
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Northside Urban Pathways CS
Address: 914 Penn Ave.
Pittsburgh, PA 15222

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Northside Urban Pathways CS

Date of Local Chartering School Board/PDE Approval: August 1998

Length of Charter: 1998-present **Opening Date:** September 1998

Grade Level: 6-12 **Hours of Operation:** 7:30 a.m. to 5:30 p.m.

Percentage of Certified Staff: 100% (Includes Highly Qualified Staff) **Total Instructional Staff:** 35

Student/Teacher Ratio: 11:1 **Student Waiting List:** 201 students

Attendance Rate/Percentage: 94.99% daily attendance school wide

Summary Data Part II

Enrollment: 319 Per Pupil Subsidy: \$12,850.00

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	310
Hispanic:	2
White (Non-Hispanic):	5
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 88.71

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 57

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	177	177	177
Instructional Hours	0	0	0	0	1124.5	1124.5	1124.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

Northside Urban Pathways Public Charter School (NUP) is a school for students in grades 6-12. The primary population comes from the Pittsburgh Public School System. However, enrollment is steadily increasing from districts outside the city. The school operates in downtown urban setting. The students are 95% African American with over an 85% overall free and reduced lunch population. Almost 25% of our student population include students with identified needs. There are a significant number of foster children at our school. Charter schools are great for foster children. If their home changes, their school remains a constant in their lives.

Northside Urban Pathways is a college preparatory school which believes that EVERY student should be given the opportunity to expand their post-secondary options by attending the college or university of their choice. In 2010 100% of graduates got accepted to the college or university of their choice. Students of NUP, when asked "where are you going?" can confidently answer, "We are going to college." The school participates actively in many community agencies and has several partnerships with local and national universities.

Mission

The school's mission is to provide every child with the academic competencies, attitudes, and the network of support needed to succeed in life in the city or beyond it. The school was founded on the New Standards. Now, the school adopts the Pennsylvania State Standards. It is our intention that all students will work toward 100% proficiency as we strive to follow the guidelines

set forth in the NCLB Act. In addition, by the end of the each academic year, students must demonstrate through exhibits (written and oral presentations) that they have achieved the standards for that grade level. Writing daily and operating in teams are ways in which the school helps to prepare students for life beyond high school.

Vision

NUP is a standards and performance based school. The school incorporates both the PA Standards and anchors in its curriculum. Students are expected to demonstrate knowledge of the standards through various performance assessments in each of their classes. NUP does not socially promote students. Students must demonstrate proficiency in their work in order to be promoted to the next grade. In addition, the school is located in the downtown area, and, as cited in its charter, uses downtown as its laboratory. Students use the various libraries and cultural venues around the area as an extension of the classroom. The various theatres, hotels and office spaces are used for assembly purposes. For example, the school uses the gym that is located in the Smithfield United Church. It also uses the YMCA for basketball practice.

NUP seeks to be nationally and internationally competitive. To that end, it has high and rigorous standards for all students. Student achievement is at the core of every activity. This year, students in A.P. English classes received grades of 3's and 4's.

Shared Values

The school community insists on small class sizes of no more than 20 if at all possible. The PA State Standards drive much of what is done to promote student achievement. Parent participation is key to our success. Parents must be involved as partners to have success with their child. The surrounding downtown community and local universities serve as support for our facilities and supplemental programs. The school community believes strongly in promoting what resources are downtown and using our local personnel to help fill the gaps with social and academic services. Students are encouraged to become responsible, not only for themselves, but for their school environment as well. Teachers, parents and students are a part of decision-making.

The strengths of NUP include: care and concern on the part of the staff for the well being of students; programs supporting student learning; individual meetings with parents four times a year; cooperation with city resources; and the willingness of staff to go above and beyond what is required to help students. NUP is a very strong, disciplined environment that lends structure to students' lives. Students are not socially promoted; therefore, they learn the value of deadlines and working toward a goal. Incentives offered for student achievement are a positive element for students. The amount of mentoring support offered to NUP students is extraordinary. Mentoring opportunities are abundant and effective. NUP partners with Big Brothers Big Sisters (BBBS), Wesley Spectrum, the Pittsburgh Rotary Club, and other agencies. Most staff serve as mentors to approximately ten students. Students review goals and career plans quarterly with a staff supervisor. This is done privately with each student.

NUP has also instituted a new mentoring program for high school boys called BAAM (Benefiting African American Males) which pairs each student with a volunteer mentor from the community. These mentors are professional African-American males who meet with their student once a month in one-on-one and group mentoring sessions. Through BAAM, NUP is providing these young men with a positive role model who follows them not only through their high school years, but into their first years of college. A similar mentoring program for young women, WISE (Women In Sync Everywhere) began in the fall of 2009. The community has been extremely supportive of both these high school mentoring programs.

Academic Standards

Northside Urban Pathways does not use any type of “pre-packaged” curriculum services. Northside Urban Pathways Charter School's curriculum is standards and performance based, with a foundation in the Pennsylvania Department of Education Standards for all content areas and the Pennsylvania Department of Education Assessment Anchors. NUP takes an “inquiry-based” approach to learning, with essential questions and engaging scenarios driving instruction. There is also a heavy emphasis on data-driven instruction based on national and local assessments. The materials and resources vary, according to subject area, grade level, and student ability.

NUP has aligned the standards to its curriculum, and teachers are accountable for demonstrating that their lessons reflect those standards. Teachers use the Understanding by Design approach to alignment, which is done online through the EdInsight program.

All children learn at NUP. The curriculum is organized by grade level around the PA Standards. The school allows for students to meet expectations at different rates. When students are not participating, parents are engaged. Student contracts become a way that parents can help monitor student progress. Help is given to students in many ways: classroom differentiation, in-house tutoring, before and after school tutoring, after school online courses and remediation, and Saturday School. The curriculum is challenging. Yet, teachers implement real life examples throughout their teaching to help reach students at all levels. Students who do not meet expectations are required to come to tutoring. Parents have "real time" online access to student progress. Learning Partnership meetings are held quarterly by the students' mentor teachers. These are meetings between teachers and parents.

Students who are gifted are given special, advanced work that is an extension of what other students are doing. They can also take advantage of four Advanced Placement (AP) courses. Exhibit and other group work is one way to differentiate work among students.

Teachers are instructed not to lecture for more than 15-20 minutes/class at one time. A set lesson plan format is required that includes method of instruction and assessment. Teachers are encouraged to use engaging scenarios that link objectives with interesting tasks. Tasks are organized for students to fulfill according to ability level (basic to advanced.) Walkthroughs and observations help to promote good teaching methods and organization of material. Help is also given to teachers through regular staff development. Teachers are given staff development opportunities to learn how to use student data to drive instruction. All teachers are expected to incorporate reading and math skills into their content areas.

The Academic Team (CEO, Principal, Director of Curriculum, Director of Academic Services, Director of Special Education, and Director of Student Services) meet weekly to review teacher observations.

Learning Partnership Meetings are mandatory at NUP. At that time, the administration talks with parents and students about the importance of their involvement in the academic development of their child. Test results as well as each child's social and emotional well-being are reviewed. Results are shared with teachers so that they know which students need assistance. An array of services are offered daily to help students with any problem that they may encounter. Teachers adjust learning expectations as needed.

Teachers review the data from test results. They are expected to incorporate areas of weakness into their daily plans. They are to work closely with their supervisor to insure that they are on target with meeting the standards. In 2009-2010 test results are from the PSSA, 4Sight, NWEA, and SRI assessments.

Teachers engage students in a variety of ways. They use warm up activities, investigate various approaches, independent and group work, and many participatory methods. The exhibits that are required by all students are a great way for students to demonstrate knowledge of the standards. All teachers are responsible for verifying their part in student learning. The Pay for Performance salary system requires portfolios for that verification.

The use of longer class of 60 minutes has also provided an opportunity to go deeper into subject matters. There is more time to make the curriculum relevant to students.

Graduation requirements are as follows: Students at NUP must obtain all credits as described by the PDE and NUP.

1. A Senior Project is a required activity among students to apply all knowledge learned in a cumulative project.
2. Online courses (PLATO) allow students to make up failed credits after school, at home, during Saturday School, etc. with the monitoring of certified teachers in the subject area in which they are working.
3. Students must meet the 25 book standard through classroom and private reading.
4. Students not proficient by their senior year must take the SPSSA Measuring Up Proficiency Test.
5. Students needing extra help are mentored and tutored.
6. An honors diploma is offered to those who meet the special requirements.

Students are required to pass all classes, to create exhibits quarterly displaying that they have mastered the appropriate standards and to read books as required by the state of PA. Their progress is monitored daily. Supervisors convey progress to teachers. The Academic Team is responsible for noting progress to teachers on the book standards and exhibits. Portfolios are kept to include the student exhibits and other relevant material to note student progress. Teacher observations and walkthroughs provide a good way to examine if creative, rigorous learning is going on that engages students and keeps them focused on achievement of objectives. Tutoring and testing results progress are reviewed quarterly in both reading and math.

Students who are not making reasonable progress are afforded the following assistance:

- Tutoring before and after school
- Tutoring during school hours
- Accommodations and differentiation in the classroom work
- Software programs to support skill development
- Saturday help sessions each week
- After school help sessions
- Opportunities to revise work
- Personal counseling
- Summer school

All teachers are observed and evaluated often. Formal evaluations are done on all staff every year. In addition to formal observations and evaluations, supervisors and department chairs help with instructional techniques and behavior management. Walkthroughs have been a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management and implementation of the standards and anchors. Also, it allows the observer to note if students are engaged in real learning.

The Principal and some members of the Academic Team are responsible for teacher evaluation. NUP uses a Pay for Performance program that allows those individuals who are performing in above average ways to gain additional compensation.

All administrators are experienced and qualified professionals with advanced degrees. There are five staff members with doctoral degrees.

Strengths and Challenges

Due to its status as a 6-12 charter school, Northside Urban Pathways faces challenges. NUP does not receive equal funding from any public school district. The school works hard to get new sixth graders to the appropriate level since NUP does not teach these students from kindergarten. These students are usually years below grade level in reading and math. In addition to improving new sixth graders' academic standards, NUP is faced with training students to be self-disciplined when they arrive here. Lastly, because NUP always strives to improve and grow, the school often meets with space and facility limitations.

Even as NUP faces these problems, the school has overwhelming strengths. To ensure student success, NUP offers a variety of services to the students. Tutoring, counseling and mentoring are just three of the services NUP uses to help students improve. As of this submission, final average scores have not been released.

NUP takes discipline seriously, and when problems arise, the school makes use of mediation to keep minor issues from developing into potential problems. NUP teachers are held accountable; the Academic Team meets weekly during the school year to discuss teacher performance based on data gathered during weekly walkthroughs and observations. To meet these high standards, teachers are given two plan periods daily, both for personal planning as well as to meet with their subject area peers.

NUP has high expectations for both students and parents. NUP believes strongly that the parent of the child is the most influential person in the student's success in school. To ensure that the parent is fully aligned with the school, individual, family orientation meetings are set up prior to the start of the school year to make sure both parties are on the same page about what is expected of both the student and parent. Parents are expected to attend Learning Partnership meetings four times each year with their student as well as to support school policies regarding uniforms, discipline, attendance, and other important tenets of the charter school. As a result of NUP's efforts, parents are engaged with the school and offer their support. NUP's end of year survey of parents and students, which was administered by a third party, continues to exceed a 4.0 rating on a 5.0 scale.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Plan Overview

Northside Urban Pathways is completing the fifth year of a five year strategic plan focused on student achievement and whole person success. It began reviewing progress made during the five year plan in March, 2009 with a Board retreat and will continue the review process through June, 2010. The Board also made changes top the Strategy Map to act as a foundation for the next five year plan, which will cover 2010-11 through 2014-15. Measures, targets and initiatives are now being set to build out the new plan so that it is ready for July 1 2010.

What future did we see for Northside Urban Pathways by 2010?

In 2005, when the first five-year plan was developed we envisioned the following. Everything we invisioned has been achieved.

In the area of student achievement:

All students who come to NUP, graduate from NUP. They have fulfilled their requirements on the PSSA test. Also, they are competitive on the SAT 10 test of national achievement. Students feel good about themselves as they have become certified in the school-to-work program. Also, most of the students are accepted to college before leaving their senior year. Students were able to obtain the financial help and scholarship aid necessary. In tracking them as they pursue post-secondary options, we find that they are successful. Students note that the individual attention given to them during their years at NUP made a difference in their lives.

In the area of stakeholder involvement/satisfaction:

Parents continue to express satisfaction on surveys about NUP. The volunteer efforts of parents and community have increased. The community knows NUP very well. It is no longer an enigma. Signage and display areas along Penn Avenue help with marketing efforts and perception. NUP always enjoys a waiting list in every grade level. NUP has also been recognized as a model for learning as test scores continue to rise. Applications for work at NUP increase. People want to become a part of the NUP workforce as they have heard that we are an employer of choice. NUP continues to offer full health benefits for staff. In addition, tuition reimbursement is now an added option as we desire to keep teachers and staff learning. The music program has grown and is now credible throughout the community. NUP musicians play at various community functions to promote good public relations.

In the area of instructional and leadership processes:

NUP has the most up to date instruction that serves to model the best practices in any given field. Communication has become stellar between and among all school groups. Teachers are comfortable with visitors in their classrooms and welcome them. Parents are comfortable with calling on teachers for help with their children. Teachers are very aware of following the standards and reaching for high achievement in the classroom. NUP's achievement scores and PSSA scores consistently improve from year to year. Teachers implement the teachings of the Peaceful Classroom program. Students and teachers communicate with each other with respect. Students learn that, when they are redirected, they need to learn to communicate back to their teacher/adult why the behavior happened and how it will change. All of this leads to a peaceful classroom and school environment. Community partnerships allow students to connect classroom learning with the real world. This also aids in making education meaningful in their world.

In the area of staff learning and growth:

All who work at NUP are competent and have the proper credentials to do their job. Staff takes more ownership of NUP and looks upon their work as a partner rather than just an employee. All staff takes advantage of staff development efforts. Teachers promote their own staff development opportunities by requesting specific activities that help with their noted growth areas. Tensions that once were apparent between some staff are non-existent. People pride themselves in creating a learning community that works together as a team. Accountable talk makes a difference in addressing the needs of students. Staff retention rates are high and model the guiding principles of NUP. Parents feel that they always are aware of the progress of their children.

The school promotes good security, and all who work here feel safe at all times. The school is attractive to visitors and prides itself on maintaining an aesthetically pleasing facility for its staff and students. Vandalism is virtually non-existent.

In the area of financial performance:

Over the past five years, NUP has been able to track all financial data that is significant in showing that all purchases relate in some way to the overall strategic plan. Reports are easy to read and to understand. The school has always ended with the budget in the black. Reserves have increased yearly. We pride ourselves in having a clean audit yearly. We are able to watch expenses so that all children receive what they need to succeed. Grants have increased and those already in existence are renewed yearly. These grants and other contributions have allowed for good enhancements that otherwise would not happen. We have been able to keep up with equipment and technology purchases that make our program "state of the art." None of this is at the expense of teacher performance pay that allows us to reward our best teachers. Foundations are happy with our performance and continue to react positively to us.

We still have work to do. Being successful as a charter school is a process that never ends because each year brings us new students and new challenges. Because of that, we will continue to seek new ways of ensuring that they learn and grow into successful young people. Because we are a college preparatory program, we will constantly seek ways to guide our graduates into programs of higher education, increasing their expectation that they can go to college and their performance once they get there.

Today's situation

As NUP concludes the final year of its five-year plan, it has achieved all of the accomplishments described in the Visionary look ahead reprinted above. It continues to be a sought-after institution, with waiting lists at each grade level. It made AYP the second time in 2009-10, exceeding the PA targets in every category but Math. Parents and faculty both rate it over 4.0 out of 5.0 which says that the school is meeting expectations in both categories. Funding continues to be available from local foundations, which carries with it their stamp of approval as well as their support.

One hundred percent of the senior class of 2010 received post-graduate acceptances colleges and universities. It has added a 40 member orchestra program in addition to its much-acclaimed Sounds of Steel (steel drum band) and has added a new Principal for its high school and a new Director of Student Services. It is in the middle stages of seeking approval to launch an elementary school so that it can give its students the right foundation from the very beginning of their school experience rather than spending precious weeks and months on remedial instruction for those who come in without adequate preparation. Its BAAM (Benefiting African American Males) mentoring program has been so successful that it has been matched by a program for African American girls, WISE (Women In Sync Everywhere). As the year drew to a close, NUP received funding for a second year of its innovative Urban Learning Lab, a program that allows it to partner with other educational institutions to test practices that inspire learning and improve achievement in urban youth. That program is currently in its foundational phase with an emphasis on baseline assessments, and a pilot program to test theories about the relationship between student engagement and student learning.

The Planning Process

The planning process that launched this five-year plan included multiple sessions with NUP's Board, Administrative Team, Faculty members and Citizens' Advisory Board. Parents and students were surveyed, a practice that has been repeated each year since The Citizens'

Advisory Board continues to provide a community perspective to the school through regular meetings to discuss and review plans, projects and challenges facing the school. NUP's Board has updated the plan each year including this year. The board has also launched a process to develop a new five year plan.

The Planning Framework

In addition to the framework specified by the PA DOE, NUP has followed a planning process built on the Balanced Scorecard. The Balanced Scorecard process begins with the creation of a Strategy Map — a one page snapshot of the key areas of focus and cause-and-effect-linked objectives that will result in the overall outcomes desired. This strategy map is used to guide all planning throughout the year and while annual updates are encouraged, it does not change radically from year to year so that trends can be established.

The objectives on the strategy map then become the foundation of the scorecard, which identifies appropriate measures for accomplishing each objective, sets targets for desired performance in each measurement area and identifies those initiatives that will enable NUP to reach its targets. Many of the targets are time-phased, allowing for growth and improvement from year to year. NUP spread its targets over the five years of its plan.

NUP then automated its plan with a Balanced Scorecard application that allows frequent updates as data is collected for each measure and target. The updates then produce a color-coded scorecard with arrows to show progress against the intended targets: Green for meet or exceed target, Yellow for areas of concern where target is being missed slightly, and Red for areas that need serious attention because target has been seriously missed. This scorecard is then used to quickly focus Board and Administrative attention on those things needing attention so time and resources can be prioritized and applied where they will do the most good.

NUP's Mission, Vision and Values

1. What is our Mission? Helping every child find a pathway to a successful adult life in the city and beyond.
2. What is our Vision? We envision a unique learning environment where all of our students succeed both academically and as whole persons.

Our Vision has been achieved when ·

- All students who come to NUP graduate from NUP.
- Our graduates all receive post-secondary acceptances along with the financial help and scholarship aid to take advantage of these acceptances.
- All students are successful in whatever post-secondary choice they make

What do we stand for (Guiding Principles)

- Because we stress excellence and value each student individually, our guiding principles keep us focused on what matters most:
- Achieving excellence in all we do.
- Treating each child individually
- Equipping each child to succeed

- Making learning relevant and interesting
- Providing a safe environment for learning
- Ensuring that students learn in the community as an extension of the classroom
- Fostering respect of self, others, the environment and the community
- Providing a nurturing culture
- Instilling a value of community service
- Fostering a continuous love of learning

NUP has instituted a Values in the Classroom program to instill these guiding principles in the students and improve behavior by fostering respect.

The NUP Plan

NUP has committed resources to the three Student Achievement objectives at the top of its strategy map: Students Master the Curriculum; Students are Nationally Competitive; Students Succeed as Whole Persons. It has shown progress in each measure selected for these objectives. The recently received second year achievement of AYP is a significant demonstration of students mastering the curriculum.

We are attaching a copy of the Strategy Map which shows the objectives NUP intends to focus on and its scoreboard, which shows how it intends to measure each objective and what its performance on each target is currently and in comparison to last year. The few areas still showing in red indicate areas where NUP still needs to improve but there are few red areas and an increased number of green areas over the earlier years of this process. We are also attaching a Strategy Map for the next five-year plan. The Scorecard is still being developed for the new plan.

The Next Five Years

As NUP completes the objectives and achieves the targets set for its 2005-2010 plan. It is also working on a plan for the next five years that builds on what it has learned, what it has accomplished and what it still hopes to achieve, particularly with regard to the Urban Learning Lab, the elementary school and continued achievement of AYP. It will continue to encourage its students to seek higher education and will seek ways to support its graduates so that they succeed once they graduate from NUP. NUP believes that it has much to share with other charters and others working with urban students and will adopt a continuous improvement framework that will improve the performance of its own students and, where appropriate, help students in other schools find renewed interest in learning.

1. When, where and with whom will NUP meet? As NUP begins work on its next five year strategic plan, its board of Directors will take the lead as before. However, it also seeks input from:

- Parents, faculty, staff and students — through the annual survey, Administrative Team meetings and through small discussion groups convened for the purpose of providing feedback.
- Citizens principally through NUP's Citizens' Advisory Board and through other citizen based groups who work with the school such as the BAAM mentors.
- Through supporters — those foundations and others who support the work of NUP and have a stake in its success and its future.
- Through the Urban Learning Lab Team, assembled from a variety of citizen and educator sources to design and oversee implementation of the Urban Learning Lab.
- Others with an interest in or a stake in NUP's future as the process progresses.

2. What is your Timeline?

Since NUP is in the fifth year of a five-year plan, its current timeline is the 2009-10 school year, with the intention of having a new five year strategic plan ready to launch when the current one is complete. Momentum will be sustained by focusing on performance achieved during the current five-year plan and by highlighting the outcomes to be achieved in the next five years. Participants will be challenged to share in determining how outcomes should be achieved and to identify the role they can play in ensuring success.

3. Who will be responsible for which aspects of the planning process?

The Board is the lead entity in any strategic planning process, given their responsibility for being accountable to the community for the resources provided to the school and the contribution it makes to the quality of education in the community. In its lead role, the Board affirms the Mission, determines the Vision for the next five years and ensures that the Guiding Principles reflect the values that NUP will stand for. It also has developed a new Strategy Map for the next five year period. In doing so, it is setting objectives for NUP.

Input will be obtained from the key groups outlined in #1 with the help of an outside survey company, a professional planning consultant and facilitator and members of the Administrative Team. Board members will participate selectively as appropriate. The input will be used to determine NUP's Strengths, Weaknesses, Opportunities and Threats and to help evaluate priorities for the coming planning period. Revisions may then be made to the Strategy Map drafted by the Board at the beginning of this process.

The Administrative Team will determine how to measure performance in achieving each objective and, working with key faculty and staff members, will set targets — that level of performance that NUP will achieve in each objective area. Administrators and other key faculty will determine the initiatives that will allow NUP to reach its targets

Data collection to monitor performance will be handled internally, using a variety of data sources. Results will be integrated into the Balanced Scorecard software that allows NUP to track its performance against the targets it has set. Reports generated from this software are shared with the Board so that it can monitor performance and note areas needing attention.

4. How, when what and with whom will you communicate?

NUP already communicates extensively with its Board, its Citizens' Advisory Board, and its funders. It also communicates extensively through meetings, written material sent home, events, a periodic newsletter and a website with parents and others who may be interested in learning more about the school. It is exploring other technology based communications techniques such as blogs to better reach its students, although in a 300 student school, reaching students has always been successful.

During the last year, NUP has retained the services of a public relations firm to help with media exposure so that the community at large is better informed about the contributions the school makes to the students and to the community. This is an evolving process and will continue to grow in the coming five-year planning period.

As last school year drew to a close, NUP adopted a new logo and a new tag line: Futures Built Here. That is its promise and its commitment to its students, their families and the

communities from which they come...that their futures will be better because they attended NUP.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aisha White	Librarian/NFTE Instructor	Secondary School Teacher	Linda Clautti
Anthony Joseph	AP Instructor/ CAC Member	Secondary School Teacher	Linda Clautti
Barbara Hois	Board Secretary	Board Member	Linda Clautti
Berkeley Claggett	Behavior Specialist		Linda Clautti
Bryce Anne Pochapsky	Executive Assistant to the CEO	Other	Linda Clautti
Carl Magdik	Teacher	Other	Linda Clautti
Connie Kovolenko	Citizens' Advisory Committee Member	Business Representative	Linda Clautti
Dana Thompson-Smith	NUP Board Member	Board Member	Linda Clautti
Darnell Davis	NUP Board Member	Board Member	Linda Clautti
David Gallup	Director of Student Services	Other	Linda Clautti
David Gilpatrick	Board Member	Board Member	Linda Clautti
Frederick Douglas	NUP Board Member	Board Member	Linda Clautti
Jamilla Rice	Director of Curriculum		Linda Clautti
Jerry Cozewith	NFTE Coordinator	Business Representative	Linda Clautti
Jim Kennelly	NUP Board Member	Board Member	Linda Clautti
Karen Alston	Administrative Assistant to the Principal	Other	Linda Clautti
Kathleen Garland	Director of Special Education	Special Education Representative	Linda Clautti
Kevin McKenna	Legal	Community Representative	Linda Clautti
Kim Fitzgerald	Director of Academic Services	Administrator	Linda Clautti
Linda Clautti	Chief Executive Officer		Linda Clautti
Linwood Harris	Board President	Board Member	Linda Clautti
Lorraine Clemons	Principal	Administrator	Linda Clautti
Martinez, Lynna	Northside Urban Pathways	Middle School Teacher	Dr. Linda Clautti, CEO
Molly Maddox	School Counselor		Linda Clautti
Nicole Homich	Chair, English Department	Secondary School Teacher	Linda Clautti
Patricia Rogers	NUP Board Member	Board Member	Linda Clautti
Patrick Boyle	College Counselor	Other	Linda Clautti
Peggy Fayfich	Vice President	Board Member	Linda Clautti
Remy Ribaud	CAC Member	Business Representative	Linda Clautti

Richard Dixon	Citizens' Advisory Committee Member	Business Representative	Linda Clautti
Robert Fayfich	CAC Member	Business Representative	Linda Clautti
Robert Wilson	Board Treasurer	Board Member	Linda Clautti
Sally Mizerak	Community Consultant	Community Representative	Linda Clautti
Tina Hayes	Lead Teacher -- High School	Secondary School Teacher	Linda Clautti
Tom Egan	Director of Finance	Business Representative	Linda Clautti
Vanessa Richard-Turner	Parent	Parent	Linda Clautti

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: High School Counseling

Description: College counseling and social services programs in place for high school students.

Activity: BAAM

Description: NUP has instituted a new mentoring program for high school boys called BAAM (Benefiting African American Males) which pairs each student with a volunteer mentor from the community. These mentors are professional African American males who meet with their student once a month in one-on-one mentoring sessions. Through BAAM, NUP is providing these young men with a positive role model who follows them not only through their high school years, but into their first years of college.

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/27/2010	The BAAM program was implemented starting in the 2008-2009 school year and continues to operate successfully each school year.
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Activity: College and Leadership Counselor - Individual College Counseling

Description: The college admissions process begins with a student taking the SAT or ACT in the junior year and again in the senior year. Students attend multiple college fairs and apply to approximately four colleges each. Several students choose to attend a Black College Fair sponsored by the Hill House Association or Omega Psi Phi fraternity. In the spring of the senior year, students apply for federal and state grants along with the Pittsburgh Promise (if they live in the city of Pittsburgh). 100% of seniors were accepted to at least one college/university for the Class of 2010. NUP hired a staff person to help students' transition to college through summer activities. This person will also track students' program during their first year and offer support as necessary.

Person Responsible Timeline for Implementation Resources

Patrick Boyle	Start: 8/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Mathematics and Reading

Description: There will be a 10% decrease in the overall percentage of students at the basic or below basic level in math and reading.

Strategy: Monitor Student Progress

Description:

Activity: 4Sight and SRI Tests

Description: Students are tested four times a year, every quarter, to determine progress and proficiency in core reading and math areas. Students who are not proficient are given tutoring to help them make the transition to proficiency. The 4Sight tests are a good indication of how well a student will perform on the PSSA exams.

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Parent Participation

Description: Increase in number of parental participation by 50 people

Strategy: To Increase Parent Involvement

Description:

Activity: Individual Family Interviews

Description: Students and their parents are invited in before the start of each school year to have a personal meeting with a member of the staff to be clear about the school's values and mission and to dialogue about any part of school life.

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Professional Development

Description: Increase staff development and teacher planning time.

Strategy: Increase Quality of Professional Development

Description: Increase quality of professional development and coaching the classroom and collaboration planning among teachers.

Activity: Grade Level and Subject Area Meetings

Description: Staff development

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 8/18/2009	-
	Finish: Ongoing	

Status: Complete

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- School wide plan
- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

In accordance with our charter, Northside Urban Pathways uses the Understanding by Design (UD) “backwards-planning” philosophy and framework (developed by Grant Wiggins and Jay McTighe) to structure curriculum. This is in accordance with the NUP charter in that the primary focus has always been to create learning experiences that focus on depth instead of breadth. Within the essential questions and enduring understandings sections of Stage One of UD, teachers develop guiding questions and concepts that focus integrated content units culminating in multi-stage projects which we call “exhibits” or projects. Through the completion of said “exhibits”, students show how they have learned the content standards of focus for the unit and then explain said knowledge when reflecting on the product and process.

Although teachers develop essential questions which remain constant in the curriculum, sub-questions and new strands of questions are also developed with students based on their interests, needs, or even popular culture in order to add relevance to the curriculum. With the end in mind, vertical alignment then allows us to deliver a balanced and rigorous educational package. Also, keeping in accordance with Urban Education research, our curriculum development is “situationally effective” in that it incorporates students’ inquiry, personal and cultural needs in alignment with the standards and anchors established by the Pennsylvania Department of Education to make content more relevant and applicable to students while remaining within the guidelines established by the state of Pennsylvania.

Student learning needs are met in a multitude of ways in the instructional practices at Northside Urban Pathways. In the development of the curriculum, local, state, and national test data are analyzed to determine the greatest group needs, so that these may be addressed in a whole-group instructional method within individual classes and so that these needs may also be addressed school-wide through initiatives which integrate multiple disciplines. For example, in the 2009-2010 school year, the curriculum included a very focused approach to reading across the curriculum. Teachers were trained in the practice of reading instruction, were given reference texts to use throughout the school year, and were given support in the classroom with introducing reading strategies within their courses. As a result, students showed great gains in reading on local, state, and nationally normed exams. Students also improved within the courses in which they learned the strategies. Data are then collected and analyzed to determine smaller group needs within the courses. Small focused groups, incorporating cooperative learning strategies, are formed so that students with similar learning needs may work on those particular needs with fellow students, aiding each other in the learning process, with the instructor takes on the role of the facilitator, constantly collecting data to be reviewed and used to group and re-group students as their needs change. Finally, data are analyzed to allow for more individualized practice for those students who need to work on individual skills without being in a large or small group setting. In such cases, teaching assistants or learning support staff members are utilized to help students achieve their goals within the framework of the established curriculum.

Another way that student needs are met in the curriculum is in the area of differentiation. Accommodations and modifications are noted in the curriculum, with teachers

discussing alternate texts, methods of assessment, and instruction that can be used to help students with various learning needs while remaining within the guidelines set by the Pennsylvania standards and anchors. Such modifications/differentiation are not solely reserved for those students identified as needing learning support. Teachers have participated in numerous trainings led by administrators and outside experts in the area of student engagement. Teachers have been given the tools to incorporate music, technology, movement, and games into daily instruction in order to make learning more fun and more hands-on. Teachers use games and teaming activities to teach content along with “whole child” concepts such as fair-mindedness, perseverance, and integrity.

In addition to the active learning strategies, teachers also use tested strategies noted by Robert Marzano in his text, *Classroom Instruction that Works*, as being most effective in solidifying student learning, namely note-taking, reinforcing effort, providing effective and relevant homework, cooperative learning, setting objectives, and using cues and advanced organizers. Such strategies are also discussed and refined within the extra planning period teachers are given each day to meet as a department and problem-solve, share successes, and remain current in the latest research and technology. This also enhances student learning.

Also, as a result of the College Board Advanced Placement course trainings that several high school teachers have received over the past two years, Northside Urban Pathways currently offers five College Board approved Advanced Placement courses: United States History, English Literature and Composition, English Language and Composition, Macroeconomics, and European History. The combination of teacher participation in this rigorous process and student feedback on evaluation forms has resulted in the ongoing development of more integrated Pre-AP vertical alignment. This has served a dual purpose in that it helps to prepare students to have the academic fitness to fully engage in the rigors of an Advanced Placement course and to raise the bar within the non-AP courses to a higher standard of excellence in order to enrich the academic program throughout the school. This is done through teacher use of College Board suggested texts and teaching strategies that encourage close reading; writing to learn; immediate, relevant, and specific teacher feedback; and critical thinking.

The aforementioned are all methods that are used within the regular school day in order to accelerate learning in student areas of need. Northside Urban Pathways, prides itself on its rigorous after school tutoring program. Data are once again analyzed to determine which students need further acceleration beyond what the regular school day will allow. In such cases, these students are referred to our after school tutoring program which takes place three days per week, for a three week period. Students spend at least an hour after school on such days, receiving focused instruction in Reading and/or Math. Instructors are either Northside Urban Pathways faculty or student teachers from neighboring colleges with whom we have developed partnerships. The instruction mirrors our established grade-specific curriculum's scope and sequence, with the Reading Specialist/Testing Coordinator working closely with the instructors to monitor student progress and offer guidance as to best practices for literacy instruction. The program also uses software programs like Study Island, Compass Learning (2009-2010 school year) and Apangea Math to help deliver more individualized instruction and immediate feedback in the learning process. At the end of the three week period, students are administered a short assessment to determine growth. If students have made significant progress and are deemed to be able to work within the regular school day without the additional after school help, they will leave the tutoring program. Those who are determined to still be in need of additional services will remain in the program for another three-week period. This process continues throughout the school year. The after school tutoring program is in addition to the tutoring that goes on throughout the school day.

Rigorous Instructional Program - Attachments

- Induction plan
- professional development plan
- approval letter

English Language Learners

During the initial interview conducted with the student and parent, the three basic questions that are required on the Home Language Survey will be asked. This includes:

1. What was the first language your child learned to speak?
2. Does your child speak a language other than English? If yes, specify the language. This does not include languages learned in school.
3. What language(s) is/are spoken in your home.

NUP's reading specialist will be involved in the assessment of students identified in the screening as potential ELL students. Students will be assessed with appropriate instruments to determine eligibility and need. All assessment results will be placed in the student's permanent record file.

The instructional program will be developed by the reading specialist in coordination with the local intermediate unit. The focus of this instructional program will include the development of English language skills and provisions for meaningful participation in subject area instruction. The student's academic program will be developed on an individual basis.

Planned ELL instruction includes listening, speaking, reading, and writing at different levels of proficiency. ELL classes will replace English class instruction required for graduation.

English Language Learners - Attachment

- ELL Policy

Graduation Requirements

1. Students at NUP must obtain all credits as described by the PDE and NUP.
2. A Senior Project is an effort among students to apply all knowledge learned in a cumulative project.
3. Online courses allow students to make up failed credits after school, at home, during Saturday School, etc. with the monitoring of certified teachers in the subject area in which they are working.
4. Students must meet the 25 book standard with classroom and private reading.
5. Students not proficient by their senior year must take the Measuring Up and be Proficient or fulfill the remedial PSSA coursework on PLATO and PSSA Equivalency Test to note progress.
6. Students needing extra help are mentored and tutored.
7. An honors diploma is offered to those who meet the special requirements.

Special Education

Northside Urban Pathways is a school that utilizes the full-inclusion model along with two Learning/Emotional Support (LS/ES) classrooms. The students who are in the LS/ES are instructed by special education teachers for core subjects. Not all students are in the LS/ES for all core subjects. Each student is individually discussed by the Individualized Education Plan Team and the Least Restrictive Environment is determined in order to accommodate a Free and

Appropriate Education for each identified student. The administration and teachers are supportive of efforts to encourage full participation of students with and without disabilities in all aspects of school life. All students participate with their non-disabled peers for electives, lunch, and school activities.

The Multi Disciplinary Team considers the general education classroom with supports and services as the point where all students start. Their IEP's are based on general education standards with individual objectives and needed modifications. General education teachers attend staff development sessions that emphasize how to accommodate the services needed to support all students in the classroom. Staff development has included: Response to Intervention, following the IEP, modifications/accommodations, and how to differentiate the curriculum. The special education department is committed to providing the supports necessary to assist all teachers and students in making the full-inclusion model a success for academic growth. The department is also committed to providing an opportunity towards meeting district wide goals to the students' fullest potential.

At NUP, Response To Intervention (RTI) is a model of intervention utilized to provide early, effective assistance to students who are having difficulty learning. RTI is also used as one part of a data-based process of identifying learning, emotional, and behavioral disabilities. The model seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive instructional interventions for students who continue to have difficulty. If the student does not respond to effective interventions, it is recommended to the parent that the child be administered an Evaluation by the school psychologist.

The emotional support classroom is a class room with one teacher and an assistant. Students in this program did not benefit from the full-inclusion model due to not positively responding to interventions to maintain in the general education classroom. The students alternate between two special education teachers for all core subjects; however, all electives are within the general education population. Many of the L/E support students are working at grade level with the same high expectations for success as the general education classrooms. The services include: tiered interventions, one-on-one tutoring, flexible grouping, computer based reading and math programs, small group instruction, homework help, study-skills, goal-setting and career planning support, targeted differentiated instruction, frequent/consistent staff support, a powerful behavior modification program/support plan, and therapeutic intervention (if needed). To ensure success, the special education department has constant contact with the parents, caseworkers, therapist, and outside agencies involved with the student.

Northside Urban Pathways has found that the full-inclusion model and an additional learning/emotional support classroom for the middle school and high school has been a successful transition for the 2009-2010 school year. The students have shown growth, evidenced by the PSSA, 4-Sight tests and NWEA results. Students have grown academically and socially, evidenced by four students testing out of the special education program and returning to the general education classroom. In addition, all of the identified seniors have been accepted to a two or four year college. The school has promoted diversity by creating an environment where differences and similarities are taught, learned, accepted and valued.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class	Location # of	Other Information
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				or support		Students
Tarawaly, Kara	1	Emotional Support (MS)	NUP	22	Special Education Push-In support in classrooms	
Ferguson, Jeannine	1	Emotional Support (HS)	NUP	10	Students identified as needing Emotional Support as well as Learning Support.	
Manning, Michael	1	Learning Support	NUP	22	paraprofessional push-in support	
Mack, Jennifer	1	Learning Support	NUP	15	paraprofessional push-in support	
Vijay Bakrania	1	Learning Support	NUP	15	paraprofessional push-in support	
Christina Orangis	1	Learning Support	NUP	10	paraprofessional push in support	
Robert Farrell	1	Learning Support	NUP	10	paraprofessional push in support	

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Intermediate Unit 3	25	Speech Pathology	NUP	8	Works with students to improve speech

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	NUP	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Mercy Behavioral Health	Therapeutic Services	6 hours
Wesley Spectrum	Therapeutic Services	40 hours
Private Psychologist	Therapeutic Services	6 hours
Other Social Services	Therapeutic Services	6 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NUP is not an elementary school.	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
NWEA	Yes						
4Sight	Yes						

Student Assessment

At Northside Urban Pathways multiple measurements are built in to the academic calendar. These measures include SRI, 4 Sight, PSSA, and NWEA. The assessments are then used by the Academic Team and teachers throughout the year to drive instruction. Curriculum Maps are developed before teachers complete the school year. These maps target areas in need of improvement. In the summer, maps are reviewed by the Academic Team for standards and academic vigor. Upon the return of the school year, teachers will review current data particularly PSSA and NWEA data to drive their curriculum at the lesson level. During the academic year, teachers and students use the data to set goals for individual success. In addition, teachers identify areas that students have mastered and those areas in need of more instruction and practice.

Teachers have common planning time to meet with the Director of Curriculum, Director of Special Education, and the Reading Specialist to identify students who need additional support both in the classroom and in the after school tutoring program. During this time, data is used to determine a student's learning path in addition to classroom portfolios and project based assessments. This year, NUP implemented PLATO software to further support individuals in need of remediation and the EdInsight program houses all curriculum maps and lessons in addition to all assessments, so that all data is easily accessible for use to better drive classroom instruction. The Academic Team observes all teachers weekly and then meets to discuss the implementation of the standards, target areas, and effective deliver.

Student Assessment - Attachment

- 2009-2010 MAP/SRI/PSSA Test Scores

Teacher Evaluation

All teachers are observed and evaluated often. Formal evaluations are done on all staff. All staff participate in Pay for Performance. In addition to formal observations and evaluations, supervisors and others who help with instructional techniques and behavior management conduct walkthroughs. Walkthroughs have been a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management and implementation of the standards. Also, it allows the observer to note if students are engaged in real learning.

Teachers who are having difficulty are given resources and coaching to help them. The Plan is reviewed according to the schedule set up by the supervisor. Teachers have two plan periods daily to take advantage of help and excellent teachers.

The Principal is responsible for teacher evaluation. An end-of-year evaluation meeting takes place with the Academic Team. The Pay for Performance Program allows those individuals who are performing in above average ways to gain additional compensation.

The Principal, Director of Curriculum, and the Director of Special Education all were given one-on-one special mentoring with a qualified and experienced person in their field as a way of professional development for evaluators.

Teacher Evaluation - Attachments

- Pay for Performance award structure 2009-2010
- Pay for Performance Rubrics 2009-2010
- Pay for Performance Teacher Worksheet 2009-2010

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2009-2010 school year, Northside Urban Pathways had the following leadership changes:

Director of Student Services: David Gallup was promoted from Secondary Math Teacher to Director of Student Services.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Davis, Darnell	none
Douglas, Fredrick	none
Fayfich, Peggy	Vice President
Harris, Linwood	President
Hois, Barbara	Secretary
Wilson, Robert	Treasurer
Gilpatrick, David	none

Professional Development (Governance)

The Board of Trustees has several planning sessions around building, reviewing, and refining its strategic plan. It also plans two retreat meetings yearly.

The Board has been intimately involved in the strategic planning process. The Board has adopted the John Carver Policies for Boards. At most board meetings, the Board takes time to talk about Governance Issues.

Coordination of the Governance and Management of the School

There is much discussion between the Board and the CEO. The CEO keeps the Board president fully informed of important matters. They talk regularly and meet monthly to review the agenda

for Board meetings. The Board works well together and works towards consensus building. They understand their role as board members and do not micromanage the school administration. They are a model for boards in general. In all matters, the board and the school are cooperative with the chartering district. The Board and CEO reach out to District Board members to foster good relations and communication.

Coordination of the Governance and Management of the School - Attachment

- 2009-2010 Board Meeting Dates

Community and Parent Engagement

In 2008, NUP received the state's Nicholas Cericola Memorial Award for Family Involvement. The Board of Trustees supports any effort to bring parents into the school environment. There is an open-door policy for parental visitation. NUP offers recognition programs for students, parents, and staff. Family Night, held every November, is sponsored by the Board and staff. In addition to being a wonderful time for parents and staff to meet and mingle, Family Night is always well attended. Every quarter, students who make the honor roll and their parents are invited to a special Honor Roll Brunch held at the school. NUP believes in extending teaching to parents as well. Free computer training classes are offered for parents and grandparents. A fantastic fitness program also gives everyone an opportunity to become more physically fit. Parents are also invited to enjoy the sounds of our Symphonic Wind Ensemble and The Sounds of Steel at their spring and winter concerts.

The CEO is an active participant in many of Pittsburgh's civic organizations. In 2009, she was recognized as one of the "Top 25 Women in Business." She also has created a Citizens' Advisory Committee which meets monthly.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The CEO is charged with fundraising. NUP has received a grant for a summer enrichment program in music. The school also received a grant from Heinz Endowments for becoming a model lab for best practices in urban education. There are other grants pending.

Fiscal Solvency Policies

The budget is reviewed regularly by the CEO, the Director of Finance and the Board of Trustees. The school administration consults with its accountant whenever questions arise that need expert counsel.

Accounting System

NUP uses the accrual method of accounting and complies with GASB statement #34.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2008-2009 Financial Statements and Auditor's Opinion

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

NUP uses the accounting firm of Hosack, Specht, Muetzel and Wood to conduct the annual independent audit. The last audit completed for NUP was for the fiscal year 2008-09. The auditor's report found no major or minor findings to declare. Since the fiscal year for NUP runs from July through June of each year, field work for the annual audit starts in August and is completed by October. A copy of the audit for the fiscal year 2009-10 will be forwarded to the City of Pittsburgh as soon as it is compiled.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- 2008-2009 Financial Statements and Auditor's Opinion

Citations and follow-up actions for any State Audit Report

There was no state audit performed during the 2009-2010 school year.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

There were none.

Future Facility Plans and Other Capital Needs

NUP is currently researching additional space options to satisfy program needs.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

NUP adheres to all required laws regarding health and safety. Health and immunization records of students are in the office for review at any time. Additionally, student immunizations are stored in our school's student information system, MMS, which checks all student immunizations to ensure compliance with PA state requirements. NUP has contracted with a part time nurse, and there is a fully equipped health room.

At this time, all Request for Reimbursement and Report for School Health Services is done online through the PDE website.

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

- Wellness policy 2007
- Health Reimbursement Check
- Request for Reimbursement of Health Expenses

Current School Insurance Coverage Policies and Programs

Philadelphia Indemnity Insurance Company

- Directors and Officers Board Liability Insurance - \$1,000,000
- General Liability Insurance: Property Damage - \$2,000,000
- Tuition Coverage - \$800,000
- Educators Liability - \$1,000,000
- Umbrella Liability - \$4,000,000

Technology Insurance Company:

- Worker Compensation Insurance: Bodily Injury - \$100,000 / accident
- Disease - \$500,00 Metlife Co.
- Life and Accidental Death & Dismemberment - \$100,000
- Short Term Disability — 60% of Salary, max \$750
- Long Term Disability — 40% of Salary, max - \$5,000

Dental Plan Highmark Blue Cross Blue Shield

- Health Care Plans — Direct Blue Plan, Direct Blue Value Plan

Current School Insurance Coverage Policies and Programs - Attachment

- 2009-2010 Insurance Policies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are thirty-five total professional staff at NUP. 100% of the staff are certified (includes highly qualified teachers). As of the submission of this report, 94% of the staff will be returning for the 2010-2011 school year. Thirty-three of the staff were with the school for the entire year. In 2007, NUP was named one of Pittsburgh's Best Places to Work. This might be the reason our staff retention is so high.

Quality of Teaching and Other Staff - Attachment

- PDE-414

Student Enrollment

After a lottery for all applicants, students are admitted on a first come, first serve basis space permitting, with the city of Pittsburgh given priority status. Also, siblings of students already attending NUP are given priority status in the admissions process. When students are admitted, we have no identifying data on them except names and demographics. Families have a deadline to obtain needed information for enrollment in order to keep their place for admissions. This information includes immunizations, proof of residency, transcripts, and previous years' report cards. The data collected has nothing to do with acceptance of a student, unless there was an expulsion in their student records. If a family does not provide all data requested, every attempt is made to contact the family, then, the student goes back on the waiting list and others are invited to attend. Students are accepted until classes are full. We admit students as space permits throughout the school year.

Student Enrollment - Attachments

- 2009-2010 Student Handbook
- 2009-2010 Enrollment

Transportation

Students at Northside Urban Pathways Charter School travel to school using the city bus transportation system. It works well for most students. It is the belief of the staff and parents of students that using the city bus system teaches children to be responsible for their bus passes, teaches students how to use a city transportation system, and also teaches children how to be responsible with their time to catch their bus on time. Students who have IEPs that specify transportation needs are accommodated. For field trips, again, city buses are used whenever possible, or we hire specific companies to charter buses.

While the City of Pittsburgh transports its own sixth grade students via yellow school bus, it will not offer the same to NUP middle school students. This is a safety issue for young students.

Food Service Program

The charter school participates in the National School Lunch Program. NUP uses the services of Metz, Inc. to supply lunches to students. Since the landlord does not permit cooking in this facility, only food that has been previously cooked and prepared may be served on the premises. All food complies with the standards in our Wellness Policy and State standards.

Student Conduct

The program follows a progressive discipline model. Consequences are administered in a firm, fair, and consistent manner. There is a strong support system in place for students. Teachers are expected to phone home whenever a serious matter arises in the classroom. The following list represents integral components of the system:

1. Warning to students
2. Parent/teacher/administrator conferences
3. Behavior contracts

4. Teacher and administrator detentions
5. Saturday School
6. Resource Room
7. Change and placement when necessary for students with an IEP
8. Mediation
9. Counseling and therapy
10. Group sessions

In all cases of suspension, students are given an opportunity for due process. Students always have an opportunity to discuss their concerns prior to any disciplinary action being taken.

In the 2009-2010 school year, there were 171 students involved in 190 suspension incidents and 3 students were expelled.

Student Conduct - Attachment

- 2009-2010 Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Northside Urban Pathways CS within Pittsburgh-Mt Oliver IU 2 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance 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 Northside Urban Pathways CS 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/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Dr. Linda Clautti **Title:** Chief Executive Officer
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: lclautti@nupcs.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Linwood Harris **Title:** President of the Board of Trustees
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: lharris@andrew.cmu.edu

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Kathleen Garland **Title:** Director of Special Education
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: kgarland@nupcs.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2009-10 Signature Page