

Profile and Plan Essentials

LEA Type		AUN
Charter School		103024952
Address 1		
5401 Glenwood Ave		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15207
Chief School Administrator		Chief School Administrator Email
Dr Tina Chekan		tchekan@propelschools.org
Single Point of Contact Name		
Ron Jones		
Single Point of Contact Email		
ronaldjones@propelschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
412-588-4192		
Principal Name		
Ron Jones		
Principal Email		
ronaldjones@propelschools.org		
Principal Phone Number		Principal Extension
412-588-4192		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Vicki Ryan		vicki.ryan@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ron Jones	Principal	Hazelwood	ronaldjones@propelschools.org
Lacey Macchia	Administrator	Hazelwood	laceymacchia@propelschools.org
Madeline Huey	Counselor	Hazelwood	madelinehuey@propelschools.org
Teresa O'Neill	Assistant Superintendent	Propel Schools	toneill@propelschools.org
Christina Veason	Educator	Hazelwood	christinaveason@propelschools.org
Justin Peeks	Community Partnership	Hazelwood	justinpeeks@propelschools.org
Tina Chekan	Superintendent/CEO	Propel Schools	tchekan@propelschools.org
Rev. June Jefferies	Community Member	Hazelwood	jjeffries339@aol.com
Tawanna Lewis	Parent	Hazelwood	tawanna.lewis7@gmail.com
Shawn Collins	Teacher	Hazelwood	shawncollins@propelschools.org

LEA Profile

Propel Hazelwood is an urban charter school located in Pittsburgh, PA. Students from 13 surrounding districts attend Propel Hazelwood. School enrollment averages 275 scholars in grades K-8, with an average class size of 15 students.

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

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

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

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

Mission and Vision

Mission

Propel Hazelwood is a community school, committed to creating and sustaining a culture focused on academic excellence, continuous growth, and care for each other, that supports scholars' development into positive leaders and voices for change in our communities. Propel Schools, based in Pittsburgh, Pennsylvania, is a not-for-profit federation of charter schools, dedicated to the mission of catalyzing the transformation of public education so that all children have access to high performing public schools. This mission is pursued by opening and operating high performance schools of choice in educationally underserved communities. Propel has become one of the largest, fastest-expanding set of charter schools in the state, with the highest levels of student achievement among Pennsylvania public school districts serving high poverty, resource poor areas throughout the Pittsburgh region.

Vision

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

Educational Values

Students

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

Staff

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

Administration

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

Parents

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

Community

Propel Hazelwood is a community school that utilizes community groups and organizations to assist in providing additional opportunities to our scholars and families. A sense of belonging allows scholars to become productive, contributing members to the community, while engaging in culturally relevant experiences in and outside of the classroom.

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The Black student group achieved some Advanced Growth, demonstrating accelerated academic progress and positive outcomes for a historically underserved student population.	While growth measures are a significant strength, proficiency data indicates a continued need for improvement in ELA and Mathematics achievement.
Attendance rates improved from the previous year, increasing student access to instruction.	Additional family engagement and attendance support strategies are needed to sustain improvement.

Challenges

Indicator	Comments/Notable Observations
Despite evidence of growth in Math, overall proficiency growth rates remain below state performance targets.	Analysis of student achievement data indicates that proficiency rates remain below state benchmarks despite evidence of student growth, highlighting the need to sustain and accelerate current improvement efforts.
Increased instructional rigor and opportunities for discourse in mathematics and ELA are needed to improve outcomes.	Sustaining growth while increasing proficiency remains a key priority for school improvement efforts.

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

Strengths

Indicator The Black student group achieved Advanced Growth, demonstrating accelerated academic progress and some positive outcomes for a historically underserved student population. ESSA Student Subgroups African-American/Black	Comments/Notable Observations The Black student group demonstrated Advanced Growth, reflecting the positive impact of instructional practices and intervention supports.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Achievement gaps continue to exist among student groups and require targeted interventions and supports. ESSA Student Subgroups African-American/Black	Comments/Notable Observations
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Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Student growth in mathematics improved from the previous year, indicating that instructional efforts and intervention supports are positively impacting student learning.
Evidence of increased student performance in targeted academic areas demonstrates the school's commitment to continuous improvement.
Regular attendance rates improved compared to prior years, reflecting successful attendance initiatives and family outreach efforts.
Increased student attendance has contributed to greater instructional access and engagement.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Overall proficiency rates in English Language Arts remain below state performance targets.
Achievement gaps persist among identified student groups, requiring targeted instructional supports and interventions.
Although growth has been demonstrated, overall mathematics proficiency remains below state expectations.
While attendance improved, chronic absenteeism continues to impact a significant number of students and remains a barrier to academic success.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA proficiency remains below state expectations, indicating a continued need for focused literacy instruction and intervention.	ELA achievement remains below state expectations despite targeted instructional supports, indicating a need for continued focus on rigorous Tier I literacy instruction, intervention, and progress monitoring.
ELA achievement remains below state expectations and continues to be an area of need across grade levels.	ELA achievement remains below state expectations and continues to be an area of need across grade levels.

English Language Arts Summary

Strengths

Some growth in Advanced Proficiency on the All Student group
Some growth in Advanced Proficiency amongst Black Student group

Challenges

Despite Advanced Growth, overall proficiency rates in ELA and Mathematics remain below state expectations.
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Mathematics

Data	Comments/Notable Observations
Student achievement in mathematics demonstrated growth compared to the previous year.	Mathematics performance demonstrated growth; however, overall proficiency rates remain below state expectations.
Attendance rates improved, increasing student access to instruction.	Student attendance improved compared to the previous year, indicating that attendance interventions and family outreach efforts are having a positive impact.

Mathematics Summary

Strengths

Mathematics performance demonstrated improvement compared to previous years.
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Challenges

Despite Advanced Growth, overall proficiency rates in ELA and Mathematics remain below state expectations.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students met the Career Readiness benchmark, demonstrating successful implementation of career awareness and readiness activities.	Propel Hazelwood achieved a 100% Career Readiness benchmark, indicating that all students successfully completed the required career readiness activities and artifacts.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Propel Hazelwood achieved a 100% Career Readiness benchmark, indicating that all students successfully completed the required career readiness activities and artifacts.
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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.

While all students met the Career Readiness benchmark, the school will continue to expand authentic career exploration opportunities through community partnerships, guest speakers, and career-connected learning experiences.

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
Students with disabilities continue to experience significant academic challenges. Data indicates that 0% of students with disabilities achieved proficiency in English Language Arts and 3% achieved proficiency in Mathematics.	Students with disabilities represent the student group with the greatest academic need.
Growth data for students with disabilities did not meet expected growth targets, indicating a need for more effective instructional supports and interventions.	This subgroup did not demonstrate expected academic growth, highlighting the need for targeted instructional practices, intervention supports, and progress monitoring.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Growth in Math but still below State Standards	While growth measures are evident in Math, proficiency data indicates a continued need for improvement.
Decrease in ELA for this subgroup and below State Standards	Analysis of ELA data indicates that economically disadvantaged students experienced a decrease in proficiency rates, suggesting a need to strengthen instructional practices, interventions, and student supports.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The school provides specialized instruction, intervention supports, and progress-monitoring systems designed to meet the needs of students with disabilities.
Special education staff collaborate with general education teachers to support access to grade-level curriculum and individualized learning goals.
School leadership regularly reviews student performance data to identify and address barriers to success for students with disabilities.

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.

Growth data for students with disabilities did not meet expected growth targets, indicating a need for more effective instructional supports and interventions.
Continued collaboration among general education teachers, special education teachers, and support staff is necessary to improve academic outcomes for students with disabilities.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Title I expenditures will be described in the action planning and expenditure table
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Align curriculum, assessments, and instruction to the PA Standards.
Implement a multi-tiered system of supports for academics and behavior.
Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Challenges

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

>

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually and physically.
Implement a multi-tiered system of supports for academics and behavior.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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
Student growth in mathematics improved from the previous year, indicating that instructional efforts and intervention supports are positively impacting student learning.	False
Evidence of increased student performance in targeted academic areas demonstrates the school's commitment to continuous improvement.	False
Regular attendance rates improved compared to prior years, reflecting successful attendance initiatives and family outreach efforts.	True
Increased student attendance has contributed to greater instructional access and engagement.	False
Some growth in Advanced Proficiency on the All Student group	False
Mathematics performance demonstrated improvement compared to previous years.	False
Propel Hazelwood achieved a 100% Career Readiness benchmark, indicating that all students successfully completed the required career readiness activities and artifacts.	False
Some growth in Advanced Proficiency amongst Black Student group	False
The school provides specialized instruction, intervention supports, and progress-monitoring systems designed to meet the needs of students with disabilities.	True
Special education staff collaborate with general education teachers to support access to grade-level curriculum and individualized learning goals.	False
School leadership regularly reviews student performance data to identify and address barriers to success for students with disabilities.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Align curriculum, assessments, and instruction to the PA Standards.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	True
Implement evidence-based strategies to engage families to support learning	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
Overall proficiency rates in English Language Arts remain below state performance targets.	False
Achievement gaps persist among identified student groups, requiring targeted instructional supports and interventions.	False
Although growth has been demonstrated, overall mathematics proficiency remains below state expectations.	False
While attendance improved, chronic absenteeism continues to impact a significant number of students and remains a barrier to academic success.	True
Despite Advanced Growth, overall proficiency rates in ELA and Mathematics remain below state expectations.	False

Despite Advanced Growth, overall proficiency rates in ELA and Mathematics remain below state expectations.	False
Growth data for students with disabilities did not meet expected growth targets, indicating a need for more effective instructional supports and interventions.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Implement a multi-tiered system of supports for academics and behavior.	True
While all students met the Career Readiness benchmark, the school will continue to expand authentic career exploration opportunities through community partnerships, guest speakers, and career-connected learning experiences.	True
Continued collaboration among general education teachers, special education teachers, and support staff is necessary to improve academic outcomes for students with disabilities.	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

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
While attendance improved, chronic absenteeism continues to impact a significant number of students and remains a barrier to academic success.		False
While all students met the Career Readiness benchmark, the school will continue to expand authentic career exploration opportunities through community partnerships, guest speakers, and career-connected learning experiences.		False
Growth data for students with disabilities did not meet expected growth targets, indicating a need for more effective instructional supports and interventions.		False
Implement a multi-tiered system of supports for academics and behavior.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular attendance rates improved compared to prior years, reflecting successful attendance initiatives and family outreach efforts.	
The school provides specialized instruction, intervention supports, and progress-monitoring systems designed to meet the needs of students with disabilities.	
Implement a multi-tiered system of supports for academics and behavior.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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PROPEL CS-HAZELWOOD

5401 Glenwood Ave

Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

Academic Standards and Assessment Requirements (Chapter 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

Academic Standards and Assessment Requirements

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

Charter School

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	75
3 - 5	Yes	69
6 - 8	Yes	54
9 - 12	No	0
		Total 198

This Part-time CTC offers the following core content:

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8	K-2, 3-5, 6-8
PA-Core Mathematics	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Science, Technology & Engineering, and Environmental Literacy Standards (STEELS)	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Civics and Government	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Economics	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Geography	K-2, 3-5, 6-8	K-2, 3-5, 6-8
History	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Arts and Humanities	K-2, 3-5	K-2, 3-5, 6-8
Health, Safety, and Physical Education	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Family and Consumer Sciences	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Reading and Writing for Science and Technical Subjects	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Reading and Writing for History and Social Studies	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Career Education and Work	K-2, 3-5, 6-8	K-2, 3-5, 6-8

Personal Finance	3-5, 6-8	3-5, 6-8
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Assurances: Standards Alignment, Curriculum, and Planned Instruction

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Propel CS-Hazelwood is a K-8

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files

PA_2014_Inv_K-5_2017 (1).pdf

pa_cc_math_crosswalk (1).pdf

Copy of Grade 1 Math Curriculum Map - 1 Learning Targets (1).pdf

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files

module_lessons.7.1-G7_Module1_StudentWorkbook.pdf

PACC ELA Crosswalk 111413 (1).pdf

module_lessons.7.1-G7_Module1_TeacherGuide.pdf

ELA Grade 7 Curriculum Map .pdf

Optional: Upload the LEA's policy regarding the review of instructional material.

Uploaded Files

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

Each content area has been carefully selected and implemented either a comprehensive curriculum aligned with the CCSS or selected multiple curricular resources that align with the CCSS. The standards addressed in the curriculum or resources are cross-walked with PA-Core Standards by analyzing the skills, knowledge, and reasoning embedded in each standard. Any discrepancies or gaps are filled with materials by our content-specific curriculum development teams of which include district content leaders, school leaders, and teachers. Team meetings occur at least monthly for each content area, but updates and comprehensive reviews of alignment typically take place each summer.

7. List resources, supports or models that are used in developing and aligning curriculum.

The PACC crosswalks on the SAS Website Unpacking standards work developed by the Standards Institute Unpacking standards work developed by EL Education Student Work Library from TNT

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

All educators have received the teacher and student materials of our curriculum resource, including special education and residency teachers. Each school leader also receives materials for each content and grade level. We also maintain extra copies at our central office. Additionally, we have built the Propel Portal, a website that houses all of our curricular, instructional resources, by content and grade. The website contains all information or links to curricular resources. It is maintained and updated regularly by the content leaders with extensive updates occurring each summer. All written curriculum and instructional materials can be updated on the portal.

[Planned instruction consists of at least the following elements: \(Chapter 4.12\)](#)

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.

Yes

Please provide an explanation for why "No" was selected. Describe your plan to come into compliance with this regulation.

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

Please provide an explanation for why "No" was selected. Describe your plan to come into compliance with this regulation.

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

Please provide an explanation for why "No" was selected. Describe your plan to come into compliance with this regulation.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

14. Course objectives to be achieved by all students are identified.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

16. Describe your LEA’s intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

Propel CS-Hazelwood will review Math, ELA, Science and Social Studies curriculum. A committee of district, school, and community members will be formed. The process will include Cross-walks of PA Core Standards and Data analysis from PSSA and Keystone Assessments.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

No

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

No

Assessment

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment

CDT for ELA, Math, and Science

Type of Assessment

Diagnostic

Frequency or Date Given

3 Times per year

K-2

No

3-5

Yes

6-8

Yes

9-12

No

Assessment

DIBELS 8th Edition

Type of Assessment

Formative

Frequency or Date Given

3 Times per year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

Writing Benchmark

Type of Assessment

Benchmark

Frequency or Date Given

3 Times per year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment (continued)

Education Areas of Certification

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Benchmark, formative and diagnostic assessment data helps Propel Schools to identify gaps in individual learning and also larger trends. When trends develop, we examine the curriculum to determine if supplemental materials are needed to fill that gap. Educators often use these results to inform their instruction. Specifically, they identify how students did and look for curriculum-embedded opportunities to complete unfinished learning. The school uses it to gauge progress both within and between years, seeking to gather objective data to assess curricular materials and instructional impact.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?

No

Signature and Quality Assurance

Education Areas of Certification

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date