

YOUNG SCHOLARS OF GREATER ALLEGHENY CS

10 Center Street

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Young Scholars of Greater Allegheny Charter School (YSGA) is to teach multiple critical world languages by providing a learning environment enhanced by individualized education approaches and technology. By utilizing research-based pedagogy that is designed to foster language learning as well as impart a global perspective that promotes appreciation and understanding of world languages, regions, cultures, and traditions, students encounter a rich academic environment supported by current technology that will prepare them for college and careers in the 21st century.

VISION STATEMENT

YSGA will provide students a unique experience in an individualized educational setting so students will have a multitude of opportunities to achieve academic success, helping close the achievement gap in reading and math that are typically encountered in public education. YSGA students will learn two world languages, in addition to English, in everyday classroom conversational situations and through subject content instruction. This makes language learning more authentic and meaningful to them and helps them develop listening comprehension, spontaneous verbal expression, and reading and writing skills. When students leave YSGA, they will be able to read, write, and speak with proficiency in world languages and be self-learners. They will also be able to think critically about major world issues and recognize that citizens of all nations are involved in, not independent of, these significant issues.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

At YSGA, our goal is to promote and achieve the following values in students: - Respect: for themselves, for their school, and for other members of the community - Responsibility: for their actions, decisions, and education - Integrity: doing the right thing when no one is watching, being trustworthy, contributing positively to their community Promoting and teaching these qualities in YSGA students will help the school attain its mission and vision.

STAFF

At YSGA, we value the following traits among staff members: - Data- driven: We want our staff to be able to use data to make informed decisions about curriculum and instruction. Our staff uses data to best serve our students and the community. - Active Instructors: We want our staff to use a variety of teaching strategies to engage students in both active learning and discussion. We value an understanding of child development that informs the structure of classes. - Professional: YSGA staff members want to continue to learn and grow professionally. We value being able to engage in positive relationships, receive constructive feedback, and embrace change. - Problem Solvers: YSGA staff members are able to tackle problems and concerns head -on through collaboration and knowledge. They are proactive about creating safe environments that are conducive to learning, and know how to communicate and seek help when needed. - Dedicated: Our staff is highly dedicated and YSGA values this. YSGA staff goes about and beyond the call of duty and works to create a strong school culture and welcoming environment for students and families. Our staff recognizes the diverse social, emotional, and academic needs of our students and is willing to dedicate themselves to balancing those challenges. These qualities are shared with staff members and are a strong part of our school culture. We believe that embracing these qualities will help the school achieve its mission and vision.

ADMINISTRATION

At YSGA, the following traits are valued among administrators: - Visibility: YSGA administrators are involved in the day to day activities of the school. They are present in classrooms and interact daily with students, staff, and families. They are actively engaged in the programs and affairs of the school. They are readily available to students, staff, and families when needed. - People-Oriented: YSGA administrators

understand that it is people, not programs, that make a school successful. They work tirelessly to support staff members in order to create the strongest academic program possible. They understand that pushing themselves to be better will push those around them to do better also. - Community - Oriented: YSGA administrators understand the successes and struggles of the community they serve. They actively strive to increase equity in the community and create connections that will anchor them in the community. YSGA administrators consistently seek feedback from the community and analyze this feedback to inform future decisions. - Data Driven: YSGA administrators use school wide data to make informed decisions regarding curriculum and instruction, as well as professional development. YSGA administrators use data to create opportunities for professional growth for themselves and for staff members, as well as drive school initiatives and programs. - Innovative: YSGA administrators are committed to using innovation to solve problems, create initiatives, promote academic growth, and create an environment that is welcoming to everyone. These qualities are shared with school administration and are a strong part of our school culture. We believe that embracing these qualities will help the school achieve its mission and vision.

PARENTS

YSGA strives to promote the following values in our parents and families: - Dedicated: At YSGA, we promote an understanding that for students to be successful in school, there will need to be a dedication from the whole family. We want our parents and families to be dedicated to their child's education and success, as well as dedicated to our school and its mission. - Involved: At YSGA, we want parents and families to take an active role in the education of their child. A YSGA parent is one who participates in school programs, communicates with teachers and administrators, and supports school initiatives at home. Promoting and encouraging these qualities in our parents and families will help YSGA attain its mission.

COMMUNITY

YSGA strives to promote the following values in the community: - Diversity: YSGA promotes the concept that everyone is different, but everyone is welcome at our school. We celebrate community differences and acknowledge how those differences impact the people of the community. - Acceptance: YSGA believes that all should be accepted and appreciated for who they are, regardless of race, gender, socioeconomic class, or background. YSGA believes that promoting diversity and acceptance in the community will help build a stronger culture for the school and will help YSGA attain its mission and vision.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
DAVID AIDEN	CEO	YSGACS
OLCAY SENOL	Administrator	YSGACS
KELLI HUMPRIES	DIRECTOR OF DISCIPLINE	YSGACS
LAUREN KIELBASA	SCHOOL COUNSELOR	YSGACS
NIKKI SCRABIS	SCHOOL NURSE	YSGACS
ALPEREN AKSEHIR	BUSINESS MANAGER	YSGACS
MARGARET LONG	INSTRUCTIONAL COACH	YSGACS
BARBARA TOMILSON	Community Member	YSGACS
BRITTANY CHALK	Staff Member	YSGACS
MELIH DEMIRKAN	Board Member	YSGACS
KELLY GIBSON	Parent	PARENT
ALYE SMITH	Student	STUDENT

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In order to increase attendance rates, YSGA will need to review the transportation systems that are in place to make sure they meet the needs of our families.	Regular Attendance
In order to increase proficiency levels on the PSSAs, YSGA will need to review the structure and pacing of the curriculum presented to students.	Essential Practices 1: Focus on Continuous Improvement of Instruction
In order to increase students with disabilities acquisition of grade level skills in both reading and math, YSGA will need to review the curriculum and instruction practices that are delivered to students with special needs. YSGA will also need to review IEPs and ensure that the IEP is written to include goals that will focus on grade level skill acquisition.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy	
Adjust Pacing & Curriculum	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Students with Disabilities Grade Level Growth	By the end of the 2023 - 2024 school year, YSGA will increase students with disabilities acquisition of grade level skills in both reading and math by 5% each year.
PSSA Proficiency Growth	From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop "Top Ten" lists of grade level skills in ELA & Math. These will help identify the most important skills at each grade level, allowing staff to focus on growing students in these skills areas. This will result in higher grade level growth for students with disabilities and PSSA Proficiency Growth.	2021-08-16 - 2021-08-27	Margaret Long/ Curriculum & Instruction Coordinator	Title I funds will be used to purchase updated curriculum that will better meets the needs of the students, and to hire additional intervention and support staff that will assist with curriculum mapping and instructional delivery. These will produce more chances for individualized and small group learning.
Use Top Ten lists to remap the pacing of current curriculum. Pacing the curriculum while keeping these top 10 skills in mind will help staff refocus on the skills that matter most, as well as anticipate areas where students will be successful and where they will struggle. Repacing the curriculum will optimize grade level growth in students	2021-08-30 - 2022-06-10	Margaret Long/ Curriculum & Instruction Coordinator	Title I funds will be used to purchase updated curriculum that will better meets the needs of the students, and to hire additional intervention

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
with disabilities as well as increase the school PSSA proficiency growth.			and support staff that will assist with curriculum mapping and instructional delivery. These will produce more chances for individualized and small group learning.

Anticipated Outcome

- End of 1 year: YSGA will experience a complete set of curriculum maps for each subject area. - End of Year 2: YSGA will experience an increase in PSSA proficiency rates

Monitoring/Evaluation

Curriculum & Instruction Coordinator will oversee teacher selection of skills, mapping and pacing and curriculum. Teachers and Curriculum & Instruction Coordinator will monitor and track progress throughout the school year using STAR & iReady assessments.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2023 - 2024 school year, YSGA will increase students with disabilities acquisition of grade level skills in both reading and math by 5% each year. (Students with Disabilities Grade Level Growth)</p>	<p>Adjust Pacing & Curriculum</p>	<p>Develop "Top Ten" lists of grade level skills in ELA & Math. These will help identify the most important skills at each grade level, allowing staff to focus on growing students in these skills areas. This will result in higher grade level growth for students with disabilities and PSSA Proficiency Growth.</p>	<p>08/16/2021 - 08/27/2021</p>
<p>From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA. (PSSA Proficiency Growth)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA. (PSSA Proficiency Growth)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

disabilities as well
as increase the
school PSSA
proficiency
growth.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

School Board Minutes or Affirmation Statement

2021-09-02

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

Chief School Administrator

David Aiden

2022-04-26

School Improvement Facilitator Signature

Olcay Senol

2022-04-26

Building Principal Signature

David Aiden

2022-04-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

A strength for YSGA is meeting annual academic growth expectations in ELA.

A strength for YSGA is meeting annual academic growth expectations in Math.

A strength for YSGA is meeting the career standards benchmark.

100% of students meet the career standards benchmark

Socioeconomically disadvantaged students receive instruction in a variety of college and career readiness opportunities

Students with disabilities regularly attend school

Students with disabilities regularly meet annual growth expectations

Focus on Continuous Improvement of Instruction

Empower Leadership

Students are meeting or exceeding their annual growth targets.

Challenges

A challenge for YSGA is meeting the benchmark for regular attendance.

A challenge for YSGA is having students with disabilities perform at the proficient or advanced level of the Pennsylvania State Assessment.

We do not collect enough data in our language programs

We do not collect enough data in our science and social studies programs

Students with disabilities do not achieve proficiency levels on PSSA exams

Students with disabilities struggle to attain on grade level skills in both reading and math

Provide Student - Centered Support Systems

Some students are struggling to reach ELA standards at their grade level.

Strengths

Students are performing well in fiction comprehension

Over half of students leave kindergarten reading on grade level

Students are meeting or exceeding their annual growth targets

71% at proficient or above

Our Title 1 program allows for the use of classroom aides and intervention teachers, which promotes small group and individualized learning and helps close the academic gap.

Our 339 plan is promoting college and career readiness among students.

Our technology program allows for a 1:1 Chromebook initiative, which increases technology use in the classroom and guarantees a continuity of learning for in person or virtual programs

Challenges

Proficiency levels on the PSSA are not as high as we would like to see

Some students are struggling to reach Math standards at their grade level

Proficiency levels on the PSSA are not as high as we would like to see

We need to be ready to carry the success of our 4th grade PSSA scores into the 8th grade science test as well.

Continuing to meet the needs of an increasing ESL population

Continuing to improve our special education program to improve grade level skill acquisition

Most Notable Observations/Patterns

While our students are making strong academic progress each year, they are still falling behind the national average. We need to develop a plan that will support student learning goals while still pushing those grade level skills.

Challenges	Discussion Point	Priority for Planning
A challenge for YSGA is meeting the benchmark for regular attendance.	transportation problems, not prioritizing school at home	
A challenge for YSGA is having students with disabilities perform at the proficient or advanced level of the Pennsylvania State Assessment.	Their IEP dictates that their learning needs fall outside of grade level support	
Some students are struggling to reach ELA standards at their grade level.		
Proficiency levels on the PSSA are not as high as we would like to see		
Some students are struggling to reach Math standards at their grade level		
Provide Student - Centered Support Systems		

ADDENDUM B: ACTION PLAN

Action Plan: Adjust Pacing & Curriculum

Action Steps**Anticipated Start/Completion Date**

Develop "Top Ten" lists of grade level skills in ELA & Math. These will help identify the most important skills at each grade level, allowing staff to focus on growing students in these skills areas. This will result in higher grade level growth for students with disabilities and PSSA Proficiency Growth.

08/16/2021 - 08/27/2021

Monitoring/Evaluation**Anticipated Output**

Curriculum & Instruction Coordinator will oversee teacher selection of skills, mapping and pacing and curriculum. Teachers and Curriculum & Instruction Coordinator will monitor and track progress throughout the school year using STAR & iReady assessments.

- End of 1 year: YSGA will experience a complete set of curriculum maps for each subject area. - End of Year 2: YSGA will experience an increase in PSSA proficiency rates

Material/Resources/Supports Needed

PD Step **Comm Step**

Title I funds will be used to purchase updated curriculum that will better meets the needs of the students, and to hire additional intervention and support staff that will assist with curriculum mapping and instructional delivery. These will produce more chances for individualized and small group learning.

yes yes



Action Steps**Anticipated Start/Completion Date**

Use Top Ten lists to remap the pacing of current curriculum. Pacing the curriculum while keeping these top 10 skills in mind will help staff refocus on the skills that matter most, as well as anticipate areas where students will be successful and where they will struggle. Repacing the curriculum will optimize grade level growth in students with disabilities as well as increase the school PSSA proficiency growth.

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Curriculum & Instruction Coordinator will oversee teacher selection of skills, mapping and pacing and curriculum. Teachers and Curriculum & Instruction Coordinator will monitor and track progress throughout the school year using STAR & iReady assessments.

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Material/Resources/Supports Needed

PD Step **Comm Step**

Title I funds will be used to purchase updated curriculum that will better meets the needs of the students, and to hire additional intervention and support staff that will assist with curriculum mapping and instructional delivery. These will produce more chances for individualized and small group learning.

yes yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2023 - 2024 school year, YSGA will increase students with disabilities acquisition of grade level skills in both reading and math by 5% each year. (Students with Disabilities Grade Level Growth)</p> <p>From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA. (PSSA Proficiency Growth)</p>	Adjust Pacing & Curriculum	Develop "Top Ten" lists of grade level skills in ELA & Math. These will help identify the most important skills at each grade level, allowing staff to focus on growing students in these skills areas. This will result in higher grade level growth for students with disabilities and PSSA Proficiency Growth.	08/16/2021 - 08/27/2021
By the end of the 2023 - 2024 school year, YSGA will increase students with disabilities acquisition of grade level skills in both reading and math by 5% each year. (Students with	Adjust Pacing &	Use Top Ten lists to remap the	08/30/2021 -

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

Disabilities Grade Level Growth)

From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA. (PSSA Proficiency Growth)

Curriculum

pacing of current curriculum. Pacing the curriculum while keeping these top 10 skills in mind will help staff refocus on the skills that matter most, as well as anticipate areas where students will be successful and where they will struggle. Repacing the curriculum will optimize grade level growth in students with disabilities as well as increase the school PSSA proficiency growth.

06/10/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Identifying Top Ten Skills	Instructional Staff	How to identify the most important top ten skills for each grade level
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
creation of top ten lists	08/01/2021 - 08/01/2024	Margaret Long/ Curriculum & Instruction Coordinator
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students	
1d: Demonstrating Knowledge of Resources		
1e: Designing Coherent Instruction		
1c: Setting Instructional Outcomes		
4d: Participating in a Professional Community		
1a: Demonstrating Knowledge of Content and Pedagogy		

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Mapping & Pacing	Instructional Staff	How to use the top ten skills list to drive pacing of curriculum for the school year

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Curriculum Maps	08/01/2021 - 08/01/2024	Margaret Long/ Curriculum & Instruction Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
Teaching Diverse Learners in an Inclusive Setting	Instructional Staff	- differentiation strategies - small group and center learning strategies - how to analyze data effectively - how to modify/accommodate diverse learners effectively

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional staff will demonstrate evidence of learning by implementing small group and center learning in their weekly lesson plans. There will also be a dedicated area in the lesson plans where instructional staff will indicate how each lesson is to be differentiated for diverse learners.	08/01/2021 - 08/01/2024	Margaret Long/ Curriculum & Instruction Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Care	Instructional staff & administration	- trauma informed care framework - complex trauma including brain development - trauma impacts - self-reflection - self-care - growth mindset - barriers including race and gender

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will demonstrate learning and understanding through their formal observations, during which the classroom environment should reflect care taken to provide trauma informed care.	08/01/2021 - 08/01/2024	Margaret Long/ Curriculum & Instruction Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 2024 school year, YSGA will increase students with disabilities acquisition of grade level skills in both reading and math by 5% each year. (Students with Disabilities Grade Level Growth)</p> <p>From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA. (PSSA Proficiency Growth)</p>	Adjust Pacing & Curriculum	Develop "Top Ten" lists of grade level skills in ELA & Math. These will help identify the most important skills at each grade level, allowing staff to focus on growing students in these skills areas. This will result in higher grade level growth for students with disabilities and PSSA Proficiency Growth.	2021-08-16 - 2021-08-27
By the end of the 2023 - 2024 school year, YSGA will increase students with disabilities acquisition of grade level skills in both reading and math by 5% each year. (Students with	Adjust Pacing &	Use Top Ten lists to remap the	2021-08-30 - 2022-

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

Disabilities Grade Level Growth)

From 2022 - 2024, YSGA students will experience 5% growth yearly in proficiency levels on the PSSA. (PSSA Proficiency Growth)

Curriculum

spacing of current curriculum. Pacing the curriculum while keeping these top 10 skills in mind will help staff refocus on the skills that matter most, as well as anticipate areas where students will be successful and where they will struggle. Repacing the curriculum will optimize grade level growth in students with disabilities as well as increase the school PSSA proficiency growth.

06-10

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicating Expectations	Instructional Staff	list of expectations and instructions for selected skills, pacing reminders, reminders from the professional development session, and check - ins
Anticipated Timeframe	Frequency	Delivery Method
08/01/2021 - 06/03/2022	As needed	Email
Lead Person/Position	Margaret Long/ Curriculum & Instruction Coordinator	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Will communicate with each party as needed	Comprehensive Plans	email	Staff, Committees and Community	as needed
