

Urban Pathways 6-12 CS

ATSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Urban Pathways 6-12 Charter School		102023080
Address 1		
914 Penn Ave.		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15222
Chief School Administrator		Chief School Administrator Email
Kathleen Garland		kgarland@upcs.net
Single Point of Contact Name		
Shannon Conner		
Single Point of Contact Email		
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Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Kathleen Garland		
Principal Email		
kgarland@upcs.net		
Principal Phone Number		Principal Extension
4123924601		245
School Improvement Facilitator Name		School Improvement Facilitator Email
Paul Cindric		paul.cindric@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kathleen Garland	CEO / Superintendent	Urban Pathways 6-12 Charter	kgarland@upcs.net
Edward Mandell	Director of Special Education	Urban Pathways 6-12 Charter	emandell@upcs.net
Shannon Conner	Administrator	Urban Pathways 6-12 Charter	sconner@upcs.net
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LEA Profile

Urban Pathways 6-12 Charter School is a public charter school located in downtown Pittsburgh. We are a Title I school with an enrollment of approximately 330 students, 89.32% of whom are classified as economically disadvantaged. Our students are 95% Black, a fact that we celebrate during myriad cultural celebrations throughout each school year, the pinnacle of which is the annual Black History Month Celebration. Additionally, 30% of our student body qualifies for special education services. Based on analysis of A-TSI surveys of our teachers, students, and parents, some of our school's strengths include students and teachers feeling safe while at school, an active PBIS program that teaches and encourages positive behavior, a school leadership structure that empowers faculty, encouragement of faculty to pursue professional development and frequent and timely feedback on classroom instruction and preparation. Our challenges continue to be working with children and families to close the racial opportunity gap in terms of regular school attendance, making at least a year's growth in reading and math each school year, and achieving grade-level standards for knowledge and skills.

Mission and Vision

Mission

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

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 Values

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.

Other (Optional)

We have established Core Values for Urban Pathways 6-12 staff. Those Core Values are Team Player, Sincere, Mission Driven, Wise, Professional, and Productive. These Core Values add to our vision for the future of Urban Pathways, building on a highly relational community and sustaining the commitment to authentic excellence while also growing and adapting to the emerging needs of our people.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in ELA/Literature	In 22-23, UPCS 6-12's academic growth in ELA/Literature (84) exceeded the state average (75) and the state standard (70).
Academic Growth Expectations in Math/Algebra I	In 22-23, UPCS 6-12's academic growth in Math/Algebra (72) exceeded the state average (75.3) and the state standard (70).
Academic Growth Expectations in Science/Biology	In 22-23, UPCS 6-12's academic growth in Science/Biology (76.5) exceeded the state average (75.1) and the state standard (70).
Percent Career Standards Benchmark	In 22-23, UPCS 6-12's Career Standards Benchmark (90.8%) did not meet the performance standard but exceeded the state average (89.6%); however, this percentage decreased from the previous year.
Percent 4-Year Cohort Graduation	In 22-23, UPCS 6-12's 4-Year Cohort Graduation Goal (88.6%) meet the interim goal/improvement and exceeded the state average (87%); however, this percentage decreased from the previous year.
Percent 5-Year Cohort Graduation	In 22-23, UPCS 6-12's 5-Year Cohort Graduation (94.1%) exceeded the state average (89.7%).
Rigorous Courses of Study	In 22-23, UPCS 6-12's Rigorous Courses of Study (63.6%) exceeded the state average (54.9%).

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in ELA/Literature	In 22-23, UPCS 6-12 did not meet interim goals/improvement targets, and performance decreased from the previous year to 19%.
Percent Proficient/Advanced in Math/Algebra I	In 22-23, UPCS 6-12 did not meet interim goals/improvement targets, but performance did increase from the previous year to 2.6%.
Attendance	Attendance continues to be a challenge, and in 21-22, the Future Ready Index data shows it was at 55.7%. However, our data shows that students attending 90% or more is increasing. In 22-23, it was at 60.79%; in 23-24, it was at 65.25% for students enrolled for 90 days or more.
Percent Proficient/Advanced in Science/Biology	In 22-23, UPCS 6-12 did not meet interim goals/improvement targets, but performance did increase from the previous year to 24.3%.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator In 22-23 for ELA/Literature, UPCS 6-12 students exceeded the standard demonstrated growth expectations and increased in performance from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations 81.8% of Black students and 84.5% of Economically Disadvantaged students achieved the growth standard for ELA/Literature.</p>
<p>Indicator In 22-23 for Math/Algebra, UPCS 6-12 students met the standard demonstrated growth expectations and increased in performance from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations 70.8% of Black students and 71.5% of Economically Disadvantaged students achieved the growth standard for Math/Algebra.</p>
<p>Indicator In 22-23 for Science/Biology, UPCS 6-12 students met the standard demonstrated growth expectations and increased in performance from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations 75.5% of Black students and 75.5% of Economically Disadvantaged students achieved the growth standard for Science/Biology.</p>
<p>Indicator High School Graduation Rate - 4 Year Cohort</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations In 21-22, 87.9% of Black students and 92.3% of Economically Disadvantaged students met the interim goal/improvement target. Although this number decreased from the previous year, it continues to exceed the statewide average.</p>
<p>Indicator Rigorous Courses of Study</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations In 22-23, 63.6% of Black students took at least one AP course while at UPCS 6-12, which exceeds the state standard of 54.9%.</p>

Challenges

<p>Indicator In 22-23, UPCS 6-12 students did not meet the statewide goal/interim target for ELA/Literature; the percentage decreased from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 22-23, 16% of Black students, 15.7% of Economically Disadvantaged students, and 2.3% of Students with Disabilities achieved proficient or advanced on ELA/Literature state assessments.</p>
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<p>Indicator In 22-23, UPCS 6-12 students did not meet the statewide goal.interim target for Math/Algebra; however, the percentage did increase or maintain from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 22-23, 1.4% of Black students, 2.2% of Economically Disadvantaged students, and 2.4% of Students with Disabilities achieved proficient or advanced on Math/Algebra state assessments.</p>
<p>Indicator In 22-23, UPCS 6-12 students did not meet the statewide goal/interim target for Science/Biology; however, the percentage increased or maintained from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 22-23, 19% of Black students, 21.3% of Economically Disadvantaged students, and 9.1% of Students with Disabilities achieved proficient or advanced on Science/Biology state assessments.</p>
<p>Indicator In 21-22, UPCS 6-12 students did not meet the performance standard for Regular Attendance. The percentage decreased from the previous year.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 22-23, 57.3% of Black students, 51.7% of Economically Disadvantaged students, and 57% of Students with Disabilities achieved proficient or advanced on Science/Biology state assessments.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>In ELA/Literature, students exceeded the statewide average growth score and statewide growth standard and experienced an increase in performance from the previous year.</p>
<p>In Math/Algebra, students met the standard growth standard and showed an increase in performance from the previous year.</p>
<p>In Science/Biology, students met the standard growth score and exceeded the growth score and standard, and there was an increase in performance from the previous year.</p>
<p>In 22-23, UPCS 6-12's Rigorous Courses of Study (63.6%) exceeded the state average (54.9%).</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>Students did not meet interim goals/improvement targets for proficiency in ELA/Literature in 22-23. There was a decrease in performance from the previous year (25.8% to 19%).</p>

Students did not meet interim goals/improvement targets for proficiency in Math/Algebra in 22-23. There was, however, an increase in performance from the previous year (.9% to 2.6%).

Students did not meet interim goals/improvement targets for proficiency in Science/Biology in 22-23. However, performance increased from the previous year to 24.3%.

The percentage of regular attendance did not meet the performance standard of 73.9% statewide average or the 2033 Goal of 94.1%. According to the Future Ready PA Index, this percentage decreased to 55.7% for 21-22. However, our local data does show that regular attendance is improving. For 22-23, it was 60.79%, and for 23-24, it was 65.25%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading Data 23-24	For tested students in grades 6-10 in 23-24, 39% of tested students met their growth projections in ELA. This did not meet our goal of 55% of students meeting growth projections.

English Language Arts Summary

Strengths

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.
ELA curriculum has been rewritten and vertically aligns to maximize the efficiency of students' mastery of PA Core Standards and PSSA Assessment Anchors.
All MS teachers have attended at least one PD session at AIU3 for Structured Literacy.

Challenges

Continue to work on schoolwide common language and processes for critical reading, analytical writing, and synthesis writing.
Teachers need additional professional development in diversifying their teaching pedagogy to meet the diverse needs of students.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Data 23-24	For tested students in grades 6-8, 44% met their growth projections in Math. This did not meet our goal of 55% of students meeting growth projections.
NWEA MAP Algebra Data 23-24	For tested students in Algebra, 40.7% met their growth projections.

Mathematics Summary

Strengths

A double period of math in grades 6-9 gives teachers time for targeted, data-informed interventions in addition to instruction on grade-level standards.
Teachers continue to engage in professional development for math, including attending Thinking Classrooms and Effective Problem Solving. Partnered with PaTTAN to provide additional support and PD for the Math Department.
MAP Accelerator program aligns with NWEA MAP assessments to target interventions for grades 6-8.
The math curriculum has been rewritten to vertically align in order to maximize students' efficiency in mastering grade-level PA Core Standards and PSSA/Keystone Assessment Anchors.

Challenges

Teachers need additional professional development in diversifying their teaching pedagogy to meet the diverse needs of students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAP Science Data 23-24 for Grades 6-8	For tested students in grades 6-8, 30.8% met their growth projections in Science.
NWEA MAP Science: Life Science Data 23-24 for HS	For tested students in HS, 55.3% met their growth projections in Science/Biology

Science, Technology, and Engineering Education Summary

Strengths

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.

Challenges

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.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	In 22-23, the all-student group did not meet the performance standard, with 90.8% of students meeting the benchmark, which is above the state average (89.6%) but below with the state performance standard (98%).
Industry Based Learning	In 22-23, 22.7% of students completed a work-related learning experience and 4.6% earned industry-recognized credentials.
Post-Secondary Transition	For the 20-21 school year, 67.7% of UPCS 6-12 graduates had a post-secondary plan, which did not meet the statewide average of 76.2%.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

In 22-23, 22.7% of students completed a work-related learning experience and 4.6% earned industry-recognized credentials.
We are working with the Community College of Allegheny County and have established a dual enrollment program for the 2023-2024 school year, but have not received an articulation agreement.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

In 22-23, the all-student group did not meet the performance standard, with 90.8% of students meeting the benchmark, which is above the state average (89.6%) but below with the state performance standard (98%).
We need to add an Articulation Agreement with a partner institution. We are working with the Community College of Allegheny County and have established a dual enrollment program for the 2023-2024 school year, but have not received an articulation agreement.
For the 20-21 school year, 67.7% of UPCS 6-12 graduates had a post-secondary plan, a decrease from the previous school year (78.4%), which did not meet the statewide average of 76.2%.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Math/Algebra Growth	In Spring 2024, 14 students with disabilities took the Algebra Keystone. Of those students, 93% scored Below Basic, and 7% scored Basic. On the 2023 Math PSSA, of 8th-grade students with disabilities who took the assessment, 82% scored Below Basic, 9% scored Basic, and 9% scored Proficient.
ELA/Literature Growth	In Spring 2024, 13 students with disabilities took the Literature Keystone. Of those students, 31% scored Below Basic, 54% scored Basic and 15% scored Proficient. On the 2023 ELA PSSA, of 8th-grade students with disabilities who took the assessment, 55% scored Below Basic, 36% scored Basic, and 9% scored Proficient.
Regular Attendance	For students with disabilities, in 21-22, 57% of students met the state performance standard, and attendance decreased from the previous year.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Math/Algebra Growth	In Spring 2024, of students considered economically disadvantaged who took the Algebra Keystone, 49% scored Below Basic, 49% scored Basic, and 2% scored Proficient. On the 2023 Math PSSA, of 8th-grade students who are considered economically disadvantaged who took the assessment, 71% scored Below Basic, 21% scored Basic, and 5% scored Proficient.
ELA/Literature Growth	In Spring 2024, of students considered economically disadvantaged who took the Literature Keystone, 14% scored Below Basic, 54% scored Basic, and 30% scored Proficient. On the 2023 ELA PSSA, of 8th-grade students considered economically disadvantaged who took the assessment, 29% scored Below Basic, 50% scored Basic, 17% scored Proficient, and 5% scored Advanced.
Regular Attendance	For economically disadvantaged students, 21-22, 51.7% of students met the state performance standard, and attendance decreased from the previous year.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	Because our student body is 96% Black, there is not a targeted intervention for only Black students. All students will be included in school improvement goals.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Because our student body is 96% Black, there is not targeted intervention for only Black students. All students will be included in school improvement goals.
In Spring 2024, of students considered economically disadvantaged who took the Literature Keystone, 14% scored Below Basic, 54% scored Basic, and 30% scored Proficient. On the 2023 ELA PSSA, of 8th-grade students considered economically disadvantaged who took the assessment, 29% scored Below Basic, 50% scored Basic, 17% scored Proficient, and 5% scored Advanced.
In Spring 2024, 13 students with disabilities took the Literature Keystone. Of those students, 31% scored Below Basic, 54% scored Basic and 15% scored Proficient. On the 2023 ELA PSSA, of 8th-grade students with disabilities who took the assessment, 55% scored Below Basic, 36% scored Basic, and 9% scored Proficient.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

In Spring 2024, 14 students with disabilities took the Algebra Keystone. Of those students, 93% scored Below Basic, and 7% scored Basic. On the 2023 Math PSSA, of 8th-grade students with disabilities who took the assessment, 82% scored Below Basic, 9% scored Basic, and 9% scored Proficient.
In Spring 2024, of students considered economically disadvantaged who took the Algebra Keystone, 49% scored Below Basic, 49% scored Basic, and 2% scored Proficient. On the 2023 Math PSSA, of 8th-grade students who are considered economically disadvantaged who took the assessment, 71% scored Below Basic, 21% scored Basic, and 5% scored Proficient.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Title Performance Goals align with ATSI goals. Student achievement in reading - 55% of students will meet their projected growth goals on NWEA MAP assessment. Student achievement in math - 55% of students will meet their projected growth goals in NWEA MAP assessment. Parent & Family Engagement - 75% of students have a parent/guardian attend at least one event. Attendance - Attendance will increase incrementally each year in order to move from 65.25% in 23-24 to the minimum state goal of 81.6% of students having 90% attendance by June 2025, as evidenced by SIS data.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

School plans align with the goal of improving math performance.
School plans align with the goal of improving ELA performance.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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.

Use multiple professional learning designs to support the learning needs of staff.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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

Foster a culture of high expectations for success for all students, educators, families, and community member.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
In ELA/Literature, students exceeded the statewide average growth score and statewide growth standard and experienced an increase in performance from the previous year.	False
In Math/Algebra, students met the standard growth standard and showed an increase in performance from the previous year.	False
Double periods in ELA for grades 6-8 give teachers time for targeted, data-informed interventions in addition to instruction on grade-level standards.	False
Read 180, a research-based intervention, is used during intervention periods.	False
In Science/Biology, students met the standard growth score and exceeded the growth score and standard, and there was an increase in performance from the previous year.	True
Teachers continue to engage in professional development for math, including attending Thinking Classrooms and Effective Problem Solving. Partnered with PaTTAN to provide additional support and PD for the Math Department.	False
MAP Accelerator program aligns with NWEA MAP assessments to target interventions for grades 6-8.	False
Students in grades 6-10 take the NWEA MAP Science assessment and this data is used to provide target support for students.	False
The biology teacher uses Keystone data, in addition to NWEA MAP data, to refine curriculum and interventions.	False
In 22-23, UPCS 6-12's Rigorous Courses of Study (63.6%) exceeded the state average (54.9%).	False
ELA curriculum has been rewritten and vertically aligns to maximize the efficiency of students' mastery of PA Core Standards and PSSA Assessment Anchors.	True
All MS teachers have attended at least one PD session at AIU3 for Structured Literacy.	False
A double period of math in grades 6-9 gives teachers time for targeted, data-informed interventions in addition to instruction on grade-level standards.	False
The math curriculum has been rewritten to vertically align in order to maximize students' efficiency in mastering grade-level PA Core Standards and PSSA/Keystone Assessment Anchors.	True
Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
In Spring 2024, 13 students with disabilities took the Literature Keystone. Of those students, 31% scored Below Basic, 54% scored Basic and 15% scored Proficient. On the 2023 ELA PSSA, of 8th-grade students with disabilities who took the assessment, 55% scored Below Basic, 36% scored Basic, and 9% scored Proficient.	False
In 22-23, 22.7% of students completed a work-related learning experience and 4.6% earned industry-recognized credentials.	False
Because our student body is 96% Black, there is not targeted intervention for only Black students. All students will be included in school improvement goals.	False

In Spring 2024, of students considered economically disadvantaged who took the Literature Keystone, 14% scored Below Basic, 54% scored Basic, and 30% scored Proficient. On the 2023 ELA PSSA, of 8th-grade students considered economically disadvantaged who took the assessment, 29% scored Below Basic, 50% scored Basic, 17% scored Proficient, and 5% scored Advanced.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
School plans align with the goal of improving math performance.	False
School plans align with the goal of improving ELA performance.	False
We are working with the Community College of Allegheny County and have established a dual enrollment program for the 2023-2024 school year, but have not received an articulation agreement.	False
Use multiple professional learning designs to support the learning needs of staff.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Students did not meet interim goals/improvement targets for proficiency in ELA/Literature in 22-23. There was a decrease in performance from the previous year (25.8% to 19%).	False
Students did not meet interim goals/improvement targets for proficiency in Math/Algebra in 22-23. There was, however, an increase in performance from the previous year (.9% to 2.6%).	False
Continue to work on schoolwide common language and processes for critical reading, analytical writing, and synthesis writing.	False
Students did not meet interim goals/improvement targets for proficiency in Science/Biology in 22-23. However, performance increased from the previous year to 24.3%.	False
The percentage of regular attendance did not meet the performance standard of 73.9% statewide average or the 2033 Goal of 94.1%. According to the Future Ready PA Index, this percentage decreased to 55.7% for 21-22. However, our local data does show that regular attendance is improving. For 22-23, it was 60.79%, and for 23-24, it was 65.25%.	True
Teachers need additional professional development in diversifying their teaching pedagogy to meet the diverse needs of students.	True
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.	False
Implement a multi-tiered system of support (MTSS) for academics and behaviors	True
In 22-23, the all-student group did not meet the performance standard, with 90.8% of students meeting the benchmark, which is above the state average (89.6%) but below with the state performance standard (98%).	False
We need to add an Articulation Agreement with a partner institution. We are working with the Community College of Allegheny County and have established a dual enrollment program for the 2023-2024 school year, but have not received an articulation agreement.	False

In Spring 2024, 14 students with disabilities took the Algebra Keystone. Of those students, 93% scored Below Basic, and 7% scored Basic. On the 2023 Math PSSA, of 8th-grade students with disabilities who took the assessment, 82% scored Below Basic, 9% scored Basic, and 9% scored Proficient.	False
Despite sustained attention to increasing math performance over the course of several years, UPCS 6-12 continues to struggle with achieving that goal.	False
Teachers need additional professional development in diversifying their teaching pedagogy to meet the diverse needs of students.	False
For the 20-21 school year, 67.7% of UPCS 6-12 graduates had a post-secondary plan, a decrease from the previous school year (78.4%), which did not meet the statewide average of 76.2%.	False
In Spring 2024, of students considered economically disadvantaged who took the Algebra Keystone, 49% scored Below Basic, 49% scored Basic, and 2% scored Proficient. On the 2023 Math PSSA, of 8th-grade students who are considered economically disadvantaged who took the assessment, 71% scored Below Basic, 21% scored Basic, and 5% scored Proficient.	False
Foster a culture of high expectations for success for all students, educators, families, and community member.	True
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.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Implement a multi-tiered system of support (MTSS) for academics and behaviors	We have long wished to implement MTSS. Starting in 23-24, we began working with the American Institute for Research and will continue to develop an MTSS model. Establishing MTSS will help us identify students' academic, behavioral, and social-emotional needs early. This allows for timely interventions, preventing issues from becoming more significant.	True
Foster a culture of high expectations for success for all students, educators, families, and community member.		False
Teachers need additional professional development in diversifying their teaching pedagogy to meet the diverse needs of students.		False
The percentage of regular attendance did not meet the performance standard of 73.9% statewide average or the 2033 Goal of 94.1%. According to the Future Ready PA Index, this percentage decreased to 55.7% for 21-22. However, our local data does show that regular attendance is improving. For 22-23, it was 60.79%, and for 23-24, it was 65.25%.	Students need to attend school regularly. We have implemented an updated attendance policy in 2023-2024 to hold students to a higher standard and continue implementing weekly attendance incentives. While our regular attendance rate continues to be below the state average, it also continues to improve each year, post-pandemic.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Teachers have been provided opportunities to build their leadership capacity through Department Leads, Grade Level Leads, coaching opportunities, and inclusion in strategic planning sessions to help improve UPCS 6-12.
In Science/Biology, students met the standard growth score and exceeded the growth score and standard, and there was an increase in performance from the previous year.	The Science Department Chair continues to work closely with science teachers to ensure rigor for all students (6-12) and is in the process of rewriting the science curriculum.
ELA curriculum has been rewritten and vertically aligns to maximize the efficiency of students' mastery of PA Core Standards and PSSA Assessment Anchors.	We continue to refine instructional strategies to maximize our students' learning. We recognize that ELA and Reading are two different subjects, and 6th-grade students require both classes to close gaps in their ability levels. Teachers continue to use NWEA MAP data to help inform their instruction.

The math curriculum has been rewritten to vertically align in order to maximize students' efficiency in mastering grade-level PA Core Standards and PSSA/Keystone Assessment Anchors.	We continue to refine instructional strategies to maximize our students' learning. Teachers continue to use NWEA MAP data to help inform their instruction.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we effectively implement a Multi-Tiered System of Supports (MTSS) for both academics and behaviors, then we will be able to identify and address students' needs more accurately and promptly, leading to improved academic performance, reduced behavioral issues, and enhanced overall student success.
	If we continue to implement targeted interventions and strategies to improve regular attendance, then we will sustain and accelerate the positive trend observed in recent years, closing the gap towards meeting the statewide performance standard of 73.9% and ultimately achieving the 2033 goal of 94.1%.

Goal Setting

Priority: If we effectively implement a Multi-Tiered System of Supports (MTSS) for both academics and behaviors, then we will be able to identify and address students' needs more accurately and promptly, leading to improved academic performance, reduced behavioral issues, and enhanced overall student success.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS - Failure of 2+ Classes			
Target Year 1	Target Year 2	Target Year 3	
With the development and implementation of MTSS, UPCS 6-12 will not see more than 20% of students failing 2 or more core classes by the end of the 2024-2025 school year.	With the development and implementation of MTSS, UPCS 6-12 will not see more than 15% of students failing 2 or more core classes by the end of the 2025-2026 school year.	With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% or more students will not have failed 2 or more core classes as of the end of 1st quarter.	80% or more students will not have failed 2 or more core classes as of the end of 2nd quarter.	80% or more students will not have failed 2 or more core classes as of the end of 3rd quarter.	80% or more students will not have failed 2 or more core classes for the 2024-2025 school year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS - Summer School Referrals			
Target Year 1	Target Year 2	Target Year 3	
With the development and implementation of MTSS, UPCS 6-12 will not see more than 20% of students	With the development and implementation of MTSS, UPCS 6-12 will not see more than 15% of students	With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students	

referred for summer school by the end of the 2024-2025 school year.	referred for summer school by the end of the 2025-2026 school year.	referred for summer school by the end of the 2026-2027 school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% or more students will not have failed 2 or more core classes as of the end of 1st quarter.	80% or more students will not have failed 2 or more core classes as of the end of 2nd quarter.	80% or more students will not have failed 2 or more core classes as of the end of 3rd quarter.	80% or more students will not be referred to summer school at the end of the 2024-2025 school year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS - NWEA Achievement			
Target Year 1	Target Year 2	Target Year 3	
55% of middle school students will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2024-2025 school year.	60% of middle school students will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2025-2026 school year.	65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
98% of middle school students will complete the Fall NWEA MAP assessments in reading and math.	55% of middle school students will be on track to meet their NWEA MAP growth projections in reading and math as of the Winter assessment.	55% of middle school students will be on track to meet their NWEA MAP growth projections in reading and math as of the Spring assessment.	55% of middle school students will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2024-2025 school year.

Priority: If we continue to implement targeted interventions and strategies to improve regular attendance, then we will sustain and accelerate the positive trend observed in recent years, closing the gap towards meeting the statewide performance standard of 73.9% and ultimately achieving the 2033 goal of 94.1%.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)			
UPCS 6-12 will increase students' regular attendance incrementally each year to move from 55.7% in 2021-2022 to the statewide goal of 94.1% in 2033, as evidenced by SIS data.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
UPCS 6-12 will continue to show an increase of 5% per year for students attending school 90% of the time, increasing from 65.25% in 23-24 to 70% in 24-25.	UPCS 6-12 will continue to show an increase of 5% per year for students attending school 90% of the time, increasing from 65.25% in 23-24 to 75% in 25-26.	UPCS 6-12 will increase students' regular attendance incrementally each year to move from 55.7% in 2021-2022 to the statewide goal of 94.1% in 2033, as evidenced by SIS data.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
81.6% or more of students will attend school 90% of the time or more as of the end of quarter 1.	81.6% or more of students will attend school 90% of the time or more as of the end of quarter 2.	81.6% or more of students will attend school 90% of the time or more as of the end of quarter 3.	UPCS 6-12 will continue to show an increase of 5% per year for students attending school 90% of the time, increasing from 65.25% in 23-24 to 70% in 24-25.

Action Plan

Measurable Goals

MTSS - Failure of 2+ Classes	MTSS - Summer School Referrals
MTSS - NWEA Achievement	Attendance

Action Plan For: Check & Connect

Measurable Goals:
<ul style="list-style-type: none"> UPCS 6-12 will increase students' regular attendance incrementally each year to move from 55.7% in 2021-2022 to the statewide goal of 94.1% in 2033, as evidenced by SIS data.

Action Step		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.		2023-08-23	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jeannine Ferguson/Truancy Officer	Attendance team members/SIS	No	No
Action Step		Anticipated Start/Completion Date	
Tier 2 - Students with 3 absences meet with the truancy officer to create an attendance plan.		2023-08-23	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jeannine Ferguson/Truancy Officer	SIS	No	No
Action Step		Anticipated Start/Completion Date	
Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings.		2023-08-23	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jeannine Ferguson/Truancy Officer	Check & Connect app and supports, SIS	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students paired with a C&C mentor will increase their rate of attendance.	Bi-weekly attendance team meetings to review FOCUS data and plan/tailor interventions as needed.

Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> • UPCS 6-12 will increase students' regular attendance incrementally each year to move from 55.7% in 2021-2022 to the statewide goal of 94.1% in 2033, as evidenced by SIS data. • 65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.

Action Step		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.		2023-08-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kevin Reevey/Dean of Students Eric Blondin/PBIS Lead	School-created resources/support from Susan Tarasevich	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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.	Bi-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.

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

Measurable Goals:
<ul style="list-style-type: none"> • 65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year.

- With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Required staff attend Structured Literacy Training at AIU3		2023-07-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Conner/Instructional Supervisor	Reading Achievement Center training for Structured Literacy at AIU3 in 2023-2024/Coverage for teachers required to attend training	Yes	No
Action Step		Anticipated Start/Completion Date	
Continued professional development on Read 180 for teachers and reading specialists		2023-08-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Conner/Instructional Supervisor Reginald Hickman/Director of Curriculum	Read 180 PD and materials/resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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.	Weekly walkthroughs by admin team, formal observations by admin team, bi-weekly department meetings, monthly data meetings with teachers and supervisors

Action Plan For: Targeted Interventions and Supports for Students in Math

Measurable Goals:
<ul style="list-style-type: none"> • 65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions		2023-08-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Shannon Conner/Instructional Supervisor Reginald Hickman/Director of Curriculum	NWEA MAP data	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will increase their understanding and retention of mathematical concepts as demonstrated by their NWEA growth.	Bi-weekly math department meetings to analyze NWEA data

Action Plan For: Big Ideas Math Program

Measurable Goals:
<ul style="list-style-type: none"> • UPCS 6-12 will increase students' regular attendance incrementally each year to move from 55.7% in 2021-2022 to the statewide goal of 94.1% in 2033, as evidenced by SIS data. • 65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level		2023-08-09	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Reginald Hickman/Director of Curriculum	BOY professional development and ongoing support	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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.	Bi-weekly math department meetings and monthly data meetings with math department to analyze NWEA MAP data

Action Plan For: Social Emotional Learning

Measurable Goals:
<ul style="list-style-type: none"> • UPCS 6-12 will increase students' regular attendance incrementally each year to move from 55.7% in 2021-2022 to the statewide goal of 94.1% in 2033, as evidenced by SIS data. • 65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.

Action Step		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		2023-08-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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)	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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	Annual monitoring via the Measuring Results Assessment, progress meetings with Leader In Me trainer

Action Plan For: Multi-Tiered Systems of Support (MTSS)

Measurable Goals:
<ul style="list-style-type: none"> • 65% of middle school students (6-8) will meet or exceed their growth projections on the NWEA MAP Assessment for Reading and Math by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students referred for summer school by the end of the 2026-2027 school year. • With the development and implementation of MTSS, UPCS 6-12 will not see more than 10% of students failing 2 or more core classes by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Provide all staff with PD on MTSS (training provided by AIR)		2024-08-19	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Coordinator	AIR Professional Development	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through ongoing PD and support from AIR, teachers will be better able to provide support for students, increasing their success.	The MTSS Coordinator will meet with teachers, counselors, and administrators to review data monthly using Data Wise methods

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Social Emotional Learning	Leader In Me - FranklinCovey	22,012.00
Other Expenditures	<ul style="list-style-type: none">Check & Connect	Check & Connect	499.00
Instruction	<ul style="list-style-type: none">Multi-Tiered Systems of Support (MTSS)	Reading Specialist Salary	28767.00
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Targeted Interventions and Supports for Students in Math	Reading Specialist Salary	30303.00
Total Expenditures			59591

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check & Connect	Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings.
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 their cohort the majority of the time.
Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)	Required staff attend Structured Literacy Training at AIU3
Structure Literacy Training (for Middle School, Special Education, ESL, and Reading Specialist certifications)	Continued professional development on Read 180 for teachers and reading specialists
Targeted Interventions and Supports for Students in Math	Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions
Big Ideas Math Program	Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level
Social Emotional Learning	UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education
Multi-Tiered Systems of Support (MTSS)	Provide all staff with PD on MTSS (training provided by AIR)

Check & Connect Review

Action Step		
<ul style="list-style-type: none"> Tier 3 - The attendance team and administration meet to determine new and continued Check & Connect mentor pairings. 		
Audience		
Truancy Officer and Identified Check & Connect mentors		
Topics to be Included		
Continued training on how to effectively use Check & Connect		
Evidence of Learning		
Use of Check & Connect, reports, meeting notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jeannine Ferguson/Truancy Officer Check & Connect	2023-08-09	2025-06-06

Learning Format

Type of Activities	Frequency
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Workshop(s)	BOY review of Check & Connect, and as needed technical support; monthly data meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 3a: Communicating with Students • 4b: Maintaining Accurate Records • 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy Training

Action Step		
<ul style="list-style-type: none"> • Required staff attend Structured Literacy Training at AIU3 		
Audience		
Middle School teachers, Reading Specialists, Special Education, Administrators who have not yet attended this PD		
Topics to be Included		
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		
Use of what was taught in the PD in the classroom, students engaged regularly in structured literacy programming		
Lead Person/Position	Anticipated Start	Anticipated Completion
AIU3 Shannon Conner/Instructional Supervisor Reginald Hickman/Director of Curriculum	2023-07-25	2025-06-06

Learning Format

Type of Activities	Frequency
Workshop(s)	Throughout the year as PD dates are released and scheduled
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 3a: Communicating with Students • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 3e: Demonstrating Flexibility and Responsiveness • 1c: Setting Instructional Outcomes • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Read 180 Review

Action Step		
<ul style="list-style-type: none"> Continued professional development on Read 180 for teachers and reading specialists 		
Audience		
ELA teachers, Reading Specialists, and Teaching Assistants who have not yet had PD on Read 180		
Topics to be Included		
Read 180 usage, reports, support		
Evidence of Learning		
Use of Read 180 during 2nd ELA period. Students observed engaging regularly in structured literacy programming.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Read 180 training Shannon Conner/Instructional Supervisor	2023-08-09	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	Beginning of year, coaching as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

PBIS and SEL

Action Step
<ul style="list-style-type: none"> 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. UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education
Audience
All staff
Topics to be Included
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		
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.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kevin Reevey/Dean of Students Kathy Garland/Principal-CEO Leader in Me trainer Eric Blondin/PBIS Lead	2023-08-09	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	Beginning of year followed by ongoing support for groups and individuals as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 4c: Communicating with Families • 2d: Managing Student Behavior • 3a: Communicating with Students • 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing for teachers who need more support in CR classroom management
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Targeted Math Interventions

Action Step
<ul style="list-style-type: none"> • Analysis of NWEA MAP Math and Algebra data with teachers to provide targeted instructions
Audience
Math Teachers
Topics to be Included
Analysis of NWEA MAP data for math and algebra, designing lesson plans and learning activities that target individual student needs

Evidence of Learning		
Lesson plans, walkthroughs and observations of math teachers that demonstrate alignment in effective instructional practices for diverse learners, NWEA MAP math and algebra scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reginald Hickman/Director of Curriculum Shannon Conner/Instructional Supervisor	2023-08-09	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly Meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 2b: Establishing a Culture for Learning • 4d: Participating in a Professional Community • 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1f: Designing Student Assessments • 4c: Communicating with Families • 1e: Designing Coherent Instruction • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Big Ideas Math

Action Step		
<ul style="list-style-type: none"> • Transitioning to Big Ideas for grades 6-8, in addition to its use at the high school level 		
Audience		
Math Teachers		
Topics to be Included		
Implementation of Big Ideas Math program		
Evidence of Learning		
Lesson plans, walkthroughs and observations of math teachers that demonstrate alignment in effective instructional practices for diverse learners		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reginald Hickman/Director of Curriculum Big Idea trainer	2023-08-09	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	Beginning of the year, ongoing support as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally • 1f: Designing Student Assessments • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MTSS Training

Action Step		
<ul style="list-style-type: none"> • Provide all staff with PD on MTSS (training provided by AIR) 		
Audience		
All staff		
Topics to be Included		
What is MTSS, the plan for MTSS at UPCS 6-12, Data collection and analysis		
Evidence of Learning		
Survey at completion of PD; ongoing use of data in instructional planning; Data meeting agenda and notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Coordinator	2024-08-19	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	Monthly data meetings; 4 PD days with AIR
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 4e: Growing and Developing Professionally • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 4d: Participating in a Professional Community • 1e: Designing Coherent Instruction 	

- 4b: Maintaining Accurate Records
- 1c: Setting Instructional Outcomes
- 3e: Demonstrating Flexibility and Responsiveness
- 1d: Demonstrating Knowledge of Resources
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Communications Activities

PBIS Videos					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> 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. 	UPCS 6-12 Community	PBIS goals and focus, SEL focus, Question of the Day	Eric Blondin/PBIS Lead Shannon Conner/Instructional Supervisor Kevin Reevey/Dean of Students	08/23/2023	06/06/2025
Communications					
Type of Communication			Frequency		
Other			Daily to Monthly		

Regular A-TSI Letters					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> UPCS 6-12 will continue training in social-emotional learning to guide our ongoing work toward Culturally Relevant and Sustaining Education 	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	Kathleen Garland/Principal-CEO	08/23/2023	06/06/2025
Communications					
Type of Communication			Frequency		
Letter			Beginning, Middle and End of School Year		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Comp ATSI 23-24.pdf

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date