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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Monday, April 22, 2013**  
**(Last Accepted: Monday, April 22, 2013)**

**Entity:** Urban Pathways 6-12 CS  
**Address:** 914 Penn Ave  
Floor 3  
Pittsburgh, PA 15222

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Urban Pathways 6-12 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:** 86.67    **Total Instructional Staff:** 32

**Student/Teacher Ratio:** 12:1    **Student Waiting List:** 201 students

**Attendance Rate/Percentage:** 96%

## Summary Data Part II

Enrollment: 344 Per Pupil Subsidy: \$12,850.00

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	336
Hispanic:	1
White (Non-Hispanic):	6
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 86.05

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 64

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	180	180	180
Instructional Hours	0	0	0	0	1170	1170	1170

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Urban Pathways 6-12 Charter School 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 and 95% African American with over an 85% overall free and reduced lunch population. Almost 25% of our student population includes students with identified needs. There are a significant number of foster children at our school and we believe charter schools are great for foster children. If their home changes, their school remains a constant in their lives.

Urban Pathways 6-12 Charter School 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 2011 100% of graduates got accepted to the college or university of their choice. Students of UPCS, 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 has adopted both the New Standards and 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**

UPCS 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.

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 UPCS graduate from UPCS.
- 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

## **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 UPCS 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. UPCS 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 UPCS students is extraordinary. Mentoring opportunities are abundant and effective. UPCS 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.

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

## **Academic Standards**

Urban Pathways does not use any type of “pre-packaged” curriculum services. Our 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. UPCS 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.

UPCS 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 UPCS. 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 via our Parent Portal where they can view their child's grades, attendance and discipline. Learning Partnership meetings are held quarterly by the students' mentor teachers with students 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 and Assessment, Director of Special Education, and Director of Student Services) meet weekly to review teacher observations.

Learning Partnership Meetings are mandatory at UPCS. 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 2010-2011 test results are from the PSSA, 4Sight, NWEA, and MAP 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.

Using double periods for reading and math at critical grade levels 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 UPCS must obtain all credits as described by the PDE and UPCS.

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 PSSA 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 plans and goals in their portfolios 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. 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 are reviewed quarterly in both reading and math to note progress.

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, the walkthrough process 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. UPCS uses a Pay for Performance program that allows those individuals who are performing in above average ways to gain additional compensation.

## **Strengths and Challenges**

Due to its status as a 6-12 charter school, Urban Pathways Charter School faces challenges. UPCS does not receive equal funding from any public school district. The school works hard to get new sixth graders to the appropriate level since UPCS 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, UPCS is faced with training students to be self-disciplined when they arrive here. Lastly, because UPCS always strives to improve and grow, the school often meets with space and facility limitations.

Even as UPCS faces these problems, the school has overwhelming strengths. To ensure student success, UPCS offers a variety of services to the students. Tutoring, counseling and mentoring are just three of the services UPCS uses to help students improve.

UPCS takes discipline seriously, and when problems arise, the school makes use of mediation to keep minor issues from developing into potential problems. UPCS 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. In the end of year report to PDE, one will note that suspensions decreased significantly this school year.

UPCS has high expectations for both students and parents. UPCS 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 UPCS's efforts, parents are engaged with the school and offer their support. UPCS'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

Urban Pathways has completed its first five year strategic plan focused on student achievement and whole person success and is now one year into its second five year plan. Using a Balanced Scorecard as its planning format and strategic management tool, UPCS set ambitious performance targets for 25 measures and met or exceeded performance targets in 15 of them (60%). Since this is a new method of accountability, this performance was considered strong for a first attempt. All measures have become part of the second five year plan with emphasis on moving more of the performance results into the Met or Exceeded category. It is considered quite innovative for a single school to undertake a Balanced Scorecard and UPCS is committed to measuring what matters and continually improving performance.

In 2010, the school modified its name to become Urban Pathways 6-12 Charter School. This was done to remove the confusion that the Northside designation was causing. The "Northside" is a distinct Pittsburgh neighborhood and is not where the school is located, although there was some expectation that it would be when the initial charter was issued. A new logo and signage have allowed the school to establish its brand more effectively which contributes to recognition, enrollment and community support.

## **What future do we see for Urban Pathways Charter School?**

UPCS is focused on Student Achievement through three student outcome goal areas: Students Master the Curriculum, Students are Internationally Competitive and Students Achieve Whole Person Success. Everything it undertakes is related in a measurable way to one of these overarching outcomes. The linkages are explicit and are illustrated on a Strategy Map that shows how objectives in the Perspectives of Financial Performance, Leadership, Faculty Learning and Growth, Internal Processes and Customer/Stakeholders contribute to one or more of these overarching goal areas. These explicit linkages to show cause and effect ensure focus on the outcomes that matter and provide a template for evaluating new initiatives against the outcomes the school has committed to obtaining.

UPCS is also committed to providing leadership in urban education. Three years ago, the Heinz Endowments funded an Urban Learning Lab to enable UPCS to develop, test and deploy best practices in urban education. The first year was spent designing the Lab and designing an entrepreneurship pilot. The Lab is the umbrella framework through which testing takes place. The pilot is to test the assumption that experiential education is more effective in promoting learning than teaching methods that are less experiential. In the second year, the Lab introduced Action Research projects which are teacher-initiated projects that test assumptions about how something might be improved in a teacher's classroom. Not all assumptions are correct but those that are provide improved instructional techniques that are then shared with other faculty.

Beginning in Year One of the Urban Learning Lab, an independent researcher was brought in to create a survey to determine how to measure self-efficacy, engagement and post-secondary readiness (the three focus areas of the Urban Learning Lab which are thought to correlate to student achievement.) The survey is administered to all students in grades 9-12 at the beginning of the school year and again at the end of the school year. The student body as a whole is analyzed and then compared to those enrolled in the entrepreneurship pilot to determine whether the experiential nature of entrepreneurship is having a positive impact on student achievement or on the contributors to student achievement. The survey has been administered for two years now and is beginning to show some patterns particularly in areas of locus of control and self-confidence that can now be used to influence changes in classroom approach or social service support. Once a third year of data is available, some solid trends will be identifiable and can be used to draw conclusions about what is effective and what might need to be changed to improve outcomes for students.

As the school begins Year Three of the Urban Learning Lab, it is preparing to share its learning with other charters and urban educators, positioning itself as a resource and convener of discussion about how to promote student achievement. The entrepreneurship pilot has grown into an entrepreneurial pathway and an entrepreneurship department with coursework and experiences now beginning in middle school and continuing along a pathway to graduation. The survey is entering its third year and the Action Research projects are entering their second year. We believe we have learned things that others can benefit from and will work on sharing those things in the coming year.

UPCS has continued to expand the resources it brings to staff and faculty development. A growing relationship with California University of Pennsylvania has made training based on Stephen Covey's Seven Habits of Highly Effective People available to all administrative staff and faculty. Other training is expected to follow.

In March, 2011, UPCS was given the opportunity to explore the addition of an elementary school, something it has consistently said was important to the achievement of middle and high school students because it would give them a solid foundation from kindergarten on and would eliminate the need for extensive remedial work when they arrive in 6<sup>th</sup> grade. That elementary school will become a reality last school year. It, too, has a waiting list.

The following descriptions pertain to the perspectives on which the Balanced Scorecard and Strategy Map are built. (see attached documents) Objectives in each of these perspectives indicate what the school is going to emphasize and work on to contribute to the environment that promotes student achievement. These perspectives remain fairly consistent from year to year although objectives and performance targets within them may change.

In the area of student achievement, it is a goal at UPCS that:

All students who come to UPCS, graduate from UPCS. They have fulfilled their requirements on the PSSA test. Also, they are competitive on the MAP/NWEA assessment. All students are accepted to college before leaving their senior year. Students are 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 UPCS made a difference in their lives.

In the area of stakeholder involvement/satisfaction:

Parents continue to express satisfaction on surveys about UPCS. The volunteer efforts of parents and community have increased. The community knows UPCS very well. It is no longer an enigma. Signage and display areas along Penn Avenue help with marketing efforts and perception. UPCS always enjoys a waiting list in every grade level. UPCS is recognized as a model for learning as test scores continue to rise. Applications for work at UPCS increase. People want to become a part of the UPCS workforce as they have heard that we are an employer of choice. UPCS 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. UPCS musicians play at various community functions which promotes good public relations.

In the area of instructional and leadership processes:

UPCS 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. UPCS's achievement scores and PSSA scores consistently improve from year to year. Teachers implement the Values for Life program (Dr. Jerome Taylor, Center for Family Excellence.) 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 UPCS are competent and have the proper credentials to do their job. Staff takes more ownership of UPCS 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. 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 UPCS. 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:

UPCS is 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 year ends 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. Grants and other contributions allow for good enhancements that otherwise would not happen. We are 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.

### **Today's situation**

When UPCS concluded the final year of its five-year plan, it had achieved all of the accomplishments described in its Visionary outlook. It continues to be a sought-after institution, with waiting lists at each grade level. In the 2010-11 school year, UPCS **exceeded** the PA targets in every category but Math. The school is filing an appeal, as their 11th grade made the math target. If UPCS were a "district," it would have made AYP. Districts are able to make AYP if one of their age groups (elementary, middle or high school) makes AYP. UPCS feels that it should be treated the same. This year, UPCS did not make AYP in either reading or math. We are in the process of examining the just released data to see what obstacles prevented this from happening. Initially, we have found that students who have not been with us consistently, do poorly. This year, we increased enrollment and had an influx of many new students across all grade levels. 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 2011 received acceptances to post-graduate colleges and universities. This is the third year in a row that this success rate has occurred. This year, 80% of those acceptances were to four year schools. UPCS has been granted 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, UPCS received funding for a third and fourth year of its innovative Urban Learning Lab (described above), a program that allows it to engage in active research projects to test practices that inspire learning and improve achievement in urban youth.

### **The Planning Process**

The planning process that launched the first five-year plan included multiple sessions with UPCS'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, which meets monthly, continues to provide a community perspective to the school through regular meetings to discuss and review plans, projects and challenges facing the school. UPCS'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, UPCS 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.

Perspectives determine the lenses through which the organization is viewed and organizes the objectives on which the school will concentrate. 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 UPCS to reach its targets. Many of the targets are time-phased, allowing for growth and improvement from year to year. UPCS has set new targets for its second five years.

UPCS has 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.

### **UPCS'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 UPCS graduate from UPCS.
  - 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.

Because we stress excellence and value each student individually, our guiding principles keep us focused on what matters most. Here's what we stand for, ie., our guiding principles:

- 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

UPCS has implemented the "Values for Life" program to instill these guiding principles in the students and improve behavior by fostering respect for all.

### **The UPCS Plan**

UPCS 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 most measures selected for these objectives. The recently received third 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 UPCS intends to focus on and its Scoreboard, which shows how it intends to measure each objective and what its performance on each measure should be and is currently and in comparison to last year. The few areas still showing in red indicate areas where UPCS still needs to improve but there are few red areas and an increased number of green areas over the earlier years of this process. Those marked NA indicate measures we are not yet collecting data for. We are also attaching a Strategy Map and Scorecard for the beginning of the next five-year plan.

### **The Next Five Years**

A strategic planning retreat is scheduled for September 15, 2012 to review and to revise any aspects of the plan that need attention. The second five-year plan for UPCS 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 improvement in meeting 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 UPCS. UPCS 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 UPCS meet? As UPCS continues to implement its second five year strategic plan, its board of Trustees 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 UPCS's Citizens' Advisory Board and through other citizen based groups who work with the school such as the BAAM and WISE mentors.
- Through supporters — those foundations and others who support the work of UPCS 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 UPCS's future as the process progresses.

## 2. What is your Timeline?

Since UPCS is in the second year of its second five-year plan, its current timeline is 2010-11 through 2014-15. Momentum will be sustained by focusing on performance achieved during the first 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 UPCS 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 UPCS.

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 UPCS's Strengths, Weaknesses, Opportunities and Threats and to help evaluate priorities for the current planning period. Revisions will be made to the Strategy Map drafted by the Board as appropriate when circumstances change. A Leadership team, consisting of administration and teachers of about 20 people meet monthly to review the school's direction in every aspect of school life.

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 UPCS will achieve in each objective area. Administrators and other key faculty will determine the initiatives that will allow UPCS 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 UPCS 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?

UPCS 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 school of 350 students, reaching students has always been successful.

During the last year, UPCS has retained the services of a firm to help rebrand the school. This included a new name, logo and materials, signage and web site. The firm also assisted with improved 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 current five-year planning period.

As last school year drew to a close, UPCS introduced its new logo and tag line: High Standards, High Achievers. 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 UPCS — that they will achieve.

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.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Aisha White	Librarian/NFTE Instructor	Secondary School Teacher	Linda Clautti
Barbara Hois	Board Secretary	Board Member	Linda Clautti
Berkeley Claggett	Behavior Specialist		Linda Clautti
Betty Berkely	Career Consultant	Business Representative	Linda Clautti
Carol Horowitz	Business Owner	Business Representative	Linda Clautti
Cherie Moshier	Architect	Business Representative	Linda Clautti
Darnell Davis	UPCS Board Member	Board Member	Linda Clautti
David Gallup	Principal, UPCS K-5	Administrator	Linda Clautti
David Gilpatrick	UPCS Board Member	Board Member	Linda Clautti
Elizabeth Gingrich	Executive Assistant to the CEO	Other	Linda Clautti
Emily McMahan	Art	Secondary School Teacher	Linda Clautti
Esther Haugel	School Counselor - Social Work Services	Ed Specialist - School Counselor	Linda Clautti
Jamilla Rice	Teacher Resource Contact	Other	Linda Clautti
Jerry Cozewith	Entrepreneuring Youth Coordinator	Business Representative	Linda Clautti
Karen Alston	Administrative Assistant to K-5 Principal	Other	Linda Clautti
Kathleen Garland	Director of Special Education	Special Education Representative	Linda Clautti
Kevin McKenna	School Attorney	Community Representative	Linda Clautti
Kim Fitzgerald	Director of Curriculum and Assessment	Administrator	Linda Clautti
Linda Clautti	Chief Executive Officer	Administrator	Linda Clautti
Linwood Harris	Board President	Board Member	Linda Clautti
Lynna Martinez	Urban Pathways Charter School	Middle School Teacher	Linda Clautti
Peggy Fayfich	Vice President	Board Member	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	CAC Member & Community Consultant	Business Representative	Linda Clautti
Tina Hayes	Science	Secondary School Teacher	Linda Clautti
Tom Egan	Director of Finance	Business Representative	Linda Clautti

## Goals, Strategies and Activities

### **Goal: ADVANCE THE USE OF NEW TECHNOLOGIES TO CREATE INNOVATIVE AND STIMULATING LEARNING ENVIRONMENTS**

**Description:** Foster new technologies for innovative and stimulating learning environments by infusing emerging technologies into classroom areas in order to insure the needs of each child are met to become proficient or advanced in the academic standards in support of student learning

### **Strategy: Ensure instructors have access to 21st Century computer classroom tools**

**Description:** Ensure instructors have access to 21st Century computer classroom tools to increase student proficiency across content areas such as reading and math through improved classroom processes and staff and student

### **Activity: Establish device qualifications and acquire LCD Projectors, document cameras, digital hand held cameras, electronic science materials/devices and instructor microphone/speaker systems to integrate advanced learning solutions for all identified classrooms**

**Description:** • Establish an implementation strategy and develop curriculum infusion plan along with budget plans  
• Begin to acquire components and provide professional development for staff to promote classroom utilization on an on-going basis

#### **Person Responsible Timeline for Implementation Resources**

Hess, Brian	Start: 7/1/2013 Finish: Ongoing	\$20,000.00
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**Status:** In Progress — Upcoming

#### **Date Comment**

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7/28/2011	As of June 30th 2010, all classrooms have access to LCD projectors and SMART boards. Our Art teacher uses a digital document camera in her daily instruction, and during the 2010-2011 school year we added a Digital Photography class. Students in the digital photography class have use of a digital still camera for course-related work.
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**Activity:** Expand use of electronic devices within core subject areas as such Science with use of probes, microscopes, etc.

**Description:** • 3rd Quarter 2010 — Review existing classroom infusion plan for these devices and acquire additional components for student use

**Person Responsible Timeline for Implementation Resources**

Tom Egan	Start: 8/30/2010 Finish: Ongoing	\$15,000.00
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**Status:** Complete

**Strategy:** Foster the use of interactive learning solutions for real-time student feedback and stimulating visual experiences

**Description:** Enhance and augment classroom instruction through the use of interactive learning environments and curriculum which supports electronic tools to develop a foundation for using technologies within instructional environments for optimum infusion in support of student learning

**Activity:** Acquire and distribute smartboard-type technology and student response devices and provide training resources to ensure classroom infusion is embraced

**Description:** • Establish an implementation strategy and develop curriculum infusion plan to mirror projector acquisitions  
• Acquire components and provide professional development for staff on an on-going basis

**Person Responsible Timeline for Implementation Resources**

Hess, Brian	Start: 7/1/2013 Finish: Ongoing	\$20,000.00
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**Status:** In Progress — Upcoming

**Date**      **Comment**

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7/29/2012	To date all classrooms have wall mounted SMART boards and ceiling mounted LCD projectors.
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**Goal:** EMBRACE PRACTICES TO PROVIDE REAL-TIME COMMUNICATION RESOURCES TO

# SUPPORT ALL STAKEHOLDERS AND SCHOOL SAFETY

**Description:** Ensure the school promotes the use of external communications for all staff members to proactively engage stakeholders in support of student learning

**Strategy:** Provide an anywhere/anytime dynamic solution for general school information in support of improving communication

**Description:** Develop content standards to be embedded into the school's webpage and provide use of an application to embed management capabilities

**Activity:** MMS Generations web portal for Students, Staff, and Parents.

**Description:** MMS Generations, a school information system software package, uses a web-based portal for users to access student information securely via the internet. UPCS staff will use the system to input students assignments and grades, and will also use the system to look up all student information including student contact information, attendance, and discipline. Students will use the system to see which assignments are due and what grades were earned on past assignments as well as monitor current class grades. Parents will use the system to monitor their student's academic progress and monitor student attendance and discipline.

## Person Responsible Timeline for Implementation Resources

Tom Egan	Start: 7/30/2009 Finish: 7/30/2010	\$17,500.00
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**Status:** Complete

## Date Comment

7/28/2011	MMS Generations was purchased before the start of the 2009-2010 school year. As of the 2010-2011 school year, all staff and students are using the web portal to interact with student information. Parent involvement has also been high, and parent feedback has been 100% positive. UPCS parents are thrilled they can monitor their child's progress at any time.
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## **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: Bi-Weekly Quizzes**

**Description:** Students are quizzed bi-weekly in mathematics to determine if they have mastered the skill being taught. Should the student not prove proficiency, the student is given additional tutoring.

**Person Responsible Timeline for Implementation Resources**

Lorraine Clemons	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: MAP (Measures of Academic Progress) and 4Sight Tests from Northwest Evaluation Association (NWEA)**

**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 MAP tests are a good indication of how well a student will perform on the PSSA exams.

**Person Responsible Timeline for Implementation Resources**

Kim Fitzgerald	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Tutoring**

**Description:** Students who do not achieve proficiency on the MAP tests or the bi-weekly quizzes are tutored so that they may better achieve proficiency in all areas of mathematics.

**Person Responsible Timeline for Implementation Resources**

Kim Fitzgerald	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

# **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: Goal Meetings**

**Description:** Teachers will meet with the Principal to determine classroom goals.

#### **Person Responsible Timeline for Implementation Resources**

Lorraine Clemons	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Grade Level and Subject Area Meetings**

**Description:** Interdepartmental collaboration

#### **Person Responsible Timeline for Implementation Resources**

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

**Status:** In Progress — Upcoming

### **Activity: Staff Development**

**Description:** Staff development occurs two weeks prior to the new school year and two weeks after the school year ends. In addition, there is one day/month of staff development.

#### **Person Responsible Timeline for Implementation Resources**

Kim Fitzgerald	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
7/28/2011	The first friday of every month all students are dismissed at noon for teacher department meetings. This policy will continue for the 2011-2012 school year.
7/29/2012	Staff development occurs two weeks prior to the new school year and two weeks after the school year ends. In addition, there is one day/month of staff development.

## **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.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

In accordance with our charter, Urban Pathways Charter School 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 UPCS 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 Urban Pathways Charter School. 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. Teachers are trained in the practice of reading instruction, are given reference texts to use throughout the school year, and are 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. 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, Urban Pathways Charter School 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. Urban Pathways Charter School, 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 UPCS 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. At the end of a one or

two 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
- 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.

UPCS'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 UPCS must obtain all credits as described by the PDE and UPCS.
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**

Urban Pathways 6-12 Charter School is a school that takes the school mission very seriously and looks at every child individually to reach our school's vision. In order for this to happen, the staff spends many hours effectively planning and problem solving on how they can support the teachers and parents in order to create a learning environment with high expectations that support our students being successful adults in the city environment and beyond. The identified students are provided services in an attempt to meet their needs in reaching the goal of experiencing college life and /or the transition into adulthood.

To the maximum extent appropriate, UPCS places students in the general education classroom with the necessary supports, services, and supplementary aids. The placement and type of support for the identified students at UPCS are in the following areas: Itinerant, Supplemental and Full-Time support. Each child is looked at individually and provided FAPE in the Least Restrictive Environment (LRE). Inclusion is utilized in the general education classrooms with a special education teacher providing instruction as well as support to the students. The special education teacher brings his/her expertise into the classroom by differentiating instruction to meet the needs of the student. Special Education teachers (who are highly qualified), along with paraprofessionals, are held accountable as they ensure that the specially designed instruction/services, as per the IEP, is being implemented throughout the school day. Teachers are provided staff development opportunities to prepare and plan for the identified students being included in the general education classroom. The staff works collaboratively while diligently working on the skills needed to select and adapt curriculum and services to individual needs. Students who are experiencing difficulty in the general education setting and require more support can find it in the "Success Room." The Success Room is a place where the identified student's needs are supported in a small group or one-on-one environment as defined by his/her IEP.

Students who are at risk are provided early, effective assistance. RTI is used as one part of a data-based process of identifying student needs. This model seeks to prevent academic failure through universal screening, frequent progress monitoring, research-based interventions, flexible support, and increasingly intensive instructional interventions with a focus on providing high-quality instruction and intervention matched to each student's needs. If the student does not respond to effective interventions, it is discussed by the multi-disciplinary team (including the parent). At that time, it is decided whether an Initial Evaluation is necessary by the school psychologist to determine if the child has a disability. Based upon the results of these tests, an individualized plan of core instruction and intervention supports is designed and implemented.

UPCS provides students with an opportunity for a top notch education, the acquisition of good work habits, and introductions to careers that match their strengths and interests. UPCS works closely with families for essential support to aide in educational success. The school offers a variety of programs that assist in the transition of each identified child, such as the Success Room, differentiated instruction, reading/math labs, tutoring, support/services in general education classes, transition planning, homework help, progress monitoring, functional behavioral assessment, behavioral intervention plans, counseling, data collaboration, Values for Life, YAP, Center for Family Excellence, partnerships with colleges, college tours, Career Day, researched based programs, OVR, speakers, individual and group counseling, parent training, services that reach out and visit the home, BAAM, and WISE.

Frequent meetings are held to review the progress and needs of each child in the inclusion classroom. Attending these meetings are the child's teacher, special education teacher, parent, school psychologist, therapists, aides and others who may be instrumental in implementing

academic achievement. By participating in frequent meetings, concerns are addressed before they impact the student's academic and/or emotional growth.

Overall, current student data indicates that the special education students have shown growth in the general education classroom. This is evidenced by results of assessments administered throughout the school year. During the 2011 -2012 school year, eight students no longer qualified as a student with a disability. All of our identified graduates are continuing their education and have been accepted into a two or four year college. UPCS promotes 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 or support	Location	# of Students	Other Information
Aron, Michelle	1	Learning and Emotional Support	UPCS	21	Teaches Reading Strategies classes, co-teaches, and provides support/services in the Success Room
Chuba, Amanda	1	Learning and Emotional Support	UPCS	21	Teaches Reading Strategies classes, co-teaches, and provides support/services in the Success Room
Love, Melissa	1	Learning and Emotional Support	UPCS	18	Co-teaches, and provides support/services in the Success Room
Garland, Kathleen	1	Director of Special Ed	UPCS	4	Provides support/services

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Intermediate Unit 3	25	Speech Pathology	UPCS	8	Works with students to improve speech
Wesley Spectrum	60	Social Work	UPCS	32	Provides Social Work Services to students with IEP's.

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	UPCS	100

### Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
Mercy Behavioral Health	Therapeutic Services	6 hours
Wesley Spectrum	Social Work	40 hours
Private Psychologist	Psychological Services	12 hours
Other Social Services	Therapeutic Services	6 hours
AIU 3	Speech and Language Support, Physical Therapy, Occupational Therapy, Counseling	8 hours

## **SECTION IV. ACCOUNTABILITY**

### **Student Assessment - Primary**

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
UPCS is not an elementary school.	No	No	No	No	No	No

### **Student Assessment - Secondary**

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
PSSA	Yes	Yes	Yes	No	No	Yes	No
MAP (Northwest Evaluation)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4Sight (Northwest Evaluation)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### **Student Assessment**

At Urban Pathways, multiple measurements are built in to the academic calendar. These measures include PSSA, NWEA, MAP and 4Sight assessments. 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, NWEA and MAP 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 and Assessment, 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 are used to determine a student's learning path in addition to classroom portfolios and project based assessments. Last year, UPCS 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 delivery.

### **Student Assessment - Attachments**

- PSSA 2011-2012 Test scores
- MAP Scores for Urban Pathways Charter Schools

## Teacher Evaluation

Formal evaluations are done on all staff and 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.

## Teacher Evaluation - Attachments

- Pay for performance worksheet
- Pay for Performance Rubrics

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

During the 2011-2012 school year, Urban Pathways Charter School did not have any leadership changes.

### Board of Trustees

Name of Trustee Office (if any)

Davis, Darnell    none

Fayfich, Peggy    Vice President

Harris, Linwood    President

Hois, Barbara    Secretary

Wilson, Robert    Treasurer

Gilpatrick, David    none

Talabi, Sola    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 communication 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**

- 2011-2012 Board meeting dates

## **Community and Parent Engagement**

In 2008, UPCS 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. UPCS offers recognition programs for students, parents, and staff. Family Nights are held periodically, and are sponsored by the Board and staff. In addition to being a wonderful time for parents and staff to meet and mingle, Family Nights are always well attended. Every quarter, students who make the honor roll and their parents are invited to a special Honor Roll celebration held at the school. UPCS believes in extending teaching to parents as well. Parents are invited to enjoy the sounds of our Symphonic Wind Ensemble and The Sounds of Steel at their spring and winter concerts. Various parent volunteer opportunities are available throughout the school year.

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." This year, the CEO was received awards from the following organizations: Strong Women Strong Girls Organization, Smart from the Start Foundation, Kids For Cribs and the Pittsburgh Pirates. 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. The school received a grant from Heinz Endowments for becoming a model lab for best practices in urban education. The school is also receiving some EITC money.

### **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**

UPCS 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**

- Fiscal Template 2010-2011

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

UPCS uses the accounting firm of Hosack, Specht, Muetzel and Wood to conduct the annual independent audit. The last audit completed for UPCS was for the fiscal year 2010-11. The auditor's report found no major or minor findings to declare. Since the fiscal year for UPCS 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 2011-12 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**

- 2010-2011 Annual Financial Report

## **Citations and follow-up actions for any State Audit Report**

There were no state audit's performed during the 2011-2012 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**

UPCS leased another building located at 925 Penn Ave to house grades K-5. Our new elementary school, which will expand to hold grades K-5 by 2014, will occupy 4 floors of the building, bringing our total estimated enrollment to 600 students by the 2013-2014 school year. UPCS purchased furniture in the form of classroom desks and chairs, and technology equipment to support these additional students. UPCS secured a \$200,000 loan from Huntingdon Bank to meet these immediate capital needs and will use revenue generated from student enrollment to pay back the loan.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Urban Pathways Charter School 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. UPCS has contracted with a part time nurse, and there is a fully equipped health room.

UPCS holds monthly fire drills in accordance with PDE requirements. We coordinate the fire drills with our landlord's maintenance office and local fire department to properly test the fire alarms.

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
- Health Reimb App 2010-2011
- Health Reimb Check 2011-2012

### **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**

- Insurance Policies

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

There are thirty-two total professional staff at UPCS. 100% of the staff are either certified (86.67%) or highly qualified (13.33%). As of the submission of this report, 90% of the staff will be returning for the 2012-2013 school year. Thirty-two of the staff were with the school for the entire year. In 2007, UPCS was named one of Pittsburgh's Best Places to Work. UPCS prides itself on creating a great working and learning environment.

### **Quality of Teaching and Other Staff - Attachment**

- PDE 414 2011-2012

### **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 UPCS 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.

There are currently no supporting documents selected for this section.

### **Transportation**

Students at 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 UPCS middle school students. This is a safety issue for young students.

## **Food Service Program**

Urban Pathways Charter School participates in the National School Lunch Program. UPCS uses the services of Metz, Inc. to supply breakfast and 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. After School Center

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 2011-2012 school year, there were 88 students involved in 145 suspension incidents, and 0 students were expelled.

## **Student Conduct - Attachment**

- 2010-2011 Student Handbook

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Urban Pathways 6-12 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  
2011 - 2012 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 Urban Pathways 6-12 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@upcs.net

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*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

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*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@upcs.net

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Page