

YOUNG SCHOLARS OF GREATER ALLEGHENY CS

10 Center Street

Schoolwide Title 1 School Plan | 2022 - 2023

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
SENOL OLCAY	COO	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
Dr. BARBARA TOMILSON	SPECIAL ED CONSULTANT	YSGACS
BRITTANY CHALK	Teacher	YSGACS
Dr. MELIH DEMIRKAN	BOARD PRESIDENT	YSGACS
Dr. Danelle Conner	Education Specialist	YSGACS

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In order to increase proficiency levels on the PSSAs, YSGA will need to review the structure and pacing of the ELA curriculum presented to students and review the supports in place to assist with small group learning. .	English Language Arts
In order to increase proficiency levels on the PSSAs, YSGA will need to review the structure and pacing of the Math curriculum presented to students and review the supports in place to assist with small group learning. .	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Targeted Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA	By the end of the 2024-2025 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA.
Math PSSA	By the end of the 2024-2025 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hire qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	2022-05-02 - 2022-08-01	Curriculum Coordinator	Title I and ESSER funding will be used to provide salaries for this additional supports.
Review scope and pacing of ELA and Math curriculum.	2022-08-15 - 2022-08-26	Curriculum Coordinator, Instructional Staff	Title I funds will be used to help purchase curriculum and supplemental resources as needed.

Anticipated Outcome

By the start of the 2022-2023 school year, all open intervention positions will be filled by qualified candidates. By the start of the 2022-2023 school year, all curriculum will have been reviewed and will be paced appropriately for the school year. By the end of the 2022-2023 school year, PSSA scores in both ELA and Math should reflect their respective percentage goals.

Monitoring/Evaluation

YSGA will monitor the hiring of qualified instructional staff through the consistent use of our hiring process, carried out by the curriculum coordinator, CEO, and instructional coaches as needed. Curriculum maps will be reviewed and checked by the instructional staff and curriculum coordinator prior to the start of the school year, and then will be checked quarterly for needed changes.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA. (ELA PSSA)	Targeted Interventions	Review scope and pacing of ELA and Math curriculum.	08/15/2022 - 08/26/2022
By the end of the 2024-2025 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA. (Math PSSA)			

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

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

Chief School Administrator

DAVID AIDEN

School Improvement Facilitator Signature

Building Principal Signature

DAVID AIDEN

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students are meeting or exceeding their annual growth targets.

Over half of students leave kindergarten reading on grade level

Students are meeting or exceeding their annual growth targets

Implementing new technology and curriculum resources that will help with the shift to the new science standards and work to increase PSSA scores.

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

Black students regularly attend school

Black students regularly meet annual growth expectations

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.

Challenges

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

Proficiency levels on the PSSA have decreased since the COVID-19 pandemic and online learning.

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

Proficiency levels on the PSSA have decreased since the COVID-19 pandemic and online learning.

Proficiency levels on the PSSA have decreased since the COVID-19 pandemic and online learning.

We do not collect enough data in our language programs

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

Black students achieve rates of proficient or advanced at a slightly lower rate (1% or less) than the rest of the student population.

Black students struggle to attain on grade level skills in both

Strengths

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

Focus on Continuous Improvement of Instruction

Empower Leadership

A strength for YSGA is meeting the regular benchmark.

A strength for YSGA is meeting the career standards benchmark.

Challenges

reading and math

Continuing to meet the needs of an increasing ESL population

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

Provide Student-Centered Support Systems

A challenge for YSGA is meeting the benchmark for proficient or advanced on the ELA PSSA.

A challenge for YSGA is meeting the benchmark for proficient or advanced on the Math PSSA.

Most Notable Observations/Patterns

While our students are making strong academic progress each year, they are still falling behind the national average. This challenge has been emphasized by the COVID-19 pandemic. 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 proficient or advanced on the ELA PSSA.	The COVID-19 pandemic has caused additional challenges for the progress YSGA was making in terms of rates of proficient or advanced students on the PSSA.	
A challenge for YSGA is meeting the benchmark for proficient or advanced on the Math PSSA.	The COVID-19 pandemic has caused additional challenges for the progress YSGA was making in terms of rates of proficient or advanced students on the PSSA.	
Some students are struggling to reach Math standards at their grade level		
Provide Student-Centered Support Systems		
Some students are struggling to reach PA standards at their grade level.		
Proficiency levels on the PSSA have decreased since the COVID-19 pandemic and online learning.	The COVID-19 pandemic has caused additional challenges for the progress YSGA was making in terms of rates of proficient or advanced students on the PSSA.	
Black students struggle to attain on grade level skills in both reading and math		

ADDENDUM B: ACTION PLAN

Action Plan: Targeted Interventions

Action Steps	Anticipated Start/Completion Date
Hire qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	05/02/2022 - 08/01/2022

Monitoring/Evaluation	Anticipated Output
YSGA will monitor the hiring of qualified instructional staff through the consistent use of our hiring process, carried out by the curriculum coordinator, CEO, and instructional coaches as needed. Curriculum maps will be reviewed and checked by the instructional staff and curriculum coordinator prior to the start of the school year, and then will be checked quarterly for needed changes.	By the start of the 2022-2023 school year, all open intervention positions will be filled by qualified candidates. By the start of the 2022-2023 school year, all curriculum will have been reviewed and will be paced appropriately for the school year. By the end of the 2022-2023 school year, PSSA scores in both ELA and Math should reflect their respective percentage goals.

Material/Resources/Supports Needed	PD Step	Comm Step
Title I and ESSER funding will be used to provide salaries for this additional supports.	no	no

Action Steps**Anticipated Start/Completion Date**

Review scope and pacing of ELA and Math curriculum. 08/15/2022 - 08/26/2022

Monitoring/Evaluation**Anticipated Output**

YSGA will monitor the hiring of qualified instructional staff through the consistent use of our hiring process, carried out by the curriculum coordinator, CEO, and instructional coaches as needed. Curriculum maps will be reviewed and checked by the instructional staff and curriculum coordinator prior to the start of the school year, and then will be checked quarterly for needed changes.

By the start of the 2022-2023 school year, all open intervention positions will be filled by qualified candidates. By the start of the 2022-2023 school year, all curriculum will have been reviewed and will be paced appropriately for the school year. By the end of the 2022-2023 school year, PSSA scores in both ELA and Math should reflect their respective percentage goals.

Material/Resources/Supports Needed**PD Step****Comm Step**

Title I funds will be used to help purchase curriculum and supplemental resources as needed.

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA. (ELA PSSA)	Targeted Interventions	Review scope and pacing of ELA and Math curriculum.	08/15/2022 - 08/26/2022
By the end of the 2024-2025 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA. (Math PSSA)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Mapping	Instructional Staff	Pacing, standards review
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
revision of current curriculum maps to reflect more accurate scope and pacing for the upcoming school year	08/15/2022 - 08/26/2022	Curriculum Coordinator
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students	
1e: Designing Coherent Instruction		
1d: Demonstrating Knowledge of Resources		
1b: Demonstrating Knowledge of Students		
1a: Demonstrating Knowledge of Content and Pedagogy		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA. (ELA PSSA)	Targeted Interventions	Review scope and pacing of ELA and Math curriculum.	2022-08-15 - 2022-08-26
By the end of the 2024-2025 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA. (Math PSSA)			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Review scope and pacing of ELA and Math curriculum	Instructional Staff	scope and pacing of ELA and Math curriculum
Anticipated Timeframe	Frequency	Delivery Method
08/15/2022 - 08/26/2022	1x	Presentation
Lead Person/Position		
Curriculum Coordinator		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share Schoolwide Title 1 School Plan with board, staff, and community members.	Schoolwide Title 1 School Plan	Online	Board, Staff, Community	June 3 - July 1
