

Universal Audenried CS

ATSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		126519434
Address 1		
3301 Tasker Street		
Address 2		
Address Line 2		
City	State	Zip Code
Philadelphia	PA	19145
Chief School Administrator		Chief School Administrator Email
Dr. Penny Nixon		pnixon@universalcompanies.org
Single Point of Contact Name		
Josh Anderson		
Single Point of Contact Email		
janderson@universalcompanies.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
6107178846		
Principal Name		
Anderson		
Principal Email		
janderson@universalcompanies.org		
Principal Phone Number		Principal Extension
610-717-8846		
School Improvement Facilitator Name		School Improvement Facilitator Email
Anthony Serafini		aserafini@csiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Josh Anderson	Principal	Universal Audenried	janderson@universalcompanies.org
Hakeem Hall	Assistant Principal	Universal Audenried	Hhall@universalcompanies.org
Darcel Bonner	Assistant Principal	Universal Audenried	dbonner@universalcompanies.org
Vanice Moses	MTSS Coordinator	Universal Audenried	vmoses@universalcompanies.org
Jeanette Codrington	School Operations Officer	Universal Audenried	jcodrington@universalcompanies.org
Nathan Salamone	Teacher	Universal Audenried	nsalamone@universalcompanies.org
Charles Reeves	Community Member	Resident Action Commitee	creeves.rac2@gmail.com
Andrew Harris	Literacy Coach	Universal Audenried	andrewh@universalcompanies.org
Hollis Armstead	Science Coach	Universal Audenried	harmstead@universalcompanies.org
Marquita Eaddy	Parent	Universal Audenried	Eaddy944@gmail.com
Charmaine Purnell	Parent	Universal Audenried	purnellcharmaine@gmail.com
Curtis Savoy	Parent	Universal Audenried	csavoy@universalcompanies.org
Dr. Penny Nixon	Chief School Administrator	Universal Companies	pnixon@universalcompanies.org
Haja Donzo	Student	Universal Audenried	hdonzo23@uarockets.org
Patricia Dow	Board Member	Universal Companies	pdiaw@universalcompanies.org
Christopher Hill	Board Member	Universal Companies	chill@universalcompanies.org
Fatimata Diallo	Student	Universal Audenried	fatimata.diallo25@uarockets.org

LEA Profile

Universal Audenried is a comprehensive career and technical school with five approved career and technical programs. In alignment with the mission to prepare scholars for college, technical school and high wage careers Audenried provides opportunities so that all students have the option to pursue whatever post-secondary options they choose. The academic team works very hard to ensure that all scholars are prepared for college. Universal Audenried offers four advanced placement courses as well as an honors track. The curriculum at Audenried is aligned with the Pennsylvania State Common Core standards which, once mastered ensure that all students are academically prepared for college. All students at Audenried enroll in a three-year program of study in their chosen career field and are instructed by a certified CTE instructor for three years. The programs provide hands on experience in the industry as well as internships, job shadowing and industry recognized certificates. 95% of the seniors participated in the NOCTI exam during the 2021-2022 school year, 41% displayed competent or advanced levels. Audenried students graduate prepared for college and a career.

In order to increase students, access to colleges Audenried employs four full time college and career counselor whose primary role is to assist students and their families with their post-secondary plans. The College and Career counselors work with each grade to establish and implement a post-secondary plan including college and financial aid applications and acceptance. The College and Career counselors assists students and their families to finalize enrollment into the post-secondary option of their choice. Universal Audenried partners closely with Community College of Philadelphia to offer placement testing at Audenried in order to increase students access to community college. Audenried conducts a follow up survey with seniors one year after graduation to assess student's persistence in their post-secondary choice. The school also hosts an alumni luncheon every year to engage with graduates. This data is used to monitor the schools long term impact in alignment with the mission to create altruistic alumni.

Universal Audenried's educational plan aligns with the mission of providing a rich and high-quality education to all students. This is achieved with the school's career pathways. Each student grades 10-12 is enrolled in a hands-on industry connected course of study in order to prepare them to pursue the career in college, career or as an entrepreneur. This facet of the school's educational plan is reviewed based upon students NOCTI assessment data as well as their attainment of industry defined skills and recognized industry certifications. Universal Audenried's educational plan is focused on providing all students with access in response to that Universal Audenried strives to create an inclusive model based upon a co-teaching philosophy, students are provided instructional supports and differentiation in regular education settings in order to provide every student with a rich and high-quality education. This facet of the educational plan is evaluated in our keystone performance as well as individual students progress monitoring through the MTSS model. Audenried has also created a policy and

procedure for student enrollment in honors or advanced placement courses in order to create the experiences that will prepare them for post-secondary success. The team at Audenried has identified that all students need academic interventions and has created a system for instructional teams to gather, analyze and act on individual students' academic needs. This can be observed through student data displays as well as focused small group instruction in classrooms.

Universal Audenried defines high quality instruction as being hands on and real world based in the Career and Technical classrooms. In Academic classrooms high quality instruction is defined as standards aligned and based in student performance and data, differentiated so that all students are able to access the instruction in a challenging but attainable way and utilizes the 21st century technology that will expose students to the professional use of technology which will be expected regardless of individual student's post-graduation plans. Universal Audenried acknowledges that every student learns or accesses information in their own way. With that in mind and in aligning with our vision for a high-quality education for all teachers work in content meetings with special education instructors and case managers to differentiate the instruction. Instruction is differentiated excellently when all student in the classroom are able to access the information on their instructional level while also being challenged. Universal Audenried's growth data reflects the instructional team's success in effective differentiation. Staff are developed both with formal professional developments surrounding supporting struggling learners, supporting students with special needs as well as supporting students who are leaning the English language. The staff also engages in professional developments to address common urban issues such as learned helplessness and trauma informed instruction. In addition to these formal professional developments all content teachers meet every other day during the school day to develop strategies with special education teachers and ELL teachers to best serve individual students needs. Universal Audenried uses data in almost every class almost every day, not only do the content teams, with the support of the instructional coach's un-pack and analyze the keystone performance data but Audenried instructional teams design their own benchmarks which are used to evaluate the success of instruction and inform the academic MTSS model. Teachers use data in the moment from do now's exit tickets and transition tickets to make instructional decisions to provide all students with a rich high-quality education.

Universal Audenried believes that parents are our partners and are the most impactful stakeholder in children's lives. Audenried uses a proactive teaming meeting approach when an issue arises inviting parents and families to participate in a restorative meeting to discuss and

create a plan around any behavior issues. Audenried also has an active school advisory council which is made up of parents. The SAC is engaged in the decision-making process at Audenried, meeting once a month to participate in school decisions. Universal Audenried also has a full-time social services liason who works with families and the community to provide necessary assistance in order to ensure that students have the physical and emotional health to learn while in school. Parents are encouraged to participate in the annual survey in order to ascertain what changes need to be made at Audenried in order to provide a high-quality education to all our students.

Mission and Vision

Mission

“To provide a rich and high-quality education for every scholar to prepare them for college, technical school, entrepreneurship that leads to a sustainable career in the 21st century and build altruistic alumni who contribute to the transformation of their communities as future leaders and positive members of society

Vision

Universal Audenried will be recognized as a change agent and national leader in urban education as evidenced by student awareness of self, high academic achievement, positive school culture and community transformation wherever we serve.

Educational Values

Students

The Scholars at Universal Audenried will actively participate in the instruction provided at Audenried. Scholars will create a career and college plan in ninth grade and update that plan on a yearly basis. Students will utilize the hands on Career and Technical education pathways in order to graduate prepared for college and careers.

Staff

The Staff at Universal Audenried will be engaged regularly in professional development in order to provide scholars with the rich and high quality education that is our mission. Staff will assist scholars to analyze and evaluate their place in the school and global community in order to ensure that scholars are able to become altruistic alumni.

Administration

The Administration at Audenried will work to assist all stakeholders to access and understand the vision and mission of Universal Audenried in order to move the building and neighborhood forward. Administration will work to develop and retain staff and scholars in order to create a rich and high quality education.

Parents

The parents at Universal Audenried will actively engage in their scholars education in order to support scholar and the staff in order to actualize the vision and mission of Universal Audenried.

Community

The community and industry partners who engage with Universal Audenried will serve as advisors regarding the career and technical education programs as well as the college preparation curriculum that is offered at Universal Audenried.

Other (Optional)

Omit selected.

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	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature	All Student Group Meets Interim Goal/Improvement Target
Career Standards Benchmark	All Student Group Meets Performance Standard
Industry-Based Learning	86.3% of students participated in Industry Based learning as compared to 28.8% statewide average.
Rigorous Courses of Study	81.4% of students participated in a rigorous course of study as compared to the 55.9% statewide average
Industry-based competency assessment	81.4% of scholars participated in the Industry competency assessment as opposed to the 28.8% of the state.

Challenges

Indicator	Comments/Notable Observations
Post-secondary transition to school/work	Better follow-up with graduates to obtain reliable data.
Four Year Cohort Graduation Rate	%67.4 Graduation rate with a goal of %92.4
Average Daily Attendance	%66.9 of scholars met attendance goal
Math Scores	All Student groups did not achieve the desire state goal.

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

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature ESSA Student Subgroups African-American/Black, Economically Disadvantaged, English Learners, Students	All Groups met targets

with Disabilities	
Indicator Career Standards Benchmark ESSA Student Subgroups African-American/Black, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All Groups Met Targets
Indicator Industry-Based Learning ESSA Student Subgroups Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations %86.3 of all groups participated in industry based learning
Indicator Rigorous Courses of Study ESSA Student Subgroups African-American/Black, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 81.4% participated in a rigorous course of study

Challenges

Indicator Post-secondary transition to school/work ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Need to create a better system for follow up and transition
Indicator Four Year Cohort Graduation Rate ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations %67.4 Graduation rate with a goal of %92.4
Indicator Average Daily Attendance ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations %66.9 of scholars met attendance goal

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.

English Language Arts/Literature
Industry-based competency assessment
Industry-based learning

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.

Average Daily Attendance
Four Year Cohort Graduation Rate
Four Year Cohort Graduation Rate

Local Assessment

English Language Arts

Data	Comments/Notable Observations
All Student Group Exceeds the Standard Demonstrating Growth	Universal Audenried scholars and staff following the locally developed scopes and sequences as well as our Quarter Exams continue to grow.

English Language Arts Summary

Strengths

Instruction is standards based. Backward planning is used for units in ALL classes.
Curriculum is culturally responsive and continuously refined to reflect scholar's interests and backgrounds, with special attention to curricular shifts based on data, both local and state-wide.
Data-driven instruction is aligned to state and local assessments and collected on a weekly, if not, daily basis.
Scholars are invested in their grades at UACHS, a relatively high graduation rate reflects that. High student buy-in for high stakes tests, like the Keystones, evidenced by 96% of the student body taking their required exams.

Challenges

Retaining top scholars for the duration of their HS career.
CTE programming sometimes places an unnecessary restraint on scheduling, ie, the cohort model.
Servicing a student population with high at-risk factors like ? of freshmen having IEP's, 100% of our scholars enrolled in the free lunch program, contribute to a variety of issues that we need to be better prepared to address and also need to be more flexible when meeting their needs.

Mathematics

Data	Comments/Notable Observations
All Student Group Exceeds the Standard Demonstrating Growth	
Standards Aligned Quarter Assessment	Student data is analyzed and used to make targeted instructional decisions.

Mathematics Summary

Strengths

Data is regularly analyzed and used to make instructional decisions.
We are continually growing the capacity of our math teachers through regular professional developments and content meetings.
Hiring and maintaining experienced and certified math educators while building their capacity as instructional leaders.
Availability of research-based interventions, implementation of standards based quarterly exams, objectives, lessons, and assessments, regular analysis of data to inform instruction.

Challenges

Increasing the offering of advanced mathematics courses.
Promoting rigor when solving open ended or challenging problems where the solution is not always evident.
Developing study skills, diversifying tracks to support students who enter high school below grade level
one-size-fits-all method of rostering: "If you're in 10th grade, you take Algebra II, regardless of your skills." Exploring opportunities to roster students based on need and/or having the flexibility to roster different grades together.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All Student Group Meets the Standard Demonstrating Growth	

Science, Technology, and Engineering Education Summary

Strengths

Showed an academic growth score of 78.0
We are continually growing the capacity of our science teachers through regular professional developments and content meetings.
Students achieving progress over the course of multiple assessments.

Challenges

0% of scholars identified advanced

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	99.2% of scholars met the career standard benchmark in 2021-2022
Percent CTE Program of Study Concentration	81.4% of scholars are enrolled in a CTE program of study

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
CATS-51.9999	Health Related Technology PDE approved program since 2012-13 school year. This POS offers 6 state-approved and industry recognized certifications throughout the 3 year program to include a state-registered Certified Clinical Medical Assisting pre-apprenticeship to apprenticeship in collaboration with a Federally Qualified Health Center.
CATS-47.0604	Automotive Technology PDE approved program since 2016-17 school year. This POS offers 6 industry recognized credentials and internship/apprenticeships with the City of Philadelphia Office of Fleet Management and Chapman Automotive dealerships.
CATS-15.9999	Engineering Technology PDE approved program since 2018-19 School year. This POS offers 3 industry recognized credentials.
CATS-50.0402	Commercial and Advertising Art PDE approved program since 2018-19 school year. This POS offers 5 industry recognized credentials.
CATS-12.0503	Culinary Arts approved PDE approved program since 2012-12 school year. This POS offers 7 industry recognized credentials.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations

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

False 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.

Partnering Institution

Community College of Philadelphia

Agreement Type

Local Articulation

Program/Course Area

CTE Program of Study

Uploaded Files

CCP Articulation 23-24.pdf

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.

Students earned a total of 500 industry recognized credentials across the 5 CTE pathways during the 2020-21 school year. 95% of students earn 1 industry credential by the time they graduate, and 50% of students earn 2 or more.

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.

Industry Partnerships and internships are difficult to obtain and maintain

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
Rigorous course of study	64% of Students with Disabilities are enrolled in a rigorous course of study
Industry Based courses	69% of scholars are enrolled in a industry
Career Standard Benchmark	100% of scholars met this goal

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Industry Based courses
Rigorous course of study

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.

Engaging industry partners post graduation

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Plan has assisted with the streamlining of our support for special education scholars
Title 1 Program	Program allows for sustainable staff to support scholars safety and mental health
Student Services	Allows for our teams to reflect on the services we offer scholars
K-12 Guidance Plan (339 Plan)	This assists with our CTE programming and goals
Technology Plan	Allows for the streamlining of our technology services.
English Language Development Programs	Services our small ELL population
Perkins Local Plan/ CTE comprehensive plan	Allows for the investment and continuation of our CTE approved programs

Strengths

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

Perkins Local Plan/ CTE comprehensive plan
K-12 Guidance Plan (339 Plan)

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.

Special Education Plan
Student Services

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
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	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Operational

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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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	Operational

Summary

Strengths

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

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

Foster a culture of high expectations for success for all students, educators, families, and community members
--

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
--

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 an evidence-based system of schoolwide positive behavior interventions and supports

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

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
English Language Arts/Literature	False
Industry-based competency assessment	True
Industry-based learning	True
Instruction is standards based. Backward planning is used for units in ALL classes.	False
Curriculum is culturally responsive and continuously refined to reflect scholar's interests and backgrounds, with special attention to curricular shifts based on data, both local and state-wide.	False
Data-driven instruction is aligned to state and local assessments and collected on a weekly, if not, daily basis.	False
Scholars are invested in their grades at UACHS, a relatively high graduation rate reflects that. High student buy-in for high stakes tests, like the keystones, evidenced by 96% of the student body taking their required exams.	True
Data is regularly analyzed and used to make instructional decisions.	False
We are continually growing the capacity of out math teachers through regular professional developments and content meetings.	False
Hiring and maintaining experienced and certified math educators while building their capacity as instructional leaders.	False
Availability of research-based interventions, implementation of standards based quarterly exams, objectives, lessons, and assessments, regular analysis of data to inform instruction.	False
Showed an academic growth score of 78.0	False
We are continually growing the capacity of out science teachers through regular professional developments and content meetings.	False
Students achieving progress over the course of multiple assessments.	False
Students earned a total of 500 industry recognized credentials across the 5 CTE pathways during the 2020-21 school year. 95% of students earn 1 industry credential by the time they graduate, and 50% of students earn 2 or more.	False
Industry Based courses	False
Rigorous course of study	False
Perkins Local Plan/ CTE comprehensive plan	False

K-12 Guidance Plan (339 Plan)	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True

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
Average Daily Attendance	True
Four Year Cohort Graduation Rate	True
Four Year Cohort Graduation Rate	False
Retaining top scholars for the duration of their HS career.	False
CTE programming sometimes places an unnecessary restraint on scheduling, ie, the cohort model.	False
Servicing a student population with high at-risk factors like ? of freshmen having IEP's, 100% of our scholars enrolled in the free lunch program, contribute to a variety of issues that we need to be better prepared to address and also need to be more flexible when meeting their needs.	False
Increasing the offering of advanced mathematics courses.	False
Promoting rigor when solving open ended or challenging problems where the solution is not always evident.	False
Developing study skills, diversifying tracks to support students who enter high school below grade level	False
one-size-fits-all method of rostering: "If you're in 10th grade, you take Algebra II, regardless of your skills." Exploring opportunities to roster students based on need and/or having the flexibility to roster different grades together.	False
0% of scholars identified advanced	False
Industry Partnerships and internships are difficult to obtain and maintain	False
Engaging industry partners post graduation	False
Special Education Plan	False
Student Services	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives	False

that better serve students, staff, and the school	
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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.

No Comments

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Average Daily Attendance	2022-2023 did better averaging 88% We need to address chronic absenteeism.	True
Four Year Cohort Graduation Rate	We need to address the lack of credit recovery completion and maybe consider scholars repeating classes	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Industry-based competency assessment	Industry Certifications are extremely important with the advent of Act 158
Industry-based learning	APE review went well need to work on improvement plan.
Scholars are invested in their grades at UACHS, a relatively high graduation rate reflects that. High student buy-in for high stakes tests, like the Keystones, evidenced by 96% of the student body taking their required exams.	Continue building the culture of excellence
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Hiring a CTE coordinator in spring 2023 should impact this.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Universal Audenried will connect all stakeholders including scholars, families, community organizations to increase average daily attendance
	Universal Audenried will connect all stakeholders including scholars, families, community organizations to increase our four year graduation rate

Goal Setting

Priority: Universal Audenried will connect all stakeholders including scholars, families, community organizations to increase average daily attendance

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 90% before the end of 2025			
Measurable Goal Nickname (35 Character Max)			
Daily Attendance			
Target Year 1	Target Year 2	Target Year 3	
Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 88% before the end of 2024	Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 89% before the end of 2025	Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 90% before the end of 2025	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 88% before the end of Q1 2024	Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 89% before the end of 2025	Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 90% before the end of 2025	Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 90% before the end of 2025

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Universal Audenried will implement research based literature instruction to increase keystone advanced and proficient scores by 5% each year until 2025			
Measurable Goal Nickname (35 Character Max)			
Keystone Literature			
Target Year 1	Target Year 2	Target Year 3	
Universal Audenried will implement research based literature instruction	Universal Audenried will implement research based literature instruction	Universal Audenried will implement research based literature instruction	

to increase keystone advanced and proficient scores by 5% each year until 2025	to increase keystone advanced and proficient scores by 5% each year until 2025	to increase keystone advanced and proficient scores by 5% each year until 2025	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Scholars will increase scores one Quarter one exams score by 5%.	Scholars will increase scores one Quarter two exams score by 5%.	Scholars will increase scores one Quarter three exams score by 5%.	Scholars will increase scores one Quarter four exams score by 5%.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Universal Audenried will implement research based math instruction to increase keystone advanced and proficient scores by 5% each year until 2025			
Measurable Goal Nickname (35 Character Max)			
Keystone Math			
Target Year 1	Target Year 2	Target Year 3	
Universal Audenried will implement research based math instruction to increase keystone advanced and proficient scores by 5% each year until 2024	Universal Audenried will implement research based math instruction to increase keystone advanced and proficient scores by 5% each year until 2025	Universal Audenried will implement research based math instruction to increase keystone advanced and proficient scores by 5% each year until 2025	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Scholars will increase scores one Quarter one exams score by 5%.	Scholars will increase scores two Quarter one exams score by 5%.	Scholars will increase scores three Quarter one exams score by 5%.	Universal Audenried will implement research based math instruction to increase keystone advanced and proficient scores by 5% each year until 2024

Priority: Universal Audenried will connect all stakeholders including scholars, families, community organizations to increase our four year graduation rate

Outcome Category
Graduation rate

Measurable Goal Statement (Smart Goal)			
Universal Audenried will connect with families, stakeholders and leverage the counselors to increase 4 year cohort from the base rate of %67.5 by five percent each year.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target Year 1	Target Year 2	Target Year 3	
Universal Audenried will connect with families, stakeholders and leverage the counselors to increase 4 year cohort from the base rate of %67.5 to 72.5 by the end of 2025	Universal Audenried will connect with families, stakeholders and leverage the counselors to increase 4 year cohort from the base rate of %77.5 by the end of 2026	Universal Audenried will connect with families, stakeholders and leverage the counselors to increase 4 year cohort from the base rate of %67.5 by five percent each year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
70 percent of scholars will be on track to graduate at the end of Q1	75 percent of scholars will be on track to graduate at the end of Q2	75 percent of scholars will be on track to graduate at the end of Q3	Universal Audenried will connect with families, stakeholders and leverage the counselors to increase 4 year cohort from the base rate of %67.5 to 72.5 by the end of 2025

Action Plan

Measurable Goals

Daily Attendance	Keystone Literature
Keystone Math	Graduation Rate

Action Plan For: Career Academies

Measurable Goals:
<ul style="list-style-type: none"> Universal Audenried will leverage all stakeholders and resources to increase average daily attendance to above 90% before the end of 2025 Universal Audenried will connect with families, stakeholders and leverage the counselors to increase 4 year cohort from the base rate of %67.5 by five percent each year. Universal Audenried will implement research based math instruction to increase keystone advanced and proficient scores by 5% each year until 2025 Universal Audenried will implement research based literature instruction to increase keystone advanced and proficient scores by 5% each year until 2025

Action Step		Anticipated Start/Completion Date	
Universal Audenreid will leverage its five State approved CTE programs to implement small career academies to increase keystone scores, Graduation rates and daily attendance		2023-09-05	2024-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Josh Anderson	Career Academy trackers	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Communication with Families. Daily attendance will be communicated to families so that all stakeholders are aware of individual scholars attendance		2023-09-05	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Josh Anderson	Powerschool. School messenger	No	Yes
Action Step		Anticipated Start/Completion Date	
Attendance incentives: staff will implement a series of attendance incentives for on time and perfect attendance		2023-09-05	2025-06-11

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Josh Anderson	Incentives	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Graduation Rates, Keystone score and attendance rates will increase by 5%	Leadership team will meet quarterly to monitor and evaluate success.

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"> Career Academies 	Employ an 2 Academic Deans to support the implementation of attendance incentives	140,000
Other Expenditures	<ul style="list-style-type: none"> Career Academies 	Employ 3 counselors	274,000
Instruction	<ul style="list-style-type: none"> Career Academies 	Employ an expressive arts teacher to increase English Keystone achievement	85,737
Instruction	<ul style="list-style-type: none"> Career Academies 	Employ 2 instructional Coaches to improve math and science keystone scores	137,000
Instruction	<ul style="list-style-type: none"> Career Academies 	Employ an MTSS coordinator to create tracking and incentives to increase attendance	84,000
Other Expenditures	<ul style="list-style-type: none"> Career Academies 	Engage with Families to increase communication	7,000

		and attendance	
Total Expenditures			727

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Career Academies	Universal Audenreid will leverage its five State approved CTE programs to implement small career academies to increase keystone scores, Graduation rates and daily attendance
Career Academies	Attendance incentives: staff will implement a series of attendance incentives for on time and perfect attendance

Universal Audenried restorative academies

Action Step		
<ul style="list-style-type: none"> Universal Audenreid will leverage its five State approved CTE programs to implement small career academies to increase keystone scores, Graduation rates and daily attendance 		
Audience		
Teachers and support staff		
Topics to be Included		
Grade group models, Career academies and staff organization		
Evidence of Learning		
Weekly PLC meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
Josh Anderson/Principal	2023-08-21	2024-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly Grade Group meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications Activities

Weekly Email communications to families					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Stakeholders and families	Academic, attendance and on track for graduation messages	Josh Anderson	09/04/2023	06/15/2024
Communications					
Type of Communication			Frequency		
Email			Weekly		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Audenried Comp Plan Affirmation.pdf

Chief School Administrator	Date
Dr. Penny Nixon	2025-02-28
Building Principal Signature	Date
Josh Anderson	2025-02-28
School Improvement Facilitator Signature	Date