URBAN PATHWAYS 6-12 CS

914 Penn Ave

ATSI Title 1 School Plan | 2023 - 2024

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.

VISION STATEMENT

We pledge to guide every child to acquire the academic competencies, attitudes and network of support relationships that will allow them to continue to that path after graduation. We are committed to creating an intercultural community where we learn together and change the conditions in which we live.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Shared Values - Students engage in PBIS and Leader in Me programming in order to participate actively in developing and maintaining positive school culture. Personal Attention through Learning Partnerships - Students attend and play an active role in quarterly meetings with a parent/guardian and mentor teacher reflecting on educational progress and making plans to achieve future goals. Clear Standards and Requirements - Students actively participate in building their academic portfolios. Multiple Learning Modalities - Students participate in a variety of classes and come to understand their strengths as a learner. The City Environment - Students participate in community involvement organized with the school, with the opportunity to extend that participation outside of school.

STAFF

Shared Values - Staff will leverage PBIS and Leader In Me to engage students in building the common school culture. Personal Attention through Learning Partnerships - Staff will facilitate quarterly learning partnership meetings with each child in their group of mentor students and a parent/guardian of the child. Clear Standards and Requirements - Staff will engage in curriculum mapping and lesson planning to ensure students have ample opportunities for meeting PA and other relevant standards for their discipline. Multiple Learning Modalities - Teachers will build a variety of structures into their classes to create opportunities for all students to excel and will work with the special education department to implement LRE and SDIs. The City Environment - Teachers will seek out opportunities to engage the students in the Pittsburgh area as it relates to their discipline or to shared school culture. Continuity and Commitment - Staff will attend work regularly and communicate with administration. A Professional Teaching Practice - teachers will participate in school-based and outside professional development

ADMINISTRATION

Shared Values - Administration will support PBIS, Leader In Me, and cultural initiatives. Personal Attention through Learning Partnerships - Administration will establish and uphold expectations for student, staff, and parent participation in LP meetings. Clear Standards and Requirements - Administration will establish and enforce academic standards across grades and disciplines. They will provide tools, resources and opportunities to do so. Multiple Learning Modalities - Administration will establish and enforce expectations regarding learning variety in

all forms. The City Environment - Administration will encourage staff to integrate learning opportunities throughout the city into curriculum and provide resources as needed. Continuity and Commitment - Administration will establish and maintain a platform of credibility and trust to ensure teacher commitment. A Professional Teaching Practice - Administration will follow federal guidelines for certification practices and offer training opportunities that support the school's goals. The administrators will evaluate the school's need in this area annually.

PARENTS

Shared Values - Parents will review Title I expectations and the school-parent-student contract each year, and accept the handbook policies. Personal Attention through Learning Partnerships - Parents will attend learning partnership meetings each quarter with their child and their child's mentor. The City Environment - Parents will participate in at least one school event each year. Continuity and Commitment - Parents will keep all contact and registration information up to date with the school, and respond to requests for information as they are able.

COMMUNITY

Shared Values - Other stakeholders and community members will support the school's programming throughout the year. The City Environment - Community members will offer internships, other learning opportunities, mentoring, and tutoring to students. Continuity and Commitment - Organizations that partner with UPCS will have contracts or MOUs where appropriate.

STEERING COMMITTEE

Name	Position	Building/Group
Kathleen Garland	CEO / Superintendent	Urban Pathways 6-12 Charter
Edward Mandell	Director of Special Education	Urban Pathways 6-12 Charter
Shannon Conner	Instructional Supervisor	Urban Pathways 6-12 Charter
Joseph Kelley	Teacher	Urban Pathways 6-12 Charter
Kenneth Johnson	Teacher	Urban Pathways 6-12 Charter
Paul Cindric	Facilitator	Allegheny Intermediate Unit 3
Ty Beck	Education Specialist	Urban Pathways 6-12 Charter School
Danielle McVay	Teacher	Urban Pathways 6-12 Charter School
Mark Arnold	Education Specialist	Urban Pathways 6-12 Charter School
Taeosha Hawkins	Student	Urban Pathways 6-12 Charter School
Alijah Freeman	Student	Urban Pathways 6-12 Charter School
Kevin Reevey	District Level Leaders	Urban Pathways 6-12 Charter School
Jeannine Ferguson	District Level Leaders	Urban Pathways 6-12 Charter School

Name	Position	Building/Group
Angela Luchini	Teacher	Urban Pathways 6-12 Charter School
Heimana Keiser	Teacher	Urban Pathways 6-12 Charter School
Tayla Gilbert	Parent	Urban Pathways 6-12 Charter School
Jose Garth	Community Member	Youniversal Education Services

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we systematically support ELA teachers in data analysis and curriculum implementation, then they will be able to efficiently provide students with targeted instruction and interventions, and students' growth in reading will be accelerated in order to close the historical opportunity gap.	English Language Arts
If we systematically support Math teachers in data analysis and curriculum implementation, then they will be able to efficiently provide students with targeted instruction and interventions, and students' growth in math will be accelerated in order to close the historical opportunity gap.	Mathematics Mathematics
If we provide an engaging, structured, and supportive learning environment, connecting with our students and families for our students, then we will understand and be able to respond to the root causes preventing students from regularly attending school and students will attend school more regularly.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Check & Connect

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the

Goal Nickname	Measurable Goal Statement (Smart Goal)
	minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Tier 1 - families receive phone calls from the attendance team when students are absent and incentive plans are in place to encourage students to attend school.	2023-08-08 - 2024-06-03	Jeannine Ferguson/Truancy Officer	Attendance team members/SIS
Tier 2 - Students with 3 absences meet with the truancy officer to create an attendance plan.	2023-08-23 - 2024-06-03	Jeannine Ferguson/Truancy Officer	SIS
Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings.	-	Jeannine Ferguson/Truancy Officer	Check & Connect app and supports, SIS

Anticipated Outcome

Students paired with a C&C mentor will increase their rate of attendance.

Monitoring/Evaluation

Weekly attendance team meetings to review FOCUS data and plan/tailor interventions as needed.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Focus PBIS re-ignition on middle school grades with regular team data meetings. The goal is for all students to feel welcomed and valued by adults at the school, thus increasing their motivation to attend. PBIS will partner with the Dean of Students in order to increase students' behavioral success so that they remain a part of the classroom community with their cohort the majority of the time.	2023-08-09 - 2024-06-03	Kevin Reevey/Dean of Students Eric Blondin/PBIS Lead	School-created resources/support from Susan Tarasevich

Anticipated Outcome

Students who have not felt connected to the school will begin to attach to the positive culture and will attend school at least 90% of the time.

Monitoring/Evaluation

Weekly behavior and attendance team meetings run by the Dean of Students to review FOCUS referral data and plan for support of

students and/or staff where needed. Monthly meetings of the PBIS team with the Dean of Students to discuss the impact of PBIS and plan for future incentives.

Evidence-based Strategy

Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Reading - NWEA	65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Required staff attend Structured Literacy Training at AIU3	2023-07-26 - 2024-06-03	Shannon Conner/Instructional Supervisor	Reading Achievement Center training for Structured Literacy at AIU3 in 2023-2024/Coverage for teachers required to attend training
Continued professional development on Read 180 for teachers and reading specialists	2023-08-09 - 2024-06-03	Shannon Conner/Instructional Supervisor Reginald Hickman/Director of Curriculum	Read 180 PD and materials/resources

Anticipated Outcome

With the required Chapter 49 teacher training in Structured Literacy, teachers will provide evidenced-based interventions, provide reading comprehension instruction, and build content knowledge for students. Using research and evidence-based reading program with fidelity, reading growth with accelerate toward closing the opportunity gap.

Monitoring/Evaluation

Weekly walkthroughs by admin team, formal observations by admin team, weekly department meetings, quarterly data meetings with teachers and supervisors

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Evidence-based Strategy

Targeted Interventions and Supports for Students in Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Math - NWEA	65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading.
Keystone Math - NWEA	65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

| Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions | 2023-08-09 - 2024-06-03 | Shannon Conner/Instructional Supervisor Reginald Hickman/Director of Curriculum | NWEA MAP data |

Anticipated Outcome

Students will increase their understanding and retention of mathematical concepts as demonstrated by their NWEA growth.

Monitoring/Evaluation

Math department meetings to analyze NWEA data

Evidence-based Strategy

Big Ideas Math Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Math - NWEA	65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading.
Keystone Math - NWEA	65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level	2023-08-09 - 2024-06-03	Reginald Hickman/Director of Curriculum	BOY professional development and ongoing support

Anticipated Outcome

Transitioning to a math curriculum with actionable data for teachers and immediate feedback to students will accelerate students' understanding and retention of key mathematical concepts.

Monitoring/Evaluation

Weekly math department meetings and data meetings with math department to analyze NWEA MAP data

Evidence-based Strategy

Social Emotional Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Reading - NWEA	65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading.
PSSA Math - NWEA	65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Keystone Math - NWEA	65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra.
Attendance	UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education	2023-08-09 - 2024-06-03	Shannon Conner/Instructional Supervisor Kathleen Garland/Principal-CEO	BOY and ongoing professional development for teachers, staff, and students, Leader In Me materials (SEL program) - Tier 1 program - $20,228 (Title funded)

Anticipated Outcome

Through ongoing training in SEL, UPCS 6-12 will increase in the areas of Trusting Relationships and School Climate as measured by the Leader In Me Measuring Results Assessment

Monitoring/Evaluation

Annual monitoring via the Measuring Results Assessment, progress meetings with Leader In Me trainer

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	Check & Connect	Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings.	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	PBIS	Focus PBIS re-ignition on middle school grades with regular team data meetings. The goal is for all students to feel welcomed and valued by adults at the school, thus increasing their motivation to attend. PBIS will partner with the Dean of Students in order to increase students' behavioral success so that they remain a part of the classroom community with	08/09/2023 - 06/03/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		their cohort the majority of the time.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA)	Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)	Required staff attend Structured Literacy Training at AIU3	07/26/2023 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA)	Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)	Continued professional development on Read 180 for teachers and reading specialists	08/09/2023 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA)	Targeted Interventions and Supports for Students in Math	Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions	08/09/2023 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA)	Big Ideas Math Program	Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level	08/09/2023 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA) 65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA) UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	Social Emotional Learning	UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education	08/09/2023 - 06/03/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In ELA/Literature, students meet or exceed the statewide goal, and increase in performance from the previous year.

Attendance continues to improve with UPCS 6-12's attendance performance (83.1%) exceeding the state average (82.2%)

In Math/Algebra, students meet the academic growth state standard of 70%.

Our 4-year graduation rate is 96.9% for 20-21 which exceeds the state average and the 2030 goal.

In Science, students meet or exceed the interim target, and increase in performance from the previous year.

Double periods in ELA for grades 6-8 give teachers time for targeted, data-informed interventions in addition to instruction on grade-level standards.

Read 180, a research-based intervention, is used during intervention periods.

Teachers engage in weekly professional learning toward facilitating students' work on text-dependent analysis.

Challenges

Students did not meet interim goals/improvement targets, however, there was an increase in performance from the previous year in ELA/Literature. ELA proficiency school-wide is 25.8% for tested students (an increase over the previous year), but compared to the statewide average of 54.1% it is still low for 21-22.

Students did not meet interim goals/improvement targets and showed a decrease in performance from the previous year in Math/Algebra. Math proficiency school-wide is 0.7% for tested students, compared to the statewide average of 35.7% in 21-22.

Percent regular attendance - Although Future Ready shows attendance as a strength, this data is from 20-21. Attendance has been a challenge, and in 22-23, our data shows that students attending 90% or more is at 60.79% for students enrolled 90 days or more.

Continue to work on schoolwide common language and processes for critical reading, analytical writing, and synthesis writing.

Implement a multi-tiered system of support (MTSS) for academics and behaviors

Strengths

ELA curriculum has been rewritten and vertically aligns to maximize the efficiency of students' mastery of PA Core Standards and PSSA Assessment Anchors.

A double period of math in grades 6-8 gives teachers time for targeted, data-informed interventions in addition to instruction on grade-level standards.

Teachers continue to engage in professional development with the Math-Science Collaborative of the Allegheny Intermediate Unit, and as a department are working toward using common language and 3-Reads process for word problems in math.

MAP Accelerator program aligns with NWEA MAP assessments to target interventions for grades 6-8.

Students in grades 6-10 take the NWEA MAP Science assessment and this data is used to provide target support for students.

The biology teacher uses Keystone data, in addition to NWEA MAP data, to refine curriculum and interventions.

In 21-22, all students exceeded the performance standard with 98.7% of students meeting the benchmark which is above the state average (88.3%) and on level with the state performance standard (98%).

Challenges

The math curriculum is being rewritten to vertically align the curriculum in order to maximize students' efficiency at mastering grade-level PA Core Standards and PSSA/Keystone Assessment Anchors.

Science curriculum is being rewritten to vertically align the curriculum in order to maximize students' efficiency at mastering grade-level PA Core Standards and PSSA/Keystone Assessment Anchors.

In 21-22, 0% of students completed a work-related learning experience.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

We need to add an Articulation Agreement with a partner institution.

For economically disadvantaged students, in 21-22, 62% of students met the state goal/interim target for growth and performance decreased from the previous year in Math/Algebra. This is not meet the growth standard for the state.

Despite sustained attention to increasing math performance over the course of several years, UPCS 6-12 continues to struggle with achieving that goal.

Strengths

For the 19-20 school year, 78.4% of UPCS 6-12 graduates had a post-secondary plan, meeting the statewide average.

Because our student body is 97% Black, there is not targeted intervention for only Black students. All students will be included in school improvement goals.

For economically disadvantaged students, in 21-22, 79% of students met the state goal/interim target for growth and performance increased from the previous year in ELA/Literature. This exceeds the growth standard for the state.

Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Promote and sustain a positive school environment where all members feel welcome, supported, and safe in school - socially, emotionally, intellectually, and physically.

School plans align with the goal of improving math performance.

School plans align with the goal of improving ELA performance.

Challenges

Despite sustained attention to increasing ELA performance over the course of several years, UPCS 6-12 continues to struggle, with achieving that goal at the middle school level, however, we are seeing movement of students from below basic to basic.

Most Notable Observations/Patterns

The majority of students feel safe and supported in school, so that means they are missing attendance targets for other reasons - likely disengagement in school subjects or competing commitments at home. The transition to high school likely plays a role in 9th graders not attending school regularly enough as well as in not showing expected growth on the Algebra Keystone. We have a transition team that is working on how to mitigate challenges for incoming students. Our PBIS program needs a re-ignition, and we are in the process of coordinating that with a PA expert. Lower than expected growth in math is due to teacher turnover to a large extent, but with a well-aligned curriculum, we are hoping to mitigate the effects of two more middle school teachers leaving the school after this year.

Challenges	Discussion Point	Priority for Planning
Students did not meet interim goals/improvement targets, however, there was an increase in performance from the previous year in ELA/Literature. ELA proficiency school-wide is 25.8% for tested students (an increase over the previous year), but compared to the statewide average of 54.1% it is still low for 21-22.	Students need structure and consistency in order to learn and thrive. Teacher turnover continued to be an issue. A new ELA curriculum has been written and began to be implemented in 22-23 that is well-aligned and rigorous which we hope will mitigate the effects.	✓
Students did not meet interim goals/improvement targets and showed a decrease in performance from the previous year in Math/Algebra. Math proficiency school-wide is 0.7% for tested students, compared to the statewide average of 35.7% in 21-22.	Students are too often distracted by classroom behaviors and excluded from class. The transition to 9th grade has been challenging. A new math curriculum is being written that will be well-aligned and rigorous which we hope will mitigate the effects.	✓
Percent regular attendance - Although Future Ready shows attendance as a strength, this data is from 20-21. Attendance has been a challenge, and in 22-23, our data shows that students attending 90% or more is at 60.79% for students enrolled 90 days or more.	Students need to attend school regularly. We have implemented a new attendance policy to hold students to a higher standard and have put into place weekly attendance incentives.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Check & Connect

Action Steps	Anticipated Start/Completion Date
Tier 1 - families receive phone calls from the attendance team when students are absent and incentive plans are in place to encourage students to attend school.	08/08/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Weekly attendance team meetings to review FOCUS data and plan/tailor interventions as needed.	Students paired with a C&C mentor will increase their rate of attendance.

Material/Resources/Supports Needed		PD Step	Comm Step
Attendance team members/SIS		no	no

Action Steps	Anticipated Start/Completion Date
Tier 2 - Students with 3 absences meet with the truancy officer to create an attendance plan.	08/23/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Weekly attendance team meetings to review FOCUS data and plan/tailor interventions as needed.	Students paired with a C&C mentor will increase their rate of attendance.

Material/Resources/Supports Needed		PD Step	Comm Step
SIS		no	no

Action Steps	Anticipated Start/Completion Date
Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Weekly attendance team meetings to review FOCUS data and plan/tailor interventions as needed.	Students paired with a C&C mentor will increase their rate of attendance.

Material/Resources/Supports Needed		PD Step	Comm Step
Check & Connect app and supports, SIS		yes	no

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Focus PBIS re-ignition on middle school grades with regular team data meetings. The goal is for all students to feel welcomed and valued by adults at the school, thus increasing their motivation to attend. PBIS will partner with the Dean of Students in order to increase students' behavioral success so that they remain a part of the classroom community with their cohort the majority of the time.	08/09/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Weekly behavior and attendance team meetings run by the Dean of Students to review FOCUS referral data and plan for support of students and/or staff where needed. Monthly meetings of the PBIS team with the Dean of Students to discuss the impact of PBIS and plan for future incentives.	Students who have not felt connected to the school will begin to attach to the positive culture and will attend school at least 90% of the time.

Material/Resources/Supports Needed		PD Step	Comm Step
School-created resources/support from Susan Tarasevich		yes	yes

Action Plan: Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)

Action Steps	Anticipated Start/Completion Date
Required staff attend Structured Literacy Training at AIU3	07/26/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Weekly walkthroughs by admin team, formal observations by admin team, weekly department meetings, quarterly data meetings with teachers and supervisors	With the required Chapter 49 teacher training in Structured Literacy, teachers will provide evidenced-based interventions, provide reading comprehension instruction, and build content knowledge for students. Using research and evidence-based reading program with fidelity, reading growth with accelerate toward closing the opportunity gap.

Material/Resources/Supports Needed	PD Step	Comm Step
Reading Achievement Center training for Structured Literacy at AIU3 in 2023-2024/Coverage for teachers required to attend training	yes	no

Action Steps	Anticipated Start/Completion Date
Continued professional development on Read 180 for teachers and reading specialists	08/09/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Weekly walkthroughs by admin team, formal observations by admin team, weekly department meetings, quarterly data meetings with teachers and supervisors	With the required Chapter 49 teacher training in Structured Literacy, teachers will provide evidenced-based interventions, provide reading comprehension instruction, and build content knowledge for students. Using research and evidence-based reading program with fidelity, reading growth with accelerate toward closing the opportunity gap.

Material/Resources/Supports Needed	PD Step	Comm Step
Read 180 PD and materials/resources	yes	no

Action Plan: Targeted Interventions and Supports for Students in Math

Action Steps	Anticipated Start/Completion Date
Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions	08/09/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Math department meetings to analyze NWEA data	Students will increase their understanding and retention of mathematical concepts as demonstrated by their NWEA growth.

Material/Resources/Supports Needed		PD Step	Comm Step
NWEA MAP data		yes	no

Action Plan: Big Ideas Math Program

Action Steps	Anticipated Start/Completion Date
Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level	08/09/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Weekly math department meetings and data meetings with math department to analyze NWEA MAP data	Transitioning to a math curriculum with actionable data for teachers and immediate feedback to students will accelerate students' understanding and retention of key mathematical concepts.

Material/Resources/Supports Needed		PD Step	Comm Step
BOY professional development and ongoing support		yes	no

Action Plan: Social Emotional Learning

Action Steps	Anticipated Start/Completion Date
UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education	08/09/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Annual monitoring via the Measuring Results Assessment, progress meetings with Leader In Me trainer	Through ongoing training in SEL, UPCS 6-12 will increase in the areas of Trusting Relationships and School Climate as measured by the Leader In Me Measuring Results Assessment

Material/Resources/Supports Needed	PD Step	Comm Step
BOY and ongoing professional development for teachers, staff, and students, Leader In Me materials (SEL program) - Tier 1 program - $20, 228 (Title funded)	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	Check & Connect	Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings.	01/01/0001 - 01/01/0001
UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	PBIS	Focus PBIS re-ignition on middle school grades with regular team data meetings. The goal is for all students to feel welcomed and valued by adults at the school, thus increasing their motivation to attend. PBIS will	08/09/2023 - 06/03/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		partner with the Dean of Students in order to increase students' behavioral success so that they remain a part of the classroom community with their cohort the majority of the time.	
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA)	Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)	Required staff attend Structured Literacy Training at AIU3	07/26/2023 - 06/03/2024
65% of students in PSSA testing grades will meet or exceed their growth projections	Structure	Continued	08/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA)	Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)	professional development on Read 180 for teachers and reading specialists	- 06/03/2024
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA)	Targeted Interventions and Supports for Students in Math	Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions	08/09/2023 - 06/03/2024
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA)	Big Ideas Math Program	Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level	08/09/2023 - 06/03/2024
65% of students in PSSA testing grades will meet or exceed their growth projections	Social	UPCS 6-12 will	08/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA) 65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA) UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	Emotional Learning	continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education	-06/03/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Check & Connect Review	Truancy Officer and Identified Check & Connect mentors	How to effectively use Check & Connect

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of Check & Connect, reports	08/09/2023 - 06/03/2024	Jeannine Ferguson/Truancy Officer Check & Connect

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

4b: Maintaining Accurate Records

4c: Communicating with Families

2d: Managing Student Behavior

3a: Communicating with Students

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy Training	Middle School teachers, Reading Specialists, Special Education, Administrators	Evidence-based intervention practices on structured literacy, explicit and systematic instruction in phonological and phonemic awareness, alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of what was taught in the PD in the classroom, students engaged regularly in structured literacy programming	07/25/2023 - 06/03/2024	AIU3 Shannon Conner/Instructional Supervisor Reginald Hickman/Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students	Structured Literacy
3c: Engaging Students in Learning	
2b: Establishing a Culture for Learning	
1c: Setting Instructional Outcomes	
4e: Growing and Developing Professionally	
1a: Demonstrating Knowledge of Content and Pedagogy	
3e: Demonstrating Flexibility and Responsiveness	
1d: Demonstrating Knowledge of Resources	

Professional Development Step	Audience	Topics of Prof. Dev
Read 180 Review	ELA teachers, Reading Specialists, and Teaching Assistants	Read 180 usage, reports, support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of Read 180 during 2nd ELA period. Students observed engaging regularly in structured literacy programming.	08/09/2023 - 06/03/2024	Read 180 training Shannon Conner/Instructional Supervisor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Structured Literacy
3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning	
3b: Using Questioning and Discussion Techniques	
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
PBIS and SEL	All staff	How all of our systems work together in order to teach students to become life-long learners who participate as active community members. How culturally relevant classroom management by each teacher is an essential piece of the puzzle. What culturally responsive classroom management looks like. Key takeaways from staff who attended the National SEL Conference 2023 in Lancaster, PA.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Fewer incidents of students being removed from class compared to 22-23 school year. Teachers feel included and supported in the plan to address student behaviors appropriately. Growth on the Measuring Results Assessment.

08/09/2023 - 06/03/2024

Kevin Reevey/Dean of Students Kathy Garland/Principal-CEO Leader in Me trainer Eric Blondin/PBIS Lead

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

2d: Managing Student Behavior

2c: Managing Classroom Procedures

4c: Communicating with Families

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Targeted Math Interventions	Math Teachers	Analysis of NWEA MAP data for math and algebra, designing lesson plans and learning activities that target individual student needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans, walkthroughs and observations of math teachers that demonstrate alignment in effective instructional practices for diverse learners, NWEA MAP math and algebra scores	08/09/2023 - 06/03/2024	Reginald Hickman/Director of Curriculum Shannon Conner/Instructional Supervisor

Danielson Framework Component Met in this Plan:	**This Step meets the Requirements of State Required Trainings:**
1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings
4c: Communicating with Families	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
3a: Communicating with Students	
1c: Setting Instructional Outcomes	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	
4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
Big Ideas Math	Math Teachers	Implementation of Big Ideas Math program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans, walkthroughs and observations of math teachers that demonstrate alignment in effective instructional practices for diverse learners	08/09/2023 - 06/03/2024	Reginald Hickman/Director of Curriculum Big Idea trainer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings
1a: Demonstrating Knowledge of Content and Pedagogy	
3b: Using Questioning and Discussion Techniques	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	
4e: Growing and Developing Professionally	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	PBIS	Focus PBIS re-ignition on middle school grades with regular team data meetings. The goal is for all students to feel welcomed and valued by adults at the school, thus increasing their motivation to attend. PBIS will partner with the Dean of Students in order to increase students' behavioral success so that they remain a part of the classroom community with	2023-08-09 - 2024-06-03

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		their cohort the majority of the time.	
65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Reading - NWEA) 65% of students in PSSA testing grades will meet or exceed their growth projections on the NWEA MAP assessment for Reading. (PSSA Math - NWEA) 65% of students in Keystone testing grades will meet or exceed their growth projection on the NWEA MAP assessment for Algebra. (Keystone Math - NWEA) UPCS 6-12 will increase attendance incrementally each year in order to move from 67.8% in 18-19 to the minimum of 81.6% of students having 90% attendance by June 2024, as evidenced by SIS data. (Attendance)	Social Emotional Learning	UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education	2023-08-09 - 2024-06-03

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
PBIS Videos	UPCS 6-12 Community	PBIS goals and focus, SEL focus, Question of the Day

Anticipated Timeframe	Frequency	Delivery Method
08/23/2023 - 06/03/2024	Daily to Monthly	Other

Lead Person/Position

Eric Blondin/PBIS Lead Shannon Conner/Instructional Supervisor

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Communication Step	Audience	Topics/Message of Communication
Regular A-TSI Letters	UPCS 6-12 Community	Families will be updated on A-TSI goals, action plans, and progress at the beginning, middle, and end of the school year

Anticipated Timeframe	Frequency	Delivery Method
08/23/2023 - 06/03/2024	Beginning. Middle and End of School Year	Letter

Lead Person/Position

Kathleen Garland/Principal-CEO

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Regular A-TSI Updates to the UPCS 6-12 Community	Letter to the UPCS 6-12 Community about our A-TSI plan goals and action plans, and progress	Letter will be mailed and posted on school website	All stakeholders	Updates in September, January, and June