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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Tuesday, May 07, 2013**

**Entity:** Young Scholars of Western Pennsylvania CS  
**Address:** 600 Newport Drive  
Baldwin Township, PA 15234

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Young Scholars of Western Pennsylvania CS

**Date of Local Chartering School Board/PDE Approval:** May 1, 2010

**Length of Charter:** 5 years    **Opening Date:** September 1, 2011

**Grade Level:** K-5    **Hours of Operation:** 8:30am-3:05pm

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 16

**Student/Teacher Ratio:** 20/1    **Student Waiting List:** 33

**Attendance Rate/Percentage:** 95%

## Summary Data Part II

Enrollment: 134 Per Pupil Subsidy: 10,587

### Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	0
Black (Non-Hispanic):	28
Hispanic:	6
White (Non-Hispanic):	93
Multicultural:	6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
64

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 11

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	N/A	N/A	175	175	N/A	N/A	350
Instructional Hours	N/A	N/A	927.5	927.5	N/A	N/A	1855

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Young Scholars of Western PA Charter School (YSWPCS) is a Kindergarten through 8th grade public charter school located at 600 Newport Drive Baldwin Township, PA 15234. YSWPCS began serving the community in 2011 with K-5 elementary students from 10 surrounding school districts. The students are socioeconomically and racially diverse with about 64% of children qualifying for the free/reduced lunch program. YSWPCS families have particular interest in having their children educated in an intensive foreign language program in a global environment.

### Mission

YSWPCS seeks to establish, a unique, proactive alternative to traditional public education which provides an ideal "international" environment for the intellectual and social development of its students. YSWPCS focuses on two student constituencies; those whose native language is not American English, during their transition into the American educational system and culture, and those native speakers of American English who wish to engage in a curriculum which fosters a global perspective and promotes appreciation and understanding of world regions, cultures, and global issues.

### Vision

YSWPCS will provide a total language immersion experience in a multicultural setting to give students the advantage of becoming proficient in two or three world languages upon completion of the Kindergarten-5th grade program. Student will learn the world languages in everyday classroom conversational situations and through subject content instruction. This makes language learning more authentic and meaningful to them and helps students develop listening comprehension, spontaneous verbal expression, and reading and writing skills. When students leave YSWPCS they will be able to read, write and speak with proficiency in English and the world languages. Students will also be able to think critically about major world issues and how citizens of all nations are involved in, not independent of, these significant issues.

Current research is rather conclusive about early language acquisition in immersion programs. Some of this research has been done by internationally renowned local scholars like Dr. Richard Donato, coordinator of foreign language education, University of Pittsburgh and Richard Tucker, associate vice provost for the education department of modern languages, Carnegie Mellon University, who have reviewed and supported the vision of this proposal. Donato and Tucker have underscored the importance of studying world languages at an early age within programs mirroring the one we have proposed in their writing published in the *World Language Annuals*, and the *Modern Language Journal*. With the coordination of the University of Pittsburgh, YSWPCS has redesigned its language curriculum to be content based.

Furthermore, many other researchers including Echevarria, Vogt and Short (2008), and Chamot and El-Dinary (1999) note that more than two decades of language immersion research have shown that children enrolled in dual language schools acquire an impressive level of second language proficiency. Additionally, they are either at or above grade level achievement in literacy skills and content-area knowledge, and they accomplish this without losing facility in their native languages.

## **Shared Values**

A central component of the YSWPCS concept is to provide a learning environment in which students encounter instructional experience in their individual vernaculars as well as two other world languages of global significance. This multicultural, multi-linguistic approach provides students with the ability to communicate effectively across nations and cultures.

In addition, students will come to appreciate other societies through their languages and gain insight into the structure of language and its influences, ultimately acquiring significant skills for inculcating a deep and long-lasting appreciation for multicultural and multiethnic diversity.

YSWPCS, therefore, seeks to develop citizens of the world-students who are conversant in at least two major world languages and understand the interdependence of the world's people. Through the language immersion program, students will acquire proficiency in the basic academic subjects while also acquiring a global perspective that promotes a deep sensitivity to multi-cultural contributions, and understanding of world regions, cultures, and global issues.

## **Academic Standards**

YSWPCS educational philosophy is based on the "all children can learn" principle. YSWPCS will pursue the following measurable general academic goals and objectives in order to achieve the highest levels of academic success.

### **Goal 1**

Students will meet or exceed the state's mandated level of proficiency as defined by the Pennsylvania System of School Assessment (PSSA).

#### Goal 2

All student will acquire excellent reasoning and problem solving abilities which they will use in pursuit of their studies, especially in mathematics and science.

#### Goal 3

YSWPCS will provide the smallest practical class size, significantly below that in traditional public schools, for all grade levels.

#### Goal 4

YSWPCS will offer and promote a learning environment of mutual respect among students, faculty and staff.

#### Goal 5

All students will be computer literate so that they become comfortable with and easily adapt to ongoing technological evolution, which is inevitable encountered at school and in life.

#### Measurement of Academic Goals and Objectives

Teachers will conduct on-going assessment of student progress in addition to mandated tests, including student portfolios, class level project evaluations, exams and reviews, quarterly Progress Reports and parent teacher conferences. These assessments are aligned with PA standards and applied both formative and summative. The data base that we will use will be presented to the board at the proposal evaluation meeting. Teachers performance is also evaluated in regards to these goals to make sure that students receive the best education from the prepared teachers and students eventually meet the State and national AYP goals.

#### Educational Program

##### Curriculum Goals:

The first step in establishing "best practices" (those instructional strategies which are research-based and proven to assist students achieve academic success) is to delineate the school's framework, which will serve as the foundation for the YSWPCS curriculum.

A rigorous and engaging curriculum, innovative, creative and effective instruction, are the essential elements of YSWPCS language program which will focus on traditional academic subjects-reading, math science, social studies, are and music. The encompassing foreign language and cultural studies components which emphasize the countries whose languages are taught, their roles in the development of world civilizations, and their roles in globalization (the interconnectedness of the world's peoples through trade, travel, communication, technology, etc.).

To enhance the commitment to developing a true "international" school, YSWPCS Advisory board members from the University of Pittsburgh, Carnegie Mellon and Duquesne University will be a great support for our curriculum, program and students. YSWPCS gifted and talented program students will have opportunities to participate in advanced academic activities on those university campuses.

Furthermore, the following proven instructional methods will be employed:

Cooperative learning- to improve social and emotional intelligence, to engender positive interdependence, and to increase achievement gains.

Reciprocal teaching- to incorporate and promote critical thinking and problem solving.

Scientifically based reading instruction- to maximize achievement in the critical are by basing instruction on an extensive examination of what actually works and emphasizing phonemic awareness (early grades), systematic phonics instruction, and authentic reading and writing experiences using high quality children's literature.

The academic program of YSWPCS is designed to allow the greatest (flexibility) prospect with regard to teaching style, approach, method and pace while assessing proficiency and the ability to process information. By creating a structure in which a unique program can be designed for each child, individual needs have greater assurance of being addressed.

With proper supervision, data feedback and content choices, an increased likelihood exists that many more children can reach academic success than would with the current system, and at the same time successfully attain Pennsylvania Academic Standards in all areas. Within this customized system, each child's particular style, cognitive process and social construct can be taken into account for each subject for every day of the school year. Because the traditional environment is not conducive to such individualization, an alternative approach would serve as a model for successfully educating a population of students who may not be adequately served by every school or school district at this time. YSWPCS provides an educational environment where students can achieve a level of academic success that they may not gain in a traditionally structured educational environment.

Languages, Technology, Math & Science, and Personal Social Development are the primary integrals of the curriculum. YSWPCS proposes a dynamic instructional approach developing emotional intelligence, and the others of the "Seven Intelligences" (Gardner, 1997) through standard and performance-based thematic curricula which use accelerated brain-based learning, intensive language inclusion, technology integration, music enrichment, and physical cultivation. These pedagogical objectives further incorporate the basics of reading, writing, and phonics in conjunction with whole language and real life mathematics. The entire program is delivered through an integrated, interdisciplinary approach to teaching. For the students, then, learning becomes relevant to life, important for the future, and exciting.

After school programs will be used to remediate the academic performance of children who need supplemental exposure in academic subjects or their intensive language studies.

## **Strengths and Challenges**

YSWPCS uses parent and staff surveys as well as the results from standardized tests and student evaluations to determine program strengths and weaknesses. Because one of the important goals of our school is to meet the needs of all children, we recognize strengths and weaknesses of our program dealing with social, emotional, and physical aspects of each child, as

well as the academic program. Our greatest strength lies in providing a comfortable, safe environment conducive to learning for students with varying abilities and interests and meeting their academic needs in an appropriate, meaningful way. After reviewing this year's data we are pleased with parents' perception that the school is meeting or exceeding expectations in all areas. In 2011-2012 year, we focused on better data analysis that direct instruction, better support the classroom teachers in their quest to integrate technology into all areas of the curriculum, and the creation of a community which is more informed of identifying and appropriately meeting the needs of all students. The dedication and hard work of the Board of Trustees is a vital part of the success of YSWPCS. Parental involvement and participation creates an environment that the parents are fully engaged in their children's education which is a great strength. The relationships we have built among the members of different community organizations strengthen our network in the community and make our organization part of the greater community in general and education community in particular.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The Board of Trustees and the CEO/Principal are involved in the strategic planning process to create measurable goals for all students. Several tools are used to gather information

- a) School-wide assessment
- b) Students, parents and teachers survey
- c) Progress report cards

The surveys deal with the mission of the school and whether or not parents and teachers perceive that it is being met. As a first year of our Charter school, although we dealt with all types of challenges, parents and teachers have expressed a high degree of satisfaction with the school in regards to meeting its mission and academic goals. School retention rate for students and teachers is over 98%.

Creating measurable goals is the part of this strategic plan to improve both student and school performance. Therefore, YSWPCS' critical aspect of school improvement planning is the setting of targets and assessing how well those targets are met.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation Membership Category</b>	<b>Appointed By</b>
Ozdogan, Alpaslan	YSWPCS Administrator	Melih Demirkan (YSWPCS Board President)

### **Goals, Strategies and Activities**

## **Goal: Attendance**

**Description:** YSWPCS Charter School will keep or develop high levels of attendance.

### **Strategy: Communication**

**Description:** Communicate with parents on a regular basis when absenteeism occurs

### **Activity: Letter Notification**

**Description:** A letter of notification will be sent to the parents whose students three or more days absent or tardy throughout the year

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** Complete

## **Goal: Mathematics**

**Description:** At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

### **Strategy: Accelerated Math Program**

**Description:** Train all teachers to familiarize with program and use effectively and monitor students' progress on regular bases including K-8

### **Activity: Implementing**

**Description:** Train all teachers to familiarize them with the program and use effectively to monitor students' progress on regular bases including K-8.

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	\$1,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Strategy: Curriculum align with math standards and anchors**

**Description:** Math standards, anchors will be designed and implemented by all teachers based on student's grade levels.

### **Activity: Align instructional lessons to standards, anchors**

**Description:** Apply standards to the lesson plans addressed in these anchors within daily lesson plans.

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	\$1,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Curriculum alignment scope and sequence**

**Description:** Complete curriculum alignment and scope and sequence to make sure that math standards and eligible content are addressed.

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	\$1,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Strategy: Data Analysis**

**Description:** Analyze math assessments data

### **Activity: Monitoring Data Analysis**

**Description:** Create monitoring procedures for staff and administrators to monitor student's progress

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	\$1,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Meeting and exceeding Pennsylvania State Academic Standards**

**Description:** YSWP Charter School Students receive a thorough, comprehensive, and balanced education, meeting and exceeding Pennsylvania State Academic Standards. Create a multicultural learning environment that celebrates the differences among students. Produce multi-literate and multi-lingual students who excel in all academic subjects including science, mathematics, social studies, literature, and creative arts. Effectuate student fluency and literacy in English and at least two other internationally significant languages. 100% of the teaching staff will receive in-service training to address needs identified via staff surveys and review of performance, in keeping with the Professional Development Plan

### **Strategy: Implementing a Standards based curriculum in all core subject areas**

**Description:** Implement a Standards based curriculum in all core subject areas. Expose students to cultures and foreign languages by taking daily instruction in Chinese and Spanish. Provide support through tutoring, mentoring, and other services such as after-hours remediation for those students who have special needs, or require additional instruction to ensure success in the academic setting.

### **Activity: Meeting PSSA Standards**

**Description:** Implement a Standards based curriculum in all core subject areas. Expose students to cultures and foreign languages by taking daily instruction in Chinese and Spanish. Provide support through tutoring, mentoring, and other services such as after-hours remediation for those students who have special needs, or require additional instruction to ensure success in the academic setting.

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Parent Involvement**

**Description:** Parents will be given many different opportunities to be involved in their child's

education and YSWPCS as a school. Through our Student Information System, a parent/teacher organization, parent breakfasts, parent home visits and other volunteer opportunities our parents will play a major role in the functioning of the school and in their child's education.

### **Strategy: Getting Parents Involved**

**Description:** YSWPCS will offer an array of activities and volunteer opportunities in order for our parents to be more involved.

#### **Activity: Increase Parent Involvement**

**Description:** Form a committee in which the parents and teachers can converse with the intention of school improvement and community outreach. YSWPCS will create volunteer opportunities for parents to come to the school as well as extend invitations for breakfasts and home visits.

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Partnerships**

**Description:** School will develop partnerships with local business and institutions

### **Strategy: Partnerships**

**Description:** School will develop partnerships with local business and institutions

#### **Activity: Business Partnerships**

**Description:** Establish business and industry partnerships

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Community Partnerships**

**Description:** Establish community partnerships

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Community Training**

**Description:** Provide community training at the school to enhance technology literacy

#### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Reading**

**Description:** At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Curriculum align with reading standards and anchors**

**Description:** Reading standards, anchors will be designed and implemented by all teachers based on students grade levels.

### **Activity: Align instructional lessons to reading standards, anchors**

**Description:** Apply standards to the lesson plans address these anchors within daily lesson plans.

#### **Person Responsible Timeline for Implementation Resources**



### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### ***Strategy: Scholastic Reading Program***

**Description:** Train all teachers to familiarize them with the program and use effectively to monitor students' progress on regular bases including K-8.

### ***Activity: Implementing***

**Description:** Train all teachers to familiarize them with the program and use effectively to monitor students' progress on regular bases including K-8.

### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan	Start: 9/1/2011 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

## ***Goal: Special Education***

**Description:** Teachers will implement 100% of student IEPs on a regular basis.

### ***Strategy: Implementation***

**Description:** Teachers will be given a checklist of goals and modifications for each student with an IEP by the Special Education teacher. The Special Education teacher provides checklists and offers support and training to teachers who need guidelines and ideas

### ***Activity: Special Education***

**Description:** Regular checking to see the implementation of IEPs YSWPCS adheres to all policies and procedures established under the Individual with Disabilities Education Act. It is YSWPCS's policy that all children with disabilities are identified, located, and evaluated. YSWPCS annually reports special education and related services to the State, through the statewide data system, which children are being served and what services are being provided.

#### Person Responsible Timeline for Implementation Resources

Ozdogan, Alpaslan    Start: 9/1/2011    -  
   Finish: Ongoing

**Status:** In Progress — Upcoming

## **Goal: Technology Literacy for Community**

**Description:** YSWPCS will provide technology workshops for parents and community members

### **Strategy: Technology Literacy for Community**

**Description:** School will provide technology workshop for parents and community members.

### **Activity: Community Training**

**Description:** Provide community training at the school to enhance technology literacy

#### Person Responsible Timeline for Implementation Resources

Ozdogan, Alpaslan    Start: 9/1/2011    -  
   Finish: Ongoing

**Status:** Not Started — Overdue

## **Goal: Writing**

**Description:** Improve the quality of student writing by implementing the use of the Lucy Calkins writing program and rubrics as guidelines for instruction.

### **Strategy: Implementation of Writing**

**Description:** Provide training for teaching staff on the Units of Study for Teaching Writing

### **Activity: Training (Writing)**

**Description:** Writing curriculum will be implemented through ongoing trainings

### **Person Responsible Timeline for Implementation Resources**

Ozdogan, Alpaslan    Start: 9/1/2011    -  
   Finish: Ongoing

**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

PA State Standards consist of Math, Science and Technology, Literacy, Social Studies, Technology, Humanities and Health, Safety and Physical Education curricula. Instructional materials are selected based on the PA standards.

The YSWPCS academic program allows the greatest flexibility in teaching style, approach, method and pace while assessing proficiency, the student's ability to process information and creates a structure in which unique programs for each child's individual needs have greater assurance of being addressed. With the proper supervision, data feedback and content choices, an increased likelihood exists that children can reach academic success based on Pennsylvania Academic Standards and Anchors in all areas. This customized system adjusts to each child's particular style, cognitive process and social construct thereby successfully educating a population of students who may not be adequately served by every school or school district at this time.

Multiple methods of self-assessment, evaluation, and training will be used to ensure that the school is meeting its stated mission and objectives. In order to be certain YSWPCS is meeting the educational goals of its students, assessments will include State, Local, and Teacher-Produced Assessments. Teachers, Administrators and members of the Board will also use reflective practices to ensure adherence to the YSWPCS mission and objectives.

YSWP seeks to develop higher-level thinking skills in all students, meeting them at their instructional level and guiding them to reach their full potential. PA State Standards provide the basis for determining the appropriate developmental sequence and academic content across all grade levels and subject areas. Student mastery of standards is accomplished in a variety of ways to match the needs of each learner.

Advanced students are enriched in one of two ways: either they are placed in the group or grade appropriate to their skill level to accelerate progress in a given subject or content area, or they are given opportunities to broaden their knowledge through individualized projects, research, and participation in local and state competitions and the like.

Struggling students have multiple opportunities to receive additional support from teachers, assistant teachers and tutors during Extended Day homework club. Saturday Academy is another opportunity for students. Every Saturday for 3 hours, math and reading intervention takes place. Teachers also work with small groups during study hall (the last period in each day) to support students with academic weaknesses. For Program A, daily periods of time are set aside after regular hours for individualized instruction to resolve difficulties or confusion observed by teachers during day. Individualized instruction by teachers or online are also available. In the classroom, instructional adaptations and accommodations are made routinely; response to these interventions determines whether further evaluation is necessary to determine eligibility for Special Education services.

YSWPCS is cognizant of the fact that a student may be advanced average or below grade level in different areas, since each individual possesses gifts and faces challenges. Great care is taken to assure that the “average” student is not neglected, and that his or her gifts and needs are duly recognized and addressed. Pretesting and post testing are performed routinely to determine instructional levels and measure progress.

## LANGUAGE ARTS

In order for elementary students to be successful in an inquiry, project-based curriculum, it is necessary for them to develop their reading, writing, listening, and speaking skills. Therefore, the study of English/Language Arts will be a daily part of the Language Arts program at YSWPCS. Teachers will plan and implement the learning tasks and activities in away that allows the students to bring their own ideas, thoughts and experiences into the process. Students will be encouraged to use their prior knowledge and backgrounds to construct their own understanding of the readings and writings. Reading instruction is provided through a research-based and balanced program of guided small-group instruction and followed by modeled, shared, and independent reading tasks and activities. Additionally, the curriculum will be aligned with PA State Standards, Anchors, and Eligible Content in Reading, Writing, Speaking and Listening. The emphasis is on helping the students become capable and confident readers by using fundamentals of both the Phonics and Whole Language Theory through a holistic mastery of comprehension skills and essential word identification strategies. Using the Reciprocal Teaching method, students working small groups to Predict, Clarify, Summarize and Question—four strategies proven to ensure and deepen understanding of text. In support of this, students will participate in literature circles (Daniels, 2002) where small groups of students read the same book with each student assuming responsibility for one of several roles—identifying vocabulary, writing chapter summaries, illustrating passages, connecting the text to other texts or to the world, and leading discussions.

Students will learn to apply effective strategies and to construct meaning by previewing texts, predicting outcomes, and comparing and contrasting themes. Students will read different types of materials for a variety of purposes. Discussions will center on identifying and interpreting an author’s point of view. All students will work towards learning to read, recognize, and respond to a variety of genres in literature and writing as a record of human experience.

After careful consideration, the decision was made to implement a theme-and- literature-based reading program for three reasons:

Our projected population of students will be diverse: students will have a variety of language backgrounds and some are ELLs. In addition, the school will draw students from both urban and rural areas. A theme-and-literature-based program provides maximum flexibility so that every student has access to reading material that matches their interests and background knowledge.

Our projected population of students will represent a broad range of reading abilities in each classroom. This approach provides a wide variety of materials for students who need remediation or enrichment.

Theme-and-literature-based programs serve a dual purpose during the process of building collections of reading and resource materials in classrooms and the school library.

Multicultural topics and authors are introduced through themes, literature and a variety of other texts. By the beginning of 5th grade, students at Proficient reading levels are prepared to analyze text, compare and evaluate it from several points of view, and synthesize common themes, principles, ideas, or concepts across texts and genres. This approach is based on Bloom's (1956) taxonomy of learning domains. YSWPCS students in 5th through 8th grades will read a variety of age and grade appropriate material by authors from all over the world, including appropriate selections for students requiring remedial support. Approaching text from this multicultural point of view will further develop the students' ability to read critically and to relate their understanding of literature to the study of history, economics, civics, and government. This will also improve students' learning of Social Studies. Writing will remain in a central position in the overall curriculum. Students will learn to write business letters as they seek information for their projects and investigations from outside sources. Persuasive writing techniques will be developed as students prepare to defend points of view in simulations. In keeping with the school's focus on science and math, students will be taught techniques of technical writing. Editing, revising and evaluating writing for style, organization and correct conventions will be an integral part of the writing process.

Furthermore, students will use a variety of computer programs and printers to publish their own work. A writing resource room will be staffed during certain study hours and will be available for students who need additional help. The investigative nature of the science and math programs will naturally call for the development of research skills. Students will learn how to select, modify and define topics, and carry out the research process. This will include formulating questions, contacting people for interviews, searching the Internet for information, collecting and organizing data, and communicate findings in an appropriate form. Teachers will teach students how to develop and use graphic organizers as a means of organizing and outlining data. One-on-one work with teachers who are available before and after school will provide assistance to students who need extra help.

Writing instruction is integrated into all content areas using the Collins/Chadwell program and the Great Source/WriteSource materials, which provide a structured approach to writing and correlate well with PA State Standards, Anchors, and Eligible Content in Reading, Writing, Speaking and Listening. The emphasis is on purposeful writing in a variety of genres for an authentic audience, rather than hypothetical and sentence-based exercises and drills. As citizens and future employees, students graduating from 8th grade must be prepared to communicate clearly in writing and speaking, and possess well-developed problem-solving abilities. As a productive skill, writing is an important medium for developing these skills. The goal of instruction is to ensure that students enter high school with strengths in these areas. In keeping with the school's mission and drawing upon their experience with literature from other languages and countries, students will explore similarities and differences among written languages with respect to grammar, style, organization, word usage, idiom, and figures of speech. Students will also write in the selected world languages to improve communication skills in these languages.

Speaking and listening skills are incorporated throughout the curriculum at all grade levels. Public speaking will be a priority to build students' confidence in their communication skills. Students will be provided with multiple opportunities to sharpen their listening and speaking skills. Students will attend lectures and presentations given by community members. In class sessions, students will be invited to select topics of personal interest for discussion. Once a topic is chosen, a class leader will call on one student at a time and solicit comments. Other students will listen without

comment until everyone who desires to contribute has spoken. Pertinent questions will be encouraged and students will be helped to distinguish between relevant and irrelevant opinions. Most importantly, students will learn the value of communicating clearly and listening attentively by experiencing their teachers as mentors who model strong listening and speaking skills.

## Mathematics curriculum

There are a number of features that distinguish the *Everyday Mathematics* curriculum and make it appropriate to address the developmental and academic needs of students. These include:

**Real-life Problem Solving-***Everyday Mathematics* emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

**Balanced Instruction-**Each *Everyday Mathematics* lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

**Multiple Methods for Basic Skills Practice-***Everyday Mathematics* provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental routines, practice with fact triangles (flash cards of fact families), daily sets of review problems, homework, timed tests and a wide variety of math games.

**Emphasis on Communication-**Throughout the *Everyday Mathematics* curriculum students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.

**Enhanced Home/School Partnerships-**For grades 1-3, Home Links provide opportunities for family members to participate in the students' mathematical learning. Study Links are provided for most lessons in grades 4-6, and all grades include periodic letters to help keep parents informed about their children's experience with *Everyday Mathematics*

**Appropriate Use of Technology-***Everyday Mathematics* teaches students how to use technology appropriately. The curriculum includes many activities in which learning is extended and enhanced through the use of calculators. At the same time, all activities in which calculators would function simply as crutches for basic computation are clearly marked with a "no calculator" sign.

**Active Learning-**Students learn essential math concepts with integrated print and technology support that captures the imagination and provides a vital link to real-life problem solving.

**Flexible Lesson Development-**Flexible planning tools allow teachers to easily adapt each lesson to students' learning styles and abilities.

### Effective Assessment

Assessment informs everyday instruction, so that long term goals are always uppermost and pacing and delivery are appropriate to achieve mastery of skills.

# SCIENCE CURRICULUM

The science program is designed to use a constructive view of learning skills, sequences, and science knowledge. We believe in building from the student's own reality when introducing content. The meaning of science comes from relating new experiences to what one already knows, rather than from simply adding new knowledge. The sequence of instruction necessarily begins with students' misconceptions or alternate understandings. Thus, we engage students in activities that help construct or reconstruct meaning. The major purpose of the science curriculum is to teach children to become self-reliant, independent problem-solvers. It is designed to create a high level of interest in learning. Science classes pursue the following strategies:

Encouraging students to make their ideas explicit; presenting them with events that challenge their ideas.

Encouraging the process of hypothesizing and the generation of alternative models; giving the students the opportunity to explore these alternatives in informal and friendly ways, particularly through group discussion; and providing opportunities for students to use their new ideas in a wide range of situations in order to appreciate their utility

YSWPCS's science curriculum places a central focus on an experimental, hands-on approach to students' current understanding of science while increasing their abstract knowledge of science. In this way, we plan to provide an everyday, useful scientific background even to students who do not intend to pursue a science-based career. However, the science curriculum of YSWPCS also includes advanced courses in each grade for talented students and for those who want to study for the Science Olympiads, one of the chief goals of YSWPCS.

Science is a dynamic, ever-changing discipline; thus students will be encouraged to use computers and the Internet to plan and organize projects, to hypothesize, analyze data, and draw conclusions from tests they build. The science curriculum integrates the latest scientific and technological improvements, which are incorporated into the curriculum as soon as they appear. YSWPCS aims for students to follow and be aware of the latest scientific improvements all over the world, via science and technology clubs.

In grades K-5, YSWPCS expects to use the Full Option Science System (FOSS) curriculum. FOSS is a research-based science curriculum for grades K—5 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of Science. Not only do the Founding Members of the YSWPCS believe it is of the utmost importance to choose research-based curriculums for the students of the YSWPCS, but we also believe it is as equally valuable to find curriculum which has been successfully utilized in a public school setting much like the proposed YSWPCS. The FOSS curriculum has been successfully implemented in the Pittsburgh Public Schools, a local, urban public school system, which has as diverse a student population as will the student population proposed by the Founding Members of the YSWPCS. The FOSS curriculum is also aligned to PA State Standards, Anchors, and Eligible Content in Science.

## Social Studies

The social studies curriculum is designed to meet PA State Standards and is implemented by means of the Wiggins and McTighe Understanding by Design model. Working from the Standards-based written curriculum, teachers establish essential understandings, what is important to know and be able to do, and what should be familiar to students. Assessment tools are constructed to measure student achievement of these goals, and instruction is then planned to teach the concepts, skills, and knowledge that students are expected to master.

In keeping with the mission of the school to promote knowledge and understanding of world cultures, teachers take every available opportunity to compare and contrast the history, geography, economy, and government of the United States with those of other countries around the globe.

## Humanities

All students receive art and music lessons every week. Skill development in both areas is comprehensive and developmentally appropriate, with an emphasis on multicultural art, artists, music and musical traditions. Instrumental music lessons are available to students beginning in fourth grade.

## Health, Safety, and Physical Education

YSWP uses the SPARK curriculum for its physical education program. The SPARK Physical Education program is designed to encourage maximum participation during class time. Active participation and practice in a positive, non-threatening atmosphere are the means for improving children's physical skills, fitness, social development, and personal enjoyment. All students participate in one 40 or 45 minute PE class taught by a certified PE teacher per week, with additional physical activity built into the day at classroom teacher discretion.

SPARK Physical Education for primary grades offers instruction and practice in a realistic number of diverse skills and activities appropriate for kindergarten through second grade children. The curriculum is designed to take best advantage of developmentally appropriate activities without overwhelming students or teachers.

SPARK for grades 3-6 emphasizes health-related fitness activities. However, it is also designed to reach other traditional physical education outcomes, including the attainment of motor skills, knowledge, and social values. The focus during class time is on children being actively engaged in developmentally appropriate movement.

In addition, there are opportunities for physical activity during the Extended Day program. Examples of clubs that promote physical activity are Drama, dance, art and craft, math olympiad etc.

## Inquiry based Learning and Teaching

Higher order thinking, the essence of in-depth and inquiry-based teaching and learning, is a cornerstone of YSWPCS curriculum and instruction. For example, "how" and "why" questioning is one of the four core skills students learn through Reciprocal Teaching. Discovering multiple means of problem-solving is an essential component of Everyday Math. *FOSScience* offers modules spread over the entire year, which means students dig deeply into the study of Physical, Earth & Space, and Life Science, and Technology, unlike the "mile wide, inch deep" approach of some other science programs. Discovery, rather than didactic teaching and learning, are essential to the experience of Young Scholars. Students are comfortable posing questions,

Researching via technology to find plausible answers, analyzing information and sharing their findings through writing, speaking, and/or creating artifacts are all an essential part of the curriculum.

In-depth, inquiry based teaching and learning are promoted by:

- promoting multi-sensory and participatory learning
- incorporating multiple intelligences: logical, intra personal, musical, kinesthetic, spatial, linguistic, naturalist, interpersonal
- teaching students how to find information for themselves from various resource materials
- integrating subjects when appropriate
- providing an emotionally and physically safe, positive learning environment
- working in a cooperative manner

Because maximum class size is 20 students, there are more opportunities for remedial instruction during the school day. Tutoring is available to students after regular school hours and during Extended Day hours of 3:30-5:05pm and on the weekend. The following are specific, measurable goals aligned with our Extended Day Homework/Tutoring program.

1. Direct, immediate, coordinated response to any concern on the part of the regular classroom teacher with respect to the academic achievement of a student will be provided by trained and supervised tutors.
2. Each child will be better prepared to succeed the very next day due to the availability of review, re-teaching, or practice for a given concept or skill during Extended Hours.
3. The loss of confidence some students experience when encountering challenging academic material will be mitigated by the same day response. Despite temporary confusion or difficulty, student self-efficacy will remain intact. A positive attitude and willingness to take appropriate academic risks will be indicators of success.
4. Students will make adequate yearly progress after receiving additional instruction during the Extended Hours Program.

Cooperative learning, small group instruction, project based assessment, and opportunities to make choices based on individual interests are examples of teaching strategies that promote interest and engagement, along with those described earlier. By differentiating instruction and working consistently within each student's zone of proximal development, teachers prevent confusion and boredom, the two main roadblocks to learning.

## **Rigorous Instructional Program - Attachment**

- Teacher Induction

## **English Language Learners**

The purpose of ESL instruction at YSWPCS is to prepare the students for academic success in their classrooms and beyond. Therefore, student performance is evaluated based upon their teachers' assessments on how they are doing in their regular classrooms and their rate of progress with individual activities from the ESL teacher. The methods used during by the ESL teacher build upon and support skills taught by the regular classroom teacher.

Twenty nine students received ESL support at YSWP charter school during the 2011-12 school year. Students are selected for ESL services at YSWPCS based upon teacher or parent recommendation and an initial screening. Further, students are also released from receiving services based upon the score they receive on the WIDA ACCESS Test taken at the end of the year or upon the written request from their parents. Once selected, students are provided with services for 40 minutes per day within their regular classroom. The services are grade level appropriate and complement the instruction of the classroom teacher.

Through the use of the methods listed below (especially through the reading and discussion of literature), students practice and enhance their vocabulary, and learn important concepts in English while enhancing their writing skills. A variety of activities and skills are practiced through the means listed below. Most of the time, materials from the teacher and books from their classroom libraries are used to reinforce what they have learned, and also to provide them with the benefit of repetition. This repetition promotes automaticity and fluency in reading and vocabulary. Students are encouraged to read at home with their parents in both English and in their native languages.

The ESL program at Young Scholars was unique in the 2011-12 school year in that instruction was focused mostly upon advancing phonics, other reading skills, and literacy. Because we use the SIOP model, ESL instruction occurred in their regular classrooms.

#### *Language Arts Matrix for ESL Instruction*

#### **Reading**

- \*Students learn through authentic literature
- \*Students learn phonics
- \*Students practice choral reading
- \*Students practice partner reading
- \*Students engage in round robin reading
- \*Students observe teacher reading and follow along
- \*Students learn to read rhymes as they learn nursery rhymes
- \*Students use computerized electronic phonics based devices to practice phonics

#### **Writing**

\*Students practice story writing \*Students practice sentence writing

\*Students practice writing sentences dictated to them

### **Listening**

\*Students listen to teacher read stories \*Students listen to each other \*Students listen to directions \*Students listen to sentence dictation

\*Electronic devices facilitate students in hearing phonetic sounds

### **Speaking**

\*Students engage in conversation practice

\*Students answer questions about stories and vocabulary

\*Students learn to formulate and questions

Students recite nursery rhymes during puppet shows

Students practice saying words from picture flash cards In keeping with the school's mission to provide a multilingual, multicultural learning environment and promoting mastery of, Spanish, Turkish and English.

In keeping with the school's mission to provide a multilingual, multicultural learning environment and promoting mastery of, Spanish, Turkish and English.

The YSWPCS ESL Program is aligned with the state standards and has four **language domains**: listening, speaking, reading, and writing. The definitions of the language domains are as follows:

**Listening**— process, understand, interpret, and evaluate spoken language in a variety of situations.

**Speaking**—engage in oral communication in a variety of situations for an array of purposes and audiences.

**Reading**—process, interpret, and evaluate written language, symbols and text with understanding and fluency.

**Writing**—engage in written communications in a variety of forms for an array of purposes and audiences.

### **The five Language Proficiency Levels (L) and Performance Definitions:**

**Entering (L1):** Words and phrases learning occurs with the help of visual and graphic support.

**Beginning (L2):** Oral or written language with short phrases/sentences occurs with the help of visual and graphic support.

**Developing(L3):** General and some specific language, and sentences written in paragraphs occur in oral or written English, with the occasional help of visual and graphic support.

**Expanding(L4):** Specific and technical language, variety of sentences with multiple and related paragraphs occur in oral or written English, with the occasional help of visual and graphic support.

**Bridging(L5):** Technical language and a variety of sentence lengths of varying linguistic complexity occur in oral or written English, with occasional visual and graphic help.

#### **Identification and progress assessment tests:**

Each parent of a newly enrolled student completes a survey to determine the language spoken in the home and the child's level of competence with English and/or other languages. ESL students are assessed by the ESL teacher by using the W-APT Test to determine their proficiency level in English and proper placement in the ESL program. Also, at the end of school year, the ESL teacher uses WIDAACCESS test to assess student progress in English.

#### **Instruction:**

ESL and classroom teachers work together closely to determine the kind of support needed to promote mastery of core subject area curricula. By integrating curricular goals and objectives with literacy learning, students are better able to attain PA academic standards.

Reading, writing, speaking, and listening skills specifically related to the content area knowledge and skills are introduced in ESL lessons during and prior to their use in the regular classroom to promote student engagement and learning.

#### **Staff & Resources:**

YSWPCS currently employs one full-time ESL PA certified teacher. Since the ESL instructional program complements the regular curriculum, materials are drawn from classroom supplies, and additional materials supplement those at the appropriate literacy level for each ELL. Essential literacy knowledge of a more general nature is taught by using a variety of manipulative games, learning activities, technology, and other resources.

## **English Language Learners - Attachment**

- YSWPCS ELL Report

## Graduation Requirements

Young Scholars includes elementary grades K-5. No graduation requirements apply.

## Special Education

At YSWPCS, students with special needs are provided with additional support, services, programs, and specialized placement or environments in order for them to reach their highest potential. Various appropriate instructional strategies are used both in general education and special education classes. General education teacher and special education teacher work closely and collaboratively in order to make sure the student is progressing toward his/her goals. Technology, visuals, and manipulatives are essential parts of the classes which will enhance student learning.

Type and amount of special education support depends on the student's strength and needs which would be discussed and decided by the multidisciplinary IEP team. The student is placed in the least restrictive environment in which s/he will have access to the general education curriculum, or any other program that peers without disabilities would be able to access. Learning support services are provided in regular education and on a pull-out basis depending on the strength and needs of the student. Supplementary aids and services are provided both in regular education classroom and learning support room that are necessary for the students to achieve their educational goals. Formal and informal assessments are embedded in the instruction to monitor the progress of the student on his/her goal closely, and to determine the effectiveness of the instructional strategies.

Besides learning support, YSWPCS provides other special education related services including speech & language support and occupational therapy by contracting Allegheny Intermediate Unit.

## Special Education - Attachment

- YSWPCS Special Education Policies and Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mutlu Kesten	1.00	Learning Support	YSWPCS	7	Full time Special Education

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
AIU	0.07	Occupational Therapy	YSWPCS	3	Meets biweekly, 30 mins per child and consults as needed.

## Special Education Program Profile - Chart III

<b>Title</b>	<b>Location</b>	<b>FTE</b>
Special Education Teacher/Coordinator	YSWPCS	1.0
Occupational Therapist	AIU	0.07
Speech Therapist	AIU	0.01
Psychologist	AIU	0.01

## Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
Psychologist assigned by AIU	Psychologist/ Evaluations	As needed for psycho-educational evaluations
Jill Smolenski/AIU	Occupational Therapist	0-1

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes
Dibels	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment - Secondary

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
YSWPCS served K-5 for 2011-2012 school year	No	No	No	No	No	No	No

### Student Assessment

YSWPCS's comprehensive student assessment system provides accurate data in order to make data driven enrichment and intervention decisions. We use a number of tests including school wide assessments to determine student progress in all subjects. As a first year school we were notable to use PSSA assessment data in the beginning of the year. Locally developed school wide tests are used as follows; DIBELS (three times a year), Terra Nova (two times a year), 4Sight and Full Length PSSA Practice Test (three times a year).

DIBELS, reading measurement, was administered three times over the school year for K-5 in the areas of letter naming, phoneme segmentation, nonsense word fluency, letter naming fluency and oral reading fluency.

Two identical Terra Nova assessments were administered at the beginning and the end of the year in the areas of Reading, Mathematics, Science, Social Studies and Writing. We were able to see whether struggling, ESL/ELL, average and advanced students made a year's worth of progress by comparing the two assessments.

4Sight and full length PSSA Practice tests were given at the beginning of the year to acquire the starting level for students, and two other full length PSSA practice exams were given throughout the year to monitor the progress of the students as well as to create enrichment and action plans.

Every 4Sight and full length PSSA Practice test was followed by a professional development day. Half of the day is spent analyzing the results, comparing each and every assessment data, and monitoring the progress and response to intervention. Each and every child's progress is individually analyzed by our student support team, which includes classroom, special education, and mathematics teachers along with the principal. Output is used to enhance classroom instruction, as well as to assign students several tutoring options. Students are provided with small group or one on one tutoring during the day either in study hall time (8<sup>th</sup> period) or in pull out sessions according to the students' needs. In addition, YSWPCS offers a three hour enrichment program, Saturday Academy, for its students in the areas of Mathematics, Reading, Writing and Science. The Student Support Team provides individualized weekly packages for Saturday Academy students.

## **Student Assessment - Attachment**

- YSWPCS 2012 AYP Report Packet

## **Teacher Evaluation**

### Formal Evaluation

Formal evaluation includes a pre-observation conference, observation, and post-observation conference. All teachers participate in a formal evaluation process twice each year, in the fall and again in the spring.

## Additional Evaluation Tools

1. The YSWP internal numerical rating document is discussed at mid-year and year-end conferences.
2. Input from parent satisfaction surveys is considered as well as student performance on curriculum based and standardized assessments.

## Self-evaluation

At midyear, teachers complete the YSWP internal rating document as a self-evaluation. Concerns on the part of the teacher or the administration are addressed at this time. If both parties identify needs that require corrective measures, plans are made and implemented accordingly. Monitoring progress toward achieving differentiated professional development plan goals is a shared responsibility of the administration and the teacher.

## Informal Evaluations

Administrators do informal, unannounced observations a minimum of once each month. A teacher/administrator interactive journal travels back and forth to facilitate communication.

## Biweekly Meetings

Every teacher has a scheduled 30 minutes meeting with administrators every semester. Teachers share progress and plans in all content areas, results of assessments, examples of student work, and any needs or concerns. Any comments in the interactive journal that need to be addressed are discussed as well.

Individuals Responsible for Teacher and Staff Evaluation CEO: Alpaslan Ozdogan and an Educational Consultant

## Teacher Evaluation - Attachment

- Teacher Evaluation Plan

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

In the 2011-2012 school year Onur Kesten left the board of trustees because of significant work load in his professional life. Hasan Guclu was then added in his vacancy.

### Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Melih Demirkan	N/A
Isa Hafalir	N/A
Laura Mahalingappa	N/A
Peng Yuan	N/A

## **Professional Development (Governance)**

Members of the Board of Directors were provided with references to and copies of the Pennsylvania Charter School Law, the Sunshine Act, Public Officials Act, the YSWPCS Charter and Charter Application, and the YSWPCS Bylaws. It is the responsibility of each trustee to read and understand these documents. Board meetings frequently include discussions of governing documents to assist trustees in their decision-making.

Selected members of the Board of Directors attended a training program organized by Apple Education Services on March 17, 2012 entitled "The A to Z Charter School Governance: Building Charter School accountability through capable board oversight" by Brian Carpenter.

## **Coordination of the Governance and Management of the School**

The Board of Directors maintains ultimate oversight and makes decisions about policy and direction for the school. Therefore, the Board of Directors utilizes information on a monthly basis in its formal meetings to continuously evaluate the progress of the school. The Board of Directors reviews financial information as well as a program report from the CEO, input from community, family staff and student members who contribute information and suggestions on a regular basis. On an annual basis, the Board of Directors sets aside formal board meeting time for complete review of the goals and objectives, review of parent questionnaires, formal recommendations from the CEO, the Parent Advisory Council as well as the Teachers.

The Board of Directors establishes the policies for the operation of the school in accordance with the YSWPCS mission. Day-to-day management of the school and implementation of school policies is accomplished by the CEO, working as a team with the classroom teachers and other staff. At each regular board meeting, the CEO and Business Manager report to the Board of Directors issues that have arisen during the previous month and/or that can be anticipated. The board helps the CEO prioritize his responsibilities and assists him as needed with interpreting and applying the appropriate guidelines for the operation of the school.

The Board of Directors primarily interacts with the charter-granting district through the CEO. The CEO attends frequent meetings with the district and is in frequent contact with the district representative when questions arise either originating with YSWPCS or the district. It is the policy of YSWPCS to welcome visitors from the district to attend the Board of Directors meetings, or to observe the school at any time. Representatives from the district officially visited the school and their comments were so positive and encouraging about YSWPCS' operation.

The Board of Directors meets on the first Wednesday of each month. Meetings are held in the YSWPCS meeting room and begin at 7:30 p.m. The Board of Directors meeting dates in 2011/2012 are listed below:

August 3<sup>rd</sup> 2011

September 7<sup>th</sup>2011

October 11<sup>th</sup>2011

November 2<sup>rd</sup> 2011

December 1<sup>st</sup>2011

January 10<sup>th</sup>2012

February 8<sup>th</sup>2012

March 14<sup>th</sup>2012

April 4<sup>th</sup>2012

May 9<sup>th</sup> 2012

July 31<sup>st</sup>2012

## **Coordination of the Governance and Management of the School - Attachment**

- Board Meeting Schedule

## **Community and Parent Engagement**

The YSWPCS board has initiated an outreach program that includes many outlets for community and parent engagement. A parent teacher organization (PTO) was created to give parents a place to engage in the education of their child by being able to be involved with activities at the school as well as to give them a place to give opinions and suggestions. Parents received multiple surveys throughout the year to ensure the decision being made were reflective of the community within the school. At the end of the year a satisfaction survey was received by the parents of YSWPCS with results of high satisfaction for the programs and activities offered.

Outreach into the community included, but was not limited to, flyering throughout the community, attendance and participation in local events including community days, fairs, picnics, and parades. Local government representatives from all levels were also contacted through the outreach program. Many officials invited YSWPCS representatives to their office and a majority have given their support to the school students and staff, and ultimately attended many different functions at YSWPCS.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

YSWPCS received federal funding in the amount of \$30,686.00.

YSWPCS also received donations from private sources for our playground in the amount of \$500.00.

## **Fiscal Solvency Policies**

YSWPCS maintains its fiscal solvency according to the 'Financial Practices Policy' approved by the Board of Trustees. The annual budget is developed according to the Board of Trustees' comments. The monthly financial report is presented and discussed under the supervision of the Treasurer of the Board of Trustees during Board of Trustee meetings.

## **Accounting System**

QuickBooks 2011 is utilized for recording revenues and expenses, and all other activities of YSWPCS. Chart of accounts for PA Public Schools is used to set up our chart of accounts for budgeting, accounting and reporting. Records for budgeting, accounting and reporting are done and kept by Business Manager. Sentric Inc. Payroll company is contracted for providing payrolls and quarterly federal and state reports.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statements of Revenues, Expenditures & Fund Balances

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

Maher Duessel Certified Public Accountants has been contracted to perform the annual audit for the fiscal year 2011-2012. The audit has been scheduled for September 24, 2012.

Since 2011-2012 is YSWPCS first year our audit in September will be our first.

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- Profit and Loss (Audit)

## **Citations and follow-up actions for any State Audit Report**

There are no citations or follow-up actions at this time as YSWPCS will have its first audit on September 24, 2012.

## **SECTION VII. FACILITY RESPONSIBILITIES**

## **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

In the beginning of 2011-2012 educational year, we began our contract at our building at 600 Newport Drive Baldwin Township, PA 15234. Our building included 8 classrooms, Library, Computer Lab, Bathrooms for students and staff, Teachers Lounge, Multi-purpose room, 6 offices, and a Nurses Office.

As this was our first year we purchased furniture for all offices and classrooms, a security/surveillance system, computers for the lab and for teachers use, a phone system, curriculum for all classes, and any other equipment and supplies needed for the school.

### **Future Facility Plans and Other Capital Needs**

YSWPCS will be renovating a second hallway in the summer of 2012 to accommodate our expanding numbers. This hallway will house a science lab, and office and classrooms for 3-6 grade.

We will again renovate in the summer of 2013 our basement to expand our classrooms for our growing numbers to 8th grade.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

Smoke alarms and fire extinguishers are placed appropriately throughout the building. Fire extinguishers are checked and replaced and re-tagged yearly. All fire exits are posted with building evacuation routes and student rosters. Fire drills are held monthly and timed, with appropriate documentation sent to PDE in April. The entire building could be evacuated in less than two minutes if an emergency occurs.

Security cameras are mounted and operational at key entry and exit points inside and outside the building. The side doors remain locked during school hours and a camera/remote buzzer system prohibits unmonitored entry into the building.

Hazardous materials such as cleansers are stored properly. Students have access only to non-toxic cleaning supplies for maintaining their work spaces.

YSWPCS contracts a state certified nurse who arranges for students to receive mandated health services and monitors compliance with requirements for maintaining health and immunization records for students. All records are up to date and complete.

Teachers received first aid training or refresher health and safety information during in-service programs. First aid kits and supplies are located in different parts of the building. All student

prescription and non-prescription medications are stored in locked containers for distribution by appropriate school personnel only.

The names of students with known health problems such as allergies are kept in private location in the building, along with appropriate emergency and non-emergency protocols for each student.

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment**

- YSWPCS Health and Wellness Policy

## **Current School Insurance Coverage Policies and Programs**

Employee Health Benefits Coverage is through UPMC for all full-time employees.

Dental is provided through United Concordia for all full-time employees.

There is voluntary vision insurance for the all employees through Assurance Inc.

The following list is the current school insurance coverage policies and programs including general liability:

Liability Insurance- \$2,000,000

Business Property- \$ 75,000

Directors and officers- \$2,000,000

Student Accident- \$50,000

Commercial General Liability

Per Occurrence \$1,000,000

Damage to rented premises \$100,000

Medical Expense \$5,000

Personal and ADV Injury \$1,000,000

General Aggregate \$2,000,000

Products-Completed Operations Aggregate \$2,000,000

Business Personal Property \$75,000

Business Income \$1,000,000

Bodily Injury by Accident (each accident )\$100,000

Bodily Injury by Disease (policy limit) \$500,000

Bodily Injury by Disease (each employee) \$100,000

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Declarations

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

There are 20 professional staff members currently working full-time or part-time at YSWPCS, 15 of whom are assigned to classroom as teachers. There are 2 world language teachers. 19 staff members have expressed a commitment to return next year. One staff member is leaving because of current life changes.

### **Quality of Teaching and Other Staff - Attachment**

- PDE 414

### **Student Enrollment**

Young Scholars of Western PA Enrollment Process

#### **Admission**

It is the intention of the school to reflect the community it serves and be open to any resident of the Baldwin Whitehall School District first.

## **Enrollment**

All references to dates are defined to mean the close of business on the date indicated.

1. The re-enrollment process is conducted for the existing student body for the forthcoming year, beginning on January 1st and ending on March 29th of the same year.
2. In each successive school year, students who were enrolled in the school the previous year will keep their seats in the school until they graduate, provided they submit a re-enrollment form.
3. Students who do not submit a re-enrollment form by the deadline must re-apply during the initial or "open" enrollment period. All aforementioned applicant rules will then be enforced.
4. The initial or "open" enrollment period is from January 1st until March 29th.
5. If on March 30th, there are sufficient seats for all applicants to attend, the applicants will be asked to complete registration paperwork for admission.
6. If there are more eligible applicants than available seats, the school will conduct a manual lottery to determine who will be asked to register.
7. All applications received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Serve" basis, after the waiting list, generated by the lottery, has been exhausted.

## **Lottery Rules and Procedures**

All outlined Lottery Rules and Procedures will be enforced.

### **Rules: General**

Manual Lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.

1. All applicants (except sibling of currently enrolled students and children of current employees) participate in the lottery.
2. The lottery will be open to all, will not rely on computers, and will be easily understood and followed by all observers.
3. Only applications received prior to the end of the initial or "open" enrollment deadline are eligible to participate in the lottery.
4. All application received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted.
5. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within seven (7) calendar days. Those not responding (excluding declined offers) will be placed on the waiting list with an application date equal to the date the initial offer expired.
6. One (1) lottery shall be conducted by a school to include all grades in which the number of applicants exceeds the number of expected seats available.

If the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. Should a seat become available, the next student in line according to the results of the lottery shall be offered admission.

7. ALL offers of registration shall be made in the order of the lottery results and established Waiting list. NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.

8. The Lottery, if necessary, will be conducted by April 10th.

### **Procedures:**

The "open" enrollment period must be published in advance of the lottery date regardless of the type of lottery.

### **Public Lottery:**

1. Public event will be scheduled by April 10th, if necessary.
2. The School administration selects all applications received during the initial or "open" enrollment period for participation in a public lottery.
3. The School administration selects the grade levels that will participate based on enrollment numbers. (Number of seats available)
4. Labels with all eligible students will be generated, sorted by grade, for all students participating in the manual lottery. Students drawn during the lottery will be identified by name.
5. All labels are of the same size and shape.
6. The order in which student names are drawn will be recorded in writing as the names are drawn. Drawing should be done by a neutral third party.
7. The school administration will generate offers of registration. (See rule above regarding offers not responded to within the designated time frame)
8. Remaining students are assigned the waiting list in the order in which the student names are drawn.
9. Applicants who applied after the close of the enrollment period will be placed on the waiting list in the order that their application was received (date and time).
10. Students who decline admission will be removed from the roster and the seats that open will be made available to waiting list students. On the wait list, the appropriate number of students will be highlighted in the order in which as offer should be made.

Students who were 5 years old on or before September 1, 2011, were eligible to be admitted to kindergarten. Within reason a student was able to be tested for kindergarten if their birthday was not on or before September 1, 2011, if a seat was available.

Grade	Initially Enrolled	Number Dropped	Number Added
Kindergarten	16	0	4
Kindergarten B	14	1	4
1st Grade	17	2	4
2nd Grade	15	4	9
3rd Grade	19	3	4
4th Grade	20	1	1
5th Grade	15	3	6

Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

Of the 134 students who completed the 2011-2012 school year, 126 are currently enrolled to return in September.

Provide the numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

Two students were required to leave the school. The total number who left voluntarily is 12.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under- or over-enrolled based on the charter, provide an explanation.

YSWPCS started the 2011-2012 school year with 116 students, and ended the year with 134 students. For the upcoming school year currently YSWPCS has 192 student enrolled with 17 students across all wait lists.

There are currently no supporting documents selected for this section.

## **Transportation**

Transportation of students is provided by their home districts to YSWPCS before and after school.

At this time, YSWPCS has no students in need of transportation accommodations for Special Education students by our school.

## **Food Service Program**

YSWPCS participates in the NSLP program. Parents request or purchase lunch or/and milk from YSWPCS directly. YSWPCS uses the Food Service Solutions (FSS) to sell lunch and milk to students and staff. Lunches are delivered by the Getaway Cafe, a NSLP approved company, to the school daily. Students with dietary restrictions are accommodated appropriately. On a typical day, approximately 70% of our students purchase lunch. Some students bring lunch and buy milk; others who choose not to buy bring their own lunches from home.

## **Student Conduct**

YSWPCS has as its goal to help every student fulfill his or her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. In keeping with the school's mission to promote acceptance and respect for each other, YSWPCS has an established policy of zero tolerance for deliberate acts of aggression or violent behavior that result in a student harming another student, him or herself, or school or personal property. This policy is applied consistently, across all grade levels. Violent behavior results in an immediate referral.

YSWPCS values the dignity of all members of the school community at all times. We respect the rights of students to make choices and to experience the consequences of those choices. Students are taught decision-making, problem-solving and conflict resolution skills to develop their ability to make sound choices.

The core of our discipline policy is two-fold: to hold students accountable for their behavior and to help them understand that good behavior is a matter of making wise choices. To the extent that this policy is successful, children will develop into responsible citizens who understand what socially acceptable behavior is and act accordingly because they care for each other and respect the adults who care for them.

Our discipline policy is in compliance with Chapters 12 of the Public School Code, particularly with respect to due process.

In 2011-2012 YSWPCS assigned 17 student 22 suspensions. No students were expelled

## **Student Conduct - Attachment**

- YSWPCS Student Discipline Policy

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Young Scholars of Western Pennsylvania CS within Allegheny IU 3 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2011 - 2012 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Young Scholars of Western Pennsylvania CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** Alpaslan Ozdogan    **Title:** Mr.  
**Phone:** 412-668-2064    **Fax:** 412-668-2068  
**E-mail:** info@yswpcs.org

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name:** Melih Demirkan    **Title:** Mr.  
**Phone:** 412-668-2064    **Fax:** 412-668-2068  
**E-mail:** info@yswpcs.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Mutlu Kesten    **Title:** Mrs.  
**Phone:** 412-668-2064    **Fax:** 412-668-2068  
**E-mail:** info@yswpcs.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature