

Young Scholars of Greater Allegheny CS

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		103020368
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City	State	Zip Code
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School Improvement Facilitator Name		School Improvement Facilitator Email
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cafer Adam Cengiz	Chief School Administrator	YSGACS	cengiz@ysga.org
Olcay Senol	District Level Leaders	YSGACS	senol@ysga.org
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LEA Profile

Young Scholars of Greater Allegheny CS (formerly known as Young Scholars of McKeesport Charter School) ("YSGA") opened its doors to 140 students in kindergarten through fourth grade for the 2015/16 school year and, now, grew to serve over 300 students in kindergarten through eighth grade. The Charter is approved for renewal for an additional 5 years, effective for the 2025 - 2026 school year. YSGA is committed to providing a proactive environment for language acquisition that fosters a dynamic global learning environment for the intellectual and social development of its students. This model creates an ideal setting for reducing racial and cultural isolation and improving student academic outcomes for high-need students. The school's innovative language concentration program requires students to become conversant in two world languages and bridges differences by requiring all students to be engaged in new language acquisition.

Young Scholars works to achieve the diversity to deliver its research-based model effectively through effective marketing to the community and demonstrating quality to potential families. The leadership and staff of the school is highly experienced in working in the charter school environment and the school's governing and advisory board includes educational experts and community members with the strengths needed to govern and support a large public non-profit organization. The school is fully enrolled for the current school year and has a substantial waiting list.

Located in a district that has historically struggled to improve student performance outcomes, YSGA follows a similar academic program as its sister schools, Young Scholars of Western Pennsylvania and Young Scholars of Central Pennsylvania Charter Schools, both of which consistently deliver improved student performance outcomes compared to schools of similar makeup in the region. As with these sister schools, YSGA utilizes a comprehensive educational program and provide the essential additional time and support that high-need students often need to meet or exceed challenging academic standards.

The key to helping high-need students succeed is a differentiated curriculum that allows them to access content across subject areas, structured remediation designed to accelerate student learning to increase growth over time, and extended day to ensure that every student has the time and the tools to be successful. By providing all of these elements, YSGA prepares students for challenging college and career opportunities.

YSGA, the first multilingual and multicultural elementary school in the district, is committed to providing a proactive environment for language acquisition that fosters a dynamic global learning environment for the intellectual and social development of its students. This model creates an ideal setting for not only reducing racial and cultural isolation but engenders an authentic appreciation of and respect for individuals and heritages of all races and cultures.

YSGACS seeks enrollment of two distinct student constituencies:

- 1) Native speakers of English who are engaged in a curriculum designed to expand a global perspective and appreciation through immersion of different cultures and languages;
- 2) Students whose native language is not American English, who plays an important role in bringing a tangible global perspective to the classroom during their transition into the American educational system and culture and are engaged in learning multiple languages, like their peers, including English and another world language other than their native language.

Through an innovative language concentration program that bridges differences by requiring *all* students to be engaged in new language acquisition, the isolation typically encountered by ELL populations is neutralized. Additionally, Armstrong and Rogers (1997) demonstrated that secondary language learning in elementary grades significantly increased academic performance, especially in mathematics.

YSGA not only promotes diversity but also utilizes a research-based model that is directly connected to a rigorous academic curriculum for mastery of state content standards and appropriate social skills that will result in students who:

- are conversant in at least two major world languages (in addition to English);
- understand the interdependence of the world's peoples;
- attain proficiency not only in core academic subjects but are also equally adept at moving between cultures.

The school has a diverse student body as indicated by racial diversity (78.5% African American, 13% Caucasian, 4.4 % Hispanic) and socio-economic diversity (90 % free and reduced lunch). Currently, the school offers two world languages, Spanish and Turkish, and a program for English Language Learners (ELL).

Fostering diversity not only with students, but families also is a key component of the school. Activities designed to eliminate racial isolation and foster diversity include an International Mothers' Day celebration, where children are asked to research their heritage and the role that women and mothers play in that culture; International Winter Holiday celebration, where students research their own and other cultural winter celebrations (Christmas, Hanukah, Eid, etc.); and speakers from diverse cultural backgrounds. To further support eliminating the isolation of the school's diverse population, it will be participating in the *Johns Hopkins University National Network of Partnership Schools* (NNPS), and using the research-based tools to improve parent engagement, particularly with the school's ELL population.

By intentionally serving a diverse racial and ethnic population, YSGA delivers a research-based education model that supports academic abilities ranging from the intellectually gifted to the academically challenged. Each student is encouraged, through adaptations or additions to individual programs of study, to strive for his or her maximum potential. Since the inaugural year of the school, this is being achieved through a number of remedial support programs, including Response to Intervention activities, Saturday Academy, and after school tutoring. By establishing a school culture that values each individual's contribution to the community inclusive of parents, students, teachers, and administration, and promotes that culture through consistent and constant communication that is sensitive to individual student needs and family languages, YSGA is able to optimize its students' successes and to incorporate activities which contribute to complete personal, social, physical and esteem development and reflect the needs of the school community. To further support this model, the school has small classroom communities (22 students/classroom) and offers an after-school/extended day program (approximately 8 students/program) that presents a vast array of options, requiring each student to play an active role in their education and enhancing the school's commitment to inquiry-driven, project-based learning.

YSGA set forth to ensure that *all areas of the Pennsylvania Academic Standards are addressed and that the unifying process of language acquisition serves as a critical factor for not only pushing students toward*

academic achievement but also to support the development of social skills, including respect for others as individuals and their cultures. These two areas combined serve as an excellent foundation for college and career readiness.

Mission and Vision

Mission

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

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 Values

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)

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

YSGA rates of proficient or advanced students in ELA saw a slight decline.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black students performed slightly better than the overall student population.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students performed slightly worse than the overall student population.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, YSGA saw an increase of 11% in proficiency/ advanced rates on the Math PSSA.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black students at YSGA saw a 13% increase in proficiency from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities saw a slight decline in performance on the Math PSSA (3%).

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

score of 79 in academic growth expectations

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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African-American/Black	score of 82 in average growth expectations
Economically Disadvantaged	score of 83 in average growth expectations

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	saw a 2 point decline from previous school year

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

score of 100 points in academic growth expectations

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	score of 100
African-American/Black	score of 100

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	insufficient data available.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

92% regular attendance

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	increased attendance from previous school year

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	decreased attendance from previous school year

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

score of 100

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	score of 100
Economically Disadvantaged	score of 100

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	insufficient data available

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Black students performed slightly better than the overall student population.
Overall, YSGA saw an increase of 11% in proficiency/ advanced rates on the Math PSSA.
Black students at YSGA saw a 13% increase in proficiency from the previous school year.
Exceeded statewide average by 4 points.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

YSGA rates of proficient or advanced students in ELA saw a slight decline.
Economically disadvantaged students performed slightly worse than the overall student population.
Students with disabilities saw a slight decline in performance on the Math PSSA (3%).
saw a 2 point decline from previous school year

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady	- students are experiencing high levels of growth - students are struggling to attain grade level skills
PSSA	- student proficiency rates are increasing, but more slowly than anticipated
DIBELS	- students in grades K-2 are increasing fluency rates

English Language Arts Summary

Strengths

Students are consistently meeting or exceeding their annual growth targets.

Challenges

Students are struggling to attain grade level skills.

Mathematics

Data	Comments/Notable Observations
iReady	- students are experiencing high levels of growth -students are struggling to attain some grade level skills
PSSA	-proficiency levels are increasing, but are not as high as we would like to see

Mathematics Summary

Strengths

Students are meeting or exceeding their annual growth targets

Challenges

Students are struggling to attain grade level skills
Rate of student proficiency still behind state average

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	100% of students meet the career standards benchmark
339 Plan	socioeconomically disadvantaged students are provided with a variety of college and career information

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

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

True 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.

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.

100% of students meet the career standards benchmark
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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.

We do not collect enough data in our language programs.

We do not collect enough data in our specials programs.

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
Students with disabilities are not achieving proficiency levels in and ELA at the same rate as their peers.	- only 2.4% of students with disabilities achieved proficient or advanced on the ELA PSSA, while YSGA average was 28.6%
Students with disabilities are not achieving proficiency levels in and Math at the same rate as their peers.	- only 4.8% of students with disabilities achieved proficient or advanced on the Math PSSA, while YSGA average was 29.7%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students who are economically disadvantaged are exceeding the annual growth expectations.	score of 83 in growth for ELA and 100 for growth in Math

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students at YSGA are experiencing the same or high scores in meeting academic growth expectations for both ELA and Math.

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.

Black students at YSGA are experiencing the same or high scores in meeting academic growth expectations for both ELA and Math.
Economically disadvantaged students received a score of 83 in growth for ELA and 100 for growth in Math

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.

Students with disabilities are not achieving proficiency levels in and ELA at the same rate as their peers.
Students with disabilities are not achieving proficiency levels in and Math at the same rate as their peers.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	IEP At-A-Glance Improvement of grade- level skill acquisition
Title 1 Program	-intervention teachers & aides - small group learning/ individualized learning - closing academic gap
Student Services	-free breakfast, lunch, and snack - Extended Day Program - Saturday Academy Program - Summer Academy Program - SAP Program - PBIS Program
K-12 Guidance Plan (339 Plan)	college and career readiness
Technology Plan	1:1 Chromebook initiative Continuity of Education
English Language Development Programs	the number of students receiving services is increasing

Strengths

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

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

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.

Continuing to meet the needs of an increasing ESL population
Continuing to improve our special education program to improve grade level skill acquisition

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	Exemplary
Identify and address individual student learning needs	Exemplary
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	Operational
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	Operational
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?

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Focus on Continuous Improvement of Instruction
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Empower Leadership

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?

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Provide Student - Centered Support Systems
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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
Black students performed slightly better than the overall student population.	False
Overall, YSGA saw an increase of 11% in proficiency/ advanced rates on the Math PSSA.	True
Black students at YSGA saw a 13% increase in proficiency from the previous school year.	False
Exceeded statewide average by 4 points.	False
score of 82 in average growth expectations	False
score of 83 in average growth expectations	False
score of 100 points in academic growth expectations	True
92% regular attendance	False
score of 100	False
Students are consistently meeting or exceeding their annual growth targets.	True
Students are meeting or exceeding their annual growth targets	True
100% of students meet the career standards benchmark	False
Black students at YSGA are experiencing the same or high scores in meeting academic growth expectations for both ELA and Math.	False
Economically disadvantaged students received a score of 83 in growth for ELA and 100 for growth in Math	False
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.	False
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	False
Focus on Continuous Improvement of Instruction	False
Empower Leadership	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
YSGA rates of proficient or advanced students in ELA saw a slight decline.	True

Economically disadvantaged students performed slightly worse than the overall student population.	False
Students with disabilities saw a slight decline in performance on the Math PSSA (3%).	False
saw a 2 point decline from previous school year	False
insufficient data available.	False
Students are struggling to attain grade level skills.	False
Students are struggling to attain grade level skills	False
We do not collect enough data in our language programs.	False
We do not collect enough data in our specials programs.	False
Students with disabilities are not achieving proficiency levels in and ELA at the same rate as their peers.	False
Students with disabilities are not achieving proficiency levels in and Math at the same rate as their peers.	False
Continuing to meet the needs of an increasing ESL population	False
Continuing to improve our special education program to improve grade level skill acquisition	False
Provide Student - Centered Support Systems	False
Rate of student proficiency still behind state average	True

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.

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
YSGA rates of proficient or advanced students in ELA saw a slight decline.	While students continue to make academic growth, this is typically because students are working to fill academic gaps that exist for various reasons. Sometimes, those gaps are filled, but then there is not enough time remaining to push for grade level achievement, and our PSSA scores suffer.	True
Rate of student proficiency still behind state average	While students continue to make academic growth, this is typically because students are working to fill academic gaps that exist for various reasons. Sometimes, those gaps are filled, but then there is not enough time remaining to push for grade level achievement, and our PSSA scores suffer.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Overall, YSGA saw an increase of 11% in proficiency/ advanced rates on the Math PSSA.	With continued effort, student academic gaps will continue to decrease, which will result in higher scores on the PSSA.
score of 100 points in academic growth expectations	Students are consistently meeting or exceeding their annual growth targets.
Students are consistently meeting or exceeding their annual growth targets.	
Students are meeting or exceeding their annual growth targets	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	YSGA will continue its practice of training and utilizing intervention teachers in order to help address academic gaps and increase performance levels on the ELA PSSA.
	YSGA will continue its practice of training and utilizing intervention teachers in order to help address academic gaps and increase performance levels on the Math PSSA.

Goal Setting

Priority: YSGA will continue its practice of training and utilizing intervention teachers in order to help address academic gaps and increase performance levels on the ELA PSSA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, students will achieve a rate of 40% or more proficient or advanced on the ELA PSSA.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2024-2025 school year, students will achieve a rate of 25% or more proficient or advanced on the ELA PSSA.	By the end of the 2025-2026 school year, students will achieve a rate of 30% or more proficient or advanced on the ELA PSSA.	By the end of the 2026-2027 school year, students will achieve a rate of 40% or more proficient or advanced on the ELA PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Diagnostic testing will be issued and data analyzed in order to drive classroom instruction.	Progress monitoring will be issued and data analyzed in order to drive classroom instruction.	Progress monitoring will be issued and data analyzed in order to drive classroom instruction.	By the end of the 2026-2027 school year, students will achieve a rate of 40% or more proficient or advanced on the ELA PSSA.

Priority: YSGA will continue its practice of training and utilizing intervention teachers in order to help address academic gaps and increase performance levels on the Math PSSA.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026- 2027 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2024-2025 school year, students will achieve a rate of 20% or more proficient or advanced on the Math PSSA.	By the end of the 2025 - 2026 school year, students will achieve a rate of 25% or more proficient or advanced on the Math PSSA.	By the end of the 2026-2027 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Diagnostic testing will be issued and data analyzed	Progress monitoring will be issued and data	Progress monitoring will be issued and data	By the end of the 2026-2027 school year,

in order to drive classroom instruction.	analyzed in order to drive classroom instruction.	analyzed in order to drive classroom instruction.	students will achieve a rate of 30% or more proficient or advanced on the Math PSSA.
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Action Plan

Measurable Goals

ELA Goal	Math Goal
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Action Plan For: Targeted Interventions

Measurable Goals:	
- By the end of the 2026-2027 school year, students will achieve a rate of 40% or more proficient or advanced on the ELA PSSA. - By the end of the 2026- 2027 school year, students will achieve a rate of 30% or more proficient or advanced on the Math PSSA.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.		2026-04-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO/Principal	Young Scholars of Greater Allegheny Charter School will use federal funds, including, Title I funding, to provide salaries for this additional support staff, including intervention teachers and classroom aides.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Issue diagnostic testing at the beginning of the school year.		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Intervention Teachers	Young Scholars of Greater Allegheny Charter School will use federal funds, including, Title I funding, to provide salaries for this additional support staff, including intervention teachers and classroom aides.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Use results of diagnostic testing to create intervention groups that will participate in interventions provided by the trained intervention teachers throughout the school year.		2026-10-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Intervention Teachers	Young Scholars of Greater Allegheny Charter School will use federal funds, including, Title I funding, to provide salaries for this additional support staff, including intervention teachers and classroom aides.	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Continuously monitor student progress and adjust groups as needed throughout the school year. Repeat steps as needed.		2026-10-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Intervention Teachers	Young Scholars of Greater Allegheny Charter School will use federal funds, including, Title I funding, to provide salaries for this additional support staff, including intervention teachers and classroom aides.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
YSGA will continue to experience academic growth, while increasing student performance rates at the proficient and advanced level on the PSSA.	Monitoring of: Intervention and Lead Teachers Monitored by: Curriculum Coordinator & as assigned Frequency: Weekly lesson checks, observations Method: lesson plan submissions, walk through observations, monthly meetings

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Targeted Interventions	Title I Funds totaling \$275,036.00 have been allocated to cover the salaries and benefits of intervention teachers and within the schoolwide program. Out of this, \$216,750 is specifically designated for 100 - Salaries under 1190 - FEDERALLY FUNDED REGULAR PROGRAMS to cover the and intervention teachers' salaries. Additionally, \$58250 has been allocated for 200 - Benefits within the same program to support these educators who play a vital role in the schoolwide program's success.	275036	
Instruction	Targeted Interventions	Title II Funds have been designated for the Schoolwide Title I program to assist in covering the salary of a professional	19563	

		working within the program at the school. Out of this, \$19,563.00 has been specifically assigned to 1190 - FEDERALLY FUNDED REGULAR PROGRAMS under 100 - Salaries to support the employment of this professional within the schoolwide program.		
Instruction	Targeted Interventions	Title IV Funds have been designated for the Schoolwide Title I program to assist in covering the salary of a professional working within the program at the school. Out of this, \$10,000.00 has been specifically assigned to 1190 - FEDERALLY FUNDED REGULAR PROGRAMS under 100 - Salaries to support the employment of this professional within the schoolwide program.	10000	
Total Expenditures				304599

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted Interventions	Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.

Intervention Teacher Training

Action Step		
Hire and train qualified candidates to serve as intervention teachers that will support in ELA and Math classes.		
Audience		
Intervention and Lead teachers; instructional staff		
Topics to be Included		
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		
creation of month - long intervention plans created by intervention teachers		
Lead Person/Position	Anticipated Start	Anticipated Completion
Margaret Kirsch, Principal	2026-08-10	2027-05-31

Learning Format

Type of Activities	Frequency
Workshop(s)	1xs/ week for 2 weeks - monthly as needed
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Intervention Teacher Training					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	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	Margaret Kirsch, Principal	08/10/2026	05/31/2027

Communications

Type of Communication	Frequency
Presentation	1xs/ week for 2 weeks monthly as needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Margaret Kirsch	2026-07-01
School Improvement Facilitator Signature	Date