

Urban Pathways 6-12 CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

914 Penn Avenue
 Floor 3
 Pittsburgh, PA 15222
 (412)392-4601

Federal Accountability Designation:	Title I - Not Designated
Schoolwide Status:	Yes
CEO:	Kathleen Garland
Date of Local Chartering School Board/PDE Approval:	6/22/2016
Length of Charter:	5 Years
Opening Date:	7/14/1998
Grade Level:	6-12
Hours of Operation:	8:00 a.m. to 4:00 p.m.
Percentage of Certified Staff:	95.00 %
Total Instructional Staff:	41
Student/Teacher Ratio:	12:1
Student Waiting List:	154
Attendance Rate/Percentage:	92.80 %
Enrollment:	331
Per Pupil Subsidy:	As per the PDE 363 as submitted by District of Residency
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	59

Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	323.00
Hispanic	2.00
White (Non-Hispanic)	1.00
Multicultural	5.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	0.00	0.00	181.00	181.00
Instructional Hours	0.00	0.00	0.00	0.00	1140.00	1140.00

Planning Process

A School Leadership Team consists of administrators, Lead Teachers, Behavior Specialists, School Safety Officer, and Administration. The purpose of the group's monthly meeting is to articulate and facilitate communications across all programs in the school.

The next level of planning is within the Grade Bands. In the 2015-2016 school year, teams were formed for Grade 6, Grades 7-8, Grades 9-10, and Grades 11-12. The teams have common planning time and shared space to make communication seamless. A formal data meeting is held each week and the CEO or Director of Education attends the meetings to facilitate communication of student achievement goals.

A Parent Advisory Group has quarterly meetings to extend the communications from the school and to collect vital feedback from families. An example of this communication is the Title One survey that was completed by 274 families, for a 87% which is an excellent return rate according to research.

Students are engaged in their academic progress by interacting with their Mentor Teacher during our Pathways period. This is a common time within the school day where all students have access to their mentor to communicate progress and receive support on many levels. Students can be referred to Office Hours, after school tutoring, which is available to all students. Parents are also engaged as part of this process via phone calls, interim reporting, regular mailings, and the quarterly Learning Partnerships Meetings.

The Planning Teams are working to update the the Comprehensive Plan to be finalized and submitted November 2016.

Community stakeholders who serve on the planning team provide input to the action plans at planning meetings. In addition, community members who were not on the planning team, such as additional parents, students, and other members of our partner organizations are invited to offer suggestions for ways to achieve our objectives.

In regards to student performance, UPCS looks to continue to set high standards, knowing our students can meet those goals. We are focused on increasing MAP, PSSA and PVAAS scores, as well as holding a goal of 100% college or post-secondary education acceptance rate. In planning, we are reviewing all aspects of the school including facilities usage, professional development, student engagement, technology use and infrastructure, career and workforce readiness, teacher induction, co-teaching

models, the relationship between Understanding by Design and Differentiated Instruction, student engagement, and student leadership in creating success.

Mission Statement

The mission of our school is to help every child find a pathway that leads toward a successful adult life in the city environment and beyond. We pledge to guide every child to acquire the academic competencies, the attitudes and the network of support relationships that will allow them to continue on the path after graduation. We are committed to creating an intercultural community where we learn together and make positive changes to the conditions in which we live.

Vision Statement

We pledge to guide every child to acquire the academic competencies, the attitudes and the network of support relationships that will allow them to continue on that path after graduation.

We are committed to creating an intercultural community where we learn together and change the conditions in which we live.

Shared Values

Personal Attention through Learning Partnerships

Clear Standards and Requirements

Multiple Learning Modalities

The City Environment

Continuity and Commitment

A Professional Teaching Practice

We are here for the students

All students can learn

Researched based and relevant professional development to increase student achievement

The use of data to drive decisions

Educational Community

Urban is our first name. Urban Pathways Charter School is a college-preparatory and career-readiness charter school located in the heart of the City of Pittsburgh. It attracts students in grades 6-12 from nearly 40 middle and high schools in the greater Pittsburgh area.

The student population is 98% African American. The Adjusted rate places us at 113% for students from families at or below the poverty line and are eligible for the National Free and Reduced Lunch Program.

The community of Pittsburgh has strengths in technology, finance, and healthcare as well as being a major location for companies of every size to have either a headquarters or corporate presence.

With a student to faculty ratio of 12:1, UPCS provides an array of innovative academic and behavioral programs designed to spur student interest in academic achievement. In doing so, UPCS works to engage the entire family in the learning process, ensuring that parents and guardians are welcomed to the school for both formal and informal visits. Student programs, parent seminars and individual family meetings are scheduled for after school hours so that working parents have the opportunity to be fully engaged in their student's learning process.

Board of Trustees

Name	Office	Address	Phone	Email
Wanda Franklin	Member	514 Chester Avenue Pittsburgh, PA 15214	412-608-9145	hugmetight2@hotmail.com
Carol Galbreath	President	40 Caldwell Rd, Hickory, PA 15340	412.915.3635	carol.galbreath@bnymellon.com
Stephanie Harper	Secretary	140 Poplar Ridge Penn Hills, PA 15235	412-608-5289	stephanie.harper@bnymellon.com
Dennis Irvine	Member	5139 Scenic Road Murrysville, PA 15668	412-897-2316	irvbuddy@windstream.net
Sola Talabi	Member	9687 Babcock Boulevard, Allison Park, PA 15101	412-448-6823	sola@talabi.com

Robert Wilson	Treasurer	533 Arthur Street, Pittsburgh, PA 15219	412-576-1108	Robwilson43@gmail.com
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Board of Trustees Professional Development

All new Board of Trustees go through a “New Board Orientation” program. Each year, continuing board members receive training at monthly board meetings. Trainings are conducted by various professionals, including our legal counsel. In addition, trustees are given opportunities to attend conferences state wide and nationally.

Governance and Management

The Board of Trustees holds the Chief Executive Officer/Superintendent responsible for all operations of the school. A major policy update was started in the summer of 2015 and finalized with Board adoption February 16, 2017.

The Board creates the goals for the school, creates and approves policy, and approves financial and academic reports. The CEO is responsible for implementing all goals and policies approved by the Board.

The Board hired a consultant, Dr. Richard Wertheimer, former City Charter School CEO, to provide additional administrative support to the CEO, Kathleen Garland, who assumed the position in August of 2014. Ms. Garland communicates regularly with Lisa Augustine as the Pittsburgh Public School Charter Liason.

Additional charter school leadership was added in November of 2015 when Dr. David Martin brought 25 years of public school experience to UPCS as the Director of Education. Dr. Edward Mandell brought 15 years of administrative experience joined the leadership team in August 2016 as the Director of Special Education.

Student Enrollment

Enrollment is open to all school-aged children in Pennsylvania. The school holds a lottery each spring. After the lottery, a waiting list is created and UPCS accepts applications on a first come, first serve basis, as long as space permits in particular grade levels. In the acceptance process, preferences are given to students in the following order: siblings of UPCS enrolled students from the Pittsburgh School District; children who reside in the Pittsburgh School District; siblings of UPCS enrolled students who reside elsewhere in the Commonwealth of Pennsylvania; and children who reside elsewhere in the Commonwealth of Pennsylvania. Proper immunization documentation, as required by PDE, is needed upon each student’s entrance into the school.

Parent Communication

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

Files uploaded:

- EnrollmentAdoptedFeb2016.doc.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2013	342	317	0	moved; school of choice and chose differently	1
2014	338	336	0	moved; school of choice and chose differently	4
2015	342	333	0	moved; school of choice and chose differently	10
2016	317	323	1	moved; school of choice and chose differently	4

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2013	0	0	0	0	0	0	36	46	47	71	58	41	38
2014	0	0	0	0	0	0	37	46	47	71	58	41	38
2015	0	0	0	0	0	0	54	40	41	71	61	38	37
2016	0	0	0	0	0	0	47	49	43	45	49	43	41

Stakeholder Involvement

Name	Role
Carrie Cooper	Elementary School Teacher - Regular Education
Michael Corbett	Elementary School Teacher - Regular Education
Tameca Dumas	Parent
Gerald Ferguson	Community Representative
Brandi Fisher	Community Representative
Alime Francois	Parent
Michael Gaitaniella	Ed Specialist - Instructional Technology
Kathleen Garland	Building Principal
Nicole Homich	High School Teacher - Regular Education
Melissa Love	High School Teacher - Special Education
Edward Mandell	Administrator
David Martin	Administrator
Amy Matz	Ed Specialist - School Psychologist
Emily McMahon	Middle School Teacher - Regular Education
Matthew Mutschler	High School Teacher - Regular Education
Lawrence Nicolette	Business Representative
Nancy Olenik	Business Representative
Rebekah Ralston	Middle School Teacher - Regular Education
Robert Ware	Community Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

The school does not have students at the primary level, since we are a grade 6-12 school.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies,	Not answered	Not answered

Science and Technical Subjects		
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

The school does not have students at the intermediate level, since we are a grade 6-12 school.

Middle Level

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

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

In the 2015-2016 school year, staffing was added to include two certified school counselors: one to focus on middle school and the other to focus on high school.

Urban Pathways does not offer courses in Family and Consumer Science or World Language for our middle school students. In addition, an English Language Learners certified teacher was hired in August 2016 to develop and align curriculum.

High School Level

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

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

In the 2015-2016 school year, staffing was added to include two certified school counselors: one to focus on middle school and the other to focus on high school.

Urban Pathways does not offer courses in Family and Consumer Science for our high school students. In addition, we do not have any students who are English Language Learners.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.*

Explanation for any standards checked:

All classes address their content standards. All disciplines teach writing standards. In addition, math and science classes are required to address math standards while English, history and elective classes are required to address reading standards. This cross-curricular approach helps reinforce standards through all courses and allows students to learn through multiple exposures and practice.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Urban Pathways 6-12 Charter School offer classes to students in grades 6-12, and therefore, does not offer elementary education classes.

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

Urban Pathways 6-12 Charter School offer classes to students in grades 6-12, and therefore, does not offer elementary education classes.

Elementary Education-Intermediate Level

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

are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

Urban Pathways 6-12 Charter School offer classes to students in grades 6-12, and therefore, does not offer elementary education classes.

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

Urban Pathways 6-12 Charter School offer classes to students in grades 6-12, and therefore, does not offer elementary education classes.

Middle Level

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

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Standards and the work has started to align with the PA Core Standards.

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

No areas were identified as "Needs Improvement" or "Non Existent," although the school is in a state of continuous school improvement.

High School Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Standards and the work has started to align with the PA Core Standards.

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

No areas were identified as "Needs Improvement" or "Non Existent," although the school is in a state of continuous school improvement.

Modification and Accommodations

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

All teachers differentiate lessons and assessments based on student need. Development sessions are held to give teachers examples of how to differentiate lessons both vertically and horizontally. These differentiations are noted in lesson plans each week and reviewed by the Principal and Director of Curriculum and Assessment.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Walkthroughs are conducted by the Principal, Director of Education, and Director of Special Education. One formal observation is conducted on each teacher each academic year. These observations follow the PDE 4 Domain observation criteria. On an ongoing basis, Instructional Coaches and peer teachers observe classes and provide feedback to teachers.

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

All strategies are incorporated.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Urban Pathways 6-12 does not have any elementary grades.

Elementary Education-Intermediate Level

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

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

Urban Pathways 6-12 does not have any elementary grades.

Middle Level

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

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

All teachers use learning groups in the classroom. Assessment data is used to group these students. Flexible instructional time is used to meet student needs. Differentiated instruction is used to meet each group's needs as well.

High School Level

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

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

All teachers use learning groups in the classroom. Assessment data is used to group these students. Flexible instructional time is used to meet student needs. Differentiated instruction is used to meet each group's needs as well.

Recruitment

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

100% of teachers who are hired at Urban Pathways 6-12 Charter School are highly qualified. In order to best meet our students' needs, teachers are assigned to teach classes by the Principal, Director of Curriculum and Assessment and the Academic Coordinator. This allows the most effective teachers to be placed with the most "at-risk" students.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	21.50	21.50	21.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	67.00	67.00	67.00

Local Assessments

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

Standards for Reading						
World Language		X		X	X	X

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department

does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher Created Summative Assessments			X	X
PSSA Exams			X	
Keystone Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Teacher Created Benchmark Tests			X	X
NEWA MAP Test			X	X
Consultant Created Benchmark Tests			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Created Formative Assessments			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Group Reading Assessment and Diagnostic Evaluation			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

All Grade Band Leaders and Administrators review assessments throughout the year for rigor and to ensure they are aligned with the standards. In department meetings and grade level meetings, teachers peer review each other's exams. External consultants review and create math benchmark assessments. In addition, the IU reviews the school's literacy assessments through the Keystones to Opportunities Grant.

Development and Validation of Local Assessments

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

It is the goal of Urban Pathways 6-12 Charter School that all students will pass each Keystone Exam before graduation. However, if this does not occur, a system will be created and implemented by 2018 to give students a project-based model to demonstrate proficient in all areas. Pennsylvania's Department of Education suggested project-based model will be used for students who do not pass any (or all) of the Keystones.

Collection and Dissemination

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

The Director of Education shares all assessment data with the Academic Team, Leadership Team, Board of Trustees, teachers and parents. Student assessment data is also posted on the school's website. The Director of Education collects and analyzes all data from the following assessments; NWEA MAP, STAR Reading, PSSAs, Keystones and benchmark tests. During staff development and throughout the year, these data points are shared on an ongoing basis with stakeholders to illustrate the school's progress. Teachers use these data points to drive instruction, group students, and differentiate lessons.

Data Informed Instruction

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

Assessment information is used to drive instruction in all classrooms. Teachers identify which standards each student is struggling with and focus on increasing their proficiency in those areas. During instruction, teachers create small groups of students who need help with the same standards and allow them to practice these skills in a small, focused setting. In order to keep track of standards that need addressed, teachers use EdInsight to identify areas of weakness and create a schedule of when students will practice which standards.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Upon completion of data analysis teachers provide a goal sheet on target areas in need of remediation. During lesson planning teachers note which strategies they will use to increase proficiency on the standard. Specialists provide materials and model best practices for teachers during staff development. UPCS collects research-based strategies from multiple resources and houses it on our internal network so all teachers can access it 24/7.

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

All strategies were selected.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Information about summative assessments are shared frequently with parents and the community through individual meetings, letters to parents, the school's website, group meetings, mass phone calls, newsletters, the school calendar and handbook. In addition, the school complies with all media requests for articles written about student test scores.

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

All strategies were selected.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement			X	X
School-wide Positive Behavioral Programs			X	X
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula			X	X
Student Codes of Conduct			X	X
Comprehensive School Safety and Violence Prevention Plans			X	X
Purchase of Security-related Technology			X	X
Student, Staff and Visitor Identification Systems			X	X
Placement of School Resource Officers			X	X
Student Assistance Program Teams and Training			X	X

Counseling Services Available for all Students			X	X
Internet Web-based System for the Management of Student Discipline			X	X

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

The K-5 areas are blank, because Urban Pathways 6-12 Charter School does not have elementary grade levels.

Developmental Services

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

Explanation of developmental services:

We have teams that meet regularly to support students with a variety of needs, such as academic difficulties, and behavior/attendance issues. We have two counselors and two behavior specialists who work closely with the teachers, special education department and administration. Services include school counseling, intervention strategies for students with issues such as bullying, death, divorce, drug and alcohol problems and coping skills. The team is active in referral, intervention and follow-up activities.

UPCS provides a full range of nursing services to all the students.

The Guidance services are provided to all students 6-12. These services include career and school counseling, SAT/ACT registration, applying for scholarships, Career Cruising, College tours, enrollment, BAAM, WISE and parent/community participation.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Urban Pathways has established procedures for the identification of students who are experiencing academic difficulties grades 6 - 12. In the middle school we use a tiered system for intervention and instruction. Throughout the school year, the students are administered various assessments to determine academic preparedness. The teachers work closely with the special education department and certified special education and content area co-teachers are scheduled strategically to best meet the needs of students.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

At UPCS we strive to maintain an appropriate learning environment for all students. Behaviors that do not change despite various interventions and communication with parents are handled according to the school's discipline policy and procedures. If a child continues to display behaviors that are inappropriate and all options within the school are exhausted, an Approved Private or Partial Hospitalization Program may be considered depending on the student's mental health and behavioral needs. Upon success in the alternative program, the child is able to return back to UPCS with a plan in place for support to meet individual needs.

At Urban Pathways Charter School we strive to create a culture that is supportive and therapeutic.

The counseling program's objective is to be proactive vs. reactive: to help the ever-changing child before he/she is the unchanging adult. The purpose of the counseling program is to support and meet the needs of all our students. The program is a collaborative approach with input and support from teachers, students, parents and community representatives. Private, professional psychologists and counselors are on site for students and/or parents.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Newsletters			X	X
School Calendar			X	X
Student Handbook			X	X

Health and Safety

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

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

In accordance to PDE, our school nurse conducts height, weight, blood pressure, vision, hearing, and oversees all mandated screenings.

The nurse also provides first aid and emergency care plans. The nurse makes referrals as appropriate, supports the health curriculum, educates the school staff about health matters that affect students and/or staff. The nurse collaborates with other school para-professionals, parents/guardians and the student's health care team, as needed, to foster maximal student success.

The school nurses work closely with the counselors, behavioral specialist, special education department, principal and outside health agencies. If a child complains of a headache or stomach ache that seems to be caused by worry, stress or another emotional cause, the school nurse may refer the child to the counselor. If necessary, the school nurse will contact the

administration and/or counselors for CYF reporting.

The other components are: health and safety policies and environment, health education, physical education, administer medication, nutrition services, staff wellness, and family/community involvement.

Food Service Program

Describe unique features of the Charter School meal program

A cold breakfast consisting of muffins, cold cereal, and fresh fruit and/or juice is offered every day. In addition, hot breakfast is also available twice a week, and a yogurt bar is available on Friday. The school offers a traditional lunch program.

Safety and Security

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

Upon entrance of the building, UPCS has a full-time security guard. No one is permitted to enter the school until the security guard communicates with the secretary on the 3rd floor and gets approval. Then, the security guard must unlock the floor with the elevator key (only way of entrance on any floor). On the 3rd floor we have a visitors sign in /out log.

In the morning, every student must empty bookbags and walk through a metal detector, in addition to being wanded by one of our two security guards.

We have two full-time security guards that walk through the halls throughout the day. They are also monitors during lunch. We have one full-time security guard stationed at our entrance, two full-time security guards who assist with behaviors throughout the school day and two behavior specialist who work with students.

All staff members participated in a mandatory two day staff training: Crisis Prevention and Intervention.

Administration rotate the halls throughout the school day.

We have a staggered dismissal and ALL staff have duties inside or outside of the building monitoring students.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- 6-12 insurance information.pdf

Transportation

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

The Pittsburgh Public School District provides transportation through the Pittsburgh Port Authority of Allegheny County by providing bus tickets/passes to the school and the passes are assigned to the students.

Those who attend from surrounding school districts are bussed in by their school district according to PA Laws.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

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

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

If necessary, provide further explanation.

All items in the table were addressed.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Not Applicable

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

In grades 6-12, staff review academic, behavior and attendance data, along with intervention strategies to benchmark student progress and provide remediation strategies. UPCS has two school counselors and two behavioral specialists who work with teachers and the special education department to identify students in need of specific instructional support. Our counselors work closely with teachers to work on behaviors/attendance to increase academic success.

The benefits of a comprehensive and accountable counseling program at Urban Pathways Charter Schools are:

Encourages positive relationships among students, parents, teachers and school counselors.

Provides an interdisciplinary team effort to address educational goals.

Provides direct support to the classroom to improve student academic performance.

Community and Parent Engagement

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

The Board of Trustees' supports the CEO/Principal work closely to promote opportunities for community and parent engagement in school activities.

UPCS has Learning partnership/parent conferences to enhance parental involvement in their child's education. The Learning partnership/parent conferences are held three times per year. Each teacher is assigned a group of mentees and is responsible to follow his/her group throughout the school year. At the individual parent meetings: grades, credits, discipline records, attendance, upcoming activities and items are discussed. Report cards are not mailed home or given to the student. At the Learning partnership/parent conferences the teachers are given an opportunity to discuss individual academic success or need and the report cards are reviewed.

UPCS affirms that building communities of hope and power to support each child is critical to the success of the school. And through partnerships with parents, businesses, service organizations, other educational agencies, and government, UPCS becomes a hub for arranging learning experiences that go beyond the four walls of our building. Students, parents, community leaders and residents are powerful resources to the school in helping to fulfill the roles of learner, worker, decision-maker and teacher/leader. All educational experiences are designed to be part of an effort to increase student achievement and foster a more positive attitude toward school, family and community.

Community Coordination

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

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

UPCS is a 6-12 school and does not offer Child care.

The after school programs include, but are not limited to the following: Benefiting African American Males (BAAM) program is a mentoring program that pairs volunteer mentors from the community with 9th grade males. We have African-American professionals who have committed to being a mentor for our students. The mentors meet with our students and will follow the student through to the beginning college years.

The Women In Sync Everywhere (WISE) program is a mentoring program that pairs volunteer mentors from the community with high school young women. We have many African American professionals who have committed to being a mentor for our students. Like the BAAM program, the WISE mentoring program mentors will follow the student through to the beginning of college.

Cheerleading

Community Service

Counseling Program

Fitness Center

In-house clubs (monitored by the teachers) Examples: Book Club, Dance Club, Steelpan, Art Club, High School and Middle School Basketball, Soccer, Student Council, and National Honor Society.

Tutoring: All teachers are required to stay two hours a week after school for small group and/or individual tutoring.

Preschool Agency Coordination

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

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

We are a 6-12 school and do not serve preschool age children.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Grade Band Leaders make recommendations on materials, textbooks and technology that would be best used in the classroom. These requests are reviewed by the Curriculum Director and Principal for alignment, rigor and previous success rate. In addition, materials are researched and secured that demonstrate greater academic achievement for an urban population.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Grade Band Leaders make recommendations on materials, textbooks and technology that would be best used in the classroom. These requests are reviewed by the Director of Education and the CEO/Principal for alignment, rigor and previous success rate. In addition, materials are researched and secured that demonstrate greater academic achievement for an urban population.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Urban Pathways 6-12 Charter School only offers classes in grades 6-12.

Elementary Education-Intermediate Level

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

Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Urban Pathways 6-12 Charter School only offers classes in grades 6-12.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation

Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Not Applicable

Further explanation for columns selected "

Standards are aligned in all classrooms for all subjects taught at UPCS. UPCS does not offer courses marked "NA" in the grid above.

High School Level

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

	Implementation
World Language	Full Implementation

Further explanation for columns selected "

Standards are aligned in all classrooms for all subjects taught at UPCS. UPCS does not offer courses marked "NA" in the grid above.

Fiscal Solvency Policies

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

The Board of Directors maintains an audit committee that meets quarterly to review internal controls and accounting issues. The independent auditor participates in this committee. The Board also maintains a Finance Committee that meets monthly to conduct a detailed review of the financial results of the current month. The Finance Committee reports at the monthly board meeting. This report contains a Management Discussion and Analysis as well as detailed reports comparing actual results to prior-year and budget.

Accounting Systems

Explain what accounting system the charter school uses.

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

Urban Pathways uses the Sage Peachtree accounting system. The General Ledger mirrors the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the AFR utilizing Generally Accepted Accounting Principles for budgeting, accounting, and reporting. We have an annual audit that expresses an affirmative opinion that our financial statements present our financial results in compliance with GAAP.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.			X	X
Increases the educator's teaching skills based on			X	X

effective practice research, with attention given to interventions for struggling students.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.			X	X
Empowers educators to work effectively with parents and community partners.			X	X

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

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

Charter schools are not required to operate gifted programs, but seek to maximize the enrichment and education of all students.

Teachers complete a needs survey and administration uses data to determine yearly staff development and resources needed for interventions.

Learning Partnership Meetings and EdInsight data mining empowers educators to work effectively with parents and community partners.

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

Charter schools are not required to operate gifted programs.

Educator Discipline Act 126, 71

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

Questions
The LEA plans to conduct the required training on approximately: 3/17/2017 We are doing the 6 hour training.

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

Questions
The LEA plans to conduct the training on approximately: 6/13/2017

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

Questions
The LEA plans to conduct the training on approximately: 6/14/2017

Strategies Ensuring Fidelity

Checked answers

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

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

UPCS utilizes staff surveys, data and observation to identify some of the priorities for future staff development offerings. Expectations for implementation of training is part of professional development. Moreover, the professional development focusing on instructional and foundational practices is reinforced and evaluated during both formal classroom observations and informal walkthrough observations.

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

All strategies were selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

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

At UPCS the newly hired staff members are required to attend two additional days of staff development prior to the start of school in order to gain insight and information from administrative staff and their mentor teacher. The handbook provided to all new staff provides information regarding the operation of the school. The initial meetings days will provide insight into areas, not limited to the areas listed below: Pennsylvania's Teacher Code of Conduct, daily procedures, H.E.A.T. Danielson formal observations and walkthroughs, technology, resources, professional development, expectations, Ed insight, SAS portal, and effective strategies to improve student achievement. Mentor teachers are provided, and support the new staff in their completion of the Allegheny Intermediate Unit's formal Induction Course.

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

All strategies are currently incorporated.

*Needs of Inductees**Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

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

Unchecked answers

- Submission of inductee portfolio.

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

Grade-Band Teams share planning and preparation time as a daily support system for new teachers. In 2014-2015, the school began the co-teaching model, which provided additional opportunities to support new staff. The building principal is active in meeting and monitoring progress of new staff. All teachers review PSSA data, lesson plans are collected and evaluated within the Google Classroom, and additional walk throughs and instructional coaching conferences occur to support new staff.

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

The collection of lesson plans, formal and informal evaluation data, and data reviews consist of an equivalent to a portfolio.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Mentors have been invited to a meeting to review guidelines for the mentorship and to determine methods for documenting meetings with the mentee and for supporting the AIU Induction Program. Induction participants provide ongoing feedback related to their learning needs and record monthly reflections. The program is framed around the work of Charlotte

Danielson. During the first year of employment, inductees are observed twice by the principal or Director of Education. Lesson plans are reviewed weekly.

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

All strategies are incorporated.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments				X		
Best Instructional Practices			X			
Safe and Supportive Schools	X					
Standards	X					
Curriculum		X				
Instruction			X			
Accommodations and Adaptations for diverse learners			X			
Data informed decision making	X					
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

During the course of the program, the New Teachers attend Induction meetings after school and have discussions throughout the school day.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Informal assessments include group discussions during induction meetings and final documentation through the Allegheny Intermediate Unit.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

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

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

A charter school is the LEA develops the schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

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

In regards to student performance, UPCS looks to continue to set high standards, knowing our students can meet those goals. We are focused on increasing MAP, PSSA and PVAAS scores, as well as holding a goal of 100% college or post-secondary education acceptance rate. In planning, we are reviewing all aspects of the school including facilities usage, professional development, student engagement, technology use and infrastructure, career and workforce readiness, teacher induction, co-teaching models, the relationship between Understanding by Design and Differentiated Instruction, student engagement, and student leadership in creating success.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No

After School	Yes
Lunch/Study Periods	No
Summer School Program	Not answered
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

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

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

PSSA growth was shown in all areas except grade 6 math.

Accomplishment #2:

On the PSSA results, those students who have been with the school since 6th grade outperformed other students.

Accomplishment #3:

Grade-Band Teams that include instructional looping, co-teaching, and shared planning time.

Accomplishment #4:

Learning Partnerships provide quarterly opportunities for teachers to meet with their mentees and their families, which provides time to build relationships and communicate with families.

Charter School Concerns

Concern #1:

Cultural differences between staff and students.

Concern #2:

Math curriculum 6-9 needs to be revised to better address the rigors and progression of skills as outlined in the PA and Common Core Standards.

Concern #3:

English, Language Arts curriculum 6-9 needs to be revised to better address the rigors and progression of skills as outlined in the PA Core Standards.

Concern #4:

The 6-12 technology curriculum needs to be developed to create progression of skills that is clearly articulated and implemented at each grade level.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) To ensure clear communications and understanding of cultural differences to improve, classroom management, discipline and relationship building.

Aligned Concerns:

Cultural differences between staff and students.

Systemic Challenge #2 (*Guiding Question #0*) To better address the rigors and progression of skills as outlined in the PA and Common Core Standards the Math curriculum 6-9 needs to be revised.

Aligned Concerns:

Math curriculum 6-9 needs to be revised to better address the rigors and progression of skills as outlined in the PA and Common Core Standards.

Systemic Challenge #3 (*Guiding Question #0*) To better address the rigors and progression of skills as outlined in the PA Core Standards the English, Language Arts curriculum 6-9 needs to be revised.

Aligned Concerns:

English, Language Arts curriculum 6-9 needs to be revised to better address the rigors and progression of skills as outlined in the PA Core Standards.

Systemic Challenge #4 (*Guiding Question #0*) To better address a real world progression of skills, the 6-12 technology curriculum needs to be revised.

Aligned Concerns:

The 6-12 technology curriculum needs to be developed to create progression of skills that is clearly articulated and implemented at each grade level.

Charter School Level Plan

Action Plans

Goal #1: Professional development through PBIS for cultural relevance and teaching diverse learners in an inclusive setting. The school will show a 25% decrease in school risk factors and a 15% increase of protective factors from the baseline taken as measured annually by The School Safety Survey From June 2016 to by June 2020 as evidence of improvement in school culture.

Related Challenges:

- To ensure clear communications and understanding of cultural differences to improve, classroom management, discipline and relationship building.

Indicators of Effectiveness:

Type: Annual

Data Source: The School Safety Survey which provides information regarding school risk and protective factors will be used to measure impact on school culture.

Specific Targets: The School Safety Survey will show a 25% decrease school risk factors and a 15% increase of protective factors from the baseline drawn in June 2016 to by June 2020.

Strategies:

Audit and Baseline Data Collection

Description:

We define Culturally Responsive Teaching as a process of teaching and practice that holds as center the importance of including students; cultural references in all aspects of learning (Ladson-Billings,1994). An instrument will be given to teachers, educational helpers and students and parents to determine a baseline of the current cultural climate (Administrators will participate in a focus group process). By soliciting input vertically and horizontally, everyone (administrators, teachers, students, and staff) establishes voice in the process and recognizes a sense of ownership and responsibility.

SAS Alignment: Instruction

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Professional development through the PBIS Core Team including teaching diverse learners in an inclusive setting.

Description:

Sign in sheets for the actual professional development sessions will indicate participation, surveys of that professional development will measure staff's perception of effectiveness, and the School Safety Survey will measure annual progress. Three full days of professional development will be provided per year.

Start Date: 6/30/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Audit and Baseline Data Collection
- High Quality Professional Development for Teachers

Lesson plans show curriculum is aligned with the standards.

Description:

95% of observations indicate that lesson plans are aligned with curriculum map.

Start Date: 7/3/2017 **End Date:** 8/15/2019

Program Area(s):

Supported Strategies:

- Audit and Baseline Data Collection
- High Quality Professional Development for Teachers

Goal #2: To show 5% growth in students scoring proficient or advanced on the Benchmark Assessments for grades 6-9 in Math through better mapping of curriculum to the standards, and following that progress on the benchmarks.

Related Challenges:

- To better address the rigors and progression of skills as outlined in the PA and Common Core Standards the Math curriculum 6-9 needs to be revised.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Maps and Lesson Plans

Specific Targets: Utilize the Crosswalk documents on SAS. A standardized, electronic method for sharing and updating documents will be established.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved

test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Professional Development in math curriculum mapping and best practices for instruction.

Description:

Professional development will be built into the calendar to address changes in curriculum and instructional practices to address the rigors of PA Core in math.

Teachers will attend math and curriculum mapping trainings available at the AIU, OnHand Schools, or similar provider.

Start Date: 7/3/2017 **End Date:** 7/19/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Curriculum Mapping

Intervention classes schedule created based on PVAAS and testing baseline data.

Description:

5% growth May to May as evidenced by PVAAS scores.

Start Date: 7/3/2017 **End Date:** 8/14/2020

Program Area(s): Student Services

Supported Strategies:

- Curriculum Mapping

Goal #3: To show 5% growth in students scoring proficient or advanced on the Benchmark Assessments for grades 6-9 to improve language and literacy acquisition for all students in ELA through better mapping of curriculum to the standards, and following that progress on the benchmarks.

Related Challenges:

- To better address the rigors and progression of skills as outlined in the PA Core Standards the English, Language Arts curriculum 6-9 needs to be revised.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Maps and Lesson Plans in electronic format.

Specific Targets: Classroom observations will reflect instructional practices to support the skills outlined in the curriculum maps.

Strategies:

Professional Development in ELA curriculum mapping and best practices in instruction.

Description:

The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Intervention classes schedule created based on PVAAS and testing baseline data.

Description:

5% growth May to May as evidenced by PVAAS scores.

Start Date: 7/3/2017 **End Date:** 8/14/2020

Program Area(s): Student Services

Supported Strategies:

- Professional Development in ELA curriculum mapping and best practices in instruction.

Professional development in curriculum mapping to address the rigors of PA Core in ELA to improve the language and literacy acquisition skills for all students.

Description:

Professional development will be built into the calendar to address changes in curriculum and instructional practices to address the rigors of PA Core in ELA.

Teachers will attend math and curriculum mapping trainings available at the AIU or similar provider.

Start Date: 7/3/2017 **End Date:** 8/15/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Development in ELA curriculum mapping and best practices in instruction.

Goal #4: Create a curriculum map for technology that represents a real world progression of skills as described in the ISTE standards.

Related Challenges:

- To better address a real world progression of skills, the 6-12 technology curriculum needs to be revised.

Indicators of Effectiveness:

Type: Annual

Data Source: Needs analysis summary document, Professional Development Calendar, agendas and sign in sheets.

Specific Targets: Classroom observations will reflect instructional practices to support the skills outlined in the curriculum maps.

Strategies:

Technology and Student Achievement

Description:

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Curriculum Mapping to ISTE Standards

Description:

Technology curriculum will be aligned to the ISTE standards and housed in an electronic format. The implementation step will be evidenced by the map document and the references made to the standards in weekly lesson plans.

Start Date: 12/15/2017 **End Date:** 8/15/2019

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	Professional development through PBIS for cultural relevance and teaching diverse learners in an inclusive setting. The school will show a 25% decrease in school risk factors and a 15% increase of protective factors from the baseline taken as measured annually by The School Safety Survey From June 2016 to by June 2020 as evidence of improvement in school culture.	Strategy #1: Audit and Baseline Data Collection Strategy #2: High Quality Professional Development for Teachers
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
6/30/2017	6/30/2020	Professional development through the PBIS Core Team including teaching diverse learners in an inclusive setting.	Sign in sheets for the actual professional development sessions will indicate participation, surveys of that professional development will measure staff's perception of effectiveness, and the School Safety Survey will measure annual progress. Three full days of professional development will be provided per year.	Dr. Amy Matz	6.0	3	40	Core Team as trained by PaTTAN	School Entity	Yes

Knowledge	Relationship building, team building, sharing vision of appropriate behaviors, understanding of challenges students bring to school, collaborating on lesson development and delivery, team data reviews, monitoring and adjusting plans to meet goals.
Supportive Research	George Sugai. OSEP Center on PBIS . University of Oregon. Center for Behavioral Education & Research . University of Connecticut. August 5, 2008. www.cber.org www.pbis.org .

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
LEA Whole Group Presentation
Series of Workshops

Participant Roles Dir Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex **Grade Levels** Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers **Evaluation Methods** Participant survey
School Safety Survey
Lesson modeling with mentoring

LEA Goals Addressed: To show 5% growth in students scoring proficient or advanced on the Benchmark Assessments for grades 6-9 in Math through better mapping of curriculum to the standards, and following that progress on the benchmarks.

Strategy #1: Curriculum Mapping

Start	End	Title	Description	Type	App.			
7/3/2017	7/19/2019	Professional Development in math curriculum mapping and best practices for instruction.	Professional development will be built into the calendar to address changes in curriculum and instructional practices to address the rigors of PA Core in math. Teachers will attend math and curriculum mapping trainings available at the AIU, OnHand Schools, or similar provider.	For Profit Company	Yes			
		Person Responsible Dr. David Martin	SH 6.5	S 3	EP 7	Provider EdInsight		

Knowledge Listed in strategies.

Supportive Research Listed in strategies.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

For school and district

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

administrators, and other educators seeking leadership roles: learning.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities		Evaluation Methods
			Middle (grades 6-8) High (grades 9-12) Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Participant survey Review of participant lesson plans

LEA Goals Addressed: To show 5% growth in students scoring proficient or advanced on the Benchmark Assessments for grades 6-9 to improve language and literacy acquisition for all students in ELA through better mapping of curriculum to the standards, and following

Strategy #1: Professional Development in ELA curriculum mapping and best practices in instruction.

that progress on the benchmarks.

Start	End	Title	Description	Type	App.	
7/3/2017	8/15/2019	Professional development in curriculum mapping to address the rigors of PA Core in ELA to improve the language and literacy acquisition skills for all students.	Professional development will be built into the calendar to address changes in curriculum and instructional practices to address the rigors of PA Core in ELA. Teachers will attend math and curriculum mapping trainings available at the AIU or similar provider.	IU	Yes	
		Person Responsible Dr. David Martin	SH 6.5	S 4	EP 9	Provider AIU#3

Knowledge

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

Supportive Research

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	Series of Workshops		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels
Follow-up Activities	<p data-bbox="615 623 1052 792">Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p data-bbox="615 802 1010 867">Analysis of student work, with administrator and/or peers</p> <p data-bbox="615 876 963 935">Joint planning period activities</p>	Evaluation Methods	<p data-bbox="1402 396 1625 461">Middle (grades 6-8) High (grades 9-12)</p> <p data-bbox="1402 656 1919 828">Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p data-bbox="1499 837 1722 902">Student PSSA data Participant survey</p>

Charter School Level Affirmations

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

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

Affirmed by Carol Galbreath on 12/1/2017

President, Board of Trustees

Affirmed by Kathleen Garland on 12/1/2017

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

The 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/>

Affirmed by Carol Galbreath on 12/1/2017

President, Board of Trustees

Affirmed by Kathleen Garland on 12/1/2017

Superintendent/Chief Executive Officer