

## **YOUNG SCHOLARS OF GREATER ALLEGHENY CS**

10 Center Street

Schoolwide Title 1 School Plan | 2023 - 2024

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### **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
Nakata Vailes	SCHOOL NURSE	YSGACS
ALPEREN AKSEHIR	BUSINESS MANAGER	YSGACS
MARGARET KIRSCH	INSTRUCTIONAL COACH	YSGACS
Dr. BARBARA TOMILSON	SPECIAL ED CONSULTANT	YSGACS
MATTHEW RICE	Teacher	YSGACS
Dr. MELIH DEMIRKAN	BOARD PRESIDENT	YSGACS
Dr. Danelle Conner	Education Specialist	YSGACS
Kelley Gibson	Parent	YSGACS

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
YSGA will continue its practice of training and utilizing intervention teachers in order to help address academic gaps and increase performance levels on the PSSA.	English Language Arts
YSGA will continue its practice of training and utilizing intervention teachers in order to help address academic gaps and increase performance levels on the PSSA.	Mathematics

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Targeted Interventions

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	By the end of the 2025-2026 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA.
Math Goal	By the end of the 2025-2026 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 and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	2023-05-01 - 2023-08-14	Curriculum Coordinator	Young Scholars of Greater Allegheny Charter School will use federal funds, including, Title I and ESSER funding, to provide salaries for this additional support staff, including intervention teachers and classroom aides.

### Anticipated Outcome

YSGA will continue to experience academic growth, while increasing student performance rates at the proficient and advanced level on the PSSA.

### Monitoring/Evaluation

Monitoring of: Intervention and Lead Teachers Monitored by: Curriculum Coordinator & as assigned Frequency: Weekly lesson checks, monthly observations Method: lesson plan submissions, walk through observations, monthly meetings





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2025-2026 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA. (ELA Goal)	Targeted Interventions	Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	05/01/2023 - 08/14/2023

## 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.**

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

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Chief School Administrator	DAVID AIDEN	2023-07-27
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School Improvement Facilitator Signature	OLCAY SENOL	2023-07-27
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Building Principal Signature	DAVID AIDEN	2023-07-27
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Student growth in ELA on the PSSA.

Student growth in Math on the PSSA.

Students with disabilities met the interim target goal for performance standards in ELA on the PSSA.

Economically disadvantaged students exceeded the standard demonstrating student growth in both ELA and Math on the PSSA.

Students are consistently meeting or exceeding their annual growth targets.

Students are meeting or exceeding their annual growth targets

Continuing to implement 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

Students who are economically disadvantaged are exceeding the annual growth expectations.

### Challenges

Percentage of students performing at the proficient or advanced level on the ELA PSSA.

Percentage of students performing at the proficient or advanced level on the Math PSSA.

Students are struggling to attain grade level skills.

Students are struggling to attain grade level skills

Students who struggle with grade level skills in ELA and Math are less likely to perform at a high level because they lack the foundational skills that lead to success in Science.

We do not collect enough data in our language programs.

We do not collect enough data in our specials programs.

Black students are not meeting the same growth standards as other students groups.

Continuing to meet the needs of an increasing ESL population

Continuing to improve our special education program to improve

## Strengths

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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 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

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## Challenges

grade level skill acquisition

Provide Student - Centered Support Systems

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## Most Notable Observations/Patterns

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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.

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**Challenges****Discussion Point****Priority for Planning**

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Percentage of students performing at the proficient or advanced level on the ELA PSSA.

✓

Percentage of students performing at the proficient or advanced level on the Math PSSA.

✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Targeted Interventions

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	05/01/2023 - 08/14/2023		
Monitoring/Evaluation	Anticipated Output		
Monitoring of: Intervention and Lead Teachers Monitored by: Curriculum Coordinator & as assigned Frequency: Weekly lesson checks, monthly observations Method: lesson plan submissions, walk through observations, monthly meetings	YSGA will continue to experience academic growth, while increasing student performance rates at the proficient and advanced level on the PSSA.		
Material/Resources/Supports Needed			
Young Scholars of Greater Allegheny Charter School will use federal funds, including, Title I and ESSER funding, to provide salaries for this additional support staff, including intervention teachers and classroom aides.		yes	yes
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2025-2026 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA. (ELA Goal)	Targeted Interventions	Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	05/01/2023 - 08/14/2023
By the end of the 2025-2026 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA. (Math Goal)			





## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Intervention Teacher Training	Intervention and Lead teachers; instructional staff	how to analyze data available; how to create small groups; how to collect continuous data; how to effectively reteach academic gap skills

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
creation of month - long intervention plans created by intervention teachers	08/14/2023 - 08/28/2023	Margaret Kirsch, Curriculum Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2025-2026 school year, students will achieve a rate of 50% or more proficient or advanced on the ELA PSSA. (ELA Goal)	Targeted Interventions	Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.	2023-05-01 - 2023-08-14
By the end of the 2025-2026 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA. (Math Goal)			

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Intervention Teacher Training	Intervention teachers; lead teachers; instructional staff	how to analyze data available; how to create small groups; how to collect continuous data; how to effectively reteach academic gap skills
Anticipated Timeframe	Frequency	Delivery Method
08/14/2023 - 08/28/2023	1xs/ week for 2 weeks	Presentation
Lead Person/Position	Margaret Kirsch, Curriculum Coordinator	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
YSGA will communicate the plan with all stakeholders by sharing the plan on the school website.	YSGA plan for improvement throughout the 2023-2024 school year.	YSGA Website posting	All stakeholders; YSGA community and general public	August 1, 2023 through September 1, 2023.

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