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[illegible]

environment, with a special focus on exploring world cultures for around 320 students. YSCP is dedicated to providing a well-rounded education that equips students with the knowledge and skills they need to thrive in an ever-changing world using an International Baccalaureate (IB) curriculum.

YSCP is a culturally diverse community charter school that serves students from 13 surrounding school districts. The majority of our students are born in the United States but our population welcomes learners from over 80 different countries. Our staff reflects a diversity of backgrounds, which also contributes to our school's cultural diversity. Many of our international families become part of our community due to their affiliations with Pennsylvania State University, whether as employees, professors, or students. Penn State, being one of the largest universities in the United States, has a strong global presence, providing numerous opportunities for international exchanges and studies in a globalized world. We work closely with non-native English-speaking students to facilitate their integration into our language and culture through our English as a Second Language (ESL) program. Additional supports offered by the school, such as our extended day program, also help to support our learners and their families.

YSCP students participate in the larger State College community with its rich variety of resources and activities and leverage local resources and community partners to enhance our programming. Our school invites and encourages active family engagement and uses the feedback from families to guide our work.

Vision

At YSCPCS, we take a differentiated approach to learning by providing rigorous instruction across all academic areas including three world languages; English, Chinese, and Spanish. Our school's commitment to embracing and encouraging multiculturalism inspires students to become active and caring members of the global community.

to exhibit the following qualities: Respect: · Valuing self and others · Caring for one's environment · Pride in positive actions Responsibility: · Accountability · Taking ownership in what you do · Listening and following through Integrity: · Doing the right thing (even when no one is watching) · Honest with self and others · Trustworthy in thoughts, words, and actions

Staff

Staff will support a learning community in which: · all students want to learn, are capable of learning, and share in the responsibility for their education. · they are active partners in the educational process that includes colleagues, students, families, and the community. · they are knowledgeable and current in their profession, discipline, and pedagogy. · they recognize and respect all forms of diversity. · they act with integrity and foster respectful, inclusive, and dynamic environments. · they take a leading role in promoting safety and wellness.

Administration

The administration will support a learning community in which: · all students want to learn, are capable of learning, and share in the responsibility for their education. · they model excellence and effective educational leadership. · They are active partners in the educational process that includes colleagues, students, families, and the community. · They are knowledgeable and current in their profession, discipline, and pedagogy. · They recognize and respect all forms of diversity. · They act with integrity and foster respectful, inclusive, and dynamic environments. · They take a leading role in promoting safety and wellness. · They make fiscal decisions that effectively balance the educational needs of the students and the resources of the community.

Parents

Parents and families support students and the learning community by: · asking questions and providing feedback about their child's progress · supporting their child in their understanding of People (diversity of thought, background, and beliefs), Habits for Success (persistence and resilience), and Learning Skills (Communication and collaboration; creativity and innovation; critical thinking and problem-solving).

Community

Community members will collaborate with the school to provide feedback, enhance services and opportunities for student learning and programming, and evaluate the effectiveness of school activities.

Other (Optional)

Omit selected.

True 7	True 8	False 9	False 10	False 11	False 12	
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Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA academic growth is above state average.	
All Student Groups Exceed Performance Standard for Career and College Readiness.	
Percentage of students scoring advanced on ELA PSSA assessment is above state average.	
Above state average on Math and ELA PSSA assessments.	

Challenges

Indicator	Comments/Notable Observations
While our percentage is above the state average on the ELA PSSA assessments, our percentage dropped and the percentage of students scoring proficient or advanced is not where we want to be on the ELA PSSA assessments.	
While our percentage is above the state average on the Math PSSA assessments, our percentage dropped and the percentage of students scoring proficient or advanced is not where we want to be on the Math PSSA assessments.	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Arts/Literature ESSA Student Subgroups African-American/Black, Combined Ethnicity	Comments/Notable Observations African American/Black 2022-23 58.1% 2023-24 45.5% 2024-25 67.9% Combined Ethnicity 2022-23 60.7% 2023-24 52.3% 2024-25 62.1%
Indicator Mathematics/Algebra ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations African American/Black 2022-23 48.4% 2023-24 30.3% 2024-25 39.3% Economically Disadvantaged 2022-23 31.3% 2023-24 29.8% 2024-25 34.4%

Challenges

Indicator English Language Arts/Literature ESSA Student Subgroups	Comments/Notable Observations Economically Disadvantaged 2022-2023 45.0% 2023-2024 45.8% 2024-
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Summary

Strengths

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

Academic growth score is above state average on ELA PSSA assessments.
The African American/Black student population scoring higher on both ELA and Math PSSA assessments.
Above state average on Math and ELA PSSA assessments.

Challenges

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

Percentage of white students that scored proficient or above on the Math and ELA PSSA assessments.
Percentage of students with disabilities that scored proficient or above on the Math and ELA PSSA assessments.

AIMS web, IReady, DIBELS, IB assessments, teacher-developed tests, and student grades	Data used from diagnostic, benchmark, and formative assessment to guide instruction and inform decisions about intervention.
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English Language Arts Summary

Strengths

Implementation of UFLI and Heggerty
Small class size
Culturally Responsive Staff Trainings
Using data from benchmark assessments

Challenges

Percentage of students with disabilities that scored proficient or above on the ELA PSSA assessments.
Percentage of white students that scored proficient or above on the ELA PSSA assessments.

Mathematics

Data	Comments/Notable Observations
AIMS Web, IReady, IB assessments, teacher-developed tests, and student grades	Data used from diagnostic, benchmark, and formative assessment to guide instruction and inform decisions about intervention.

Mathematics Summary

Strengths

Culturally Responsive Staff Trainings
Using data from benchmark assessments
Small Class Size

Challenges

Percentage of students with disabilities that scored proficient or above on the Math PSSA assessments.
Percentage of white students that scored proficient or above on the Math PSSA assessments.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Teacher-developed Tests & Student Grades.	Students highly engaged in Science curriculum

Science, Technology, and Engineering Education Summary

Strengths

Implementation of STEEL standards
Small class sizes
Culturally Responsive Staff Trainings

Participation in Career Awareness	All students participate in career awareness activities across grade levels
Participation in Career Development/Planning	All students participate in career development activities across grade levels

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.

All students participate in career readiness and planning activities.
100% of students have met career readiness expectations.
Use of SmartFutures program.

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.

Making sure that students joining the school in reporting grades have met the standard.
Finding time to implement the lessons.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Implementation of UFLI and Heggerty
Culturally Responsive Staff Training
Small Class Sizes

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.

Declined on ELA PSSA assessments.
Declined on Math PSSA assessments.

English Language Development Program	No more than 3 students in an ELL group. Partnership with AIU3 for ELL.
Professional Development Plan	
Induction Plan	

Strengths

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

Our Director of Student Services has over 30 years of experience.
No more than 3 students in an ELL group.
Partnership with AIU3 for ELL.

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.

Getting highly qualified special education teachers due to the nationwide shortage.
Retaining special education paraprofessionals due to the challenges of the department.
The increasing population of students with disabilities.

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	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Emerging

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	Emerging
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	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing 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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Improve the multi-tiered system of supports for academics and behavior
Monitor and evaluate the impact of professional learning on staff practices and student learning

achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Academic growth score is above state average on ELA PSSA assessments.	False
The African American/Black student population scoring higher on both ELA and Math PSSA assessments.	False
Implementation of UFLI and Heggerty	True
Implementation of STEEL standards	True
Small class size	True
Culturally Responsive Staff Trainings	True
Using data from benchmark assessments	False
Culturally Responsive Staff Trainings	False
Above state average on Math and ELA PSSA assessments.	False
All students participate in career readiness and planning activities.	False
100% of students have met career readiness expectations.	False
Implementation of UFLI and Heggerty	False
Culturally Responsive Staff Training	False
Align curricular materials and lesson plans to the PA Standards	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Using data from benchmark assessments	True
Small class sizes	False
Culturally Responsive Staff Trainings	False
Robotics program	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Small Class Size	False
Use of SmartFutures program.	True
Small Class Sizes	False
Our Director of Student Services has over 30 years of experience.	False
No more than 3 students in an ELL group.	False
Partnership with AIU3 for ELL.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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
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There were no challenges noted for Science.	False
Declined on ELA PSSA assessments.	True
Declined on Math PSSA assessments.	True
Percentage of students with disabilities that scored proficient or above on the Math PSSA assessments.	False
Percentage of white students that scored proficient or above on the ELA PSSA assessments.	False
Percentage of white students that scored proficient or above on the Math PSSA assessments.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Making sure that students joining the school in reporting grades have met the standard.	False
Finding time to implement the lessons.	False
Getting highly qualified special education teachers due to the nationwide shortage.	True
Retaining special education paraprofessionals due to the challenges of the department.	True
The increasing population of students with disabilities.	False
Improve the multi-tiered system of supports for academics and behavior	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.

Improvement of MTSS, Implementation of UFLI and Heggerty, Science of Reading PD, Adopting a new ELA curriculum, Math PD

	Points	Priority
Percentage of white students that scored proficient or above on the Math and ELA PSSA assessments.		False
Percentage of students with disabilities that scored proficient or above on the Math and ELA PSSA assessments.		False
Improve the multi-tiered system of supports for academics and behavior		True
Declined on ELA PSSA assessments.		True
Declined on Math PSSA assessments.		True
Getting highly qualified special education teachers due to the nationwide shortage.		False
Retaining special education paraprofessionals due to the challenges of the department.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implementation of UFLI and Heggerty	Implementing these with fidelity should raise ELA PSSA results.
Small class size	Allows for teacher to work with a smaller number of groups. Having a smaller number of groups leads to more time with each group.
Implementation of STEEL standards	Provides transferable skills across subjects. Prepares students more for open ended, written responses.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Using a variety of assessments allows school staff to compare and identify areas of needs from more than one source giving us more information.
Culturally Responsive Staff Trainings	Giving staff the tools to engage students from all ethnicities.
Using data from benchmark assessments	Allows staff to see student needs and plan accordingly.
Use of SmartFutures program.	Supports personalized learning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We are going to improve our multi-tiered system of supports in order to strengthen and systemize early identification, intervention delivery, and on-going progress monitoring for both academics and behaviors.
	Due to the declining scores of ELA PSSA assessments, YSCP is going to continue to have science of reading professional development as well as review and adopt a new ELA

academics and behaviors.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of target year 3, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 90% as measured by intervention logs and progress monitoring data, and reducing the number of students needing Tier 3 interventions by 15%.			
Measurable Goal Nickname (35 Character Max)			
MTSS Interventions			
Target Year 1	Target Year 2	Target Year 3	
By the end of target year 1, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 70% as measured by intervention logs and progress monitoring data, and reducing the number of students needing Tier 3 interventions by 15%.	By the end of target year 3, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 80% as measured by intervention logs and progress monitoring data, and reducing the number of students needing Tier 3 interventions by 15%.	By the end of target year 3, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 90% as measured by intervention logs and progress monitoring data, and reducing the number of students needing Tier 3 interventions by 15%.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first trimester, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 60% as measured by intervention logs and progress monitoring data.	By the end of the second trimester, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 65% as measured by intervention logs and progress monitoring data.	By the end of target year 1, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 70% as measured by intervention logs and progress monitoring data, and reducing the number of students needing Tier 3 interventions by 15%.	We have trimesters not quarters so we only filled in for 3 times a year.

Priority: Due to the declining scores of ELA PSSA assessments, YSCP is going to continue to have science of reading professional development as well as review and adopt a new ELA curriculum.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)

Target Year 1	Target Year 2	Target Year 3	
By the end of target year 1, our school will improve literacy instruction by providing ongoing Structured Literacy professional development with at least one session and 90% teacher participation or 100% administrator participation depending on the session topic, choosing a new ELA curriculum aligned to Structured Literacy by October 2026, and rewriting or editing current ELA units to match the new curriculum. Progress will be measured through PD attendance, curriculum committee documentation, and updated ELA units.	By the end of target year 2, our school will improve literacy instruction by providing ongoing Structured Literacy professional development with at least one session and 90% teacher participation or 100% administrator participation depending on the session topic and implementing a new ELA curriculum aligned to Structured Literacy. Progress will be measured through PD attendance, curriculum committee documentation, and implementation of new ELA curriculum.	By the end of target year 3, our school will improve literacy instruction by providing ongoing Structured Literacy professional development with at least three sessions and 90% teacher participation or 100% administrator participation depending on the session topic, adopting and implementing a new ELA curriculum aligned to Structured Literacy. Progress will be measured through PD attendance, curriculum committee documentation, and implementation of new ELA curriculum.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first trimester, our school will improve literacy instruction by choosing our new ELA curriculum.	By the end of the second trimester, our school will improve literacy instruction by having at least two ELA units rewritten or edited.	By the end of target year 1, our school will improve literacy instruction by providing ongoing Structured Literacy professional development with at least one session and 90% teacher participation or 100% administrator participation depending on the session topic and having at least four ELA units rewritten or edited.	We have trimesters not quarters so we only filled in for 3 times a year.

Priority: Due to the declining scores of math PSSA assessments, YSCP is going to incorporate more math professional development.

Outcome Category
Mathematics

Target Year 1	Target Year 2	Target Year 3	
By the end of target year 1, our school will improve math instruction by providing ongoing math professional development with at least one session and 90% teacher participation.	By the end of target year 2, our school will improve math instruction by providing ongoing math professional development with at least one session and 90% teacher participation.	By the end of target year 3, our school will improve math instruction by providing ongoing math professional development with at least three sessions and 90% teacher participation.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
N/A	N/A	By the end of target year 1, our school will improve math instruction by providing ongoing math professional development with at least one session and 90% teacher participation.	We have trimesters not quarters so we only filled in for 3 times a year.

Action Plan For: Purchase and Implement a New ELA Curriculum

Measurable Goals:	
By the end of target year 3, our school will improve literacy instruction by providing ongoing Structured Literacy professional development with at least three sessions and 90% teacher participation or 100% administrator participation depending on the session topic, adopting and implementing a new ELA curriculum aligned to Structured Literacy. Progress will be measured through PD attendance, curriculum committee documentation, and implementation of new ELA curriculum.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Have committee meet with representatives of the top two ELA curriculum choices.		2026-08-17	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Staff Time	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The committee will make a final decision on new ELA curriculum and present it to the administrators.		2026-10-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Time	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration will make final decision on new ELA curriculum.		2026-10-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Time	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase teacher materials for new ELA curriculum.		2026-11-02	2026-11-30
Lead Person/Position	Material/Resources/Supports	PD Step?	Com Step?

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Time Possible funding ELA curriculum teacher materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development on new ELA curriculum.		2026-11-02	2027-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Time	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A new ELA curriculum will be purchased and current ELA units will be rewritten or edited to align with the new curriculum. The new units will be implemented starting in Fall 2027.	Administration will make sure the new ELA curriculum is purchased. Teachers will need to submit rewritten or updated ELA units to the administration as they are completed. Administrators will do walkthroughs at least once a month to check for implementation of the new ELA curriculum.

Action Plan For: Purchase materials to include in MTSS Interventions

Measurable Goals:
By the end of target year 3, we will improve the implementation of MTSS for academics and behavior by increasing Tier 2 and Tier 3 intervention fidelity to 90% as measured by intervention logs and progress monitoring data, and reducing the number of students needing Tier 3 interventions by 15%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase iReady Math online accounts to personalize student learning.		2026-08-01	2026-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Baris Yilmaz/Assistant Principal	Funding	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase Dibels to use small group suggestions and resources.		2026-08-01	2026-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

improvements in fluency.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Funding	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase IXL for ELA and math to personalize student learning.		2026-08-01	2026-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Baris Yilmaz/Assistant Principal	Funding	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students who need extra support will receive extra support using at least one of these resources increasing performance scores.	The MTSS committee will meet biweekly to determine what students need support, what supports are needed, and to follow up on progress monitoring of the students receiving extra support.

Action Plan For: Structured Literacy Professional Development

Measurable Goals:
By the end of target year 3, our school will improve literacy instruction by providing ongoing Structured Literacy professional development with at least three sessions and 90% teacher participation or 100% administrator participation depending on the session topic, adopting and implementing a new ELA curriculum aligned to Structured Literacy. Progress will be measured through PD attendance, curriculum committee documentation, and implementation of new ELA curriculum.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule professional development sessions for teachers and/or administrators.		2026-08-04	2029-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Crystal Confer/Assistant Principal	Time Funding	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At least one professional	The administrators will track who attended Science of Reading

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule professional development sessions for teachers.		2026-08-04	2029-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Baris Yilmaz/Assistant Principal	Funding Time	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At least one professional development will take place. Staff will implement what has been learned into the classroom.	The administrators will track who attended math professional development. They will also conduct walkthroughs and observations at least once a month to look for evidence of the strategies being implemented in the classrooms.

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	Purchase materials to include in MTSS Interventions	iReady ELA assessment	6151.25	
Instruction	Purchase and Implement a New ELA Curriculum	New ELA curriculum	7283.41	
Instruction	Structured Literacy Professional Development	Structured Literacy Professional Development through the Central Intermediate Unit	1500	
Instruction	Math Professional Development	Math Professional Development through the Ready Math publisher	2400	
Instruction	Purchase materials to include in MTSS Interventions	iReady online accounts for students for math intervention	12225.94	
Instruction	Purchase materials to include in MTSS Interventions	Dibels for ELA intervention	4000	
Instruction	Purchase materials to include in MTSS Interventions	Reflex for math intervention	3268	
	Purchase materials to			

Carryover Funds	Purchase and Implement a New ELA Curriculum	New ELA curriculum	6317	
Total Expenditures				46418

Purchase and implement a new ELA Curriculum	Provide professional development on new ELA curriculum.
Structured Literacy Professional Development	Schedule professional development sessions for teachers and/or administrators.
Math Professional Development	Schedule professional development sessions for teachers.

Teacher Structured Literacy Professional Development

Action Step		
Schedule professional development sessions for teachers and/or administrators.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	At least 1 time per year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Math Professional Development

Action Step		
Schedule professional development sessions for teachers.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

This Step Meets the Requirements of State Required Trainings

New ELA Curriculum

Action Step		
Provide professional development on new ELA curriculum.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	At least 1 time a year.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Item	Staff	Description	Location	Date	Completion Date
	Staff	Information on the new ELA curriculum that was chosen.	Crystal Confer/Assistant Principal	11/01/2026	11/30/2026

Communications

Type of Communication	Frequency
Email	Once

	Families	Information on the new ELA curriculum that was chosen.	Crystal Comer/Assistant Principal	05/03/2027	05/31/2027
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Communications

Type of Communication	Frequency
Email	Once

Chief School Administrator	Date
Dr. Levent Kaya	2025-08-08
Building Principal Signature	Date
Dr. Levent Kaya	2025-08-08
School Improvement Facilitator Signature	Date