Propel CS-McKeesport

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

3447 East Carson Street
Suite 200
Pittsburgh, PA 15203
(412)325-7305

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Tina Chekan
Date of Local Chartering School Board/PDE Approval:	5/8/2010
Length of Charter:	5 years
Opening Date:	8/15/2005
Grade Level:	K-8
Hours of Operation:	8:00-3:30
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	28
Student/Teacher Ratio:	14:1
Student Waiting List:	274
Attendance Rate/Percentage:	95.00 %
Enrollment:	385
Per Pupil Subsidy:	11095
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	82.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	44

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	275.00
Hispanic	8.00
White (Non-Hispanic)	78.00
Multicultural	13.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	190.00	190.00	190.00	0.00
Instructional Hours	0.00	0.00	1140.00	1140.00	1140.00	0.00

Planning Process

We recruited teachers and other school personel at the end of the 2013-2014 school year. We selected educators from a variety of grade levels and levels of experience to get a diverse group. We started meeting in the summer of 2014. We decided on a short time line to keep momentum through the process. We worked on the plan from July 2014-October 2014. We met with our team several times throughout the process strarting with data analysis. We used the data at our next meeting to create specific goals we wanted to meet through the comprehensive planning process. Next, we worked on the needs assessment in pairs and then brought our findings to the table to discuss. Finally, we met about the actions steps necessary to meet our goals. The principals met to do a final edit of the comprehensive plan to then share with the rest of the team and the public.

Mission Statement

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.

Vision Statement

We are committed to:

- Acting urgently to deliver on our promise of educational excellence.

- Sustaining a culture where every individual has authentic voice and everyone thrives.

- Building and advancing a resilient team through targeted guidance and support.

- Rallying support for Propel students and mission by building partnerships and fostering advocacy and outreach.

Shared Values

Promising Principle 1: Agile Instruction- Each learner has distinct and changing needs. Teachers and teacher teams continually and flexibly adjust instruction to meet learner needs.

Promising Principle 2: Embedded Support- Everyone in the organization is guided, nurtured, and encouraged.Everyone is a coach. Everyone is coached.

Promising Principle 3: Culture of Dignity- Relationships, built upon a fundamental appreciation for the unique experiences of each individual both in school and beyond, anchor the Propel community.

Promising Principle 4: Fully Valued Arts Program- Artistic expression and creativity are essential components of a complete education.

Promising Principle 5: Vibrant Teaching Communities- Propel Schools are extraordinary places for educators to work. Continuous professional learning and growth are both expected and supported.

Promising Principle 6: Quest for Excellence- Good is never enough. Administrators, faculty, and staff are constantly striving to reach anever-rising standard of excellence.

Educational Community

Propel McKeesport is a Title 1 Funded School that services approximately 400 students who are from an urban community. Students who attend Propel McKeesport have the opportunity to work alongside members of the community in a variety of different ways. In additional to volunteering throughout the month at Sonshine Ministries, the local community food bank, students have raised money to help local animal shelters and run food drives.

Board of Trustees

Name	Office	Address	Phone	Email
William Axtman	Member	K&L Gates Center 210 Sixth Avenue PA 15222	412.355.6795	william.axtman@klgates.com
Stewart Barman	Member	537 N. Neville Street Pittsburgh, PA 15213	412.681.0404	barmens@aol.com
Roland Criswell	Member	116 Alpine Circle Pittsburgh, PA 15215	412-656-5808	rjcriswell@me.com
Kristin Hughes	Member	Carnegie Mellon University	412.268.7098	kh@andrew.cmu.edu

		School of Design Margaret Morrison 110 Pittsburgh, PA 15213		
Patrick Kenny	President	1805 Kent Road Pittsburgh, PA 15241	412.434.2559	pjkenny@ppg.com
Linda Pool	Member	124 Wesport Drive	412-260-1429	lpool24@gmail.com
Brendan Surma	Member	460 Highpoint Drive, Pittsburgh, PA 15220	216-319-5606	brandan.surma@gmail.com

Board of Trustees Professional Development

The trustees have many years of experience serving on governing boards of non-profits. The board has retained the firm of Strassburger, McKenna, Gutnick and Gefsky as legal counsel. Counsel has advised the Board of what it means to serve as a public official—including the requirements of the Sunshine Law. Counsel is present at each voting meeting.

Governance and Management

The Board of Trustees exercises its governance responsibilities and empowers the school administration to manage the school. The board meets periodically where it reviews the school's current financial position, student results as they become available, and future plans for the school; the board also approves hires and departures and contracts and leases as necessary. The board is involved in developing an annual budget, evaluating the executive director, creating a long range plan for the school, and supporting fundraising efforts. The Board has a finance committee, a nominating committee, an advancement committee, an executive committee, and various ad hoc committees from time to time. Directors serve four year terms, and officers (President, Vice President, Secretary and Treasurer) are elected in June.

Student Enrollment

Families choose to enroll their children because they believe our school is right for their child and children are welcomed regardless of ability, or disability, race religion or national origin. A simple process, described below, ensures that all applicants are treated fairly. Children residing in the school district

approving the charter and children with a sibling already receive preference provided their applications are completed in a timely manner.

A lottery is held in January for spaces that may be open in the following year. At the lottery, an ordered list is created. Applications received after the lottery deadline are placed at the end of the list in the order received.

When space becomes available, an offer of admission will be made. In order to accept the offer, families must: 1) complete an enrollment form; 2) provide a transcript of grades showing that the child has completed the previous grade or, in the case of Kindergarten, provide a birth certificate showing the child is old enough to enter school (Children must be 5 years old on September 1st to enter Kindergarten); 3) provide evidence of required immunizations (or a statement from the parent/guardian that they object to this requirement on religious grounds); 4) complete a record release form; and 5) provide satisfactory proof of residence.

Proof of residence requires at least two of the following:

- Utility Bill

- Signed Lease or Mortgage Statement

- Pennsylvania Department of Transportation identification or drivers license

- Pennsylvania Department of Transportation vehicle registration

- Copy of State/Federal Program Enrollment

- Copy of paycheck stub with name and address of employee and employer

- Residency Affidavit

When the child is living with someone other than the parent, additional supporting documents may be required such as:

- Affidavit of Custody;

- Court order of Custody or guardianship; or

- DPA household composition statement.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2014	392	386	0	Of the students who did leave 11 moved, 3 transferred to other Propel Schools, 1 was not able to make the transition, 3 wanted to be closet to home, 2 were illegally absent , 1 student wanted to play sports	0
2013	386	390	0	Of the students who did leave 9 moved, 1 wanted a religious education, 1 left for unknown reasons.	0

| 2012 | 377 | 387 | 0 | Of those who did leave, 5 moved away from the area/transportation region. 1 was dissatisfied with the instructional program. 1 ran away from home. 1 wanted a digital learning environment. 1 left due to dissatisfaction with disciplinary action. 10 wanted to be in their home district. Propel did not expel any children; all withdrawals were voluntary. | 0 |
| 2011 | 390 | 377 | 0 | Of those who did leave, 16 moved away from the area/transportation region. 1 wanted to be closer to home. 1 wanted an AP program. 5 wanted to try a new school. 1 left due to disatisfaction with the school culture. 1 wanted a religious school. 1 went to a residential treatment facility. 1 student wanted to attend cyberschool. Propel did not expel any children; all withdrawals were voluntary. | 0 |

2010	369	374	0	Of those who did leave, 7 moved away from the area/transportation region. 1 transfered to cyber school. 1 changed parental custody. 3 left due to disatisfaction with the school culture. 1 was absent for 10 consecutive days. 5 decided to return to their public school. Propel did not expel any children; all withdrawals were voluntary.	0
2009	342	334	0	Of those who did leave, 14 moved away from the area/transportation region. 1 transfered to catholic school. 7 returned to public school. 1 was not pleased with the environment, 3 for personal reasons 6 for other reasons. Propel did not expel any children; all withdrawals were voluntary.	0
2008	294	293	0	Of those who did leave, 8 withdrew when families moved to communities too far away to allow attendance, 9	0

				withdrew because they were not satisfied, 8 withdrew because of transportation issues beyond the school's control., 6 transferred to another Propel school and 6 were unknown. . Propel did not expel any children; all withdrawals were voluntary.	
2007	231	236	0	Of those who did leave, 9 withdrew when families moved to communities too far away to allow attendance, 4 withdrew because they were not satisfied. 2 withdrew because of transportation issues beyond the school's control., 3 transferred to another Propel school and 2 were dropped when they stopped attending . Propel did not expel any children; all withdrawals were voluntary. We expect at least 95% of those who finished the year to continue next year.	0
2006	166	183	0	Of those student	0

				who did leave, 5 left due to transportation issues beyond the schools control, 6 moved out of the area, 5 transferred to another Propel school, 12 left due to dissatisfaction with school culture and discipline, 9 left due to dissatisfaction with the school's academic program and 4 were dropped after missing 10 consecutive days.	

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014	39	42	47	44	44	49	46	39	35	0	0	0	0
2013	40	41	43	42	52	43	46	47	35	0	0	0	0
2012	41	40	42	42	43	47	48	47	37	0	0	0	0
2011	43	38	38	37	41	50	48	43	39	0	0	0	0
2010	40	40	39	40	41	41	47	49	45	0	0	0	0
2009	41	39	39	40	37	50	47	42	0	0	0	0	0
2008	38	40	38	37	42	48	50	0	0	0	0	0	0
2007	40	41	39	39	40	37	0	0	0	0	0	0	0
2006	41	40	31	35	36	0	0	0	0	0	0	0	0

Stakeholder Involvement

Name	Role
Arnold Brown	Community Representative
Katelyn Carson	High School Teacher - Special Education
Jamie Chlystek	Administrator

Val Cicco	Administrator
Valerie Cicco	Ed Specialist - Other
Pat Coyle	Administrator
Christina Frazier	Building Principal
Nicole Gardner	Ed Specialist - School Counselor
Brad Gentile	Elementary School Teacher - Regular Education
Stephanie Graham	Parent
Leah Haile	Ed Specialist - Other
William Hildabrand	Middle School Teacher - Regular Education
Father Michael Maranowski	Community Representative
Kelli McCall	Elementary School Teacher - Regular Education
Sarah McKnight	Middle School Teacher - Special Education
Lisa Odenthal	Parent
Teresa O'Neill	Administrator
Amber Pettaway	Building Principal
Jon Prince	Business Representative
Corry Sanders	Business Representative
Nadene Santelli	Ed Specialist - School Counselor
Alyssa Zollinger	High School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Propel CS McKeesport does not have economics or family/consumer sciences at the elementary grade levels. The Alternate Academic Content standards are not used as all students are held to the current standard expectations. Propel CS McKeesport does not have a Pre-K program nor does it have an students with limited English Language Proficiency.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Propel CS McKeesport does not have economics or family/consumer sciences at the elementary grade levels. The Alternate Academic Content standards are not used as all students are held to the current standard expectations. Propel CS McKeesport does not have a Pre-K program nor does it have an students with limited English Language Proficiency.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent

American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Propel CS McKeesport does not have family/consumer sciences at the intermediate grade levels. The Alternate Academic Content standards are not used as all students are held to the current standard expectations. Propel CS McKeesport does not have students with limited English Language Proficiency.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Propel CS-McKeesport is a Kindergarten-Grade 8 school, therefore high school standards are not covered in the curriculum.

Adaptations

Elementary Education-Primary Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Middle Level

Checked answers

> *None.*

Unchecked answers

> *None.*

High School Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned	Developing

course, instructional unit or interdisciplinary studies are identified.	

Processes used to ensure Accomplishment:

Propel CS-McKeesport has a robust system of Embedded Support with Principals, Instructional Coaches and Central Office Curriculum and Instruction staff regularly visiting classrooms and providing feed back on students demonstrations of learning. Students may demonstrate learning through written, verbal and project based classroom assessments. In addition Propel CS-McKeesport uses multiple local and national assessments to assess the efficacy of curricular expectations, including EdInsight, DRA, Dibels, NWEA MAP, PSSA and Keystones.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Propel CS-McKeesport has a robust system of Embedded Support with Principals, Instructional Coaches and Central Office Curriculum and Instruction staff regularly visiting classrooms and providing feed back on students demonstrations of learning. Students may demonstrate learning through written, verbal and project based classroom assessments. In addition Propel CS-McKeesport uses multiple local and national assessments to assess the efficacy of curricular expectations, including EdInsight, DRA, Dibels, NWEA MAP, PSSA and Keystones

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Propel CS-McKeesport has a robust system of Embedded Support with Principals, Instructional Coaches and Central Office Curriculum and Instruction staff regularly visiting classrooms and providing feed back on students demonstrations of learning. Students may demonstrate learning through written, verbal and project based classroom assessments. In addition Propel CS-McKeesport uses multiple local and national assessments to assess the efficacy of curricular expectations, including EdInsight, DRA, Dibels, NWEA MAP, PSSA and Keystones

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

Propel CS-McKeesport is a Kindergarten-Grade 8 school, therefore high school curriculum is non-existant.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Propel CS-McKeesport is a Kindergarten-Grade 8 school, therefore high school curriculum is non-existant.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Propel CS-McKeesport uses an inclusion model for providing services to students with IEPs. Special Education Teachers, supported by Special Education Paraprofessionals are present in the classrooms to provide students with supports for their learning needs. In addition to formal special education support, all students at Propel CS-McKeesport receive instruction that is personalized to address their learning needs, interests and styles. In addition Propel CS-McKeesport utilizes an RTII model to provide for the needs of all students who are striving to meet the benchmarks set by the school organization.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

   Checked Answers
   - Administrators
   - Instructional Coaches

   Unchecked Answers
   - Building Supervisors
   - Department Supervisors
   - Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Propel CS-McKeesport has a system of Embedded Support for all teachers. Principals and Instructional Coaches conduct classroom walkthoughs on a daily basis. These walkthoughs have multiple purposes, including management support, instructional support and curricular support. They are supplemented with a variety of tools, such as Propel's Universal Instructional Component Check List and the University of Pittsburgh's Propel in Action Tool. In addition teaching teams plan together and have the opportunity to observe other classrooms in the building as well as throughout the Propel Schools system.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Lesson Plan review by Central Office staff may occur on an as needed basis.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Propel CS-McKeesport is a Kindergarten-8th grade school, therefore High School Instruction is not present.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

At Propel, we know that it is the people who make the difference. In order to continue our growth and success, we maintain a rigorous recruitment and hiring process. We intentionally seek out a diverse pool of candidates both in ethnicity and professional experience.

Recruitment Process Overview

Candidate Search:
Propel advertises open positions on it's website through it's online applicant tracking system (ATS). Each time a new position is posted through the ATS, it is also automatically posted on School Spring, Indeed, Simply Hired, Beyond, and Glassdoor. Propel regularly leverages social media (Twitter, LinkedIn) and free job search sites such as Bullhorn Reach to promote jobs. For hard-to-fill positions, niche websites such as Nonprofit Talent, and Charter School specific job sites may be used.

Application Review:
All Candidates are encouraged to apply online through Propel's applicant tracking system. However, resumes and applications sent via email or postal mail are also accepted. Every application is reviewed by a member of Propel's Recruitment Team. A member of the Recruitment Team verifies Teacher Certification using the PDE Search Educator Certification website. Upon hire, Candidates must provide a copy of their certification to the Human Resources Department.

In addition to the appropriate certification, Propel seeks candidates with a sense of social justice, demonstrable success in an urban setting, a strong background in instruction and raising student achievement levels, and a deep knowledge of the appropriate content. If the initial review of a candidate's application indicates that their qualifications are aligned with the position requirements, they are contacted by a member of the Recruitment Team regarding the next steps in our selection process.

Interviews:
A screening interview takes place over the phone or by video and focuses on the candidate's previous experience and the content of their application. However, in some instances, applicants may immediately be invited to an in-person first interview. First, second, and (if needed) third interviews may occur at our Administrative Office or at one of our schools.

First interviews are conducted by at least two (usually more) school leaders. The focus of the first interview is to determine if the candidate is a fit for Propel overall.
The goal of this interview is to ensure the candidate:
-Understands the difference between working in an urban school as compared to a rural/suburban school.
-Identifies with our mission.
-Is willing to make the commitment required to serve our students.

Finalists from the first round of in-person interviews will be invited back for a second interview. The second interview requires the candidate to present a demonstration lesson to Propel students. The demonstration lesson takes place in a classroom of the same grade level as the position for which the candidate is being considered. Special Education candidates are required to prepare an IEP as part of their second interview.

After all second round interviews are complete, the building Principal provides a recommendation for hire to the Superintendent (and the Director of Pupil Services for Special Education positions). The Superintendent either approves the recommendation or requires a

third interview before making a decision. Propel's board considers the recommendation of the Superintendent and makes their decision.

Once a candidate has accepted the job offer, the Human Resources Department provides them with a New Hire packet. Employment documents must be completed within a specified time frame. Upon completion, employment documents are filed and maintained by the Human Resources Department.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	X
Civics and Government		X		X	X	X
PA Core Standards: English Language Arts		X		X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X	X	X
PA Core Standards: Mathematics		X		X	X	X
Economics						
Environment and Ecology						

Family and Consumer Sciences						
Geography		X		X	X	X
Health, Safety and Physical Education						X
History		X		X	X	X
Science and Technology and Engineering Education		X		X	X	X
Alternate Academic Content Standards for Math						X
Alternate Academic Content Standards for Reading						X
World Language		X			X	X

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I.   Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments

       submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Teacher Designed Assignments	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight Assessments		X	X	
DRA	X	X		
Dibels	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
NWEA MAP	X	X	X	
DRA	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
NWEA MAP	X	X	X	
DRA	X	X		
Dibels	X			
BADAR	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review	X	X	X	
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review	X	X	X	
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Propel CS-McKeesport validates its assessment through an organization wide process. Assessments are validated by the Central Office Curriclum and Instruction team as well as building level leaders and instructional coaches.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Propel CS-McKeesport uses multiple methods to collect, analyze and disseminate assessment data. Propel School has contracted with OnHand Schools, a local company that collects the various assessment data for students as well as other data points drawn from the Student Information System. All teachers have access to the current and historical data for the students in their classes and the building administrators have access to the current and historical data for all the students in their school. Teachers and Principals are provided with training on the use of the OnHand system. In addition teachers and principals are trained on the use of the NWEA MAP reporting functions. In addition to the systems described above, Propel CS-McKeesport also has a robust RTII and data meeting process to assist teachers and principals in determining the individual needs of all students and for planning appropriate support for their learning.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Propel CS-McKeesport has a detailed RTII and data meeting system to identify the needs of each student and provide for personalization of their learning. The RTII team at Propel CS-McKeesport meets on a monthly basis. In addition instructional coaches and principals meet with teachers and teacher teams on a regular basis to support the personalization of learning for all students.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X	X	
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Propel CS-McKeesport has a robust RTII and data meeting system that identifies the specific needs of all students. Instruction in the classroom is then personalized to meet the needs of those students. In addition to the formal data supports offered through the meetings and the

data management systems such as OnHand, Propel CS-McKeesport teachers receive Embedded Support from the instructional coaches and building principals.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The current assessment used by Propel CS-McKeesport do not provide anchor specific data for the primary grades. Assessment at these levels is utilized, but not for anchor aligned support.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and School Board	X	X	X	
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases	X	X	X	
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Propel CS-McKeesport is transparent about the academic performance of its students as measured on summative assessments. Those results are available to the public, board and community.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Propel CS-McKeesport presents it summative assessment data in multiple formats. It is the opinion of the school that the unused strategies are not necessary or in come cases appropriate for the display of summative assessment data.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS

Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Propel CS McKeesport is in the process of implementing an identification badge system. Propel CS-McKeesport does not feel that School Resource Officers are needed. Propel CS-McKeesport uses an RTII model which incoperates both academic and behavioral supports for students.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling			X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	
Career Awareness			X	
Career Development/Planning			X	
Coaching/Mentoring	X	X	X	
Compliance with Health Requirements –i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	
Health Screenings	X	X	X	
Individual Student Planning	X	X	X	
Nutrition	X	X	X	
Orientation/Transition	X	X	X	
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

Propel CS-McKeesport has implemented a full RTII process that is used to identify the needs of specific students as well as identify universal instructional components for the general classroom. This process is uniform across the Propel Schools system and is supported by the district level curriculum and instruction team. Propel CS-McKeesport has two full time counselors who provide many of the services. The school also has two full time Instructional coaches, who work directly with teachers in the planning, resources and implementation of curriculum and instruction. The coaches are supported by district wide curriculum coordinators and the curriculum and instruction team. Propel CS-McKeesport is developing and aligning its habits to the School Wide Positive Behavior Support system. As a result, the school has been able to serve the students and community by providing a consistently safe learning environment where they can achieve academically, regardless of staff changes and administrative changes.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	
Administration of Medication	X	X	X	
Assessment of Academic Skills/Aptitude for Learning	X	X	X	
Assessment/Progress Monitoring	X	X	X	
Casework	X	X	X	
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems	X	X	X	
Placement into Appropriate Programs	X	X	X	
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

Propel CS-McKeesport has school nurses on staff for medical needs. The SAP program is not used, an RTII model is in place that addresses both academic and social/emotional/behavioral needs.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or	X	X	X	

External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems	X	X	X	
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support	X	X	X	
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Mass Phone Calls/Emails/Letters				
Newsletters	X	X	X	
Press Releases				
School Calendar				
Student Handbook	X	X	X	

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	
Individual Screening Results	X	X	X	
Letters to Parents/Guardians				
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				

School Calendar				
Student Handbook				

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	No
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

The CSN is responsible for coordination, collaborating, planning for and providing direct services to ensure that the school district's health program as defined by the Pennsylvania School Code, School District Policies and the Pa Department of Health-Division of School Health Regulations is carried out according to the specifics in the law and within the parameters established.The School Nurse is an integral part of the professional team. The School Nurse is directly responsible to the building principal and the Health Services Administrative Designee. The goals of the CSN position are to maintain and/or improve the health status of students, thus enabling them to profit fully from their educational experiences and to promote optimum health status and lifestyles for all students through the joint efforts of the home, school and community.Qualifications1.   Current PA registered Nurse License.2.   Bachelors of Science Degree in Nursing (BSN)3.   Certification as Educational Specialist by PA Department of Education.4.   Current certification in CPR Adult/ Child, First Aid and Automated External

Defibrillator (AED).5.   Background/experience preferred in pediatric nursing, community health nursing, critical care nursing, medical-surgical nursing and/or emergency room nursing.6.   Knowledge of current Child Abuse Law.7.   Required Act 48 continuing education coursework for nursing license and Education Specialist II certificate.8.   Current required State and Federal clearances/ TB test.9.   Excellent communication skills.10. Ability to work cooperatively with numerous departments and personnel within the school setting. Leadership1.   Assume leadership role in identifying those students with health needs that interfere with effective learning.2.   Assist the Health Services Department in the development of policies and procedures for the control of communicable disease.3.   Assist school personnel in recognizing and reporting health deviations.4.   Abide by the policies and procedures for school nurses as approved by the superintendent.5.   Act as liaison, consultant or resource person to students, teachers, counselors, guardians and administrators in all areas of health.6.   Works with the team leader to establish, review and revise policy and procedures for a comprehensive school health program.

 ResponsibilitiesProvides direct services to students using the nursing process and in accordance with current medical practice, current nursing standards, relevant statutes, and current Pa Department of Health regulations. 1.   Schedule and assist with physical and dental examinations as mandated by the state.2.   Conduct screening tests for height, weight, vision, hearing and scoliosis as mandated by the state.3.   Notify parent regarding the correction of health problems and refer for community services.4.   Review of each child's immunization status annually.5.   Reviews and monitors student immunization status. Makes appropriate referrals to up-date immunizations when indicated.6.   Maintain a comprehensive health record for each student.7.   Maintain current emergency information on each student.8.   Provide first aid for illness or injury to students and staff in accordance with policy as written by medical director and approved by the superintendent.9.   Administer medication in accordance with laws which govern professional nursing and Propel approved policy.10. Provide staff members with confidential information regarding student's health problems that may interfere with the learning process, if permission is granted by the parent to do so.11. Assist in determining and meeting the needs of student with disabilities.12. Utilize community resources.13. Implement school policy regarding child abuse.14. Attend staff conferences, multidisciplinary team meetings, faculty meetings, workshops and community health meetings.15. Maintain membership in professional organizations (local, state and national).16. Performs and/or oversees mandated screenings and completes referrals and follow-up where applicable.17. Manages and controls acute and chronic disease. Carries out policies and procedures for the control of communicable diseases, in collaboration with the Allegheny County Health Department and the PA Department of Health.18. Provides first aid for illness of injury to student and documents nursing assessment, diagnosis and treatment.19. May establish health care plans for students with special needs and update them as needed.20. Provides health teaching and counseling.21. Maintains comprehensive health records on each child and records of school nursing services.22. Assists in interpreting the health needs of individual children to parents and teachers and assists families in utilizing community resources for improving the health of their children.23. Administers medications and perform procedures according to physician orders and school policies and procedures. Ensures physician orders for individual student medication and/or treatments comply with requirements for administration.24. Informs teachers of health conditions which may affect behavior, appearance or scholastic performance25. Ensures that reports required by PA Department of Health, Division of School Health and PA department of Education are properly prepared and forwarded.26. Serves as resource person to facilitate learning of positive health and wellness

behaviors for student and staff.27. Assists in budget preparation by advising the school administrator and preparing a budget for the health program and facilities. Applies appropriate nursing theory as basis for decision making in the school setting: a.   Examines basic assumptions of nursing theories related to school practice.b.   Applies relevant theories as the basis for measurable objectives and relevant interventions for the student, family and school personnel.Works with the team leader to establish, review and revise policy and procedures for a comprehensive school health program. Position Specifications1.   Physical Demands Travel to school buildings, offices, classrooms, meetings in other district/conferences.Frequent travel throughout various buildings and use of stairs in buildings.Often sitting at a desk for extended periods of time.Light lifting to 20 pounds.Manual dexterity to use office and medical equipment.Repetitive movement of fingers and hands for keyboarding. 2.   Tempermant Ability to work as a member of a team.Must be courteous and able to effectively manage students.Must be cooperative, congenial and service oriented, and promote these qualities in the department.

Food Service Program

Describe unique features of the Charter School meal program

The Propel CS-McKeesport meal program meets the requirements of the USDA and provides food for students at both Breakfast and Lunch.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

Propel Charter School McKeesport has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills, and bus evacuation drills), and provides appropriate evidence of maintaining health and immunizations records for students. The Request for Reimbursement and Report of School Health. Services has been submitted to PDE. An emergency plan is developed and revised annually.

Occupancy has been approved by appropriate officials. Firefighters visited with children to discuss fire prevention, and fire drills were held through the year. Escape routes are posted in each classroom and reviewed with children. Each school has a certified school nurse to ensure that all required health and immunization records are up to date and stored in a locked and fireproof cabinet. Reports were filed with the Allegheny County Health Department and with the PA Department of Health.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

No file has been uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

No file has been uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

No file has been uploaded.

Certificate of Liability

The school's Certificate of Liability

No file has been uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

No files have been uploaded.

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation for students attending Propel CS-McKeesport is provided by the resident district of the student.   Propel CS-McKeesport does provide transportation for students who are in a placement that requires additional transportation.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in	Yes

student-friendly language?	
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

No file has been uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Never

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Propel CS-McKeesport has a system of support services available in the school setting. Highly Qualified Special education teachers work directly with Classroom Teachers in an inclusion model to meet the needs of students with Individualized Education Plans. The Special Education teachers plan with and are in daily communication with the Classroom teachers. The school also has two counselors who work with students and teachers to support the needs of students. Instructional coaches are present to provide Embedded Support to teachers in order to further the efficacy of their instruction. In addition Principals provide instructional leadership. Propel CS-McKeesport also has regular meeting with the central office teams, including pupil services and curriculum, instruction, assessment and data.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Board of Trustees is very supportive of all events and activities that occur at Propel CS-McKeesport. Propel Schools has instituted a parent tracker to document the attendance of parents throughout the school year. This becomes part of the student's profile on the student management system. The Board of Trustees has supported community and parent engagement in school activities by providing adequate funding in the budget and often by their own attendance at school events and performances. Propel Homestead has offered Literacy and Math Nights for parents of children at all grade levels K — 8 several times throughout the school year. Community members are always welcome. These nights include refreshments and training on how to assist children and young people in academic achievement activities. They receive materials to take home to use in working with their children and young people. Propel CS-McKeesport has an orientation meeting for all parents at the beginning of the school year and two Open House/Conference meetings during the year. Propel CS-McKeesport is unique in its cultural arts program that is strongly supported by the Board of Trustees. This program provides Artists in Residence all day every day for six weeks at a time (this is in addition to the school's music and art teachers.) At the end of each six week artist module there is a Celebration of Learning which includes a student performance and exhibitions of academic content work and music and art work from that six week period. Artist groups include Civic Light Opera, Hip Hop On Lock, Stage Right, Dance Alloy Theater, Staycee Pearl Dance project and local artisans in the areas of jewelry making, photography, band, physical education, sewing, and Show Choir. Community members and parents also participate in a School Council that meets every six weeks to discuss school activities. There is always a discussion of ways to expand opportunities

for their engagement. This could involve volunteering for book fairs, literacy and math tutoring and programs, facilitating extra curricular activities, or speaking in the classroom, etc.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. Propel CS-McKeesport does not provide child care services to the students enrolled in the school.2. Propel McKeesport offers afterschool programming for students Monday-Thursday from 3:30-5:30. The Programming is both academic and enriching in nature. Propel's afterschool program design was influenced by the current research on afterschool programming. 3. Propel CS-McKeesport does not offer an internship/workforce placement program for students due to the fac thtat the school is a Kindergarten-8th grade school. 4. Propel CS-McKeesportofferes tutoring through the afterschool program in addition to the interventions and enrichments offered through the RTII process.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Propel CS-McKeesport does not operate a pre-kindergarten program or have programs operated by other community agencies under contract by the LEA. Propel CS-McKeesport conducts a Kindergarten screening in May for those students who are enrolled for the following fall. This screening is used to identify students with spesific needs along with those already identified with early intervention plans in their prekindergarten program. Students who are identified as needing greater support in the transition into school are offered a space in the summer

Kindergarten program. This program runs for four weeks in July and is run by Kindergarten teachers in the Propel Schools system. In addition Kindergarten students have a staggered start to the school year in order to promote a smooth entry into school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Propel CS-McKeesport has an extensive resource library, with materials to meet the educational needs and interests of the students in the school. The school has built a library of physical and digital material over the past ten years and these resources, both physical and digital are organized and available for teachers and students to use. The instructional coaches in Propel CS-McKeesport are responsible for maintaining the resources and working with the curriculum and instruction team to enhance and build the available resources on an annual basis.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Propel CS-McKeesport has an extensive resource library, with materials to meet the educational needs and interests of the students in the school. The school has built a library of physical and digital material over the past ten years and these resources, both physical and digital are organized and available for teachers and students to use. The instructional coaches in Propel CS-McKeesport are responsible for maintaining the resources and working with the curriculum and instruction team to enhance and build the available resources on an annual basis.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Propel CS-McKeesport has an extensive resource library, with materials to meet the educational needs and interests of the students in the school. The school has built a library of physical and digital material over the past ten years and these resources, both physical and digital are organized and available for teachers and students to use. The instructional coaches in Propel CS-McKeesport are responsible for maintaining the resources and working with the curriculum and instruction team to enhance and build the available resources on an annual basis.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

Propel CS-McKeesport is a Kindergarten-8th grade school, as a result high school level materials and resources are not present.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district

	classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The SAS Resources and Materials and information regarding their value and use in the classroom have been shared with the Propel CS-McKeesport principals and instructional coaches. The Resources and Materials have also been presented to the teachers at Propel CS-McKeesport as a resource. Propel CS-McKeesport is part of the larger Propel Schools network and as a result is part of the larger professional development plan for the school network. The SAS Resources and Materials are being integrated into the professional development sessions during the 2013-2014 school year and beyond. This implementation will coinside with the full implementation of the PA Core Standards.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district

	classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The SAS Resources and Materials and information regarding their value and use in the classroom have been shared with the Propel CS-McKeesport principals and instructional coaches. The Resources and Materials have also been presented to the teachers at Propel CS-McKeesport as a resource. Propel CS-McKeesport is part of the larger Propel Schools network and as a result is part of the larger professional development plan for the school network. The SAS Resources and Materials are being integrated into the professional development sessions during the 2013-2014 school year and beyond. This implementation will coinside with the full implementation of the PA Core Standards.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district

	classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The SAS Resources and Materials and information regarding their value and use in the classroom have been shared with the Propel CS-McKeesport principals and instructional coaches. The Resources and Materials have also been presented to the teachers at Propel CS-McKeesport as a resource. Propel CS-McKeesport is part of the larger Propel Schools network and as a result is part of the larger professional development plan for the school network. The SAS Resources and Materials are being integrated into the professional development sessions during the 2013-2014 school year and beyond. This implementation will coinside with the full implementation of the PA Core Standards.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable

Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Propel CS-McKeesport is a Kindergarten-8th grade school. Therefore High School Level SAS alignment is not necessary.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The school incorporates a comprehensive budget process that encourages the participation of all levels of management. The involvement of all management in the budget process helps to identify any possible shortfalls and allows for corrections during the process. The school also strives to start the school year with an available fund balance. When cash flow becomes tight due to delays in receiving tuition payments from school districts, the school has available a line of credit with Propel Foundation.
The school also has a monthly and quarterly financial reporting process that provides senior management with the current financial information.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The school uses the CSIU Technology group accounting system for all budgeting, accounting and reporting. The accounting system is fully integrated with the Pennsylvania State Chart of Accounts and Generally Accepted Accounting Principles.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	
Empowers educators to work effectively with parents and community partners.	X	X	X	

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

Provide brief explanation of your process for ensuring these selected characteristics.

Propel CS-McKeesport is part of the larger Propel School network. Propel CS-McKeesport is grouped with three other schools in a professional development pod. Teachers have 30 days of professional development provided both by in-building instructional leaders and district level curriculum, instruction and content experts. In addition to the formal professional development, Propel CS-McKeesport also provided Embedded Support through the instructional coach at the school along with other lead teachers and the instructional leadership of the building administrators. The instructional coach and the building principals meet monthly with other instructional coaches and principals in the Propel system to be provided with professional development of their own. In regards to building leadership, Propel CS-McKeesport is part of the

Propel Schools system, which conducts a summer leadership program for current and upcoming leaders.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Propel CS-McKeesport is a K-8 School, Therefore High School Professional Development is not offered.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

This section was not answered.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

This section was not answered.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

   None.

Provide brief explanation of your process for ensuring these selected characteristics.

The core of the Vibrant Teaching Community in the Propel Schools network is the professional development system, which has been in place since the first day of the organization. Propel believes that instructors must have multiple opportunities to learn within a systematic professional development model. This model must have two key elements in order to be successful. First, ample time must be available for all staff to learn and grow as professionals. Second, the professional development must be both intentional and personalized. The staff are therefore able to grow both in response to their individual needs and in the context of the beliefs and principles of the larger organization.   Propel teachers, nurses, counselors, and other professional staff have 30 days of professional development as a component of their contract. Paraprofessionals have seven days of professional development as a component of their contract and are paid a per diem rate to attend additional professional development that is relevant to their work. The training days are highly focused and a core component of systematic learning. The first professional development days take place during two weeks in August, prior to the students' arrival. These two weeks are used to outline the core instructional beliefs of the Propel system. Additionally, these weeks serve to clarify the vision of the organization and of the individual school. The core vision of the building and the organization is the first key component of the professional development pyramid. A clear and explicit vision of the school is created, by the administrators and leadership team and by the staff themselves. This vision outlines not only the purpose of the school, but also the manner in which the members of the community will operate. A clear vision is critical to the success of the professional development system as well as to the school's effective functioning. If the vision is insubstantial or weak, the entire system will collapse. This vision is then used to create a uniform culture, which is sustained throughout all professional development events. The vision is revisited to begin each session, so that the focus never wavers from the intended goals of the school and the organization. Because the staff have participated in the initial development of the vision, this consistent return to the school's core principles proves to have a powerful impact.   The uniform culture in turn serves as the block upon which the instruction-al focus is built. Propel believes that students must be problem solvers and critical thinkers and that their individual passions and interests are instrumental in building their personal power and efficacy. Propel believes in establishing a "culture of dignity" in which students are addressed individually so that they can be provided with the opportunities to learn. This individuality is embedded in the culture so that the instructional focus on personalization can be implemented.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

    None.

Provide brief explanation of your process for ensuring these selected characteristics.

Propel Schools
Mentoring and Induction Program
2013-2014
Propel Schools Mentoring and Induction Program is designed to provide new teachers with support and professional learning. Propel Schools has developed a cultural and instructional methodology which has resulted in academic and social success for our students. The mentoring and induction program strives to present new teachers with the skills and lessons learned from our years of experience and expertise.
The Propel Schools Mentoring and Induction Program has two areas of focus. The first is a focus on the culture of the classroom and the tone of teaching. Classroom culture is essential for the success of students and teachers and the creation of this culture must be intentional and meaningful. The second area of focus is on instruction that provide students with engaging and rigorous learning opportunities. These two areas of focus run throughout the program and provide a foundation for teachers new to the Propel Schools organization.
The Propel Schools mentoring and induction program has three components. The completion of

these components is required as a new teacher in any of the Propel Schools. The completion of a mentoring and induction program is also a necessary element of recertification in the state of Pennsylvania.

1. **Mentor-Mentee Visitations:**

Mentees and Mentors will visit each other's classrooms in conjunction with the mentee workshops. Mentors and Mentees may set up additional visitations and may also set up visits to other classrooms that they feel meet the needs of the mentee's growth as an educator.

2. **Mentee PLCs:**

The Mentees will meet in Professional Learning Communities, to provide Embedded Support in Cultural and Instruction. These PLCs will be determined based on the needs and interests of the mentees and will be scheduled following the end of the third week of school.

3. **Personal Growth:**

The mentees will work with their mentor, the building coordinator and the directors of the mentoring program to establish their own professional goals. These goals will be revisited throughout the school year and will help to shape the continuous learning of each mentee. In order to meet these requirements the following documentation will need to be completed.

1. Completion of Mentoring Goals Form
2. Attendance at each of the Propel Schools Mentoring Program PLCs
3. Documentation of Mentor/Mentee meetings using Mentor/Mentee Contact Form
4. Completion of Future Goals Form

The forms for the necessary documentation for the program will be provided to the mentors who will distribute them to the mentees. It is the responsibility of the mentors and mentees to make sure that all necessary documentation is completed and turned into the Directors of the Mentoring program at the final workshop on June 19th.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers
- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

Propel CS-McKeesport places great value on the induction of new teachers into the school. All of the new staff take part in the induction program. This program begins with two days prior to the start of the professional development cycle for returning teachers. In those sessions, the new teachers are provided with professional development on the culture, curriculum, instruction and procedures of the Propel CS-McKeesport System. In addition the new teachers take part in all of the other professional development days during the school year. During the initial induction period, new teachers are surveyed using a local survey to determine their needs and interests. They are also part of grade level and content focused PLCs with other new teachers in the Propel School system. New teachers at Propel CS-McKeesport have frequent visits from instructional coaches and mentors. Instructional coaches visit their classrooms at least once per week and often engage in personalized planning on a weekly basis. Mentor teachers observe the new teachers and provide them with feedback on their teaching and other aspects of their professional work. The new teachers are also visited in their classrooms by their supervisor frequently during the school year. Propel CS-McKeesport is a school that uses data to drive instruction. New teachers along with veteran teachers take part in regular data meetings to determine the needs of their students and consequently their actions as teachers. These meetings use PSSA, nationally normed assessments, local and national formative data such as the Dibels, DRA and building designed assessments. All teachers at Propel CS-McKeesport have their lesson plans reviewed and special attention is given to new teachers and teachers in new grade levels or content areas. The conclusion of the Mentoring and Induction program culminates with new teachers reflecting on their experience in the program and offering suggestions for future improvements in the efficacy of the program. All teachers are critical to the success of Propel CS-McKeesport and the Embedded Support of the mentoring and induction program is an essential element of Propel's success.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Propel CS-McKeesport does not have a formal process for the submission of an inductee portfolio. Teachers in Propel, new and veteran, have instructional coaches and principals in

their classrooms on a daily basis. Teachers are contiually engaged in a dialogue about teaching, learning and curriculum. As a result the portfolio process has been deemed to be unnecessary as a continual awareness of a techers work is part of the Propel Cs-McKeesport Quest for Excellence.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

> *None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Propel CS-McKeesport mentors are identified by the building and district administration as exceptional teachers who are ready to begin the process of mentoring teachers new to the Propel Schools system. Potential mentors must meet the characteristics listed above. Following nomination, potential mentors are contacted by the Director of the mentoring and induction program. The mentors are provided with a description of their role and responsibilities and they are given the choice of participating as mentors.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X

Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

Propel CS-McKeesport's Mentoring and Induction Program uses a highly personalized model so that new teachers are receiving the support that they need, when they need it during the school year. The initial induction days in August address all of the topics listed in this document. Those topics are then revisited in multiple formats during the remaining months of the school year. New teachers participate in monthly district wide professional development that may focus on some or all of the topics. In addition all the mentee participate in building level PD on a monthly basis focused on their grade levels and needs. These building level PD sessions occur during the school year to provide additional support to new teachers. The new teachers also meet with their mentors, instructional coaches and principals for further Embedded Support

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Propel Schools Mentoring Program fulfills the requirements for an induction program for the State of Pennsylvania. Demonstrated completion of an induction program is a requirement for Instructional II certification.   In order to meet these requirements the following documentation will need to be completed.
1. Completion of Mentoring Goals Form
2. Attendance at each of the Propel Schools Mentoring Program PLCs
3. Documentation of Mentor/Mentee meetings using Mentor/Mentee Contact Form
4. Completion of Future Goals Form
The forms for the necessary documentation for the program will be provided to the mentors who will distribute them to the mentees. It is the responsibility of the mentors and mentees to make sure that all necessary documentation is completed and turned into the Directors of the Mentoring program at the final workshop on June 19th.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Coaches Professional Development Sessions and Leadership Team Meetings are held multiple times throughout the year. At each session, the comprehensive plan goals along with the schoolwide program is reviewed and progress is discussed. It is considered high quality because Federal Programs Coordinator attends the sessions provided at the AIU as well as the Regional Meetings. Monthly to-do lists are shared and gone over in detail and continuous support and feedback is provided at the school level.

Provider	Meeting Date	Type of Assistance
Title I Coordinator/Central Office Leadership	9/7/2016 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	10/13/2016 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	2/1/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	3/2/2017 12:00:00 AM	Review of Data and Progress on Goals
Title I Coordinator/Central Office Leadership	3/8/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	4/12/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	5/17/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps

Title I Coordinator/Central Office Leadership	6/28/2017 12:00:00 AM	Review of Data, Review of Implementation of Action Steps, Review of Progress on Goals, Evaluation of Comprehensive Plan and Schoolwide Program based on data and feedback gathered at school-level from various stakeholders
Title I Coordinator/Central Office Leadership	8/8/2017 12:00:00 AM	Data Analysis, Needs Assessment Cycle, Review and Update of Goals, Year Long Action Plan
Title I Coordinator/Central Office Leadership	9/22/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	11/21/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	12/7/2017 12:00:00 AM	Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps
Title I Coordinator/Central Office Leadership	6/29/2016 12:00:00 AM	Comprehensive and Schoolwide Plan Review
Title I Coordinator/Central Office Leadership	10/17/2016 12:00:00 AM	Review of Data and Progress on Goals
Title I Coordinator/Central Office Leadership	1/9/2017 12:00:00 AM	Review of Data and Progress on Goals

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers and parents have many opportunities to be part of the decision making process regarding the use of academic assessments. The assessments are discussed at the Parent Teacher School Council Meetings, at Literacy and Math Content Sessions during Professional Development days, during monthly literacy and math meetings, during Data Meetings, and at Instructional Cabinet Meetings.

Teachers, coaches, and principals analyze current and past data of students. Through this collaborative process, we discuss the growth or lack of improvement of students. There is time for discussion of the core classroom instruction; meeting the needs of all students. There is also time for discussion of the data driven block; meeting the needs of individual students.
Surveys are given to educators to identify areas of strength and areas of need for curriculum, instruction, assessment, data, and professional development. The results

are compiled analyzed, and adjustments are made accordingly.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant

State/Local Grant Program	Amount of Grant

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

During the 2013/2014 School Year Propel McKeesport scored a 90.55% on the Writing PSSA. This score shows a 17 point increase from the 2012/1013 score and is the highest among the Propel Schools.

Accomplishment #2:

During the 2013/2014 School Year Propel McKeesport scored an 82.75% on the Science PSSA. This score shows a 13.75 point increase from the 2012/1013 score and is the highest among the Propel Schools.

Accomplishment #3:

During the 2013/2014 School Year Propel McKeesport scored an 84.65% on the math PSSA. This score is the highest among the Propel Schools.

Accomplishment #4:

Propel McKeesport's 2014 School Performance Profile is 83.8%, up one full percentage point from the 2013 SPP score.

Accomplishment #5:

There is a 2% difference between Propel McKeesport's African American students and White students scores on the 2013/2014 Mathematics PSSA scores, showing that we are closing the achievement gap.

Charter School Concerns

Concern #1:

On the Reading portion of the 2013-2014 PSSA exam only 17% of our Special Education students achieved Proficent or Advanced status.

Concern #2:

On the Mathematics portion of the 2013-2014 PSSA exam only 41% of our Special Education students achieved Proficent or Advanced status.

Concern #3:

Propel McKeesport has a high rate of student turnover, especially in upper grades.   Enrollment dropped to 367 at the start of the 2014-2015 school year. Through recruiting, the number was restored to 397, but full capacity is 420 students.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

On the Reading portion of the 2013-2014 PSSA exam only 17% of our Special Education students achieved Proficent or Advanced status.

On the Mathematics portion of the 2013-2014 PSSA exam only 41% of our Special Education students achieved Proficent or Advanced status.

Propel McKeesport has a high rate of student turnover, especially in upper grades. Enrollment dropped to 367 at the start of the 2014-2015 school year. Through recruiting, the number was restored to 397, but full capacity is 420 students.

Systemic Challenge #2 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

On the Reading portion of the 2013-2014 PSSA exam only 17% of our Special Education students achieved Proficent or Advanced status.

On the Mathematics portion of the 2013-2014 PSSA exam only 41% of our Special Education students achieved Proficent or Advanced status.

Propel McKeesport has a high rate of student turnover, especially in upper grades. Enrollment dropped to 367 at the start of the 2014-2015 school year. Through recruiting, the number was restored to 397, but full capacity is 420 students.

Systemic Challenge #3 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Systemic Challenge #4 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

> **Aligned Concerns:**

> Propel McKeesport has a high rate of student turnover, especially in upper grades. Enrollment dropped to 367 at the start of the 2014-2015 school year. Through recruiting, the number was restored to 397, but full capacity is 420 students.

Systemic Challenge #5 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

> **Aligned Concerns:**

> On the Reading portion of the 2013-2014 PSSA exam only 17% of our Special Education students achieved Proficent or Advanced status.

> On the Mathematics portion of the 2013-2014 PSSA exam only 41% of our Special Education students achieved Proficent or Advanced status.

> Propel McKeesport has a high rate of student turnover, especially in upper grades. Enrollment dropped to 367 at the start of the 2014-2015 school year. Through recruiting, the number was restored to 397, but full capacity is 420 students.

Systemic Challenge #6 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Charter School Level Plan

Action Plans

Goal #1: Special education students will increase proficiency on the math and reading PSSA over the three year time period.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Special education scores on the PSSA in reading and math

Specific Targets: Growth of 10% in year 1, growth of 10% in year 2, and growth of 5% in year 3.

Strategies:

Lesson Plans

Description:

General education and special education teachers will create weekly lesson plans that are submitted and reviewed by instructional coaches and principals.

SAS Alignment: Curriculum Framework, Materials & Resources

RtII Process

Description:

Refine the RtII process,so that general education as well as special education teachers are using classroom interventions and differentiation to better reach the needs of all students.

SAS Alignment: Instruction

Regular Professional Development

Description:

All teachers will receive regular professional development on classroom differentiation and special education. These professional developments will include teaching teachers about disabilities and appropriate interventions.

SAS Alignment: Instruction

Implementation Steps:

Lesson Plans

Description:

From the beginning of the 2015-2016 school year regular education and special education teachers will be required to submit weekly lesson plans to the instructional coaches and school administrators. Instructional coaches and principals will then review the lesson plans with a focus of differentiation.

Start Date: 8/17/2015   **End Date:** 6/22/2018

Program Area(s): Special Education

Supported Strategies:

- Lesson Plans

RtII Process

Description:

Four times a year teachers, counselors, instructional coaches, and principals meet to review data and create interventions and supports for students that have additional needs to be successful. Through these meetings teachers will identify whole class needs and the needs of individual students. Interventions and actions steps that are identified will be monitored and adjusted when necessary.

Start Date: 8/17/2015   **End Date:** 6/22/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- RtII Process

Regular Professional Development

Description:

Teachers will receive regular professional development on classroom differentiation and students with special needs.

Start Date: 8/17/2015   **End Date:** 6/22/2018

Program Area(s): Professional Education

Supported Strategies:

- Regular Professional Development

Improving language and literacy acquisition for all students

Description:

Propel McKeesport staff will collaborate with support from instructional coaches and principals to provide focused literacy instruction to all students.

Start Date: 7/1/2015   **End Date:** 8/1/2018

Program Area(s): Professional Education

Supported Strategies:

- RtII Process
- Regular Professional Development

Goal #2: Students will remain enrolled Propel McKeesport during the critical grades of 5-8.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Data will be collected and analyzed from the Propel McKeesport Enrollment tracking form.

Specific Targets: Each year the number of students who dis-enroll from Propel McKeesport during their 5th-8th grade year will decrease.

Strategies:

Middle School Electives

Description:

Students will be able to control the direction of their learning, by signing up for various elective classes, such as sewing, chess, and landscaping, which will increase student engagement, therefore increasing student retention.

SAS Alignment: None selected

Rites of Passages

Description:

A committee will be formed which will brainstorm rites of passages for students in grades 5-8. Once these have been determined, they will be implemented.

SAS Alignment: None selected

Community Participation

Description:

Propel McKeesport will seek out opportunities to involve it's staff members, students, and families in various local community activities such as holiday parades, festivals, and fairs.

SAS Alignment: None selected

Implementation Steps:

Middle School Electives

Description:

Teachers will submit descriptions of their proposed electives. Upon approval from administration, students will then select six electives that they are interested in. A schedule will be made and students will then participate in their assigned classes.

Start Date: 9/1/2014   **End Date:** 6/15/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Middle School Electives

Rites of Passages

Description:

2014/2015 School Year- committee will be formed

2015/2016 School Year- committee will brainstorm and identify needs

2016/2017 School Year- implementation of Rites of Passages

2017/2018 School Year- Committee will review and make necessary adjustments

Start Date: 5/15/2014   **End Date:** 6/15/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Rites of Passages

Community Participation

Description:

The Parent Teacher School Community (PTSC) will work together to identify opportunities for the school to participate in community events. Propel McKeesport will participate in these various events.

Start Date: 1/5/2015   **End Date:** 6/15/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Community Participation

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Special education students will increase proficiency on the math and reading PSSA over the three year time period.	Strategy #1: Regular Professional Development

Start	End	Title	Description
8/17/2015	6/22/2018	Regular Professional Development	Teachers will receive regular professional development on classroom differentiation and students with special needs.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals/District Leadership	1	8	25	Building Principals, Instructional Coaches, District Curriculum Leads, Superintendent	School Entity	No

Knowledge	Differentiation to meet the needs of inidividual learners and knowledge about specific disabilities and how to support students with specific disabilities within the classroom.
Supportive Research	Response to Instruction and Intervention.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

roles: interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	School Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Special education students will increase proficiency on the math and reading PSSA over the three year time period.	Strategy #1: RtII Process Strategy #2: Regular Professional Development

Start	End	Title	Description
7/1/2015	8/1/2018	Improving language and literacy acquisition for all students	Propel McKeesport staff will collaborate with support from instructional coaches and principals to provide focused literacy instruction to all students.

Person Responsible	SH	S	EP	Provider	Type	App.
Lauren DiMartino, Christie Frazier	0.5	24	4	Instructional Team	School Entity	No

Knowledge   Grade level teams will learn how to use student literacy data to improve instruction.

Supportive Research   Collaborative planning and the use of data have been shown to increase student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Propel CS-McKeesport assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/

No signature has been provided
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President, Board of Trustees

No signature has been provided
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Superintendent/Chief Executive Officer