

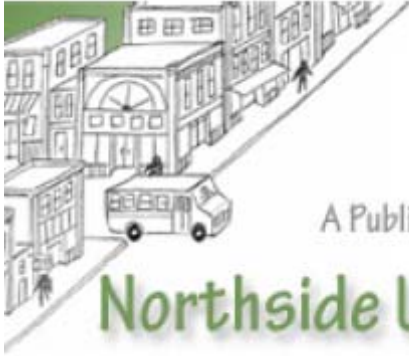
914 Penn Avenue
Pittsburgh, PA 15222
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A Public Charter School, Grades 6-12

Northside Urban Pathways

Strategic Plan 2005-2010

*Prepared by:
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What future do we see for Northside Urban Pathways?

Strategic Planning is about envisioning a future and then making the choices to attain that future. Northside Urban Pathways is five years old as this plan is released in late 2005. It has made significant progress in its first five years in securing a facility, improving student achievement, developing a unique learning model that balances rigorous curriculum with individualized attention and becoming so well known for our success in fostering learning that we have a waiting list of 165 students. All of our 2004-05 seniors graduated.

So come with me to the future. It is 2010. This is my report to our stakeholders. Our strategic plan has charted the course that made this possible.

Linda Clautti, CEO



In the area of student achievement:

All students who come to NUP, graduate from NUP. They have fulfilled their requirements on the PSSA test. Also, they are competitive on the SAT 10 test of national achievement. Students feel good about themselves as they have become certified in the school-to-work program. Also, most of the students are accepted to college before leaving their senior year. Students were able to obtain the financial help and scholarship aid necessary. In tracking them as they pursue post-secondary options, we find that they are successful. Students note that the individual attention given to them during their years at NUP made a difference in their lives.

In the area of stakeholder involvement/satisfaction:

Parents continue to express satisfaction on surveys about NUP. The volunteer efforts of parents and community have increased. The community knows NUP very well. It is no longer an enigma. Signage and display areas along Penn Avenue help with marketing efforts and perception. NUP always enjoys a waiting list in every grade level. NUP has also been recognized as a model for learning as test scores continue to rise. Applications for work at NUP increase. People want to become a part of the NUP workforce as they have heard that we are an employer of choice. NUP continues to offer full health benefits for staff. In addition, tuition reimbursement is now an added option as we desire to keep teachers and staff learning. The music program has grown and is now credible throughout the community. NUP musicians play at various community functions to promote good public relations.

In the area of instructional and leadership processes:

NUP has the most up to date instruction that serves to model the best practices in any given field. Communication has become stellar between and among all school groups. Teachers are comfortable with visitors in their classrooms and welcome them. Parents are comfortable with calling on teachers for help with their children. Teachers are very aware of following the standards and reaching for high achievement in the classroom. NUP's achievement scores and PSSA scores consistently improve from year to year. Teachers implement the teachings of the

Peaceful Classroom program. Students and teachers communicate with each other with respect. Students learn that, when they are redirected, they need to learn to communicate back to their teacher/adult why the behavior happened and how it will change. All of this leads to a peaceful classroom and school environment. Community partnerships allow students to connect classroom learning with the real world. This also aids in making education meaningful in their world.

In the area of staff learning and growth:

All who work at NUP are competent and have the proper credentials to do their job. Staff takes more ownership of NUP and looks upon their work as a partner rather than just an employee. All staff takes advantage of staff development efforts. Teachers promote their own staff development opportunities by requesting specific activities that help with their noted growth areas. Tensions that once were apparent between some staff are non-existent. People pride themselves in creating a learning community that works together as a team. Accountable talk makes a difference in addressing the needs of students. Staff retention rates are high and model the guiding principles of NUP. Parents feel that they always are aware of the progress of their children.

The school promotes good security, and all who work here feel safe at all times. The school is attractive to visitors and prides itself on maintaining an aesthetically pleasing facility for its staff and students. Vandalism is virtually non-existent.

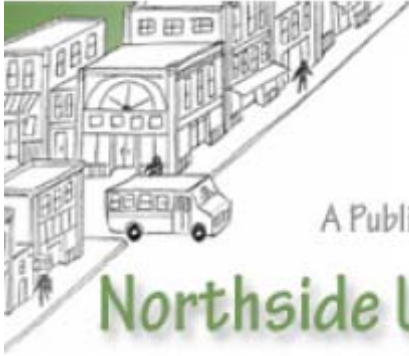
In the area of financial performance:

Over the past five years, NUP has been able to track all financial data that is significant in showing that all purchases relate in some way to the overall strategic plan. Reports are easy to read and to understand. The school has always ended with the budget in the black. Reserves have increased yearly. We pride ourselves in having a clean audit yearly. We are able to watch expenses so that all children receive what they need to succeed. Grants have increased and those already in existence are renewed yearly. These grants and other contributions have allowed for good enhancements that otherwise would not happen. We have been able to keep up with equipment and technology purchases that make our program “state of the art.” None of this is at the expense of teacher performance pay that allows us to reward our best teachers. Foundations are happy with our performance and continue to react positively to us.

We still have work to do. Being successful as a charter school is a process that never ends because each year brings us new students and new challenges. Because of that, we will continue to seek new ways of ensuring that they learn and grow into successful young people. Because we are a college preparatory program, we will constantly seek ways to guide our graduates into programs of higher education, increasing their expectation that they can go to college and their performance once they get there.

We will continue to scour the profession for teachers who thrive in our environment because these are the teachers that will help our students achieve. We will upgrade our quality of instruction each year and maintain our leadership in innovation and technology. And we will expand our connections to the community because the living laboratory of the downtown that surrounds us is a gift that most schools cannot offer their students.

We call ourselves the Smarter Charter and we are proud to be a charter because it allows us to try things that may pave the way for success in larger systems. We will encourage others to learn from us and to partner with us because that's how the students benefit. Work with us, support us and give us feedback. We are your charter school and we need you, because together we can put our students on the pathway to a successful life.



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Strategic Plan Background and Foundation

Northside Urban Pathways Strategic Plan 2005-2010 Background and Foundation

Strategic Plan Overview

Charles Schulz (creator of the Peanuts comic strip) said, “Life is like a ten-speed bike. Most of us have gears we never use.” Our job at Northside Urban Pathways is to push students to use all of their gears, to believe they can achieve great things and to achieve them.

The charter school movement was created to provide an alternative to traditional public schools to improve student performance and personal development. The charter schools meet the same state standards as regular public schools for student safety, teacher certification and academic performance. However, they are free to choose their own curriculums, programs and operating hours. And they are free to experiment with individualized learning programs, extra coaching and mentoring, and other unique components of an overall program designed to ensure that students learn and succeed as individuals.

Today’s situation

In 2005, NUP is nearly at maximum enrollment of 280 with a 167 student waiting list. Students are achieving and scores on standardized tests are improving. However, many of our students are still not reading at grade level and our math scores are still not at the national average. Furthermore, the decorum and discipline in our classrooms needs to improve so that the optimum learning environment exists for all students. We need to increase the post secondary options available to our seniors and strengthen their conviction that they can succeed at these options. We are making progress and it is an exciting time at Northside Urban Pathways. This five year plan, focused on improving student achievement, outlines how we are going to achieve our next level of excellence.

The planning process

The planning process began in early 2005 with an audit of school programs, student performance, staff capabilities, learning environment, structure and operations by the Community Quality Institute. One of the recommendations resulting from the audit was to develop a five year strategic plan. Northside Urban Pathways was one year away from charter renewal so the strategic planning recommendation from CQI coincided with need to develop a measurable plan for how we were going to meet our charter requirements.

CQI enabled us to retain a consultant, Sally Mizerak of Performance Drivers, Inc., to facilitate the strategic planning process which began with a Student/Parent survey in May, 2005. Over the summer of 2005, the consultant met with a planning team from the Board and with the Administrative Team from the staff. In September, those two teams began meeting together to integrate their work and discuss the choices they had made. The plan that follows was completed in November, 2005.

Questions Guiding Northside Urban Pathways Strategic Planning Process

Our planning process was shaped by questions designed to get us to think about the environment in which we operated, our strengths and challenges, and what was important going forward. Because the questions were so important to guiding our thinking, we present our plan in terms of the answers that resulted as well as the Balanced Scorecard we developed to make our choices measurable. The time frame for this plan is five years and the destination is a school known as a model for student achievement by 2010.

1. What is our Mission?

Helping every child find a pathway to a successful adult life in the city and beyond

2. What is our Vision?

We envision a unique learning environment where all of our students succeed both academically and as whole persons.

Our Vision has been achieved when

- All students who come to NUP graduate from NUP.
- Our graduates all receive post-secondary acceptances along with the financial help and scholarship aid to take advantage of these acceptances.
- All students are successful in whatever post-secondary choice they make

3. What do we stand for (Guiding Principles)

Because we stress excellence and value each student individually, our guiding principles keep us focused on what matters most:

1. Achieving excellence in all we do.
2. Treating each child individually
3. Equipping each child to succeed
4. Making learning relevant and interesting
5. Providing a safe environment for learning
6. Ensuring that students learn in the community as an extension of the classroom
7. Fostering respect of self, others, the environment and the community
8. Providing a nurturing culture
9. Instilling a value of community service
10. Fostering a continuous love of learning

During the 2005 year, we will engage in a process of defining the behaviors that will serve as indicators that these principles are being lived and observed.

4. What is working well?

A - Programs, such as Latin, High School Science Latin, Steel Band, basketball league

B – Initiatives – such as grade level coaching, learning partnerships, mentoring, internships, and college prep counseling, stat cards, exhibits and ALC

C – Technology – increased access to software and equipment

5. What are our challenges?

In the area of student achievement, our challenges include:

Finding ways to customize the learning experience so all children learn

Making learning interesting to all students so they will want to learn

Raising test scores to meet the State and Federal standards

Institutionalizing good teaching so that we are consistently effective in the classroom

Engaging parents more effectively so they can support their children

In the area of developing successful, happy individuals, our challenges include

Deprogramming negative home and peer influences; overcoming hopelessness

Improving self-perception

Helping students understand what it takes to succeed

Helping students demonstrate more self-control and respect for others

Improving positive communications

Institutionally, our challenges include:

More space for learning and enrichment activities

Continued safety

Financial stability

Branding – to differentiate from other charters and to deal with name confusion

6. What are our opportunities?

Unique Learning Model: Because we have the flexibility of a charter school, we have the opportunity to develop and test a unique learning model and experiment with best practices in order to ensure that all students find a pathway to successful learning and life.

Community: Because we are in the heart of downtown Pittsburgh, we are surrounded by learning opportunities and potential community learning partners. We are limited only by our ability to establish and nurture relationships. This will allow us to implement a Service Learning program built around community service, expand our internship opportunities, and develop business relationships that could return financial and in-kind support to the school.

School Identity/Pride: We also have the opportunity to develop a school identity and school pride as we expand into athletics, continue to grow and travel the Steel Band and place well-behaved and bright students into community activities, all the time wearing the Northside Urban Pathways uniform.

Technology: Because we have been fortunate enough to obtain funding for an amazing level of technology, we have an opportunity to make all of our students technology-literate and prepared for jobs or later learning that utilizes technology.

Leadership: We also have an untapped opportunity to grow our students into leaders as we form a student government and seek their input into our culture, our programs and the resolution of many issues.

7. Who is our primary customer?

According to Peter Drucker, the primary customer of any nonprofit is the person whose life is changed. Obviously, for NUP, that is the student.

We surveyed our students to find out how they thought we were doing on a number of indicators. Half of the student body responded. The scoring was a four-point scale. By combining A (Excellent) with B (Good), and C (Fair) with D (Needs to Improve), some patterns emerged:

68.1 % of the responding students said that NUP has high expectations for all of its students
61.5% said that NUP provides extra resources for our students such as counseling and mentoring.
55% said we take advantage of the city as part of our learning environment.
54.9 said we communicate regularly with parents or guardians
53% said we provided a safe environment for learning

However, NUP was rated as Fair or Needs to Improved by
64.8% in response to whether discipline is fair and consistent
59.6% in response to whether NUP makes learning interesting
56.2 % in response to whether we provide individual attention to each student
55.2% in response to whether we provide a rigorous academic program tied to real life situations

They were almost evenly divided on whether we stressed parental involvement

When we asked what students wanted from NUP, their top choices included:

- Basketball
- Freedom
- Stimulation / fun
- Simplicity
- Good food
- Success
- No uniforms
- Opportunity to express self
- Friends
- To be heard
- Good teaching

8. Who are our supporting customers?

Supporting Customers

There are a number of Supporting Customers for NUP including Parents, Teachers, Pittsburgh School District, Funders and Community leaders. Due to limited time and resources, we concentrated on Parents since we view their involvement and support as vital to student achievement.

We surveyed the parents, using the same questions we had asked the students. Although it was a smaller sample, it produced a very different pattern. The parents rated us as Excellent/Good on every question. The lowest score was 70.8% in response to whether our discipline was fair and consistent. The highest score, an 89.4% was in response to whether we provided extra resources for our students, such as counseling and mentoring.

When we asked what they liked best about NUP, the top responses were:

Location

Great academic school

Safe environment

Committed teachers

Keeping parents involved

Progress of child

9. How will our customers change in 3 years? In 5 Years? What will the impact of that change be? What changes will we need to make?

Category	Anticipated Change	Impact on NUP
Students	NUP will continue to attract stronger students. Stronger students will want: <ul style="list-style-type: none"> • More challenging classes • More classes in the arts • More extracurricular activities 	Will need resources to support technology and meet expectations
	Students will want/expect technology to be a part of learning	Faculty needs to stay ahead of kids in use of learning tools
	Not all kids will take college route	Test and guide those who want a vocational option to college – NUP is college prep but could advise on other options
	Number of teenage parents is increasing	Requires way of responding
Community	Will demand accountability	Student achievement scores will be scrutinized carefully
	Will demand job readiness	Test and prepare for job readiness <ul style="list-style-type: none"> • Marketable skills • Interpersonal skills • Problem solving skills • Construct conflict management (Peaceful Classroom)
Parents	Increased security	Remain vigilant Prepare kids for terrorism – have lockdowns
	Options for parent involvement that recognize job demands	Explore different kinds of involvement that may not require parent being physically present at school. Partner with others to influence employers to support parental involvement

Trends and Challenges that will influence planning

Category	Trend/Challenge	Impact
Competition	More charter schools	Need to brand NUP and increase marketing
	Existing charter schools are adding middle school grades and more classes	
	Cyber schools are increasing	
Pittsburgh Public Schools	More schools will close	Charters could be vulnerable
		More students will be available for charter enrollment
		More teachers will be seeking teaching positions
		Buildings will become available that may be suitable for NUP to own and occupy
City of Pittsburgh	Population continues to decline	May reduce number of school age children
	Ethnic mix changing – more Hispanics, other non-English speaking students	May need ESOL classes
Education	No Child Left Behind will continue May loosen special ed requirements Increasing number of grades will take PSSA	Requires drilling to the test. Does improve cohort scores. Impacts AYPs. May require screening at entry, benchmarks for learning, and system for managing data. Provides NUP with an opportunity to create a model that improves proficiency.
	Funding not increasing	PA is trying to increase the per pupil baseline which would increase NUP funds.

10. What results does NUP want to achieve in five years?

Program-related: Increased number of kids going to college
Improved test scores (SAT 10 and PSSA)

Shift from 90-90-10 to 90-90-90 (% minority/%free lunches/scores)
Increased extra-curricular activities
Reduced conflict in classrooms
Increased parental involvement
Increased student involvement in decision making

Resource-related: Achieved financial stability
Increased community partnerships

Staff-related: Recognized as the preferred employer

Facility-related: Own and occupy own facility

Marketing-related: NUP is branded and well known. Identity confusion is resolved.

How do we want to define our organization?

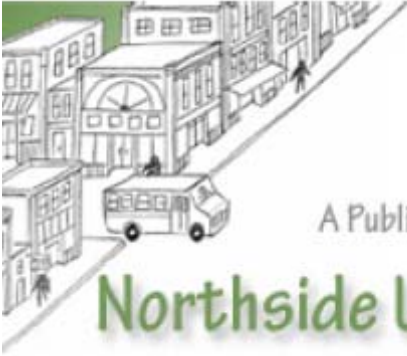
We are the school that makes learning so interesting that every child wants to learn.

How do we want to position our organization in the educational spectrum?

We want to become known as the Smarter Charter, with such a unique learning model, best practice learning strategies and student success that others want to learn from us.

11. What is our plan for achieving these outcomes?

The CQI audit had indicated a number of areas to be addressed by the strategic plan. Our consultant recommended a process that would take us through the foundational steps and then capture our goals, objectives, measures, targets and initiatives in a Strategy Map and Balanced Scorecard. This is a process, developed at Harvard by Robert Kaplan and David Norton to ensure focus, accountability and measurability in a strategy-based plan. We agreed to use that format. What follows is our Strategy Map which captures on one page the outcomes we intend to produce for our key customer groups (students, parents, educators and the community) and those things that will contribute to achieving those outcomes (key processes, people and resources).



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Strategic Plan Strategy and Strategy Map

Strategy Map

The Strategy Map is a snapshot of our plan. It says that our ultimate outcome is to improve Student Achievement. We know this is happening if

- Our students master the curriculum
- Our students are nationally competitive
- Our students achieve whole person success

Customers/Stakeholders

In order to ensure that our students achieve, we will work to achieve key Customer/Stakeholder outcomes that will drive Student Achievement. We will be successful when:

- Our courses and activities will meet parent as well as student expectations
- Our parents are involved in their student's education and satisfied with the results
- The community is engaged and positive about NUP
- NUP is considered an Employer of Choice by those who work there and those who want to work there

There are a number of internal conditions that contribute to Student Achievement. They fall in three categories:

1. Instructional and Leadership Processes

- Curriculum is rigorous and aligned to standards
- Instruction is effective
- Facilities are safe and adequate for NUP's program
- Community partnerships provide learning opportunities
- Leadership team is strong and capable
- Culture is based on Guiding Principles with emphasis on trust, accountability and continuous learning
- Hiring and development practices are effective

2. Staff Learning and Growth

- Teachers and staff are competent
- Teachers and staff are satisfied with employment at NUP

3. Financial Performance

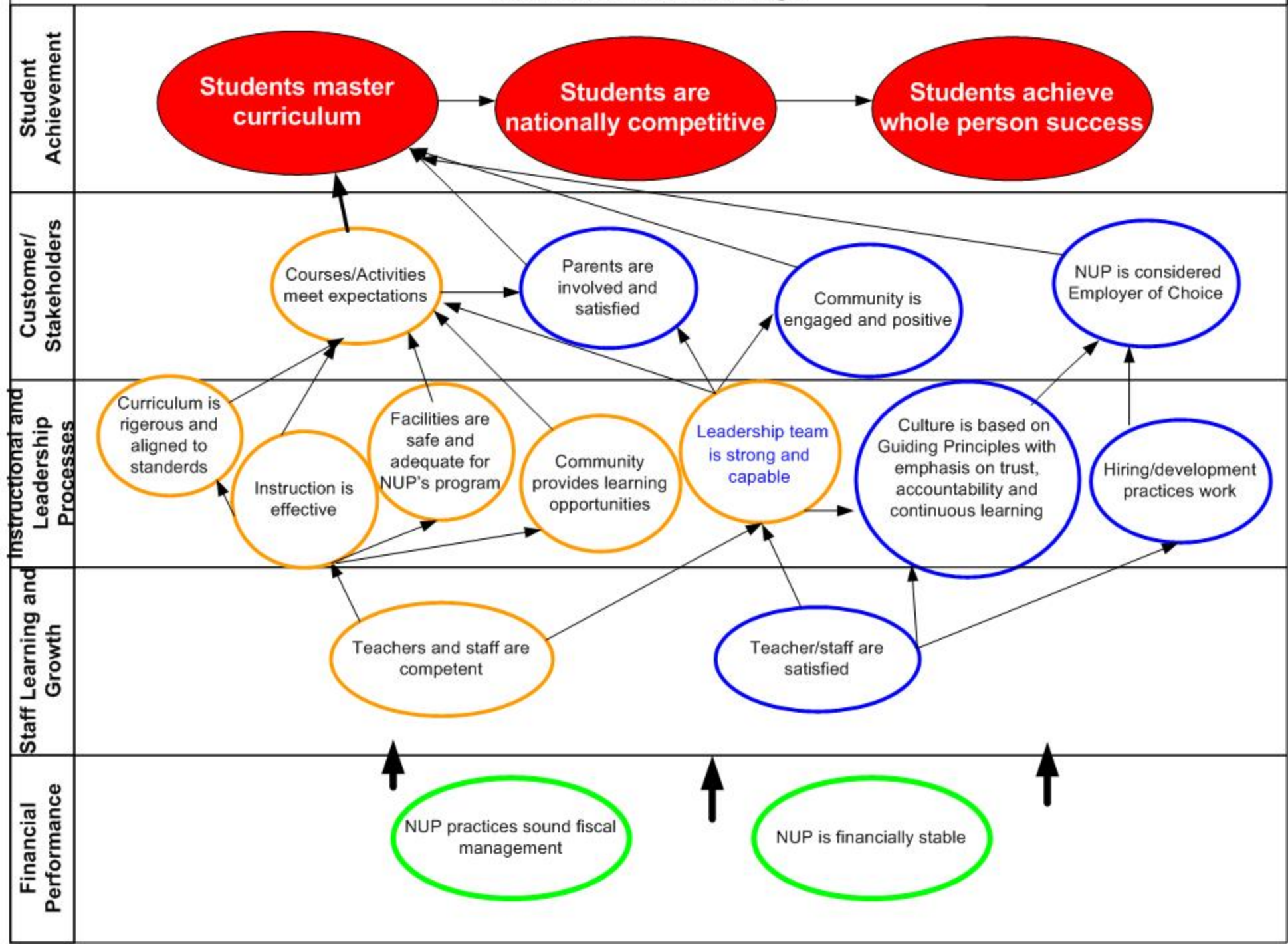
- NUP demonstrates sound fiscal management
- NUP is financially stable

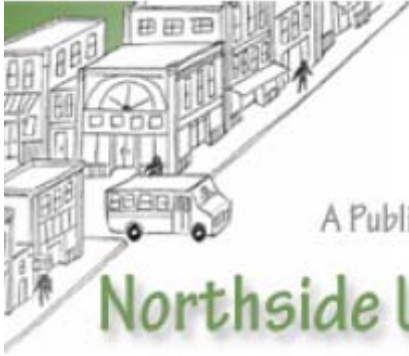
Achieving the outcomes in each of these internal categories (called perspectives) will contribute to our achieving the Customers/Stakeholders outcomes and ultimately the Student Achievement outcomes.

Balanced Scorecard

In the Balanced Scorecard that accompanies our Strategy Map, we show how we plan to achieve our outcomes, what measures we will use, what targets we will set for ourselves and what initiatives will allow us to reach these targets.

Strategy Map Northside Urban Pathways





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Strategic Plan Balanced Scorecard

NUP Scorecard

Perspective	Objective	Definition	Measure	Frequency	Initial Target	Direction
STUDENT ACHIEVEMENT	Students master Curriculum	Students demonstrate mastery of curriculum at each grade level	% graduating on time	annual	85% (Above PDE target of 80%)	Higher is better
			% of each class that progresses to the next grade level on time	annual	100%	Higher is better
		Students demonstrate proficiency on PSSA in reading and math	Average score by grade level	annual	Reading - 54% Math - 45%	Higher is better
	Students are nationally competitive	SAT 1 Reasoning Test and ACT scores	% increase over prior year	annual	10% increase on each sub-test over prior year	Higher is better
			% of graduating seniors receiving post-secondary acceptances	% of graduating class receiving acceptances	annual	75%
			% increase over prior year		10%	Higher is better
	Students succeed as whole persons	Students have the interpersonal skills and behaviors to succeed	% of student body participating in at least one extra-curricular activity	quarterly	100%	Higher is better
			Low attendance is a lead indicator of poor performance and dropping out	% in attendance	monthly	95%
		% of students who are eligible to participate in incentive programs	% of student body eligible by grade level	monthly	50%	Higher is better
			% of student body participating in Fine Arts programs	annual	50%	Higher is better

NUP Scorecard

CUSTOMERS, STAKEHOLDERS	Courses/Activities meet expectations of parents, students	The NUP program meets the expectations of both students and parents	Satisfaction survey scores	annual	Increase in Mean score	Higher is better
		Satisfied parents will want their children to continue at NUP	% of students who want to return	annual	95%	Higher is better
	Parents are involved in their student's education	% of parents who participate in some way at least twice per year in addition to required learning conferences	% of total number of parents who participate	annual	100%	Higher is better
	Community is engaged and positive about NUP	Community has a positive perception of NUP and is engaged in providing support for its programs	% increase over prior year in financial and in-kind support	annual	10% per year	Higher is better
NUP is considered an Employer of Choice		Retention as a percentage of those invited to return demonstrates desirability of employment	% of faculty/staff who elect to return after being invited to return (barring unforeseen circumstances)	annual	90%	Higher is better
		Staff attendance: High absenteeism reflects undesirability of employment	% of faculty/staff absent for non-authorized reasons	monthly	zero	Lower is better
INSTRUCTIONAL AND LEADERSHIP PROCESSES	Instruction is effective with targeted assistance as needed	Instruction is individualized through use of assessments	% of teachers using student assessments to plan and adjust instruction	by term	100%	Higher is better
			% of students passing weekly tests	monthly	70%	Higher is better

NUP Scorecard

		% of students not passing who attend Saturday School	monthly	100%	Higher is better
Curriculum is rigorous and aligned to standards	% of curriculum that is in compliance with PA and New Standards	% of curriculum in compliance with standards	annual	100%	Higher is better
Facilities are safe and adequate to support NUP's program	Education is enhanced by having appropriate and safe facilities to support learning.	# of weapons and safety violations	monthly	zero	No variance
Community provides learning opportunities for NUP students	Community provides opportunities for NUP students to learn outside the classroom	Numerical net increase in learning opportunities over prior year	annual	Net +1: Add one each year while retaining others	Higher is better
Culture is based on Guiding Principles with emphasis on trust, accountability and continuous learning	NUP determines culture on an assessment or survey of faculty, staff, parents and students.	Increase in Mean score on values and culture survey or assessment	annual	TBD	Higher is better
Hiring and development practices are effective	If hiring and development practices are effective, NUP will want to keep teachers/staff If hiring practices are effective, teachers will not quit	% invited to return	annual	50% (baseline) + 5 %/yr.	Higher is better
		# of teachers who quit	monthly /annual	zero	Lower is better
Leadership team is strong and capable	A strong Board and strong Administrative team will enable other outcomes to be achieved.	Board Member self-assessment score	annual	TBD	Higher is better

NUP Scorecard

			Per cent of Board member participating in all Board meetings, annual Board training and at least one other classroom or school function,	annual	100%	Higher is better
		Teacher evaluation of Administrative Team	Score on Admin. Team evaluation segment of satisfaction survey	annual	Increase in Mean score	Higher is better
STAFF LEARNING AND GROWTH						
	Teachers and staff are competent	Teachers and staff are qualified for their positions and effective in achieving the outcomes for which they are accountable.	Competency index	by term	TBD	Higher is better
	Teachers and staff are satisfied with employment at NUP	Teachers and staff believe that NUP is an employer of choice	Faculty / staff satisfaction survey scores	annual	Increase in Mean score	Higher is better
FINANCIAL PERFORMANCE						
	NUP demonstrates sound fiscal management	NUP uses financial management practices that demonstrate sound fiscal management	Number of audit exceptions	annual	zero	No variance
			% of reports filed on time	quarterly	100%	Higher is better
			annual expenses do not exceed annual budget	annual	zero	No variance
	NUP is financially stable	NUP has the resources it needs	Operating reserve level (Baseline - Two mo. Add one month per year)	monthly	Maintains a reserve at least equal to two months of operating budget (baseline)	Higher is better
NOTE	Tool has yet to be developed so target cannot be set.					

Perspective	Objective	Measure	Target	Initiatives	TARGETS				
					2005-06	2006-07	2007-08	2008-09	2009-10
	Students master Curriculum	% graduating on time	Above PDE target of 80%	Tutoring Mentors Grade level Coaches	85%	90%	95%	100%	100%
STUDENT ACHIEVEMENT		% of each class that progresses to the next grade level on time	100%	Exhibits Before/After School Tutoring Saturday School Pull-out tutoring Computer software programs Incentives Mentors Grade level coaches	100%	100%	100%	100%	100%
		Average score by grade level	Reading - 54% Math - 45%	Literacy skills classes Before/After School Tutoring Saturday School Pull-out tutoring Academy of Reading Scholastic Reading Incentives	54/45	60/50	65/55	70/60	75/65
	Students are nationally competitive	% increase over prior year In SAT and Act scores	10% increase on each sub-test over prior year	SAT Prep Class Increased # of AP courses	baseline	Baseline + 10 %	Prior year +10 %	Prior year +10	Prior year +10
		% of graduating class receiving acceptances	75%	College Awareness Program College site visits Grade level coaches	75%	88	97%	100%	100%
		% increase over prior year	10%		10%	10%	10%		
	Students succeed as whole persons	% of student body participating in at least one extra-curricular activity	100%	Increased # of extra curricular activities Increased recognition for activity achievement Incentive Program Student Government (proposed)	100%	100%	100%	100%	100%

		% of student body eligible for Incentives Program by grade level	50%	Incentives program Grade level coaches	50%	55%	60%	65%	70%
Perspective	Objective	Measure	Target	Initiatives	2005-06	2006=07	2007-08	2008-09	2009-10
		% of student body participating in the Fine Arts program,	50%	Increase (+1 Per year) in number of fine arts opportunities	50%	55%	60%	65%	70%
CUSTOMERS, STAKEHOLDERS	Courses/Activities meet expectations of parents, students	Satisfaction survey scores	Increase in mean score	Develop and test feedback instruments	TBD	TBD	TBD	TBD	TBD
		% of students who want to return	90%		90%	90%	90%	90%	90%
	Parents are involved in their student's education	% of total number of parents who participate at least twice/yr in addition to required learning conferences	100%	Parent Orientation Meetings Family Night Awards Ceremony Learning Partnership meetings PTO CEO Forum	100%	100%	100%	100%	100%
	Community is engaged and positive about NUP	% increase over prior year In financial and in-kind support	10% per year	Pathways Presenters Showcase students (e.g. Steel Pan) Sponsor development program	Baseline	Baseline +10%	Prior year +10%	Prior year +10%	Prior year +10%

	NUP is considered an Employer of Choice	% of those who elect to return after being invited to return, barring unforeseen circumstances	90%		90%	90%	90%	90%	90%	
		% of faculty/staff absent for non-authorized reasons	zero		zero	zero	zero	zero	zero	
Perspective	Objective	Measure	Target	Initiatives	2005-06	2006-07	2007-08	2008-09	2009-10	
INSTRUCTIONAL AND LEADERSHIP PROCESSES	Instruction is effective with targeted assistance as needed	% of teachers using student assessments to plan and adjust instruction	100%	Develop and refine assessments Develop capacity for assessing effectively	100%	100%	100%	100%	100%	
		% of students passing weekly tests	70%		70%	73%	76%	79%	82%	
		% of students not passing who attend Saturday School	100%		100%	100%	100%	100%	100%	
		Curriculum is rigorous and aligned to standards	% in compliance with standards	100%	Curriculum alignment program	100%	100%	100%	100%	100%
		Facilities are safe and adequate to support NUP's program	# of weapons and safety violations	0	Daily safety screening	zero	zero	zero	zero	zero
		Community provides learning opportunities for NUP students	Net increase in Community learning opportunities			Baseline	Prior yr. + 1	Prior yr. + 1	Prior yr. + 1	Prior yr. + 1

Perspective	Objective	Measure	Target	Initiatives	2005-06	2006-07	2007-08	2008-09	2009-10
	Culture is based on Guiding Principles with emphasis on trust, accountability and continuous learning	Increase in Mean score on values-based culture assessment	TBD	Develop values-based culture program: assessment, feedback opportunities, Identify behaviors for Guiding Principles	TBD	TBD	TBD	TBD	TBD
Perspective	Objective	Measure	Target	Initiatives	2005-06	2006=07	2007-08	2008-09	2009-10
	Hiring and development practices are effective	% invited to return	50% baseline	Develop hiring protocols	50%	55%	60%	65%	70%
		% who quit	zero	Programs to develop skills and understanding for dealing with urban students	zero	zero	zero	zero	zero
	Leadership team is strong and capable	Board Member self-assessment score	TBD	Identify/utilize Board Member assessment Develop training program based on results	TBD	TBD	TBD	TBD	TBD
		Per cent of Board members who attend 80% of Board meetings and annual board training, and who participate in one classroom or other school function, participation per year	100%	Develop Board agreements Develop board training program	100%	100%	100%	100%	100%
		Faculty/staff evaluation of Administrative Team	TBD	Develop evaluation instrument Develop feedback/discussion process Develop program to strengthen results	TBD	TBD	TBD	TBD	TBD

Perspective	Objective	Measure	Target	Initiatives	2005-06	2006-07	2007-08	2008-09	2009-10
STAFF LEARNING AND GROWTH	Teachers and staff are competent	Competency index	TBD	Develop faculty/staff competency index Develop mentoring and training to address deficiencies	TBD	TBD	TBD	TBD	TBD
	Teachers and staff are satisfied with employment at NUP	Faculty / staff satisfaction survey scores	Increase in Mean score	Develop/ test faculty/staff satisfaction survey Develop program to address results	TBD	TBD	TBD	TBD	TBD
FINANCIAL PERFORMANCE	NUP demonstrates sound fiscal management	Number of audit exceptions	zero		zero	zero	zero	zero	zero
		% of reports filed on time	100%		100%	100%	100%	100%	100%
		annual expenses do not exceed annual budget	zero		zero	zero	zero	zero	zero
		NUP is financially stable	Operating reserve level	Maintains a reserve at least equal to two months of operating budget (base line)	Sponsorship development program	Two months reserve	Three months reserve	Four months reserve	Five months reserve

NUP Objectives, Measures, Targets, Initiatives

Perspective	Objective	Measure	Target	Initiatives
STUDENT ACHIEVEMENT	Students master Curriculum	% graduating on time	Above PDE target of 80%	Tutoring Mentors Grade level Coaches
		% of each class that progresses to the next grade level on time	100%	Exhibits Before/After School Tutoring Saturday School Pull-out tutoring Computer software programs Incentives Mentors Grade level coaches
		Average score by grade level	Reading - 54% Math - 45%	Literacy skills classes Before/After School Tutoring Saturday School Pull-out tutoring Academy of Reading Scholastic Reading Incentives
	Students are nationally competitive	% increase over prior year In SAT and Act scores	10% increase on each sub-test over prior year	SAT Prep Class Increased # of AP courses
		% of graduating class receiving acceptances	75%	College Awareness Program College site visits Grade level coaches
	Students succeed as whole persons	% increase over prior year	10%	
		% of student body participating in at least one extra-curricular activity	100%	Increased # of extra curricular activities Increased recognition for activity achievement Incentive Program Student Government (proposed)
		% in attendance	95%	
		% of student body eligible for Incentives Program by grade level	50%	Incentives program Grade level coaches

NUP Objectives, Measures, Targets, Initiatives

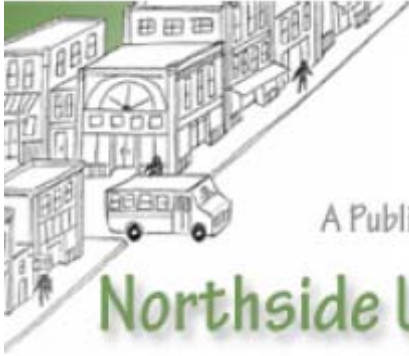
		"% of student body participating in the Fine Arts programs	50%	Continue to expand music, theater, art, and movement programs such as dance and yoga (add 1/year)
CUSTOMERS, STAKEHOLDERS	Courses/Activities meet expectations of parents, students	Satisfaction survey scores	Increase in mean score	Develop and test feedback instruments. Establish baseline score.
		% of students who want to return	95%	
	Parents are involved in their student's education	% of total number of parents who participate at least twice/yr in addition to learning partnership meetings	100%	Parent Orientation Meetings Family Night Awards Ceremony Learning Partnership meetings PTO CEO Forum <i>Define "participation"</i>
	Community is engaged and positive about NUP	% increase over prior year in financial and in-kind support	10% per year	Pathways Presenters Showcase students (e.g. Steel Pan) Sponsor development program
	NUP is considered an Employer of Choice	% of faculty/staff who elect to return after being invited to return, barring unforeseen circumstances	90%	
		% of faculty/staff absent for non-authorized reasons	zero	

NUP Objectives, Measures, Targets, Initiatives

INSTRUCTIONAL AND LEADERSHIP PROCESSES	Instruction is effective with targeted assistance as needed	% of teachers using assessments to plan and adjust instruction	100%	Develop and refine instructional assessments. Train faculty in assessment use.
		% of students passing weekly tests	70%	Weekly test program Incentives
		% of students not passing who participate in Saturday school	100%	Saturday School
	Curriculum is rigorous and aligned to standards	% of curriculum in compliance with standards	100%	Curriculum alignment program
	Facilities are safe and adequate to support NUP's program	# of weapons and safety violations	zero	Daily safety screening Positive behavior programs
	Community provides learning opportunities for NUP students	Numerical net increase in learning opportunities over prior year	Net +1 (Add one each year while retaining others)	Internships Field trips
	Culture is based on Guiding Principles with emphasis on trust, accountability and continuous learning	Increase in Mean score on values-based culture assessment	TBD	Develop values-based culture program: assessment, feedback opportunities, Identify behaviors for Guiding Principles
	Hiring and development practices are effective	% invited to return	50% (baseline) +5%/yr.	Develop hiring protocols
		% of teachers who quit	zero	Programs to develop skills and understanding for dealing with urban students
	Leadership team is strong and capable	Board Member self-assessment score	TBD	Identify/utilize Board Member assessment Develop training program based on results

NUP Objectives, Measures, Targets, Initiatives

		Per cent of Board members attending 80% of meetings and annual Board training, and participating in one classroom or other school function	100%	Develop Board Participation index Develop Board agreements Develop board training program
		Faculty/staff evaluation of Administrative Team	TBD	Develop evaluation instrument (May be segment of satisfaction survey) Develop feedback/discussion process Develop program to strengthen results
STAFF LEARNING AND GROWTH	Teachers and staff are competent	Competency index	TBD	Develop faculty/staff competency index Develop mentoring and training to address deficiencies
	Teachers and staff are satisfied with employment at NUP	Faculty / staff satisfaction survey scores	Increase in Mean score	Develop/ test faculty/staff satisfaction survey Develop program to address results
FINANCIAL PERFORMANCE	NUP demonstrates sound fiscal management	Number of audit exceptions	zero	
		% of reports filed on time	100%	
		annual expenses do not exceed annual budget	Zero variance	
	NUP is financially stable	Operating reserve level	Maintains a reserve at least equal to two months of operating budget	Sponsorship development program



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A Public Charter School, Grades 6-12

Northside Urban Pathways

Strategic Plan Action Plan

Priorities for 2005 – 06

Student Achievement

Student Achievement will continue to be a priority for the life of this plan. Priorities include:

1. Improving test scores
 - a. PSSA
 - b. SAT and ACT
 - c. Weekly tests
2. Increasing the number of students who receive college acceptances
 - a. Increasing the number of students who decide to go to college
 - b. Increasing the financial aid options available to students to enable them to go to college
3. Encouraging students to participate in Fine Arts programs
 - a. Increasing the number of options for participation
 - b. Increasing recognition for Fine Arts participation
4. Increasing the number of students who participate in extra-curricular programs
 - a. Increasing the number of options for participation
 - b. Increasing recognition for extra-curricular participation

Customers/Stakeholders

NUP will work to increase the involvement of its various stakeholder groups:

5. Increase the participation of parents beyond the required learning partnership meetings.
6. Increase the involvement of the community to increase the learning opportunities available to the students and the resources available to NUP to support learning.
7. Improve teacher/staff satisfaction with NUP as an employer

Instructional and Leadership Processes

8. Increase the use of assessments to increase the ability to target special needs of students.
9. Bring the curriculum into alignment with standards
10. Engage students, faculty, staff and parents in shaping the culture of NUP.
11. Improve hiring and development practices so that turnover is reduced and instructional quality is strengthened.
12. Strengthen NUP's leadership through leadership development and assessment.

Staff Learning and Growth

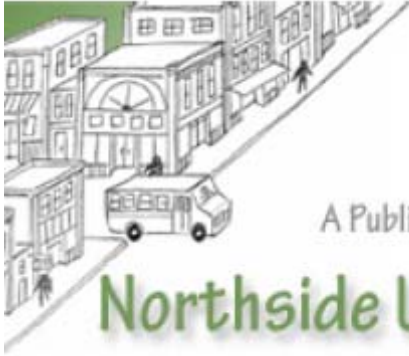
13. Create a competency index for faculty to increase the quality of instruction in the classroom
14. Develop and validate satisfaction instrument

Financial Performance

15. Improve financial reporting practices
16. Increase and stabilize operating reserve

Strategic Plan / Balanced Scorecard

17. Automate and implement Balanced Scorecard
18. Align all leadership, faculty and staff behind key measures



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Northside Urban Pathways

Strategic Plan Financial Plan and Budget

**Strategic Planning
Proposed 5 Year Project Budget**

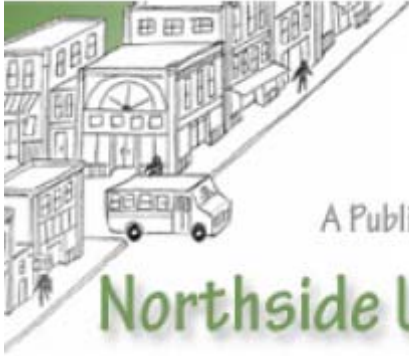
Perspective	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11
Student Achievement	2,311,253	2,388,442	2,467,851	2,549,538	2,633,564	2,719,988
Customers / Stakeholders	374,247	386,746	399,604	412,831	426,437	440,431
Instructional & Leadership Processes	665,450	687,674	710,538	734,057	758,249	783,132
Staff Learning & Growth	45,000	46,503	48,049	49,639	51,275	52,958
Total	3,395,950	3,509,365	3,626,042	3,746,066	3,869,526	3,996,508

Total Students	270	275	280	285	290	295
Special Ed Students	53	53	53	53	53	53

Assumption 1: Increase of 5 students/year
 Assumption 2: Increase in funding/student
 @ 2%/student/year

Regular Student Revenue	2,630,450	2,732,745	2,838,080	2,946,535	3,058,194	3,173,139
Special Ed Student Revenue	556,000	567,120	578,462	590,031	601,832	613,869
Other Revenue	209,500	209,500	209,500	209,500	209,500	209,500

Regular Ed Revenue / Student	9,742.41	9,937.26	10,136.00	10,338.72	10,545.50	10,756.40
Special Ed Revenue / Student	10,490.57	10,700.38	10,914.38	11,132.67	11,355.33	11,582.43



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Northside Urban Pathways

Strategic Plan Appendices

- Planning Team
- Questions Guiding Process
- CQI Recommendation/ BSC Approach

**Northside Urban Pathways Planning Team
Strategic Plan 2005-2010**

Board of Directors

Jon Cwalina, attorney

Darnell Davis, Assistant Clinical Director, Youth Advocate Program

Fred Douglas (Board President) President, Cosmos Technologies

Linwood Harris, (Board Vice President) Associate Director for Admissions and Financial Aid, University of Pittsburgh

Peggy Fayfich, Vice President, Organization Effectiveness and Development
Crown Castle International

Barbara Hois, Flute Instructor, University of Pittsburgh

Jim Kennelly (Board Treasurer) Director of Client Service, Resources Global Professionals

Patricia Rogers (Board Secretary) Family Division Court System

Dana Thompson-Smith, Business Analyst, Magee Women's Hospital

Administrative Team

Linda Clautti, CEO

Cathy Russo, Principal

Jamilla Rice, Director of Curriculum

Ian Shortt, Director of Special Education

Floyd Faulkner, Director of Student Services

Walter Spudic, Director of Finance

Facilitator and Consultant

Sally Mizerak, President

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Questions Guiding Northside Urban Pathways Strategic Planning Process

1. What is our Mission?
2. What is our Vision?
3. What do we stand for (Guiding Principles)
4. What is working well?
5. What are our challenges?
6. What are our opportunities?
7. Who is our primary customer? (Students) What does that customer value? What does that customer expect from us? Need from us? How do we know? Are we delivering on that value? How well? How do we know?
8. Who are our supporting customers? (Parents, teachers, School District, funders, community, etc.) What do they value? What does each customer expect from us? Need from us? Are we delivering on that value? How well? How do we know?
9. How will our customers change in 3 years? In 5 Years? What will the impact of that change be? What changes will we need to make?
10. What results are we trying to obtain? What are the 3 – 5 things that are most important for NUP to accomplish?
11. How do we want to define our organization?
12. How do we want to position our organization in the educational spectrum?
13. What is our plan for achieving our results?
14. What assumptions are we making?
15. Strategy Map / goals and objectives
16. Scorecard / Measures, Targets and Initiatives
17. Culture plan
18. Leadership / Plan for developing
19. Budget / Financial Plan
20. Reporting and accountability
21. Implementation

Northside Urban Pathways Strategic Planning Approach

Steps to Building Scorecard

CQI Recommendations

Environmental Scan- part one	CQI Assessment – Internal
Mission, Values, Vision, Strategic Destination	Board and staff revisit purpose and principles of organization to ensure they are understood by all
Environmental Scan – part two	Solicit parent, staff and student input on how NUP is meeting its mission and connecting to operating principles
Customer Value Proposition, Strategy, Strategy Map. Objectives, Outcomes	Involve the Board and staff to capture goals, strategies, outcomes in order to establish a strategic focus for next 3 years
Measures, Targets	Involve Board and Staff in developing outcomes.
Initiatives / Priorities	Identify initiatives for 3 year strategic plan. Map to objectives. Set priorities. Align measures and targets
Action Plan	Develop Action Plan for Year One
Budget	For the three year planned activities, develop a corresponding 3-year financial plan/annual budget
Leadership Plan	Communicate to Board about the operating principles and strategic plan. Develop clear guidelines on how the strategic plan (along with mission/operating principles) will be used in decision making by Board and staff.
Communicate	Communicate to parents about the operating principles and 3 year plan