <li>100% of K-2 scholars will show grade level proficiency on end of year DIBELS assessment in the 27-28 school year.</li> <li>In the 2027-28 school year, 30% of scholar will demonstrate proficiency on the Math CDTs</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
All educators will receive a formal observation	2025-08-15 2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>
Principals	SchoolMint Grow
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
Review Danielson framework and update changes made	2025-08-15 2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>
Principals Coaches Directors Induction and Residency	Danielson Framework PPP Look for Document SchoolMint Grow
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
Set up coaching and observation and coaching cycle with leadership and 60/40 Team	2025-08-15 2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>
Principals Coaches Directors Induction and Residency	Planning Document

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Meet quarterly with Leadership Team and 60/40 Team to review observations and coaching notes		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal	Planning Document SchoolMint Grow	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Work with the Programs, Practices, and Processes for select components of Domains 1 and 3 as high leverage points		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals Coaches Directors Induction and Residency	PPP Look for Document Danielson Framework	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership Team and 60/40 Team will meet once per month with teachers to review observation notes and provide feedback regarding materials		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals Coaches Directors Induction and Residency	SchoolMint Grow Observation Schedule	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Weekly review of lesson plans and feedback given as needed		2025-08-15	2026-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals	Weekly Lesson Plans Lesson Plan Template	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
A developed framework of observation and feedback between Principals, Coaches, Directors, and Teachers will established to help monitor instructional growth in the building.	Observers (Principals, Coaches, and Directors) will provide timely feedback of observations (within 48 business hours) of classroom visits. Formal observations will occur throughout the year as stated in the CBA by Principals. All observations and feedback will be recorded in SchoolMint Grow

## 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"><li>• LIS</li><li>• MTSS</li><li>• Community Engagement</li><li>• Instructional Coaching</li></ul>	K-3 Educator Salaries	82592
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>• LIS</li><li>• MTSS</li><li>• Community Engagement</li><li>• Instructional Coaching</li></ul>	K-3 Educator Benefits	17805
<b>Total Expenditures</b>			<b>100397</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
LIS	Implementation of Reading Simplified
LIS	LIS Engage in professional learning with K-2 Initiative & Title I Coordinator
LIS	LIS will co-teach, facilitate 1 to 1 instruction and small group instruction in structured literacy
MTSS	Schedule for MTSS will be developed and followed with fidelity with meetings occurring once per month
MTSS	Intervention information and data will be entered into the Panorama system by teachers
MTSS	Teachers will be accountable for have pre-work done and completed before each and every monthly meeting.
MTSS	At MTSS meetings, intervention plans will be created using most up to date.
Community Engagement	Conduct PL with staff information regarding Regular School Attendance and Truancy
Community Engagement	Send attendance letters at 3, 6, 10, and 20 days of absence
Instructional Coaching	Review Danielson framework and update changes made
Instructional Coaching	Work with the Programs, Practices, and Processes for select components of Domains 1 and 3 as high leverage points

### The How's and Why's of School Attendance

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Conduct PL with staff information regarding Regular School Attendance and Truancy</li> <li>Send attendance letters at 3, 6, 10, and 20 days of absence</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Once at the start of the year revisited later in the year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## LIS Literacy Legacy for Scholar Champions Session 1, 2, and 3

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>LIS Engage in professional learning with K-2 Initiative &amp; Title I Coordinator</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	3 times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Individualized Professional Learning

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>LIS will co-teach, facilitate 1 to 1 instruction and small group instruction in structured literacy</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Leveraging the Framework to Support our Priority Goals

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Review Danielson framework and update changes made</li> <li>Work with the Programs, Practices, and Processes for select components of Domains 1 and 3 as high leverage points</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Twice per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## MTSS Overview

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Schedule for MTSS will be developed and followed with fidelity with meetings occurring once per month</li> <li>Teachers will be accountable for have pre-work done and completed before each and every monthly meeting.</li> <li>At MTSS meetings, intervention plans will be created using most up to date.</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Twice per year and follow up as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1f: Designing Student Assessments</li> <li>2a: Creating an Environment of Respect and Rapport</li> <li>3c: Engaging Students in Learning</li> <li>4b: Maintaining Accurate Records</li> <li>3a: Communicating with Students</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Communications Activities

Attendance and Truancy					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Send attendance letters at 3, 6, 10, and 20 days of absence</li> <li>Complete SAIPs for scholars who demonstrate consistent absenteeism and hold/log SAIP meetings to include guardians and scholars</li> <li>File citations for scholars who are chronically absent and attend court hearings as scheduled</li> <li>Staff will review attendance information and data with families at bi-annual conferences</li> </ul>	Families Students	General Overview of Attendance and Truancy Laws School Attendance Policies School Attendance Practices	Principal	09/30/2025	09/30/2025
Communications					
Type of Communication			Frequency		
Presentation			Once (SCC meeting topic)		
Posting on district website			Once		
Letter			Up to 4 times per scholar at the 3rd and 6th Unexcused Absence and the 10th and 20th overall Absence		

MTSS 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"> <li>Schedule for MTSS will be developed and followed with fidelity with meetings occurring once per month</li> <li>Teachers will communicate information regarding MTSS progress with parents</li> <li>Teachers will be accountable for have pre-work done and completed before each and every monthly meeting.</li> </ul>	Families Students	General of MTSS Process Implementation of MTSS	Principals Communications Team	09/05/2025	06/05/2026
Communications					
Type of Communication			Frequency		
Posting on district website			Once per year		
Letter			As needed with identified students		

## Approvals & Signatures

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

Chief School Administrator	Date
Dr. Tina Chekan	2025-09-23
Building Principal Signature	Date
DARREN J STROMOCK	2025-08-26
School Improvement Facilitator Signature	Date