Pennsylvania Department of Education

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

Charter Annual Report

Monday, April 22, 2013
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: Urban League of Greater Pittsburgh CS

Date of Local Chartering School Board/PDE Approval: March 22nd, 2006

Length of Charter: July 1, 2006- June 30, 2012 **Opening Date:** 1998

Grade Level: K-5th grades **Hours of Operation:** 7:30am - 4pm

Percentage of Certified Staff: 75% **Total Instructional Staff:** 24

Student/Teacher Ratio: 20:1 **Student Waiting List:** 40

Attendance Rate/Percentage: 96.91

Summary Data Part II

Enrollment: 222 **Per Pupil Subsidy:** 7500

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	100%
Hispanic:	0
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 75%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 43

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	205	208	0	0	208
Instructional Hours	0	0	1537.5	1560	0	0	1560

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Urban League of Greater Pittsburgh Charter School (ULGPCS) is located in the East Liberty Area of Pittsburgh. Residential areas, hospitals, businesses and universities surround the facility. It is in close proximity to the Pittsburgh Theological Seminary, the Vintage Senior Citizens Center and the Pittsburgh Zoo and PPG Aquarium. ULGPCS is housed in the former Temple B'nai Israel, a historical landmark organized on March 15, 1953.

Currently, the school has expanded to 222 students and twelve full time grade level teachers. Teachers include one full time literacy coach, one part-time foreign language (Spanish), one full time reading recovery teacher, one technology teacher, one math coach, two science teachers, and one part time Art teacher, one technology coordinator, one part time nurse and six instructional assistants. There are three administrators, one administrative assistant and one parent coordinator; family support case worker, part time speech therapist, part-time occupational therapist, part-time behavior consultant and part-time physical therapist.

The ULGPCS, a Title I school, opened its doors in August 1998 with eighty students in grades K-3 with four teachers, two instructional assistants, one administrative assistant, and two administrators. Currently the school has expanded to two hundred thirty students, fourteen full time grade level teachers, one full time elementary literacy coach, one part time foreign language teacher (Spanish), and seven instructional assistants, one part-time drama teacher, two administrators, one administrative assistance and one parent coordinator. The student population is 99% African American. Many students are at or below poverty level, and many are from single parent households. Students are transported from the following areas of Pittsburgh: East Liberty, East Hills, Homewood, Garfield, South Side, North Side, Hazelwood, Hill District, Shadyside, and Stanton Heights. Students are also transported from the school districts of Woodland Hills, Penn Hills, StoRocks, Fox Chapel, and Duquesne. Students from the school districts of Wilkinsburg and Duquesne attend our school but with no transportation provided by those two districts.

Students at ULGPCS participate in an extended year program consisting of two hundred nine instructional days. Students are required to wear a uniform of black slack or shirt, white shirts and an Afro-centric Vest. Parents are required to complete thirty hours of volunteer service. The ULGPCS supports small class size with a maximum of fifteen students in grades Kindergarten and First grades, eighteen students for grades second and third, and twenty students in grades fourth and fifth. There are two classrooms for Kindergarten, first, second, third and fifth grades, and three classrooms for fourth grade.

Cultural awareness is fostered through many cultures especially the Spanish/Hispanic language and culture, Afro-centric social studies. The students are bilingual as they learn about the Spanish language and Cinco de Mayo. Instructional enrichment is emphasized at the ULGPCS. The ULGPCS drama instructional program included a school production entitled "Dear Edwina". The ULGPCS enrichment program encompasses a wide range of interests which include art, robotics, sign language, chess club, Starbase Atlantis for fifth grade, Leadership Luncheon for fifth grade with dining etiquette, Father Daughter Dance, Bring your Father to school day, Violin, Viola and Cello lessons, Career Day, collaboration with Carnegie Science Center, Annual Science Fair, fifth annual Spelling Bee, Artist in Residence from Gateway to the Arts, Famous local Author visits, Collaboration with the University of Pittsburgh Science Mobile Unit and The Edible School Yard garden grant. Field trips to River Quest, the Carnegie Library, Duquesne University, Giant Eagle, Pumpkin Patch and Pittsburgh Zoo. Annually, the ULGPCS hosts a career day in May which involves 40 to 50 local professionals from a wide spectrum of careers. Numerous health programs provided by UPMC included Asthma Awareness, Diabetes training, Head trauma, Teddy Bear Clinic, Puberty Classes, Physicals, and the Dental Sealtant program.

Any eligible child enrolled in ULGPCS is entitled to Free Appropriate Education (FAPE) under the provisions of the individuals With Disabilities Education Act (IDEA) through the child's Individualized Education Program (IEP). Services include resource room instruction, occupational therapy, speech and language therapy, itinerant vision services, and behavioral services.

Mission

The Urban League of Greater Pittsburgh Charter Schools' mission is to provide superior education that will develop in our students academic excellence, leadership skills, and social values that will enable them ultimately to become positive contributors to the community in which they live, and to society as a whole. To foster revolutionary learning environments by infusing emerging technologies into all classroom areas in order to ensure the needs of each child are met to become proficient or advanced in the academic standards and achieve ULPCS established AYP goals.

Vision

The vision of the ULGPCS is to create a comprehensive, challenging curriculum of a model school learning environment that will produce exceptionally high achieving, well-rounded students.

Urban League of Pittsburgh Charter School learning community will be technologically literate life — long Learners. Students will be able to interact successfully in a technological environment to achieve their personal, educational, and workplace goals.

Shared Values

1. The ULGPCS values a safe orderly environment for students, so that everyday learning and teaching is successful for the ULGPCS scholars. ULGPCS maintains a bully-free, drug free student centered school, where students have the ultimate opportunity to learn.
2. The ULGPCS values a climate of high expectation of academic success for student scholars, so that they can master all of the PA academic standards in all subject areas with numerous opportunities to learn. High expectation of collaborative learning between students scholars, the ULGPCS families and staff are an integral aspect of this climate.
3. The ULGPCS values instructional leadership from the CEO/principal, the vice principal, the math coach, literacy coach and technology instructor with a common sense of shared values and trust, which foster excellence in teaching for all students.
4. The ULGPCS values and clear focused vision to educate students with a program individualized for each student different needs in learning, and where the SEP meets and exceeds the PA academic standards in all core subjects.
5. The ULGPCS values the importance in creating a variety of uninterrupted opportunities for students to learn, with small class size and extended learning time, for core subject such as, Math, Communications, Science, Language, Social Studies, and Character education.
6. The ULGPCS values the structured frequent monitoring of student progress academically with regular assessment and data collection that are used to drive instruction.
7. The ULGPCS values the continuous monitoring of teachers, as the learning teaching efforts are performed with scientifically based instructional strategies that allow students to master skills in core subject areas and become proficient on PSSA.
8. The ULGPCS values the importance of parent involvement, by teachers' visiting the ULGPCS students' homes, conducting three parent-teacher conferences for report cards and assisting parents, and

developing goals for the Student's Education Plan. The ULGPCS parents are asked to volunteer thirty hours a year to improve the school's performance. The ULGPCS values the highest level of ongoing positive home school relation and strives for 100% parent engagement/ accountability every year.

Academic Standards

The ULGPCS has adopted the PA Academic standards in Reading, Writing, Speaking and Listening, Mathematics, World Languages (Spanish), Science and Technology, Environment and Ecology, Health Safety and Physical Education, Civics and Government, Arts and Humanities, Economics, Geography, History, Career Education and Work as developed by the 4.12 of 22 Pa Code. All of the ULGPCS curriculum materials are aligned to the Pa academic standards. Students in all grades are taught and assessed using the PA rubrics, the PSSA, DIBELS, 4Sight, and DRA so that the ULGPCS scholars are striving to be proficient in all core subjects as required by the PA Department of Education.

READING AND LANGUAGE ARTS

ACADEMIC STANDARDS ELEMENTARY READING AND LANGUAGE ARTS Kindergarten through 4th Grade
All students will learn to read independently
All students will read, analyze, and interpret literature
All students will read critically in all content areas
All students will demonstrate an understanding of the characteristics and functions of the English Langu
All students will demonstrate the ability to conduct research

The ULGPCS teachers use the Harcourt Trophies reading series KG through Fifth grade. In this curriculum, our teachers teach explicit systematic phonics, read aloud, daily literature sharing, guided comprehension, focus strategies , and focus skills, strategies that good readers use, word study, word relationships and word structure, building vocabulary, rereading for fluency, oral reading fluency assessment and holistic assessment. The ULGPCS teachers teach the writing process and the writing properties using Six Plus One. This year the ULGPCS implemented a two hour reading block from 9:00 - 11:00 am across the school for all scholars to have an uninterrupted guided reading, along with flexible leveled reading.

The Harcourt Trophies reading series was adopted because it is aligned to the PA. Academic Standards along with academic training and text organizations provide various scientifically based strategies for instruction as well as intervention kits, so that all learners can experience success in reading from KG to Fifth Grade. In addition, the ULGPCS had a pilot of the Treasures of reading series with second and fifth grade.

The self contained homeroom teachers have adopted the following many instructional procedures to accommodate the students' learning of materials: whole

group, small group, and individual differential attention and learning centric. Within the whole group structure the following learning experiences take place: Introduction and Prior Knowledge, Introduction to new vocabulary, read-aloud picture books, K-W-L charts, reading-based art projects, and oral reading participation. In the small group structure, the following learning experiences take place: skill leveled groups, skill leveled games, word building, and oral reading. Instructional techniques used with individual attention include daily language practice, journal writing, one on one instruction, independent assessment and elementary teachers use the following tests and other sources of information to assess student growth in the elementary reading and language arts curriculum: daily work observations, chapter tests, informed observations and classroom assessments, placement tests, PSSA Reading (3,4,5 grades) and the Terra Nova Kindergarten through 5th grade standardized tests.

The ULGPCS teachers use DIBELS, 4Sight, Terra Nova, and DRA to gather data, and differentiate instruction. Since the ULGPCS is a Title One school, Individualized attention in direct instruction in literacy and math are available for students who struggle academically. Utilizing assessment data, students are grouped for flexible reading groups with instruction given by teachers, instructional assistants and support staff.

ACADEMIC STANDARDS SCHOOL READING AND LANGUAGE ARTS
5TH GRADE
All students will apply effective reading strategies in order to comprehend, analyze, synthesize and eval texts.
All students will listen actively to information from a variety of sources for a variety of purposes includir interpreting, analyzing, evaluating and/or enjoying
All students will view, understand, and use non-textual visual information
All students will write in clear, concise organized language in a variety of forms for academic, personal, career purposes.

SCIENCE

ACADEMIC STANDARDS ELEMENTARY SCIENCE Kindergarten through 4th Grade
All students will learn to identify systems of interacting components and understand how their interactic overall behavior of the system
All students will develop an understanding of technology as an application of scientific principles
All students will gain understanding of the structure, characteristics, and basic needs of organisms
All students will investigate the diversity of life
All students will gain an understanding of the structure and behavior of matter

ACADEMIC STANDARDS SCHOOL SCIENCE
5TH GRADE
All students will learn to identify systems of interacting components and understand how their interactio overall behavior of the system
All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating us hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data communicating results
All students will gain and understanding of the structure, characteristics and basic needs of organisms
All students will investigate the diversity of life
All students will gain an understanding of the structure and behavior of matter

The ULGPCS K-2 students have science in the classroom with a part-time science teacher. Kits from Asset are provided as well as professional development to enhance teachers' ability to provide the most appropriate science curriculum.

The ULGPCS students in grades 3-5 have science with the science teacher in the science lab. The science teacher shares goals and objectives with homeroom teachers so that the classroom experience can enhance science learning throughout the school. The ULGPCS students have science projects that they present at the annual science fair. This past academic year of 2011-2012, ULGPCS sponsored a math science day event for two weeks with a variety of hands on discovery experiences for all students K-5.

FOREIGN LANGUAGE (Spanish)
Kindergarten through 5th grades

All ULGPCS students will communicate at a basic literacy level in Spanish. All students will demonstrate knowledge of the culture of speakers of the Language studied.
All students at the ULGPCS will demonstrate an understanding of the interrelationship between langauge and culture of the languages taught.
The Spanish teacher provide language support material with both oral and visual preentation. The ULGPCS students are taught the basic Spanish and Japanese language speaking and writing skills and learn about the cultures. Spanish teacher design tests and observation to use as an assessment components in assessing student growth in the Spanish curriculum, in both oral and witten format. The ULGPCS students learn basic Spanish vocabulary songs and every day communication.

SOCIAL STUDIES

ACADEMIC STANDARDS ELEMENTARY SOCIAL STUDIES Kindergarten through 4th Grade
All students will learn democratic citizenship through the humanities, by studying literature, art, history

All students will acquire historical understanding of varying cultures throughout the history of Pennsylva world.
All students will acquire historical understanding of economic forces, ideas, & institutions throughout th United States & the world
All students will acquire geographical understanding by studying the world in spatial terms
All students will acquire geographical understanding by studying human systems in geography

The ULGPCS elementary teachers adopted the following instructional procedures to accommodate the students' learning of materials that align with PA State Standards: whole group instruction, small group instruction and individual instruction. An example of instructional procedures used to articulate experiences in learning a topic in social studies are: (1) Whole group instruction- and prior knowledge; (2) Individual instruction-Identify resources in textbook or provide reference books and big books for students to read, complete reading assignment and discuss the topic, (3) Individual or small group activity- After reading/discussion, follow-up with workbook activity or small group activity; (4) Brief review of topic to reinforce learning, and (5) Assessment of what is learned about the topic or related topics. The elementary social studies teachers use the following tests and other sources of information to assess student growth in the elementary social studies curriculum area: daily work, daily observations, end-of-the unit and chapter assessments, informal assessments, portfolios, and homework.

ACADEMIC STANDARDS SCHOOL SOCIAL STUDIES
5TH GRADE
All students will learn democratic citizenship and how to participate in the constitutional system of gove
All students will acquire historical understanding of political and diplomatic ideas, forces, and institution Pennsylvania, the United States and the world.
All students will acquire historical understanding of varying cultures throughout the history of Pennsylva world
All students will acquire geographical understanding by studying the environment and society

COMPUTERS/TECHNOLOGY

ACADEMIC STANDARDS ELEMENTARY COMPUTERS/TECHNOLOGY Kindergarten through 5th Grade
The students will identify basic computer operations and concepts
The students will use basic computer software
The students will identify basic computer communication systems
The students apply computer software to solve specific problems
The students will evaluate computer operations and concepts as to their effectiveness to solve specific p

MATH

ACADEMIC STANDARDS

ELEMENTARY MATHEMATICS

Kindergarten through 4th Grade

All students will learn numbers, number systems, and number relationships, types of numbers.
All students will compute and estimate
All students will measure and estimate
All students will solve probability and estimation problems
All students will identify geometry, shapes, & properties using geometric principles to solve problems

The ULGPCS uses the SAXON math curriculum which is aligned with the PA academic standards. The SAXON curriculum is spiraled so concepts are taught many times to expose students to increasing levels of complexity. SAXON has a controlled math vocabulary so our students learn the same concepts from Kindergarten to Fifth grade. The SAXON curriculum has additional supplemental problem solving activities with manipulative so the ULGPCS teachers can use a multi-sensory approach. The ULGPCS teachers use multiple data sources to ensure that instruction is differentiated and instruction is aligned to students needs. The ULGPCS staff review 4Sight, Terra Nova, DRA and PSSA scores to make sure students are progressing. Teachers use small group and one on one instruction for struggling students based on specific skills needed. The SAXON math curriculum has enriched in depth both problem solving and communication strategies for ULGPCS students. The ULGPCS teachers use manipulative and pictorial representation, so students can develop conceptual understanding. The instruction moves from representational to examples of reliable efficient mathematical procedures. Students along with their teachers develop strategic competencies through problem solving practice. In SAXON math, our ULGPCS students develop and demonstrate proficiency in adoptive reading through writing about math.
Finally connecting math and problem solving to the real world in lesson and practice problems will allow ULGPCS students to develop productive disposition.

ULGPCS students complete Math Blasters in a problem solving competition to improve their problem solving skills. All of the Math Blasters are aligned to the PA assessment anchors. The math coach provided after school tutoring for students in need of additional support.

The elementary math teachers use the following tests and other sources of information to assess student growth in the elementary math curriculum area: curricular assessments which include curriculum-based assessment, teacher-made tests, re-assessment and re-evaluation, portfolio assessments, informal assessments, rubrics, Terra Nova Achievement Tests KG - 5th grades, PSSA Math Tests (3rd — 5th Grades), Title 1 Assessments, and 4Sight, Terra Nova, DRA, and Benchmark.

ACADEMIC STANDARDS

SCHOOL MATH
5TH GRADE
All students will learn standards numbers systems
All students will develop formulas and procedures for determining measurements
All students will learn to solve problems using geometry
All students will identify standard patterns, algebra, and functions to solve problems
All students will organize, display, and describe data, statistics, and probability to solve problems.

The ULGPCS math series is SAXON math for grades K-5. The curriculum is aligned with the PA academic standards for math. Each classroom teacher assesses math skills using SAXON and develops group, individual and differentiated math lessons.

Strengths and Challenges

Strength

The strength of the ULGPCS include:

- Small class sizes (15 in K1, 18 2nd and 3rd grades, 20 in 4th & 5th grades)
- Individualized learning for each scholar (S.E.P's"Students Education Plans")
- Character Education - Heartwood Literature
- Focused literacy coaching
- Afro Centric uniforms for all students
- Afro-centric social studies
- Language Instruction-Spanish
- Math coaching for students who need additional tutoring - daily
- Longer school year - 208 school days
- Drama performance as a subject and Drama production which include all students
- Individual Violin, Viola, and Cello lessons
- Chess instruction and competitions
- Spelling Bee competition - via Pgh Post Gazette
- Six plus one writing Program - daily journal writing, focused writing, reading/learning
- Assessment monitoring- Terra Nova - twice a year
- Assessment- Dibels, 4 Sight, DRA, Bench Mark and Teacher made assessment
- Data driven instruction for all students
- Special education services

  - Speech/Language
  - Physical Therapy

-
- Behavioral Therapy services as needed
- Parent/School communication, which is regular and consistent - with the Wednesday Folder and purchased commercial parent newsletters, such as

Building Readers, Nutrition Nuggets, Home School Connections and Math Tips are provided to the ULGPCS parents once a month.

- ULGPCS teachers visit students homes and families every year
- Community outreach - Partnership with Carnegie Science Center, Carnegie Library, Carnegie Mellon University, Duquesne University, Slippery Rock University, Gateway to the arts, University of Pittsburgh, Theological Seminary, Soldiers and Sailors Museum, Communities and Schools, African American Chamber of Commerce, Allegheny Intermediate Unit and Pittsburgh Mt. Oliver Intermediate Unit.
- After school programs - PSSA Prep, Math tutoring, REACH/Heinz Entwinement and extracurricular activities.
- The ULGPCS added Surveillance cameras, monitors to ensure safety within and outside the building. The school added eight Smart boards. The school updated two administrative computer systems. The school building is equipped with wireless connectivity.

CHALLENGES

The ULGPCS technology programs and services have been merged into a larger system with the Urban League of Pittsburgh. There have been some technological difficulties so it is imperative that the technology system be an excellent seamless system that works consistently well.

The ULGPCS challenge is to increase the overall academic achievement levels of the ULGPCS students in every core subject to proficiency level, which is a priority. Our student scholars are assessed on the PSSA in grades three, four and five so the school strives for 80-90% of our students to be proficient or advanced in reading, math, writing and science, as measured on the Terra Nova. The ULGPCS focus on the challenge of academic progress, so that every student is at or above grade level at the end of the school year and progresses at least a year academically.

The ULGPCS continues to seek support systems and organizations to assist our families. There are many grandparents raising their grandchildren and in need professional help. The ULGPCS has established a family support process with one staff member which is positively impacting the students' attendance, discipline, focus on academic requirements and on parent engagement.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The ULGPCS took the following steps in the process of formulating an e-strategic planning:

Step One:

The ULGPCS board had a e-strategic planning retreat in December of 2006 with consultant Dr. Dale Baker. The consultant shared the focus of the e-strategic planning and the importance of a collaborative effort between the board members and the ULGPCS staff. Each board member and selected ULGPCS staff have met to learn more about the process and the proposed time-line to accomplish the tasks. The ULGPCS board had adopted the e-strategic plan model and a chair-person had been assigned for each sub-committee.

Step Two:

In a general staff and board member session an e-strategic planning goals were sought, behavioral goals, academic goals and organization goals. Each chair-person of a sub-committee has met and completed pertinent research goal setting and action planning with committee members. ULGPCS must continue the e-strategic planning this year. The ULGPCS staff and board have completed training from Allegheny Intermediate Unit, PATTAN and the PA Department of Education.

Step Three:

The sub-committee for chapter 12 "Student Services", has completed their tasks.
The sub-committee for professional development and induction finished reviewing the approved ULGPCS professional development plan.
The sub-committee for special education has completed all assigned tasks.
The sub-committee for educational technology has developed a plan which has been reviewed.
The sub-committee for chapter four "Curriculum/student learning" will continue to refine curriculum tasks, which will improve student learning as required by the PA academic standards, and PSSA.

Step Four:

The board of trustees has continued to plan with the assistance of a consultant Ms. Sheilla Washington to review future development into the 21st century for the school. A retreat was held in June 2011 to determine action plans for the ULGPCS.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bevelyn Cunningham	Teacher	Elementary School Teacher	CEO
Carolyn Stevens	Teacher	Elementary School Teacher	CEO
Catherine Brown	Teacher	Elementary School Teacher	CEO
Cavalancia, Jen	Vice Principal	Administrator	CEO ULGPCS
Clayton Powell	Technology Coordinator	Ed Specialist - Instructional Technology	ULPCS CEO
Danielle Conner	Teacher	Elementary School Teacher	CEO
Davie Huddleston	Teacher	Elementary School Teacher	CEO
Dawndra Jones	Board Member	Board Member	ULPCS Board
Denise Powell	Teacher	Elementary School Teacher	CEO
Dorothy Carl	Nurse	Ed Specialist - School Nurse	CEO
Dr. Gail Edwards	CEO ULPCS	Administrator	Board of Trustees
Dr. Renee Frazier	Special Ed. Instructional Aid		CEO
Dr. Rita Bean	University of Pittsburgh	Board Member	CEO
Elaine Dudley	Teacher	Elementary School Teacher	CEO
Ella Macklin	Teacher	Elementary School Teacher	CEO
Gail Edwards		Other	
Hallie Donner	Head Teacher	Elementary School Teacher	ULPCS CEO
Kelly Humphries	Teacher	Elementary School Teacher	CEO
Lena Brooks	Teacher	Elementary School Teacher	ULPCS CEO
Leonard Huggins	Board Member and a Parent	Board Member	ULPCS board
Marla Carter	Teacher	Elementary School Teacher	CEO
Marlon Youngblood	Teacher	Other	CEO
Ondrea Burton	Board Member	Board Member	ULPCS Board

Patricia Scott	Science Teacher	Elementary School Teacher	CEO
Rhonda L. Hill	Board Member	Board Member	ULPCS Board
Sharon Davis	Clerk		CEO
Teresa Grande	Science Teacher	Elementary School Teacher	CEO
Vincent Lepera	Board Member	Board Member	ULPCS Board
Wanda Christian	Teacher	Elementary School Teacher	CEO
Winford Craig	Technology Coordinator	Business Representative	ULPCS Board

Goals, Strategies and Activities

Goal: CULTIVATE EXTERNAL PARTNERSHIPS FOR E-LEARNING

Description: Cultivate external partnerships for e-learning and other visionary educational learning opportunities at school sites

Strategy: Initiate partnerships with local/national/global educational facilities

Description: Initiate partnerships with local/national/global educational facilities, corporate partners, and other entities to provide a menu of options in support of traditional and virtual instruction and training

Activity: Begin collaboration processes

Description: • 1st Quarter 2009 — Begin strategic processes to identify types of desired partnerships and curriculum benefits

• 2nd Quarter 2009 — Begin acquisitions of partnerships to nurture relationships

Person Responsible	Timeline for Implementation	Resources
Clayton Powell	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: EFFECTIVELY ENSURE TEACHERS AND ADMINISTRATORS WILL INFUSE TECHNOLOGY

Description: To effectively ensure teachers and administrators will infuse technology to improve overall student learning

Strategy: Develop sound strategic professional development policies

Description: Develop sound strategic professional development policies so teachers can use classroom technologies effectively, incorporate technology skills surveys, and establish timelines and benchmarks

Activity: Construct and post polices

Description: Construct and post polices and mandate their use

• 3rd Quarter 2008 — Identify stakeholder needs and begin draft of schedule

• 1st Quarter 2009 — Begin staging of schedule , communicate with stakeholders regarding opportunities and evaluate success

• 3rd Quarter 2009 — Revisit stakeholder needs

Person Responsible	Timeline for Implementation	Resources
Clayton Powell	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: increase by 10% in the number of fifth, fourth and third grade students achieving at the proficient or advanced on the PSSA math assessment In 2008.

Strategy: Math

Description: ULPCS teachers will differentiate instruction with additional computer minutes on 4 Sight and Terra Nova for those who are in need one on one tutoring, Saturday math, PSSA prep materials, revised SEP goals.

Activity: Math

Description: Math coach leading ULPCS teaching staff with best practices and scientific research based strategies to increase student mastery of PA academic standards for math. Weekly meetings, seminars on the PA assessment anchors, reviewing homework, meeting with individual students, reviewing 4Sight data, reviewing Terra Nova data and modeling higher order thinking math strategies.

Person Responsible	Timeline for Implementation	Resources
Gail Edwards	Start: 1/1/2011 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Professional Development

Description: Add Goal Statement here..

Strategy: Scientificaly based best practices

Description: With the consultation of the University of Pittsburgh ULPCS teachers will learn the instructional techniques for Text Talk, which is an approach to capture reading aloud for young students in KG through 2nd grade. In grades 3rd - 5th ULPCS teachers will be working with the University of Pittsburgh in Questioning the Author, which will help with comprehension and a content approach to building an understanding of text. The ULPCS staff will continue to learn to utilize the component of Six Plus One writing traits with formal writing sampling done in every grade.

Activity: On Going Professional Development

Description: The ULPCS will provide the staff with on going learning opportunities at the ULPCS facility and at other educational entities. The ULPCS will build a highly collaborative school environment where solving problems together and learning from each other is the norm. Through the school academic year the ULPCS will schedule & use time for teachers and staff to learn regluarly with feed back. Students performance data will drive instruction. At the beginning of 2007-2008 a schedule of 12 professional development days are scheduled through out the year. Weekly staff meetings are scheduled on Tuesday through out the year.

Person Responsible	Timeline for Implementation	Resources
Gail Edwards	Start: 1/1/2008 Finish: Ongoing	$15,000.00

Status: Not Started — Overdue

Goal: PROVIDE CONTINUING TECHNICAL SUPPORT

Description: Provide continuing technical support for all students, staff, instructors, and administrators

Strategy: Ensure all end-users are provided information regarding support requests

Description: Ensure all end-users are provided information for expected response and resolution times for technology related issues

Activity: Develop a Service Level Agreement

Description: Develop a Service Level Agreement and distribute/post for end-users to view

• 4th Quarter 2008 — Identify stakeholder needs and begin draft of service levels

• 1st Quarter 2009 — Begin draft of document to be utilized with technology committee

• 2nd Quarter 2009 — Implement solution and communicate plan with end-users

Person Responsible	Timeline for Implementation	Resources
Clayton Powell	Start: 4/10/2008 Finish: 6/23/2011	$75,000.00

Status: In Progress — Overdue

Goal: READING

Description: Increase by 10% of number of 5th, 4th students acheiving or exceeding at the proficient level on the PSSA reading assessment

Strategy: Reading

Description: The ULPCS literacy coach shares the 4Sight assessment and reviews the data with the classroom teachers, as weaknesses are determined, the coach will share best practices and instructional strategies, which will enhance the reading skills of struggling students. The literacy coach provides one on one tutoring, in class Push In teaching, modeling best practices, consulting and developing of SEP goals, as well as supplemental intervention materials for the

teachers. The literacy coach provides professional development for her co-teachers on the PA assessment anchors and PSSA requirements. The literacy coach also works with the CEO to seek assistance from local college professors on current trends, such as Text Talk and Questioning the Author. The literacy coach is also responsible for students books, classrooms set of materials, literacy events and PSSA prep material.

Activity: Reading

Description: Review data from all assessments for reading skills of all students. Develop SEP goals with teachers, parents and the literacy coach

Person Responsible	Timeline for Implementation	Resources
Gail Edwards	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Student Attendance

Description: The instructional aids and parent coordinator call families when students in school more than a day or two, to determine what the problem might be. Parents are given warning letters for many absences or tardiness, and must come in for a meeting with the vice principle. If explanation about the student absences are not satisfactory, the family record is sent to the sending school for legal action.
At every parent teacher report card conference, ULPCS teachers are required to discuss attendance, tardiness and the impact on student academic performance.

Activity: Student Attendance

Description: Review with staff yearly the attendance policy, and the ULPCS process in dealing with attendance and tardiness, for staff members to have the knoweldge in dealing with their classroom students attendance.

Person Responsible	Timeline for Implementation	Resources
Gail Edwards	Start: 8/16/2007	$1,000.00

Finish: 7/10/2008

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	35

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
ACt 48 Provided by ULPCS/ School solicitor	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
PA school code Common wealth requirements for mandatory school attendance		*For classroom teachers, school counselors and education specialists:* • 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Parents relations	• Participant survey

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Student Participation in State Assessment

Description: Peprally for PSSA assessment participation
PSSA take home Individual bages for seven days during the PSSA assessment period for students attending the assessment

Activity: Student Participation in State Assessment

Description: PSSA thinking caps were purchased and breakfast snacks were provided each day as the ULGPCS scholars took the PSSA.

Person Responsible	Timeline for Implementation	Resources
Gail Edwards	Start: 3/24/2008 Finish: 3/24/2008	$2,000.00

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachment

- Assurance Certificate 2012

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's

curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

Ø *What curriculum does your charter school utilize?*

Trophies-Harcourt Brace Reading Series; K-5 grades, 2007 edition

Harcourt Treasures Reading Series; 2 and 5, 2009

SAXON- Math Series; K-5 grades, 2008 edition

Science- MacMillan McGrawHill, 2008 edition

Harcourt Horizons- United States History; 2008 Edition- for fifth grade

Harcourt Horizons- States and Regions; 2008 edition- for fourth grade

Gibbs Smith- Pennsylvania our home; 2005 edition- for third grade

Ø *Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?*

Yes, each series is aligned to the PA Academic Content Standards as required by the Commonwealth of Pennsylvania. These curriculum materials were selected because they have been aligned to the PA Academic Standards and have a proven research based track record for quality curriculum. Each series selected by our staff has been successful with the academic rigger in the subject area.

Ø *How is the curriculum organized to meet the developmental and academic needs of students?*

The curriculum framework was chosen to reinforce the school's mission and is aligned with the PA Academic Content Standards. Each ULGPCS student is given assessments using DIBELS, DRA, 4Sight and teacher made assessments and curriculum assessments to determine entry level skills. Each teacher develops goals for each student in the content area based on data from the Terra Nova, Dibels and other source of data. S.E.P's- Student Education Plans are developed for individual students so that the developmental needs and academic needs of all students are met and exceeded at ULGPCS. At ULGPCS, students who need additional support can participate in Title One direct instruction using the ULGPCS literacy coach or special education services. Teachers at the ULGPCS provide tutoring for students and instructional aides perform one on one tutoring as needed. The University of Pittsburgh America Reads teachers provide one on one tutoring as requested by the classroom teachers. In each content subject, ULGPCS teachers differentiate instruction according to the School's needs.

The Terra Nova test was administered in the fall of 2011, and in the spring of 2012; this assessment data along with other assessment data drives instruction at the ULGPCS. Teachers turn in weekly lesson plans and align each lesson in reading and math with the Pennsylvania Content Standards. The ULGPCS teachers evaluate student progress every week and turn in test grades to the CEO every Friday. Through the weekly lesson plans and weekly assessments, teachers meet and exceed the PA Academic Content Standards.

Ø *How does the charter school promote in-depth and inquiry-based teaching and learning?*

Students are encouraged to use manipulative for SAXON mathematics and hands on science kits from Asset, because the ULGPCS is participating in Science its Elementary, so that higher order thinking and problem solving is imbedded in every learning activity. ULGPCS students are required to complete research projects using technology that expand their learning and ignite their zest for knowledge. The ULGPCS students in all grades complete a Science Fair Project. ULGPCS scholars have expanded learning in the school's state of the art science lab, in which they use microscopes, Smart Board technology and fifth graders use a mobile laptop unit to complete indepth research.

Teachers at the ULGPCS have been trained by the University of Pittsburgh in utilizing the skills provided by the Text Talk and Questioning the Author programs in reading instruction. The teachers in KG, first and second grades are utilizing the Cafe Book program strategies for engaging students in daily literacy assessment and instruction. Due to the school wide implementation of the two hour reading block, every student receives guided reading instruction as well as leveled reading, and reading workshop.

Teachers are encouraged to utilize The Multiple Intelligence, Habits Of Mind and Reflective Journal Writing, and Six plus One Writing Traits. Teachers are applying effective questioning, flexible grouping and differentiated instructions in every day lessons and homework. Thematic instruction and integrated teaching units allow teachers to promote in-depth learning across the curriculum.

The Harcourt Trophies Reading and Language arts as well as the Saxon math curriculum are aligned with the Pennsylvania Academic Standards and P.S.S.A assessments. Study Island Software is available for ULGPCS students in the computer lab for additional math and reading skills development. Benchmark area Study Island software is available for PSSA Prep with the Third, fourth and fifth grade students. The ULGPCS has Academy of Reading and Academy of Math software, which provide tutoring for students in need of additional help.

The ULGPCS has a full time technology instructor for all grades. In doing so the ULGPCS is exceeding the PA technology and science standards and the ISTE technology standards requirements for the K-5 grade students.

Ø *What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?*

A state of the art Computer lab was installed to reinforce student learning during and after school. Students that perform significantly below standards in literacy and mathematics skills have the opportunity to work using software according to their own ability of learning to achieve reading and mathematics skills, under the teacher's supervision/instruction with compliance to Pennsylvania content standards. ULGPCS students who are identified as gifted have individual programs and services provided for the specific needs of enrichment.

The ULGPCS emphasis's the quality of staff development provided to its staff in all instructional areas, which provide understanding in monitoring students with learning difficulties. ULGPCS has coordinated training with the University of Pittsburgh on Questioning the Author, Text Talk, Six Plus One writing strategies as well as Learning Difficulties for the struggling reader.

The ULGPCS has an extended school day and an extended school year. During the after school program hours ULGPCS staff provides homework help and tutorial help to reinforce student learning in math and reading. This year ULGPCS provided math tutoring on Saturdays for all students in need with volunteer support. Prior to PSSA testing ULGPCS provided individual tutoring sessions for fourth and fifth grade students, as well as parent information sessions on PSSA requirements and assessments.

The ULGPCS provides extensive special need programs for students with a disability and gifted students.

Counseling is a support service provided as needed. Occupational Therapy and Physical Therapy, Vision, Speech, Behavioral Interventions, Social work and psychological services are provided.

The ULGPCS teachers provide individual tutoring after school for all students who were below grade level in reading or math.

- ***What types of teaching strategies are used to actively engage students in the learning process?***

Student participation in student education plan

Afro-centric Social Studies

Computer and technology skills acquisition

Students mentor other students

Project based activities- Science fair

Team work

Cooperative learning

Thematic instructional units

Reflective journal writing daily

Guided Reading

Hands on Science-ASSET Kits

“DEAR” Drop Every thing And Read daily

Multiple intelligences in the classroom daily activities

Higher order thinking skills

Higher cognitive questioning

Note taking/ summarizing

Foreign language acquisition (Spanish)

Peer tutoring

Habits of Mind

Reflective Questioning

Differentiated Instruction

Literature circles

Morning Meeting

Graphic organizers

Compare and contrast

Yoga

Suzuki Violin , Viola and Chello

Chess Club

Poetry infusion

Internet research

Self directed small group work

Meet the Author

KWL

Math Blasters

Graphic organizers

Direct instruction

Rigorous Instructional Program - Attachments

- RIGOROUS INSTRUCTIONAL PROGRAM
Staff Development Approval Letter &
Staff Induction Approval Letter
- The ULGPCS uses the induction program with Allegheny Intermediate Unit for all new teachers and the school pays the necessary fees for induction classes.
- Staff Development
- SignaturePage2012

English Language Learners

The ULGPCS does not have any students who are English Language Learners (ELL)

The ULGPCS administers a survey of all students to determine if they have any language deficiencies, which would mean that special English Languages services will need to be provided. The ULGPCS has a literacy coach for primary grades and intermediate grades, who administers language proficiency assessment, and will provide instruction to those identified students.

Please view the LEP system on the ELL information that was submitted by the ULGPCS. The LEP Accuracy Certification Statement is attached to this section.

English Language Learners - Attachment

- Accuracy Certificate 2012

Graduation Requirements

The ULPCS serves grades K-5 and does not include middle or high school.

Special Education

The Chief Administrator and the certified special educator collaborate to ensure that all requirements for special education are met. The procedures for special education compliance are consistent with that of PPS. The ULGPCS will continue to comply with all regulations of IDEA. Consultants from the Allegheny Intermediate Unit, and PPS are contracted to ensure IEP compliance.

A student is identified as a special need student by a referral from a teacher, parent, specialist and supporting staff. The ULGPCS adheres to PA school code chapter 12 and all federal

regulations to provide free and appropriate public education for students identified as illegible special need students.

A major component of the school design is how the charter school addresses programming for special needs students. Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering district, the Intermediate Unit, or another outside agency.

Special Education - Attachments

- Special Education Policies for the ULGPCS
- SpecialEd_2011-2012

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ella Macklin	.73	Learning Support	ULGPCS	9	N/A
Ella Macklin	.27	Gifted	ULGPCS	9	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Claire Vatz M.A., C.C.C., INC.	0.5	Speech & Language	ULGPCS	20	Speech therapist and Evoyn Evens

Special Education Program Profile - Chart III

Title	Location	FTE
Speech/Language Therapy	ULGPCS	.35
Occupational Therapest	ULGPCS	.20
Behavior Therapy	ULGPCS	as needed
School Psychologist	ULGPCS	as needed

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week

N/A	N/A	0

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA, Reading/Math/Writing/Science	No	No	No	Yes	Yes	Yes
Terra Nova	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No	No	No	No	No	No	No

Student Assessment

As new requirements from the PA Department of Education and our chartering district Pittsburgh Public Schools, are given to the school we address in a positive way any weaknesses that must be improved. During the Pittsburgh Public Schools site visit, the ULGPCS was informed that our PSSA scores in math and reading had improved significantly. To continue with academic progress in reading, the ULGPCS implemented a two hour reading block across the school with guided reading for every scholar.

The ULGPCS has implemented the Reading Recovery program for students with reading difficulties in grades K-2. This program was developed with a graduate level course and mentorship for an outstanding educator. The ULGPCS was selected to participate in this scientifically based specialized program.

Each ULGPCS teacher must use the assessment data from DIBELS, 4Sight, Bench Mark, Curriculum based assessment, the TerraNova results, DRA, and classroom observation differentiate instruction for his/her students in all core subjects. At the ULGPCS as part of our required charter each teacher develops academic goals in a student education plan with parent input to assure the success and mastery of all academic skills for our students. Data drives instructions at the ULGPCS. As required every ULGPCS teacher must do a weekly assessment of his/her students in both math and reading, and the assessment results are given to the CEO who reviews and monitor students' progress constantly at the school's weekly staff meetings and grade level meetings. The administration of the ULGPCS reviews and makes recommendations for students academic growth, tutoring, additional assistance or enrichment which meets and exceeds the needs of our students, as required by the PA academic standards.

Student Assessment - Attachments

- TerraNova_Fall-First2011-12
- TerraNova-Fall_Fourth2011
- TerraNova-Fall_Second2011
- TerraNova-Fall_Third2011
- TerraNova-KG2012
- TerraNova-Spring_Fifth2012
- TerraNova-Spring_First2012
- TerraNova-Spring_Fourth2012
- TerraNova-Spring_Second2012
- TerraNova-Spring_Third2012
- TN- KG
- TerraNova-Fall_5

Teacher Evaluation

a.) *List the main features of the school's teacher evaluation plan.*

The ULGPCS uses the employee evaluation form for instructional I teachers PDE form 206, which includes planning and preparation, classroom environment, instructional delivery, and professionalism. ULGPCS requires the CEO to review lesson plans, resource materials, assessment materials, student information, classroom observations and teacher resource documents. Every professional educator must submit to the CEO a portfolio of each school year, which reflects the growth and continuous learning of each educator.

The ULGPCS is in process of developing a merit-pay system for teacher evaluation. The Board of Trustees HR committee is assisting with developing the processes for the merit-pay teacher evaluation system.

b.) *List entities/individuals that are responsible for teacher and staff evaluation.*

1. The ULGPCS Chief Executive Officer

c*.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.*

Both the Board Chairperson and the Chief Executive Officer have extensive training and experience in the evaluation of staff. As a thirty nine years veteran of education in the Pennsylvania, the Chief Executive Officer is a former principal, former special educator with both a bachelor and masters degree in special education, and has served an assistant superintendent with a Superintendent's Letter of Eligibility.

Teacher Evaluation - Attachments

- Teacher Evaulation Forms-1
- Teacher Evaluation Forms-2
- Teacher Evaluation forms-3

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The board of trustees for the ULGPCS lost one of its members Dr. Marilyn Barnett who rotated off the board in January 2012. Board members continue to enhance their expertise, wisdom and community outreach, and seek to incorporate health, business, finance and higher education expertise on the board of trustees. The addition is to increase the board engagement in a variety of areas, which will strengthen the direction and strategic planning for the ULGPCS.

In Spring of 2012, the ULGPCS board of trustees a feasibility study of the building completed, and air quality assessment and architectural design to review possible expansion of the school facility in order to accommodate additional students and programs. The board hired Massaro construction to manage the building.

The ULGPCS now has one vice principals, Mrs. Jen Cavalanica. Dr. Gail Edwards continues to serve as the CEO and Pincipal of the ULGPCS for the past ten years.

Board of Trustees

Name of Trustee	Office (if any)
Esther L. Bush	Board Chairperson
Marilyn Barnett, PhD	Vice Chairperson
Vincent Lepera	Treasurer
Davie Huddleston	Board Member
Pamela Coates	Secretary
Ondrea Burton	Board Member
Leonard Huggins	Board Member
Dawndra Jones	Board Member
Dr. Rita Bean	Board Member
Att. Maureen Cohon	Board Member
Timothy Neff	Board Member
Lara Washington	Board Member
Davie Huddleston	Co-Chair of HR Committee
Tisha Dolby	PTO person
Sabrina Saunders	Board Member
Chase Patterson	Board Member

Professional Development (Governance)

Board members have received Training in the Sunshine Law by an ULGPCS Trustee who is a practicing attorney. Several Trustees have direct experience related to the operation of schools: Esther L. Bush, former teacher and Attorney Maureen Cohon at the Buchanan Ingersoll & Rooney. Other members have had training on related issues to education and nonprofit governance in their various capacities as leading citizens of Pittsburgh. Moreover, the school held a detailed orientation session for all new trustees. Each ULGPCS board member is given a complete orientation by the CEO and board chair prior to participation as a board member. Dr. Bush is a member of the State Board of Education and the chair A+ schools, therefore she shares many aspects of educational trends, mandates and state wide initiatives to the ULGPCS board of trustees. Every ULGPCS trustee has had the opportunity to attend specific sessions for board members at the Pennsylvania Coalition of Charter Schools, which was held in Lancaster, PA.

The ULGPCS board of trustees has hired a solicitor Atty. Matt Hoffman and he provides professional development as well as legal updates to assist board members with their knowledge about school issues on the Commonwealth of PA and Federal level. Due to information with PCPCS the coalition of charter schools provides twice a year seminars on legal issues and governance updates for all charter schools board members. Finally, the CEO of the ULGPCS with the help of other legal council organizations continues to educate board members on issues that affect charter schools.

The ULGPCS CEO Dr. Edwards provides an on-going professional development by providing board members with current and updated information regarding the board's role, required policies and updated information from state level government and federal legislative impact.

Coordination of the Governance and Management of the School

Coordination of the governance and management of the school is accomplished through two-way formal communication between the C.E.O and the Board of Trustees. The C.E.O, the Board Chairperson and the ULGPCS's Director of Education met monthly. Each month the Board of Trustees meets to discuss the status of the school and implement policy. In June 2011, the ULGPCS Board met for an annual retreat to focus on lack of space in the charter school, with the outcome of three ad-hoc committees to continue discussion and planning for the ULGPCS. The day-to-day operation of the school is the C.E.O.'s responsibility; moreover, the communication between the C.E.O. and the Board Chairperson is weekly. The ULGPCS Annual reports have been sent to all the sending school districts with open invitations to visit the ULGPCS.

The CEO and ULGPCS staff participate in all PDE directed seminars on governance, management, federal mandates, and current educational regulations that affect charter schools. As required all ULGPCS board meetings are advertised in the local Pittsburgh Post Gazette, Pittsburgh Courier and at the school, for the community to have the knowledge of the set dates to attend the meetings.

Coordination of the Governance and Management of the School - Attachment

- BoardMeetings2011-2012

Community and Parent Engagement

The Board of Trustees of the ULGPCS focuses on policy shaping and governance. It is the C.E.O.'s duty to provide leadership in promoting community and active parent engagement. The Board will provide the necessary support for the Chief Executive Officer and vice principals.

As required in the original charter, ULGPCS parents are asked to volunteer 30 hours a year to assist with school activities. All regular parent volunteers have background clearances done by the ULGPCS. The ULGPCS staff and the ULGPCS parent liaison are consistently and strategically seeking parent engagement for a variety of school activities, such as; school store, book faires, career days, grandparents day, mother daughter tea, field trips, drama production, thanksgiving feast, school beautification, donuts for dads, multi-culture fest, muffins for moms, uniforms exchange and serving on various school committees. The school's C.E.O. Dr. Edwards has developed a parent advisory group that meets monthly to discuss school issues and assist with solutions to school challenges. The parent liaison, Mrs. Cunningham have attended local conferences on family support as ULGPCS begins to develop a family support center. Mrs. Nevels has participated as the school's family support case worker to provide the school's families with legal and community support. In addition, the school provides resources and information on community service and legal services.

The ULGPCS has created a parent advisory body that meets once a month with the administration to discuss school wide issues. The parent advisory committee provides on going recommendations with alignment to the school's academic goals, which positively impact the parents involvement, scholars achievement and the school's safe climate. A variety of recommendations have been acted upon by the school's staff and administration.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Hot Dog Sales

Scholastic Book Fair

Book Store Sale

Dress Down Days

School Store

Fun Fest

Pizza Sale

Lemonade Sale

Flavored Ice Sale

Sundae Sale

Uniform Sale

General Gifts Sale

Hoagie Sale

Ice-ball sale

Movie madness

Breckh Candy Sale

Fiscal Solvency Policies

The ULGPCS maintains adequate revenues, has the support of the Urban League of Greater Pittsburgh (related organization), and a credit line established with a local financial institution.

The ULGPCS maintains an adequate reserve Balance and has established an investment account, to supplement any future short falls in funding.

Accounting System

The accounting department utilizes an accounting Software as a platform and uses an alternative account code that aligns closely with the PA State Chart of Accounts. The accounting software generates reports and statements with management review.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Financial Statement 2011-2012-1
- Financial Statement 2011-2012-2

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

Maher Duesell CPA, audits the ULGPCS. The last audit was conducted for fiscal year end 2011. The report contained an unqualified opinion and no findings were reported to management. The audit for the fiscal year 2010 - 2011 has been completed and attached to this report.

The Auditor General Office Mr. Jack Wagner, sent two state auditors to conduct a thorough review of the ULGPCS management, fiscal and instructional information covering a period of five years.

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

- ULGPCS Audit Report 2011

Citations and follow-up actions for any State Audit Report

The last State Audit report was completed this academic year of 2012. When the ULGPCS receives the report, it will comply with its recommendation in compliance with state regulations, standards of financial interest and improve on weaknesses and revenue collection procedures.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2009 the ULGPCS completed a state of the art science lab in unused storage space, which is attached to the Gymnasium on the second floor. The science lab has a Smart board, microscopes, science probes, anatomical models, hands on science tools, flat screen TV., and a variety of challenging science equipment. The ULGPCS purchased cell phones for all the teaching and administrative staff.

The school purchased surveillance cameras and monitors to maintain the safety of the school, two administrative computers and eight Smart Boards.

The ULGPCS has completed all facilities upgrades as recommended by chartering district Pittsburgh Public Schools.

Future Facility Plans and Other Capital Needs

The ULGPCS has outgrown the current facility and lack of space hinders the school's ability to develop additional programs and activities. In the Summer of 2011 the ULGPCS board of trustees was involved in a retreat to determine the future of ULGPCS in the next five years. If ULGPCS will grow, space is a serious issue which will continue to hinder the expansion of quality programs for our students.

The board of trustees and the ULGPCS administration will continue to investigate the facility space issues, for the future expansion and improvement of the school building and programs. As a result of the June Board retreat, there are three ad-hoc committees looking at facility needs, technology needs, and the external needs of the ULGPCS. The board of trustees hired Massaro Construction to manage the school's building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The ULGPCS conducts monthly fire drills. ULGPCS has been evaluated by Pittsburgh Public schools to assess safety and health measures. The ULGPCS had a feasibility study completed and air quality assessment, as well as architectural design to determine the best plan of action for the school. The ULGPCS has a crisis response staff handbook and has provided training on safety issues. Visitors at the school are permitted in the school building after pressing the schools' Sonitrol Security System. The Sontirol Security System cameras are in place to monitor safety in the school.

The ULGPCS immunization records are kept locked in files in the nurse's area. ULGPCS parents are notified each year of immunization and health requirements per PA school code. ULGPCS has a part time certified school nurse, who works with the Allegheny Co. Health Department and UPMC St. Margaret's Hospital, to insure compliance with PA School health mandates. Through UPMC the school has a partnership with UPMC St. Margarets Hospital, which allows nurse interns to participate with health initiatives twice a week at the ULGPCS. Physical exams are provided to students with parents' permission. Dental exams as well as vision, hearing, weight and height screenings are also provided for ULGPCS students.

ULGPCS has an ongoing partnership with the Bloomfield/Garfield Health Consortium, which meets monthly with local schools in the East Liberty area, to provide health services for the ULPCS students such as, "Asthma I can cope program" for students and families to distress asthma attacks. Due to the partnership ULGPCS has been able to benefit from local and national health partnership.

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

- COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS
- Health 2011
- Health Information 2011-2012

Current School Insurance Coverage Policies and Programs

The ULGPCS maintains all required school health and Dental liability insurances which include; Professional and General Liability, Property and Contents, Directors and Omission Liability, student's accident and medical. Employee insurances include; Health, Life and disability, and workers compensation.

Please note that the ULGPCS building liability insurance document is part of the attached Financial Audit Statement in ***page 13****.*

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance_2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The staff the ULGPCS has 24 professional educators and seven teaching assistants. All seven of the teaching assistants are college educated. Four teachers have master degrees, and one was working on principal's certification. There is one teacher working on a doctoral degree.

There are two administrators, the ULGPCS CEO and a vice principal with certification in curriculum and instruction. The CEO has the doctorate of education with a superintendent's letter of illegibility.

All teachers and teaching assistants of the 2010-2011 academic year returned to the ULGPCS.

Quality of Teaching and Other Staff - Attachment

- ULGPCS Teacher Certification

Student Enrollment

The ULGPCS requires that all interested families complete an enrollment packet by an informed deadline. After the deadline, enrollment cards are divided into appropriate grade levels and preferences. A lottery is conducted when there are more applicants than enrollment openings. In each grade, the waiting list will include the date and time of application received.

Kindergarten applicants must be five years of age by September 15. Students of kindergarten age are given a school readiness assessment by the kindergarten staff.

Grade Level	2011-2012	Dropped	Added
Kindergarten/ 1	16	0	0
Kindergarten/ 2	16	0	0
First Grade/1	18	1	0
First Grade/ 2	18	2	0
Second Grade/ 1	20	0	0
Second Grade/ 2	20	0	0
Third Grade/1	18	0	0
Third Grade/2	17	1	0
Fourth Grade/1	18	1	0
Fourth Grade/2	18	1	0
Fifth Grade/1	21	1	0
Fifth Grade/ 2	21	0	0

The number of students who returned in August of 2011 to attend the ULGPCS academic year of 2011-2012 were 200 students, out of which 30 fifth grade students graudated from the ULGPCS in June 2011. The total number of students who attended the 2011-2012 academic year at the ULGPCS is 222 students.

The ULGPCS families attend our school because of the unique characteristics such as small class size, mandatory uniforms, Math/Science focus, foreign languages, afro-centric social studies, advanced technology, character education, high academic standards and parent involvement. Many ULGPCS families enjoy the sibling preference policy, which allows a family to have all children at the school so parents would deal with one school system. Many students have been with the ULGPCS for six years and are satisfied with the quality of education and programs that the school is providing.

The ULGPCS continues to attract additional families every day but sometimes the schools' openings are not in the grade level the families seek. The ULGPCS full day and small class size for kindergarten are positive attraction to many local families.

Student Enrollment - Attachments

- Enrollment process for 2-5 grades
- ULGPCS enrollment process 2012

Transportation

ULGPCS students residing in the City of Pittsburgh are provided with transportation in accordance with the ULGPCS policies, and to students who attend ULGPCS from Woodland Hills, Penn Hills, Duquesne, Wilkinsburg, StoRox, Mckeesport, Plum, Gateway and West Mifflin.

Due to the ULGPCS longer school year, the sending school districts are responsible for transportation even beyond the 180 day school calendar.

Special education students at the ULGPCS haven't required any extra accommodations; in case of need the ULGPCS would request additional services. There have been behavior issues with ULGPCS students due to the inconsistency of drivers, times of pickup, which resulted in discipline write-ups that had been a challenge for the ULGPCS administration, staff and parents. The majority of our students are from Pittsburgh Public School and many of the issues involved inadequate communication to the students about appropriate bus behavior, and the consequences of misbehavior.

Food Service Program

The ULGPCS contracts cafeteria school lunch services with the Metz Company. The ULGPCS completes the necessary paperwork so invoices are generated to the PA Department of Education for reimbursement of the free/reduced school lunch program.

Student Conduct

The ULGPCS students are expected to behave responsibly and respectfully at school at all times. The ULGPCS has consistent and fair expectation for student behavior; each student is given an opportunity to explain their circumstances in relation to an offense with an informal hearing, witness testimony and parents presence. All of the policies under chapter 12 are followed by all staff in relation to students rights.

The Urban League of Greater Pittsburgh Charter School is committed to providing a comprehensive and integrated K-5 program of Student Service based on the needs of the students. The plan has been prepared, implemented and revised as needed in accordance with the guidelines provided in the Pennsylvania department of Education-Chapter 12-Students Services Plan document. The Urban League of Greater Pittsburgh Charter school Policy and Procedure manual contains the specifics of the School's Chapter 12-Student Services Plan. It is our moral obligation as educators to provide all students (includes Special education: Learning Support, Gifted, etc.) with physical, emotional, social, psychological and intellectual support. Our Student Service Plan includes focus points as listed below:

1. Developmental- guidance counseling, health, home/school visitor service and social work;
2. Diagnostic, intervention and referral (addresses barriers to the achievement of

excellence in performance inside and outside of the school environment and

3. Consultation and coordination services in recognition of students that have needs that are best addressed via teams and/or specialists.

In addition, the Urban League of Greater Pittsburgh Charter School accepts the responsibility to build partnerships and collaborations with parent(s)/guardian(s), community leaders and many different organizations that will expose our students to a broad spectrum of experiences and opportunities that will enhance their education. We provide information and encouragement to parents/guardians regarding access procedures to the educational experiences and opportunities that are available throughout the City of Pittsburgh and surrounding communities. It is our intention to expose our students to career information so that they can become more aware of the world around them and the various traditional and non-traditional career options that are available to them with the appropriate preparation. Furthermore, we ensure that procedures for emergency care and the administration of medication are in place in order to provide a safe and healthy learning environment for our students. Overall, our Student Services Plan is comprehensive, in compliance with the Pennsylvania Department of Education guidelines and most importantly, it is efficient and effective in that it meets the needs of our students and the goals and objectives of the Urban League of Greater Pittsburgh Charter School.

The board of trustees developed and approved anti-bullying policies and procedures, which is followed by all staff and students. To raise awareness the school adopted a new anti-bullying program Olweus funded by a two years grant.

Student Conduct - Attachment

- STUDENT CONDUCT View Back

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Urban League of Greater Pittsburgh 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 **Date**

2011 - 2012 Annual Report for Pennsylvania Charter Schools

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 Urban League of Greater Pittsburgh 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: Gail D. Edwards **Title:** Dr.
Phone: 412-361-1041 **Fax:** 412-361-1042
E-mail: drgaile18@aol.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Esther L. Bush **Title:** Dr.
Phone: 412-227-4181 **Fax:** 412-227-4184
E-mail: ebush@ulp.org

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Ella MacKlin **Title:** Ms.
Phone: 412-361-1008 **Fax:** 412-361-1042
E-mail: emacklin@ulpcharter.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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