Propel CS-Northside

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: 7/1/2011
Length of Charter: 5 Years
Opening Date: 8/17/2011
Grade Level: K-7 (will be K-8 beginning in the 2015-2016 School Year)
Hours of Operation: 8:30-3:30
Percentage of Certified Staff: 100.00 %
Total Instructional Staff: 23
Student/Teacher Ratio: 15:1
Student Waiting List: 445
Attendance Rate/Percentage: 94.00 %
Enrollment: 355
Per Pupil Subsidy: 13302
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 80.00 %

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 48

Student Profile

<table>
<thead>
<tr>
<th>Group</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1.00</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2.00</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>256.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.00</td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>55.00</td>
</tr>
<tr>
<td>Multicultural</td>
<td>37.00</td>
</tr>
</tbody>
</table>
### Instructional Days and Hours

<table>
<thead>
<tr>
<th></th>
<th>K (AM)</th>
<th>K (PM)</th>
<th>K (FT)</th>
<th>Elementary</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Days</td>
<td>0.00</td>
<td>0.00</td>
<td>190.00</td>
<td>190.00</td>
<td>190.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Instructional Hours</td>
<td>0.00</td>
<td>0.00</td>
<td>1140.00</td>
<td>1140.00</td>
<td>1140.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Planning Process

The leadership team (two principals and two instructional coaches) met at the end of the summer to set the course of action for this comprehensive plan. They selected the contributors and reviewers (parents, community members, and school staff members), created a calendar of action items to complete by certain dates, and planned to meet as a team at the very end to survey the plan and make any final adjustments.

We plan to meet as a broad team every Tuesday after school from 4-6 until October 1 to write and edit the plan. We will save the final two weeks strictly for editing. At that point, we will submit it to our supervisors at the Propel Schools central office for any final critiques.

Going forward, we will meet once every marking period to re-read the plan, ensure that we're following all of our action items faithfully, and, if not, creating a plan to get on track.

The most important parts of the process are the generative steps we took to write the initial draft. We are ensuring that we survey a broad list of resources (PDE's recommendations, the programs we currently have in place, best practices we've gathered from other schools and districts) and analyzing data both anecdotal and quantitative so that we feel confident that we are proceeding with steps that are going to have the biggest impact.

We are grateful to have a team of supporters--staff, parents, and community members--who are working for many hours to ensure that we are making the right moves for our school. Any successes we see are thanks to their hard work.
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 an ever-rising standard of excellence.

Educational Community

Propel Northside is located in a low income neighborhood on Pittsburgh's North Side. More than 80% of our 400+ students receive free or reduced lunch, and more than two-thirds of our students live within
walking distance of the school (the 15212 zip code). We are in good financial standing with Pittsburgh Public School District and have full support of Propel Schools central office.

Our community is home to a variety of industries and organizations that enrich our students' lives. We are home to the Steelers' and Pirates' stadiums, near multiple museums (the Mattress Factor, the Carnegie Children's Museum, the Warhol, the National Aviary), and within walking distance of unique small businesses (Breadworks, El Burro, Wilson's BBQ).

Outside of our 8:30-3:30 academic day, we offer a few extracurricular activities to our students, including an after-school program and boys' and girls' basketball teams. We also hold events or take part in events that are open to more than just our students, like Pumpkifest, our Fall Fest, and the Celebration of Learning, which showcases our arts classes.

### Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Axtman</td>
<td>Member</td>
<td>K&amp;L Gates Center 210 Sixth Avenue PA 15222</td>
<td>412.355.6795</td>
<td><a href="mailto:william.axtman@klgates.com">william.axtman@klgates.com</a></td>
</tr>
<tr>
<td>Stewart Barman</td>
<td>Member</td>
<td>537 N. Neville Street Pittsburgh, PA 15213</td>
<td>412.521.5605</td>
<td><a href="mailto:barmens@aol.com">barmens@aol.com</a></td>
</tr>
<tr>
<td>Roland Criswell</td>
<td>Member</td>
<td>116 Alpine Circle, Pittsburgh, PA 15215</td>
<td>412-656-5808</td>
<td><a href="mailto:rjcriswell@me.com">rjcriswell@me.com</a></td>
</tr>
<tr>
<td>Kristin Hughes</td>
<td>Member</td>
<td>Carnegie Mellon University School of Design Margaret Morrison 110 Pittsburgh, PA 15213</td>
<td>412.268.7098</td>
<td><a href="mailto:kh@andrew.cmu.edu">kh@andrew.cmu.edu</a></td>
</tr>
<tr>
<td>Patrick Kenny</td>
<td>Member</td>
<td>1805 Kent</td>
<td>412.434.2559</td>
<td><a href="mailto:pkenny@ppg.com">pkenny@ppg.com</a></td>
</tr>
</tbody>
</table>
Linda Pool | Member | 124 Wesport Drive, Pittsburgh, PA 15238 | 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 licence
- 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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students at the Beginning of the School Year</th>
<th>Number of Students at the End of the School Year</th>
<th>Number of Students Expelled</th>
<th>Reasons Students Withdrew During the Year</th>
<th>Number of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>300</td>
<td>276</td>
<td>0</td>
<td>Of those who did leave, 6 moved, 3 transferred to cyber school, 2 decided to home school, 2 had issues with bus travel, 1 wanted a religious education.</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>240</td>
<td>232</td>
<td>0</td>
<td>Of those who did leave 9 moved, 3 wanted a religious education, 3 transferred to cyber school, 1 was unhappy with policy</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>181</td>
<td>182</td>
<td>0</td>
<td>Of those who</td>
<td>0</td>
</tr>
</tbody>
</table>
did leave 4 left due to lack of/issues with transportation. 6 moved either out of state or to districts outside of the transportation range. 2 wanted to be in school with a neighbor or sister. 4 did not like the environment of the school. Parents withdrew 3 students following issues with behavior. 1 did not provide a reason.

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>37</td>
<td>40</td>
<td>40</td>
<td>38</td>
<td>37</td>
<td>43</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>42</td>
<td>39</td>
<td>37</td>
<td>36</td>
<td>35</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>37</td>
<td>35</td>
<td>38</td>
<td>36</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Braun</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jamie Chlystek</td>
<td>Administrator</td>
</tr>
<tr>
<td>Valerie Cicco</td>
<td>Administrator</td>
</tr>
<tr>
<td>Megan Clounier</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Pat Coyle</td>
<td>Administrator</td>
</tr>
<tr>
<td>Tom DelMarco</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Eric Ewall</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Nicole Glowark</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Gary Gregoricka</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Heather Harvey</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Laurie Moser</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Megan Newsome</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Teresa O’Neill</td>
<td>Administrator</td>
</tr>
<tr>
<td>Robert Powell</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Ilyssa Ringgold</td>
<td>Parent</td>
</tr>
<tr>
<td>Angela Taylor</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Barbara Vargo</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Chris West</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Danielle White</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Doreen Wolfe</td>
<td>Parent</td>
</tr>
</tbody>
</table>
Core Foundations

Standards

Mapping and Alignment

### Elementary Education-Primary Level

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

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

Propel CS Northside 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 Northside does not have any students with limited English Language Proficiency.

### Elementary Education-Intermediate Level

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Developing</td>
<td>Developing</td>
</tr>
</tbody>
</table>
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 | Developing | Developing
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 Northside 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 Northside does not have any students with limited English Language Proficiency.

**Middle Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Economics</td>
<td>Non Existent</td>
<td>Non Existent</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Non Existent</td>
<td>Non Existent</td>
</tr>
<tr>
<td>Geography</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>History</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Non Existent</td>
<td>Non Existent</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Non Existent</td>
<td>Non Existent</td>
</tr>
</tbody>
</table>
American School Counselor Association for Students | Developing | Developing
---|---|---
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 Northside 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 Northside does not have any students with limited English Language Proficiency.

**High School Level**

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

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

Propel CS-Northside is a Kindergarten to 8th grade school. Therefore High School Level standards are not addressed.

**Adaptations**

**Elementary Education-Primary Level**
Curriculum

Planned Instruction

Elementary Education-Primary Level

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
<td>Developing</td>
</tr>
<tr>
<td>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</td>
<td>Developing</td>
</tr>
<tr>
<td>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</td>
<td>Developing</td>
</tr>
<tr>
<td>Procedures for measurement of mastery of the objectives of a planned</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Processes used to ensure Accomplishment:

Propel CS-Northside has a robust system of Embedded Support with Principals, Instructional Coaches and Central Office Curriculum and Instruction staff regularly visiting classrooms and providing feedback on students’ demonstrations of learning. Students may demonstrate learning through written, verbal, and project-based classroom assessments. In addition, Propel CS-Northside 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**

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

Processes used to ensure Accomplishment:

Propel CS-Northside has a robust system of Embedded Support with Principals, Instructional Coaches and Central Office Curriculum and Instruction staff regularly visiting classrooms and providing feedback on students’ demonstrations of learning. Students may demonstrate learning through written, verbal, and project-based classroom assessments. In addition, Propel CS-Northside 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**

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
<td>Developing</td>
</tr>
</tbody>
</table>
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-Northside has a robust system of Embedded Support with Principals, Instructional Coaches and Central Office Curriculum and Instruction staff regularly visiting classrooms and providing feedback on students' demonstrations of learning. Students may demonstrate learning through written, verbal and project based classroom assessments. In addition, Propel CS-Northside 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**

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

Propel CS-Northside is a Kindergarten to 8th grade school. Therefore, High School Level Curriculum is not provided.

**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.

Each student comes to school with a unique set of abilities and experiences. Rather than believing that those experiences and abilities are hindrances to a student’s educational progress, Propel Schools believes that each student has the ability to learn and improve upon his/her skills, using those experiences and abilities as building blocks. With that belief in mind, Propel Schools is committed to providing instruction to students within an inclusive system where each student’s unique abilities are embraced and instruction is provided within the regular education setting. Rather than removing a student from the regular education setting, supports and services are incorporated into the regular education classroom to meet individual learning needs. Collaboration and co-teaching are embraced to ensure that instruction is a shared responsibility between regular and special educators. With this approach, students are provided rigorous instruction by highly qualified educators, ensuring that all are able to meet high expectations.

**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-Northside has a system of Embedded Support for all teachers. Principals and Instructional Coaches conduct classroom walkthroughs on a daily basis. These walkthroughs 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**

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

If necessary, provide further explanation. (Required explanation if column selected was **This narrative is empty.**

**Elementary Education - Intermediate Level**

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

Propel CS-Northside is a Kindergarten-8th grade school. Therefore High School Level Instructional Practices are 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 its website through its 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

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>SY 19/20</th>
<th>SY 20/21</th>
<th>SY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum % Grade Required for Credit (Numerical Answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Local Assessments

<table>
<thead>
<tr>
<th>Standards</th>
<th>WA</th>
<th>TD</th>
<th>NAT</th>
<th>DA</th>
<th>PSW</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics and Government</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
PA Core Standards: English Language Arts | X | X | X | X | X
---|---|---|---|---|---
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | X | X | X | X | X
PA Core Standards: Mathematics | X | X | X | X | X
Economics
Environment and Ecology | X | X | X
Family and Consumer Sciences
Geography
Health, Safety and Physical Education | X | X
History
Science and Technology and Engineering Education | X | X | X | X
Alternate Academic Content Standards for Math
Alternate Academic Content Standards for Reading
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:

- 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

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSA</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4Sight Assessments</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Benchmark Assessments
### Benchmark Assessments

<table>
<thead>
<tr>
<th>Benchmark Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Sight Assessments</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>DRA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dibels</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NWEA MAPs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Formative Assessments

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWEA MAPs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Diagnostic Assessments

<table>
<thead>
<tr>
<th>Diagnostic Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dibels</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Validation of Implemented Assessments

<table>
<thead>
<tr>
<th>Validation Methods</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Unit Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA Administration Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Building Supervisor Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Department Supervisor Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Learning Community Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coach Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teacher Peer Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide brief explanation of your process for reviewing assessments.

Propel CS-Northsider validates its assessment through an organization wide process. Assessments are validated by the Central Office Curriculum 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-Northside 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-Northside 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-Northside 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-Northside meets on a monthly basis. In addition instructional coaches and principals meet with teachers

Assessment Data Uses

<table>
<thead>
<tr>
<th>Assessment Data Uses</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instructional practices modified or adapted to increase student mastery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Provide brief explanation of the process for incorporating selected strategies.
Propel CS-Northside 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-Northside 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.

*This narrative is empty.*

### Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Propel CS-Northside 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.

*This narrative is empty.*

### Safe and Supportive Schools

#### Programs, Strategies and Actions

<table>
<thead>
<tr>
<th>Programs, Strategies and Actions</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biennially Updated and Executed Memorandum of</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Understanding with Local Law Enforcement

<table>
<thead>
<tr>
<th>Program</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide Positive Behavioral Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution or Dispute Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Peer Helper Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Safety and Violence Prevention Curricula</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Codes of Conduct</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Comprehensive School Safety and Violence Prevention Plans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Purchase of Security-related Technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student, Staff and Visitor Identification Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Placement of School Resource Officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistance Program Teams and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Services Available for all Students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Internet Web-based System for the Management of Student Discipline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

Propel CS-Northside does not feel that School Resource Officers are needed. Propel CS-Northside uses an RTII model which incorporates both academic and behavioral supports for students.

### Developmental Services

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

Explanation of developmental services:
Propel CS-Northside 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 fully in place at the K-8 level. This process is uniform across the Propel Schools system and is supported by the district level curriculum and instruction team. Propel CS-Northside 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.

**Diagnostic, Intervention and Referral Services**

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

Explanation of diagnostic, intervention and referral services:
Propel CS-Northside has a school nurse on staff for medical needs. The SAP program is not used, as an RTII model is in place that addresses academic and social/emotional/behavioral needs.

**Consultation and Coordination Services**

<table>
<thead>
<tr>
<th>Consultation and Coordination Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case and Care Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Liaison</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Services Coordination (Internal or External)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Coordinate Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordination with Families (Learning or Behavioral)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Home/Family Communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Managing Chronic Health Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Service and Support</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Managing IEP and 504 Plans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Referral to Community Agencies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Strengthening Relationships Between School Personnel, Parents and Communities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>System Support</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Truancy Coordination</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of consultation and coordination services:**

*This narrative is empty.*

### Communication of Educational Opportunities

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

### Communication of Student Health Needs

<table>
<thead>
<tr>
<th>Communication of Student Health Needs</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Individual Screening Results</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings with Community, Families and Board of Directors</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Handbook</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Health and Safety

*This section is empty.*
<table>
<thead>
<tr>
<th>Health and Safety</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is a certified school nurse on the Charter School staff?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are physical health records and dental records kept according to requirements of the State of Pennsylvania?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Charter School comply with all regulations concerning the dispensation of medicines?</td>
<td>Yes</td>
</tr>
<tr>
<td>May Charter School students possess any prescription or non-prescription medication?</td>
<td>No</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Charter School participate in the Federal Free and Reduced Lunch Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are all students eligible to participate in Federal Breakfast and Lunch programs?</td>
<td>No</td>
</tr>
<tr>
<td>Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

**Propel Charter Schools**

Job Description **School Nurse**

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.

**Qualifications**

1. Current PA registered Nurse License.
2. Bachelors of Science Degree in Nursing (BSN)
3. Certification as Educational Specialist by PA Department of Education.
5. Background/experience preferred in pediatric nursing, community health nursing, critical care nursing, medical-surgical nursing and/or emergency room nursing.
7. Required Act 48 continuing education coursework for nursing license and Education Specialist II certificate.
9. Excellent communication skills.
10. Ability to work cooperatively with numerous departments and personnel within the school setting.

**Leadership**

1. 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.

**Responsibilities**

Provides 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.

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.

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.


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 performance. 25. 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 Specifications 1. 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. Temperament 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-Northside 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:

Occupancy of the building 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. Propel CS-Northside 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.

Propel CS-Northside’s transportation is provided by the district in which the student resides. All students within the geographic boundaries outlined in Pennsylvania law receive free bussing to the school.

**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**

<table>
<thead>
<tr>
<th>Charter School’s Code of Student Conduct</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the rules of conduct explained in student friendly-language?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the consequences of violations of rules of conduct explained in student-friendly language?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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
Monthly

**Collaboration for Interventions**

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

Propel CS-Northside 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-Northside 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-Northside. 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 CS Northside 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-Northside 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-Northside 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-Northside does not provide child care services to the students enrolled in the school. 2. Propel CS-Northside has afterschool programing, offering both enrichment and academic support. Teachers serve as afterschool staff providing instruction and maximizing coordination with in-school instruction. The after school program includes academic support and enrichment activities. Programming is offered for 12 hours per week from 3:30-6:30, Monday through Thursday. Propel's afterschool program design was influenced by the current research on afterschool programming. 3. Propel CS-Northside is a K-8 school and does not offer internships or youth workforce development. 4. Propel CS-Northside offers 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-Northside does not operate a pre-kindergarten program or have programs operated by other community agencies under contract by the LEA. Propel CS-Northside conducts a Kindergarten screening in May for those students who are enrolled for the following fall. This screening is used to identify students with specific 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

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

Provide explanation for processes used to ensure Accomplishment.

Propel CS-Northside 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-Northside 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

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

Provide explanation for processes used to ensure Accomplishment.

Propel CS-Northside 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-Northside 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**

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

Provide explanation for processes used to ensure Accomplishment.

Propel CS-Northside 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-Northside 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**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
<td>Non Existent</td>
</tr>
<tr>
<td>A robust supply of high quality aligned instructional materials and resources available</td>
<td>Non Existent</td>
</tr>
<tr>
<td>Accessibility for students and teachers is effective and efficient</td>
<td>Non Existent</td>
</tr>
<tr>
<td>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</td>
<td>Non Existent</td>
</tr>
</tbody>
</table>

Provide explanation for processes used to ensure Accomplishment.
Explaination for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Propel CS-Northside is a Kindergarten-8th grade school, therefore High School Level Materials and Resources are not necessary.

**SAS Incorporation**

**Elementary Education-Primary Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Economics</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Standards</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>History</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Early Childhood Education: Infant-Toddler &amp; Second Grade</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>School Climate</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

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-Northside principals and instructional coaches. The Resources and Materials have also been presented to the teachers at Propel CS-Northside as a resource. Propel CS-Northside 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 will becontinue to be integrated into the professional development sessions during the 2014-2015 school year and beyond. This implementation will coincide with the full implementation of the PA Core Standards.

**Elementary Education-Intermediate Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Subject</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Civics and Government</td>
<td></td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Economics</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>History</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>
Interpersonal Skills | Implemented in 50% or more of district classrooms
---|---
School Climate | Implemented in 50% or more of district classrooms

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-Northside principals and instructional coaches. The Resources and Materials have also been presented to the teachers at Propel CS-Northside as a resource. Propel CS-Northside 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 will be continue to be integrated into the professional development sessions during the 2014-2015 school year and beyond. This implementation will coincide with the full implementation of the PA Core Standards.

<table>
<thead>
<tr>
<th>Middle Level Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Economics</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Subject</td>
<td>Classrooms</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>History</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>School Climate</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>World Language</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

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-Northside principals and instructional coaches. The Resources and Materials have also been presented to the teachers at Propel CS-Northside as a resource. Propel CS-Northside 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 will continue to be integrated into the professional development sessions during
the 2014-2015 school year and beyond. This implementation will coincide with the full implementation of the PA Core Standards.

**High School Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Economics</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>History</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>School Climate</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>World Language</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Further explanation for columns selected 

Propel CS-Northside is a Kindergarten-8th Grade School. Therefore High School Level SAS incorporation is not present.

**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**

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

<table>
<thead>
<tr>
<th>Charter School's Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
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-Northside is part of the larger Propel School network. Propel CS-Northside 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-Northside also provided Embedded Support through the instructional coaches at the school along with other lead teachers and the instructional leadership of the building administrators. The instructional coaches 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-Northside 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-Northside does not have high school grades, therefore high school level strategies are not necessary.

**Educator Discipline Act 126, 71**

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

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
</tr>
<tr>
<td>8/12/2013</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
</tr>
<tr>
<td>1/6/2016</td>
</tr>
</tbody>
</table>

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.
Questions

<table>
<thead>
<tr>
<th>The LEA plans to conduct the training on approximately:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6/2016</td>
</tr>
</tbody>
</table>

**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 instructional 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 CS-Northside places great value on the induction of new teachers into the school. All of the new staff takes 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-Northside 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. Propel CS- Northside has a dedicated induction guide who works to provide additional support to new hires at the start and throughout the school year. New teachers at Propel CS-Northside 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. New staff are part of the Propel wide Professional Development program and they also attend monthly new staff professional development sessions where best practices and are explored and applied to their classrooms. Those professional development sessions cover:

• Knowing, understanding and implementing instructional practices validated by the LEA as known to improve student achievement.
  • Assigning challenging work to diverse student populations.
  • Knowing the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
  • Accessing 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.
  • Navigating the Standards Aligned System website.
  • Knowing and apply LEA endorsed classroom management strategies.
  • Knowing and utilize school/LEA resources that are available to assist students in crisis.

The cohort based model for induction along with the frequent interaction with cross grade and cross building teachers supports new staff in developing a sense of collegiality and camaraderie.
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).
- 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

- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.

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

Propel CS-Northside places great value on the induction of new teachers into the school. All of the new staff takes 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-Northside 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. Propel CS- Northside has a dedicated induction guide who works to provide additional support to new hires at the start and throughout the school year. New teachers at Propel CS-Northside 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. New staff are part of the Propel wide Professional Development program and they also attend monthly new staff professional development sessions where best practices and are explored and applied to their classrooms. Propel CS-Northside 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-Northside 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-Northside 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.

The needs not assessed are measured using the listed assessments.

**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-Northside 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 Coordinator 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**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Aug-Sep</th>
<th>Oct-Nov</th>
<th>Dec-Jan</th>
<th>Feb-Mar</th>
<th>Apr-May</th>
<th>Jun-Jul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Professional Practice and Conduct for Educators</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Best Instructional Practices</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
If necessary, provide further explanation.

This narrative is empty.

**Monitoring and Evaluating the Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

1. Completion of Mentoring Goals Form
2. Attendance at each of the Propel Schools Mentoring Program PLCs Meetings.
3. Documentation of assignments given during afterschool PLC sessions.
4. Documentation of Mentor/Mentee meetings using Mentor/Mentee form.
5. Goal reevaluation and reflection at the conclusion of the program.
6. Inductees will be given the opportunity to evaluate and provide feedback on the mentoring and induction program multiple times during the school year.

**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

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school’s Board of Trustees and contractors of the school meet the requirements of the “Public Works Contractors’ Bond Law of 1967,” all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the “Pennsylvania Prevailing Wage Act,” and the “Steel Products Procurement Act.” (in compliance with §17-1715-A (10))
- The school’s administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school’s Trustees do not serve on a local board of school directors of a school entity located in the member’s district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
• The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

• The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school’s charter (in compliance with §17-1723-A (b))

• The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))

• The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))

• 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))

• All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))

• There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))

• All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))

• Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))

• The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))
Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)
- Establishment and Implementation of Student Assistance Programs at all levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.
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 the 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.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>6/29/2016 12:00:00 AM</td>
<td>Comprehensive and Schoolwide Plan Review</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>8/8/2016 12:00:00 AM</td>
<td>Data Analysis, Needs Assessment Cycle, Review and Update of Goals, Year Long Action Plan</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>9/7/2016 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>9/22/2016 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>10/13/2016 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>10/17/2016 12:00:00 AM</td>
<td>Review of Data and Progress on Goals</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>11/21/2016 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>12/7/2016</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Coordinator/Central Office Leadership</td>
<td>12:00:00 AM</td>
<td>Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>1/9/2017 12:00:00 AM</td>
<td>Review of Data and Progress on Goals</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>2/1/2017 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>3/2/2017 12:00:00 AM</td>
<td>Review of Data and Progress on Goals</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>3/8/2017 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>4/12/2017 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>5/17/2017 12:00:00 AM</td>
<td>Monthly To-Do Lists and Review of Progress on Comprehensive and Schoolwide Plan Action Steps</td>
</tr>
<tr>
<td>Title I Coordinator/Central Office Leadership</td>
<td>6/28/2017 12:00:00 AM</td>
<td>Review of Data, Review Implementation of Action Steps, Review of Progress in Goals, Evaluation of Comprehensive Plan and Schoolwide Program based on data and feedback gathered at school-level from various stakeholders</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended School Day/Tutoring Programs</td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>Before School</td>
<td>No</td>
</tr>
<tr>
<td>After School</td>
<td>Yes</td>
</tr>
<tr>
<td>Lunch/Study Periods</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer School Program</td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>In-class Instructional Support</td>
<td>Yes</td>
</tr>
<tr>
<td>Pull Out Instructional Support</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Federal Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/Local Grant Program</td>
<td>Amount of Grant</td>
</tr>
</tbody>
</table>
Needs Assessment

Charter School Accomplishments

Accomplishment #1: Propel Northside has demonstrated increased rates of students scoring proficient or advanced on the PSSA in all subject areas from the 2012-13 to the 2013-14 school year. On average, students grew in proficiency by 12% in English Language Arts, by 7% in math, and by 32% in science.

Accomplishment #2: Propel Northside has added a new grade level each year since opening as a K-4 school in the 2011-12 school year. The school is able to serve fifty additional students each year, thus increasing its impact on the community in which it’s located. The waiting list for the school totals more than four hundred, and this number demonstrates the high demand for the school by parents in the community.

Charter School Concerns

Concern #1: Many of our students exhibit social, emotional, and academic frustrations that are communicated through physical aggression and verbal retaliation. Said aggression and retaliation cause disruptions in teacher instruction and student learning.

Concern #2: At Propel Northside parent involvement on a day-to-day basis, including attendance at our School and Community Council (SCC) meetings, is a concern. We know our parents are involved in their children's lives, and we see that in the large turnout rates at back-to-school functions, music concerts, and on average 90% attendance for parent-teacher conferences. Typically, however, the same 4 to 5 parents attend the SCC meetings, and this is not a fair representation of all the families' interests, concerns, and ideas for maintaining a strong school community. We would like to see as much involvement in SCC meetings as we do in other areas.

Concern #3: While Propel Northside's 2013-2014 school profile score increased from 61.9% to 81.8% demonstrating growth, the percentage of students scoring proficient or advanced on the 2013-2014 PSSA still remains below the state average. In reading, students in grades 3-6 scores were **% lower than the state average, in math ***% lower, and in science ** percent lower.
Prioritized Systemic Challenges

**Systemic Challenge #1 (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.

**Aligned Concerns:**
While Propel Northside's 2013-2014 school profile score increased from 61.9% to 81.8% demonstrating growth, the percentage of students scoring proficient or advanced on the 2013-2014 PSSA still remains below the state average. In reading, students in grades 3-6 scores were **% lower than the state average, in math **% lower, and in science ** percent lower.

**Systemic Challenge #2 (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:**
Many of our students exhibit social, emotional, and academic frustrations that are communicated through physical aggression and verbal retaliation. Said aggression and retaliation cause disruptions in teacher instruction and student learning.

**Systemic Challenge #3 (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:**
At Propel Northside parent involvement on a day-to-day basis, including attendance at our School and Community Council (SCC) meetings, is a concern. We know our parents are involved in their children's lives, and we see that in the large turnout rates at back-to-school functions, music concerts, and on average 90% attendance for parent-teacher conferences. Typically, however, the same 4 to 5 parents attend the SCC meetings, and this is not a fair representation of all the families' interests, concerns, and ideas for maintaining a strong school community. We would like to see as much involvement in SCC meetings as we do in other areas.

**Systemic Challenge #4 (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.
Systemic Challenge #5 (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
Charter School Level Plan

Action Plans

Goal #1: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA data

Specific Targets: 2015: 58% in reading, 68% in math, 82% in science

2016: 61.5% in reading, 71% in math, 83.5% in science

2017: 65% in reading, 73% in math, 85% in science

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development)

SAS Alignment: Instruction

Unpacking Standards

Description:

Development of an Instructional Coaching Cycle between teacher and instructional coach provides weekly meetings to unpack standards, design pre- and post-assessment, as well as make instructional plans reflective of
differentiated needs of students and grade level learning goal. Using the "top-down" methods of Wiggins and McTighe, teachers and coaches unpack what students need to know and be able to do to ensure that their students master the standard.

**SAS Alignment:** None selected

**Implementation Steps:**

**Instructional coaching**

**Description:**

Coaches will meet with each teacher one-on-one at least once a week, coupled with teacher observations and other coaching strategies (modeling, co-teaching, video taping, etc.). At each meeting, teachers will bring either their pre- or their post-assessment data. Coaches will work with teachers in a "coaching cycle" to 1) break down a standard, 2) design/analyze pre-assessment data, 3) design aligned instruction, and 4) design/analyze post-assessment data. Coaches and teachers will know that this implementation step has been successful if 80% or more of the students have mastered a standard.

**Start Date:** 9/1/2015  **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Unpacking Standards

**Teaching diverse learners in an inclusive setting**

**Description:**

 Principals and instructional coaches will aid teachers in analysis of data to form small groups within the classroom environment in order to meet the diverse needs of all learners.

**Start Date:** 8/24/2015  **End Date:** 6/1/2018

**Program Area(s):** Special Education, Student Services, Educational Technology
**Supported Strategies:**

- Instructional Coaching: The Principles of Partnership

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: The data sources being used will be: Teacher surveys, student surveys, parent surveys (administered 2 times per year)

Specific Targets: Survey data will show that more than 50% of stakeholders will perceive the school environment as being safe.

Type: Interim

Data Source: The data source being used will be our ODR data pulled from our online database.

Specific Targets: As a school we will work to reduce our current average of 3.5 daily office referrals to between 2.0 and 3.0 daily office referrals.

**Strategies:**

**Positive Behavioral Interventions and Supports**

**Description:** Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.
Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx ) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Positive Behavior Support**

**Description:**

Each month the Propel Northside CORE/School Wide Team consisting of teachers, guidance counselors, and principals will analyze data (Big 5, ODR’s, attendance, etc.) in order to select focus points for improvement. After identifying the area of need, the team will create measurable goals and a Positive Behavior Support Plan to be shared with staff at monthly meetings. This plan (or plans) will be implemented schoolwide in order to improve behavior both universally as well as for our Tier 2 and Tier 3 students. Each month, the Propel Northside CORE/School Wide Team will revisit the plan to address whether or not the goal is being reached. If the goal is not being reached, the team will identify obstacles and rework the plan. Progress regarding Positive Behavior Support goals or improved plans will then be re-shared with the entirety of the staff at monthly meetings.

**Start Date:** 9/1/2015   **End Date:** 6/15/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**
Positive Behavioral Interventions and Supports

**Goal #3**: 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.

**Indicators of Effectiveness:**

- **Type**: Interim
- **Data Source**: Increased attendance at School and Community Council meetings
- **Specific Targets**: Meeting attendance will increase by 100%

**Strategies:**

**Instructional Coaching: The Principles of Partnership**

**Description**: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: [http://instructionalcoach.org/about/about-coaching](http://instructionalcoach.org/about/about-coaching) Resource: [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development))

**SAS Alignment**: Instruction

**Parent volunteer coordinator position**

**Description:**

We will recruit for each homeroom a parent volunteer coordinator. He/she will be responsible for attending School and Community Council meetings and acting as a liaison between the homeroom teacher and parents in that classroom.

**SAS Alignment**: None selected
Implementation Steps:

Parent volunteer coordinator position

Description:

We will recruit for each homeroom a parent volunteer coordinator. He/she will be responsible for attending School and Community Council meetings and acting as a liaison between the homeroom teacher and parents in that classroom. Mr. Gregoricka will start the recruitment process in September with the goal of filling all positions by the first of October.

Start Date: 9/1/2015   End Date: 6/15/2018

Program Area(s): Student Services

Supported Strategies:

- Parent volunteer coordinator position

Improving language and literacy acquisition for all students

Description:

Principals and coaches will collaborate on periodic walk-throughs and design professional development based on research to target school needs around language and literacy acquisition. The professional development will focus on supporting the needs of individual teachers and students through the information gathered during the periodic walk-throughs. The principals and instructional coaches will be able to determine needs of the individual classroom, teachers and students, they will provide both embedded support and use that information in their planning for professional development.

Start Date: 8/24/2015   End Date: 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
## Appendix: Professional Development Implementation

### Step Details

**LEA Goals Addressed:** 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.

### Strategy #1: Instructional Coaching: The Principles of Partnership

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/2015</td>
<td>6/1/2018</td>
<td>Teaching diverse learners in an inclusive setting</td>
<td>Principals and instructional coaches will aid teachers in analysis of data to form small groups within the classroom environment in order to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>

**Person Responsible:** Principals, instructional coaches  

**Provider:** Instructional coaches, principals

<table>
<thead>
<tr>
<th>SH</th>
<th>S</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

**Type:** School Entity  
**App.:** No

**Knowledge:** Teachers will be able to analyze formative data sets, determine student deficits, create homogeneous groups, and design targeted instruction to meet all students' needs.

**Supportive Research:** We will follow a coaching protocol from Diane Sweeney and Jim Knight to create our professional development sessions. Data-driven decision making and differentiated instruction are key research-based components of high-quality instruction.

**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.
- Provides educators with a variety of classroom-based assessment skills and the skills...
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.

### Training Format

- Series of Workshops
- School Whole Group Presentation

### Participant Roles

- Classroom teachers
- Paraprofessional

### 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
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

### 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
Joint planning period activities

**LEA Goals Addressed:** 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.

**Strategy #1: Instructional Coaching: The Principles of Partnership**

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/2015</td>
<td>6/1/2018</td>
<td>Improving language and literacy acquisition for all students</td>
<td>Principals and coaches will collaborate on periodic walk-throughs and design professional development based on research to target school needs around language and literacy acquisition. The professional development will focus on supporting the needs of individual teachers and students through the information gathered during the periodic walk-throughs. The principals and instructional coaches will be able to determine needs of the individual classroom, teachers and students, they will provide both embedded support and use that information in their planning for professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals, instructional coaches</td>
<td>0.5</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals, instructional coaches</td>
</tr>
</tbody>
</table>

**Type**

<table>
<thead>
<tr>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

**Knowledge**

- Literacy acquisition

**Supportive Research**

- Lindamood Bell
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.
- Empowers educators to work effectively with parents and community partners.

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

- LEA Whole Group Presentation
- Series of Workshops
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- New Staff
- Other educational specialists

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
**Follow-up Activities**

- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- 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.
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-Northside 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

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer