

CENTRAL YORK SD

775 Marion Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Central York School District provides a high-quality academic experience within a supportive, valued, collaborative community that promotes students' personal growth and the pursuit of their passions and interests.

VISION STATEMENT

Pursuing Excellence: All Panthers, Every Day, In All Ways

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Character- Panthers lead with integrity, respect, and empathy. Perseverance- Panthers persevere in the classroom and all they do within the school community. Accountability- Panthers hold themselves accountable for their actions and always strive to be their best selves.

Community- Panther welcome, encourage, and support one another in our school community as unique individuals. Excellence- Panthers strive for excellence in academics, activities, and passions.

STAFF

Character- Panthers lead with integrity, respect, and empathy. Perseverance- Panthers persevere in the classroom and all they do within the school community. Accountability- Panthers hold themselves accountable for their actions and always strive to be their best selves.

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ADMINISTRATION

Character- Panthers lead with integrity, respect, and empathy. Perseverance- Panthers persevere in the classroom and all they do within the school community. Accountability- Panthers hold themselves accountable for their actions and always strive to be their best selves.

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PARENTS

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COMMUNITY

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OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Peter Aiken	Superintendent	Administrator
Kevin Youcheff	Administrator	Assistant Superintendent
Ryan Billet	Administrator	Asst. to the Superintendent
Nicole Montgomery	Administrator	Director of Communications
Kyle King	Board Member	CYSD School Board
Vicki Guth	Board Member	CYSD School Board
Jodi Grothe	Board Member	CYSD School Board
David Czarnecki	Administrator	CYHS
Kelly Harper	Administrator	CYMS
Kelsey Zech	Administrator	Sinking Springs Elementary
Matthew Miller	Administrator	Roundtown Elementary
Elizabeth Mason	Administrator	Director of Special Education
Lauri Brady	Staff Member	Instructional Technology Coach

Name	Position	Building/Group
Nicole Koplitz	Staff Member	Teacher
Kelly Higgs	Staff Member	Teacher
Emanuel Brown	Staff Member	School Social Worker
Wesley Ward	Staff Member	Teacher
Melissa Gilbert	Staff Member	Instructional Assistant
Pamela McChalicher	Parent	Elementary Parent
Faith Casale	Community Member	Community Member
Tesha Beaverson	Staff Member	Head Cook
Mario Ellis	Parent	Secondary Parent
Henry Bradford	Staff Member	Maintenance Generalist
Christine Allen	Parent	Secondary Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we utilize and implement the new Into Math resource with fidelity, then we will be able to definitively identify potential gaps in our pedagogical approach to teaching mathematics and focus in on professional development opportunities to build these practices with our teaching staff.</p>	<p>Mathematics</p> <p>Mathematics</p> <p>Mathematics</p>
<p>If we identify root causes of our language arts deficiencies at the elementary level, then we can seek a K-6 ELA resource to support all of the pillars of literacy with common pedagogical approaches and resources to support teaching and learning in our classrooms.</p>	<p>English Language Arts</p> <p>English Language Arts</p> <p>English Language Arts</p>
<p>If we focus on common instructional practices and resources centered around the teaching of science, then we will be able to effectively analyze individual student data to understand and uncover gaps in the learning.</p>	<p>STEM</p>
<p>If we ensure effective, standards-aligned curriculum and assessment, then we will be able to effectively analyze individual student, classroom, grade level, building and district achievement to identify potential gaps in instructional design and delivery.</p>	<p>Essential Practices 2: Empower Leadership</p> <p>Essential Practices 2: Empower Leadership</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Phonological Awareness Training

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA Resource Adoption

Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year.

ELA Achievement

Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA.

ELA Early Literacy Achievement

Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The Central York School District has trained all teachers in grade levels K-1 in the program of Heggerty which address phonological awareness instruction and skills. In addition the training, teachers will now be

2022-08-22 -
2023-06-09

Principals

Heggerty Resource

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
trained to administer and analyze the benchmarked assessments associated with this resource.			
All new teachers to the Central York School District in grades K-1 will be trained to implement and assess the Heggerty resource.	2022-08-22 - 2023-06-09	Principals	Heggerty Resource

Anticipated Outcome
 Teachers will be able to deliver the Heggerty resource to their classroom students.

Monitoring/Evaluation
 Teachers will monitor the progress and understanding of their learning through weekly instruction and benchmark assessments.

Evidence-based Strategy
 Systematic Phonics

Measurable Goals

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ELA Resource Adoption	Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year.
ELA Achievement	Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25

Goal Nickname**Measurable Goal Statement (Smart Goal)**

school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA.

ELA Early Literacy
Achievement

Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills.

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

The Central York School District has trained all teachers in grade levels 2-3 in the program of Foundations which address phonemic awareness instruction and skills. In addition the training, teachers will now be trained to administer and analyze the each unit-based assessment associated with this resource.

2022-08-22 -
2023-06-09

Principals

Foundations Resource

All new teachers to the Central York School District in grades 2-3 will be trained to implement and assess the Foundations resource.

2022-08-22 -
2023-06-09

Principals

Foundations Resource

Anticipated Outcome

Teachers will deliver Foundations with fidelity in all grades 2-3 classrooms. Students will demonstrate their learning with phonemic awareness based on Foundation's unit-based assessments.

Monitoring/Evaluation

Classroom observations and collection and analyzation of unit-based assessment data. All data will be housed in the district's data

warehouse (Performance Matters)

Evidence-based Strategy

Science of Reading- LTRS Training

Measurable Goals

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ELA Achievement	Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA.
ELA Early Literacy Achievement	Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All teachers K-6 will be complete LTRS training through a certified trainer while be provided supporting resources.	2022-08-22 - 2024-06-07	Principals	LTRS Materials- Units 1-4

Anticipated Outcome

Teachers will apply practices and evidenced based strategies from the Science of Reading to their daily planning and instructional

practices.

Monitoring/Evaluation

Classroom observations administration. The collection of progress monitoring, benchmark, and diagnostic data. (District assessment calendar driven)

Evidence-based Strategy

Science of Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA Achievement	Grade levels 3-6 within the Central York School District will demonstrate achievement levels of proficiency or advanced with 70% of all learners on the PSSA by the 2024-25 school year.
Math- Professional Development	The Central York School District will focus on the professional development of researched based teaching and learning strategies in the area of mathematics for all teachers K-12 by the close of the 2024-25 school year.
Math- Common Resource Implementation	The Central York School District will research, evaluate, and implement a common math resource for grades K-8 across all mathematics classrooms by the 2024-25 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All teachers K-6 will be trained in the Science of Math through a certified trainer while being provided supporting resources.	2022-08-22 - 2024-06-07	Principals	Science of Math Materials Science of Math Trainer

Anticipated Outcome

Teachers will apply practices and evidenced based strategies from the Science of Reading to their daily planning and instructional practices.

Monitoring/Evaluation

Classroom observations administration. The collection of progress monitoring, benchmark, and diagnostic data. (District assessment calendar driven)

Evidence-based Strategy

Understanding By Design (UbD) Curriculum Framework

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Framework	Administrators in the Central York School District will be professionally developed on the common curriculum framework on Understanding by Design (UbD) to be utilized when writing curriculum in all content areas during the 5-year curriculum revision cycle.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Curriculum Assessment Alignment

Central York School District leadership team members will analyze and align formative, summative, benchmark, and diagnostic assessments used to measure student growth and achievement in all core content areas (ELA, Math, Social Studies, and Science) to measure achievement and analyze strengths and deficits in curricular programming.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

All leadership team members and curriculum writers will be trained in UbD framework and writing practices.

2022-01-10 -
2025-06-06

Assistant
Superintendent
Principals

UbD Trainer Unit Maps
State/National/Subject Specific
Standards

Anticipated Outcome

All curriculum will be written applying the process of Understanding by Design and incorporated into unit maps to provide a clear scope and sequence, learning outcomes, essential questions, vocabulary, resources, and assessments.

Monitoring/Evaluation

This will be overseen, led, and monitored by the Assistant Superintendent, during each curricular writing cycle as evidenced in the administrative regulation under Board Policy 105.

Evidence-based Strategy

Read 180

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA Achievement

Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will continue the use of Read 180 as an intervention for grades 4-12 using levels A, B, and C. Students will be targeted based on criteria including Lexile levels, Scholastic Reading Assessment levels, and overall classroom achievement and mastery.	2022-08-22 - 2025-06-06	Principals Reading Specialists	Read 180 resources (Rbooks and software)

Anticipated Outcome

Students will improve their lexile score by a minimum of 50 lexile points within a school year as outlined in the plan for success by Read 180.

Monitoring/Evaluation

Principals will monitor through data review meetings (six week intervals). Reading specialists will monitor through their module assessments and reading inventory scores. This will be monitored weekly throughout the school year.

Evidence-based Strategy

Content Area Literacy Instruction- Vocabulary instruction in content-specific subject areas provides students with support in vocabulary acquisition, the retrieval of background knowledge, and with reading comprehension. Rich vocabulary instruction includes the opportunity for practice, review, and application (Lee, 2009).

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Science and Biology

The Central York School District will develop and implement a new comprehensive K-12 Science curriculum to be taught and assessed with 80% learner proficiency by 2025 as measured by the PSSA in grades 4 and 8, as well as, the Keystone exam after the completion of the Biology course.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Teachers will actively incorporate rigorous reading materials in content (science) specific courses to build both background knowledge and content vocabulary.

2022-08-22 -
2025-06-06

Principals
Department
Chairs
Curriculum
Writers

Identified content specific
vocabulary terms PDE SAS
Science Standards and Eligible
Content

Anticipated Outcome

Teachers will actively use high level content vocabulary in their instruction and hold students accountable for both knowledge and usage within the course.

Monitoring/Evaluation

Classroom teachers will monitor daily through their lesson planning, instructional delivery, classroom activities, and assessment practices.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year. (ELA Resource Adoption)</p> <p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p> <p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>	Phonological Awareness Training	The Central York School District has trained all teachers in grade levels K-1 in the program of Heggerty which address phonological awareness instruction and skills. In addition the training, teachers will now be trained to administer and analyze the benchmarked assessments associated with this resource.	08/22/2022 - 06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p>			
<p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>			

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)	Science of Reading-LTRS Training	All teachers K-6 will be complete	08/22/2022 -
Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)		LTRS training through a certified trainer while be provided supporting resources.	06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Grade levels 3-6 within the Central York School District will demonstrate achievement levels of proficiency or advanced with 70% of all learners on the PSSA by the 2024-25 school year. (Math PSSA Achievement)</p> <p>The Central York School District will focus on the professional development of researched based teaching and learning strategies in the area of mathematics for all teachers K-12 by the close of the 2024-25 school year. (Math- Professional Development)</p> <p>The Central York School District will research, evaluate, and implement a common math resource for grades K-8 across all mathematics classrooms by the 2024-25 school year. (Math- Common Resource Implementation)</p>	Science of Math	All teachers K-6 will be trained in the Science of Math through a certified trainer while being provided supporting resources.	08/22/2022 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Administrators in the Central York School District will be professionally developed on the common curriculum framework on Understanding by Design (UbD) to be utilized when writing curriculum in all content areas during the 5-year curriculum revision cycle. (Curriculum Framework)</p> <p>Central York School District leadership team members will analyze and align formative, sumative, benchmark, and diagnostic assessments used to measure student growth and achievement in all core content areas (ELA, Math, Social Studies, and Science) to measure achievement and analyze strengths and deficits in curricular programming. (Curriculum Assessment Alignment)</p>	<p>Understanding By Design (UbD) Curriculum Framework</p>	<p>All leadership team members and curriculum writers will be trained in UbD framework and writing practices.</p>	<p>01/10/2022 - 06/06/2025</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Administrators in the Central York School District will be professionally developed on the common curriculum framework on Understanding by Design (UbD) to be utilized when writing curriculum in all content areas during the 5-year curriculum revision cycle. (Curriculum Framework)	Understanding By Design (UbD) Curriculum Framework	All leadership team members and curriculum writers will be trained in UbD framework and writing practices.	01/10/2022 - 06/06/2025
Central York School District leadership team members will analyze and align formative, sumative, benchmark, and diagnostic assessments used to measure student growth and achievement in all core content areas (ELA, Math, Social Studies, and Science) to measure achievement and analyze strengths and deficits in curricular programming. (Curriculum Assessment Alignment)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Professional development of our EL teachers.

An increase in EL teachers and assistants across the district.

Professional development and effective progress monitoring techniques support teachers understanding of specific learner needs in the students with disabilities subgroup.

CYSD provides special education services along a continuum of classroom environments. CYSD maintains classroom services for: learning disabilities, intensive learning support, autistic support, 18-21 year old classroom, gifted support, and speech and language. In addition, CYSD contracts for both PT and OT services.

Four buildings within the CYSD are identified at Title 1 buildings. The Title 1 program allows students to receive additional intervention level services to address gaps in the learning. Interventions are chosen from scientifically-based research programs and specific the needs of the child. Literacy gaps are addressed within this framework at the elementary by both teaching and paraprofessional staff. The district recognizes their is still a need for additional math intervention services at the

Challenges

EL's growth and achievement on both the PSSA's and Keystones has been equivalent to our below State averages across all levels.

Keystones has been equivalent to our below State averages across all levels.

The district recognizes instructional and resource deficiencies exist within overall Tier 1 programming. Achievement by this subgroup is lower in comparison to their same age peers.

The professional growth of our district in relation to instructional strategies and pedagogy, as well as, the evaluation and implementation of consistent Tier 1 resources will impact our overall achievement.

Academic Growth Math

Academic Achievement ELA

Attendance for Learners with Disabilities

ELA: Students with Disabilities 8.3% scored proficient or advanced. 2021 State Target Score: 36.9%

Strengths

elementary level although the newly adopted math program offers assistance with remediation for learning.

The CYSD has a defined plan for technology device refresh cycle to make certain learning is not interrupted due to technology concerns. This plan incorporates both student and staff devices, infrastructure needs, and technical assistance personnel to keep all technology refreshed and in service.

The implementation of the Smart Future software has allowed for successful collection and housing our evidences working toward the Career Readiness Indicator.

Smart Futures provides activities and instructional tools aligned to the PA Career Readiness standards that allow for consistent instruction and exposure to the learners at all grade levels across our school district.

Foster a vision and culture of high expectations for success for all students, educators, and families.

Coordinate and monitor supports aligned with students' and families' needs.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Challenges

Math: Students with Disabilities 5.6% scored proficient or advanced 2021 State Target: 30%

Attendance - Students with Disabilities did not meet state target.

Equitable access to all resources.

Length of time it takes to complete a full CDT assessment.

Need to find a balance between assessment and instruction.

Implement a multi-tiered system of supports for academics and behavior.

Implement evidence-based strategies to engage families to support learning.

Four buildings within the CYSD are identified at Title 1 buildings. The Title 1 program allows students to receive additional intervention level services to address gaps in the learning. Interventions are chosen from scientifically-based research programs and specific the needs of the child. Literacy gaps are addressed within this framework at the elementary by both teaching and paraprofessional staff. The district recognizes their is still a need for additional math intervention services at the elementary level although the newly adopted math program offers assistance with remediation for learning.

Strengths

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Attendance- Positive attendance percentages indicate the physical presence of children is not a barrier to learning.

English Language Arts/Literature- Keystones- This strength indicates the learning deficits being experienced at the preceding grade levels are not inherent to the learner, but rather suggest an instructional or resource deficit.

Mathematics/Algebra- Keystones- This strength indicates the learning deficits being experienced at the preceding grade levels are not inherent to the learner, but rather suggest an instructional or resource deficit.

Acadience- This assessment will assist us in measuring basic phonics and phonemic awareness achievement to evaluate programming success in relation to these specific skill areas.

Reading Inventory (RI)- This assessment will assist us in measuring achievement in reading comprehension as we evaluate our tier 1 reading instructional strategies and resources.

Classroom Diagnostic Tools (CDT)- CDT has assisted our HS teachers in noting specific gaps in the instruction and learning in real time. This has allowed them to address deficits in the moment

Challenges

CYSD administration and the EL department has identified the continuing growth of our EL population and the growth trend we are experiencing. Additionally, the EL department is discussing the need for curricular and programmatic adoption across the K-12 level to meet the varying needs of this population of learners.

CYSD recognizes the need for some students to receive services outside of the school district. Alternative educational facilities available to CYSD often become full quickly not allowing learners to access this resource.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Ensure effective, standards-aligned curriculum and assessment.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

Mathematics/Algebra- Grades 3-8: The district has recognized significant achievement gaps across the academic area. As a note, a new math resource has already been adopted and professional development employed as beginning steps.

Strengths

without having to wait through prolonged periods of time. CDT's are given incrementally after the teachers instruct on the Literature strand.

The CDT at the high school level is given incrementally after teaching specific standards within reporting categories. This approach has allowed teachers to address misunderstandings immediately.

iXL Snapshot is a new assessment being used from grades 4-12. This report provides the teachers specific data around strengths and goal areas and allows teacher to target these areas through explicit instruction and practice opportunities.

Science has been a hands-on experience for our learners across grade levels, but has not been aligned to the standardized testing methodology, thus providing non-correlating achievement results.

A full year Biology course at the high school level, versus a semester course in the block schedule, allows learners to progress through content at a pace more congruent with their learning needs.

Challenges

English Language Arts/Literature- Grades 3-8: While the district recognizes most grade levels are performing at the state average, we do not consider this to be an acceptable level of proficiency.

Science/Biology- Grades 3-8: There are noticeable gaps between the achievement levels of white children versus Black and Hispanic children. Similarly, the population of students with disabilities is achieving at significantly lower rates than their peers.

Diagnostic Reading Assessment (DRA)- The DRA could be used more effectively in diagnosing academic reading deficiencies and could assist teachers in targeting specific instructional gaps.

Writing Data- The district lacks a consistent coherent writing program and instructional design that must be addressed to assist in building proficient writers.

Acadience data should be analyzed with greater detail in an effort to identify individual learner deficits and target for intervention, when needed.

There has been not benchmark assessments given at the K-6 level. This lack of data has not allowed leaders to assess program fidelity and effectiveness. This is changing with the beginning of the 2022-23 school year as a new resource has been adopted.

Challenges

There are no adopted resources or programs associated with the district's science curriculum. A consistent, coherent, aligned resource may assist with achievement results.

Time allocated to science instruction K-6 may need to be examined to make certain all core content is/can be covered throughout the school year.

Most Notable Observations/Patterns

Challenges

Mathematics/Algebra- Grades 3-8: The district has recognized significant achievement gaps across the academic area. As a note, a new math resource has already been adopted and professional development employed as beginning steps.

Discussion Point

Prior lack of common instructional resources. Prior lack of professional development around the teaching of mathematics. Prior lack of consistent instructional practices across classrooms, grade levels, and buildings. Inconsistent assessment practices that did not allow for data driven decision making.

Priority for Planning

English Language Arts/Literature- Grades 3-8:

Prior lack of common instructional resources. Prior lack of

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

While the district recognizes most grade levels are performing at the state average, we do not consider this to be an acceptable level of proficiency.

emphasis around the early literacy instruction including phonic and phonemic awareness. Prior lack of consistent instructional practices across classrooms, grade levels, and buildings. Inconsistent assessment practices that did not allow for data driven decision making.

Science/Biology- Grades 3-8: There are noticeable gaps between the achievement levels of white children versus Black and Hispanic children. Similarly, the population of students with disabilities is achieving at significantly lower rates than their peers.

Prior lack of common instructional resources. Prior lack of consistent time devoted to the teaching of science across grade levels. Inconsistent assessment practices that did not allow for data driven decision making. Prior lack of consistent instructional practices across classrooms, grade levels, and buildings.

Acadience data should be analyzed with greater detail in an effort to identify individual learner deficits and target for intervention, when needed.

There has been not benchmark assessments given at the K-6 level. This lack of data has not allowed leaders to assess program fidelity and effectiveness. This is changing with the beginning of the 2022-23 school year as a new resource has been adopted.

There are no adopted resources or programs associated with the district's science curriculum. A consistent, coherent, aligned resource may

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

assist with achievement results.

ELA: Students with Disabilities 8.3% scored proficient or advanced. 2021 State Target Score: 36.9%

Math: Students with Disabilities 5.6% scored proficient or advanced 2021 State Target: 30%

Equitable access to all resources.

Need to find a balance between assessment and instruction.

Implement a multi-tiered system of supports for academics and behavior.

Implement evidence-based strategies to engage families to support learning.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Ensure effective, standards-aligned curriculum and assessment.

Curriculum revision cycle has been disrupted due to COVID-19. Lack of a district adopted curriculum and curriculum writing framework. Lack of consistent assessment practices in areas of the curriculum including formative, summative, and benchmark

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

assessments. Lack of consistent resources to implement the adopted curriculum.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

ADDENDUM B: ACTION PLAN

Action Plan: Phonological Awareness Training

Action Steps	Anticipated Start/Completion Date
The Central York School District has trained all teachers in grade levels K-1 in the program of Heggerty which address phonological awareness instruction and skills. In addition the training, teachers will now be trained to administer and analyze the benchmarked assessments associated with this resource.	08/22/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Teachers will monitor the progress and understanding of their learning through weekly instruction and benchmark assessments.	Teachers will be able to deliver the Heggerty resource to their classroom students.

Material/Resources/Supports Needed	PD Step	Comm Step
Heggerty Resource	yes	no

Action Steps**Anticipated Start/Completion Date**

All new teachers to the Central York School District in grades K-1 will be trained to implement and assess the Heggerty resource.

08/22/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Teachers will monitor the progress and understanding of their learning through weekly instruction and benchmark assessments.

Teachers will be able to deliver the Heggerty resource to their classroom students.

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

Heggerty Resource

yes

no

Action Plan: Systematic Phonics

Action Steps**Anticipated Start/Completion Date**

The Central York School District has trained all teachers in grade levels 2-3 in the program of Foundations which address phonemic awareness instruction and skills. In addition the training, teachers will now be trained to administer and analyze the each unit-based assessment associated with this resource.

08/22/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Classroom observations and collection and analyzation of unit-based assessment data. All data will be housed in the district's data warehouse (Performance Matters)

Teachers will deliver Foundations with fidelity in all grades 2-3 classrooms. Students will demonstrate their learning with phonemic awareness based on Foundation's unit-based assessments.

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

Foundations Resource

yes

no



Action Steps**Anticipated Start/Completion Date**

All new teachers to the Central York School District in grades 2-3 will be trained to implement and assess the Foundations resource.

08/22/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Classroom observations and collection and analyzation of unit-based assessment data. All data will be housed in the district's data warehouse (Performance Matters)

Teachers will deliver Foundations with fidelity in all grades 2-3 classrooms. Students will demonstrate their learning with phonemic awareness based on Foundation's unit-based assessments.

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

Foundations Resource

yes

no



Action Plan: Science of Reading- LTRS Training

Action Steps

Anticipated Start/Completion Date

All teachers K-6 will be complete LTRS training through a certified trainer while be provided supporting resources.

08/22/2022 - 06/07/2024

Monitoring/Evaluation

Anticipated Output

Classroom observations administration. The collection of progress monitoring, benchmark, and diagnostic data. (District assessment calendar driven)

Teachers will apply practices and evidenced based strategies from the Science of Reading to their daily planning and instructional practices.

Material/Resources/Supports Needed

PD Step

Comm Step

LTRS Materials- Units 1-4

yes

no



Action Plan: Science of Math

Action Steps

Anticipated Start/Completion Date

All teachers K-6 will be trained in the Science of Math through a certified trainer while being provided supporting resources.

08/22/2022 - 06/07/2024

Monitoring/Evaluation

Anticipated Output

Classroom observations administration. The collection of progress monitoring, benchmark, and diagnostic data. (District assessment calendar driven)

Teachers will apply practices and evidenced based strategies from the Science of Reading to their daily planning and instructional practices.

Material/Resources/Supports Needed

PD Step

Comm Step

Science of Math Materials Science of Math Trainer

yes

Action Plan: Understanding By Design (UbD) Curriculum Framework

Action Steps	Anticipated Start/Completion Date
All leadership team members and curriculum writers will be trained in UbD framework and writing practices.	01/10/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
This will be overseen, led, and monitored by the Assistant Superintendent, during each curricular writing cycle as evidenced in the administrative regulation under Board Policy 105.	All curriculum will be written applying the process of Understanding by Design and incorporated into unit maps to provide a clear scope and sequence, learning outcomes, essential questions, vocabulary, resources, and assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
UbD Trainer Unit Maps State/National/Subject Specific Standards	yes	yes

Action Plan: Read 180

Action Steps

Anticipated Start/Completion Date

The District will continue the use of Read 180 as an intervention for grades 4-12 using levels A, B, and C. Students will be targeted based on criteria including Lexile levels, Scholastic Reading Assessment levels, and overall classroom achievement and mastery.

08/22/2022 - 06/06/2025

Monitoring/Evaluation

Anticipated Output

Principals will monitor through data review meetings (six week intervals). Reading specialists will monitor through their module assessments and reading inventory scores. This will be monitored weekly throughout the school year.

Students will improve their lexile score by a minimum of 50 lexile points within a school year as outlined in the plan for success by Read 180.

Material/Resources/Supports Needed

PD Step

Comm Step

Read 180 resources (Rbooks and software)

no

no



Action Plan: Content Area Literacy Instruction- Vocabulary instruction in content-specific subject areas provides students with support in vocabulary acquisition, the retrieval of background knowledge, and with reading comprehension. Rich vocabulary instruction includes the opportunity for practice, review, and application (Lee, 2009).

Action Steps	Anticipated Start/Completion Date
Teachers will actively incorporate rigorous reading materials in content (science) specific courses to build both background knowledge and content vocabulary.	08/22/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Classroom teachers will monitor daily through their lesson planning, instructional delivery, classroom activities, and assessment practices.	Teachers will actively use high level content vocabulary in their instruction and hold students accountable for both knowledge and usage within the course.

Material/Resources/Supports Needed	PD Step	Comm Step
Identified content specific vocabulary terms PDE SAS Science Standards and Eligible Content	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year. (ELA Resource Adoption)</p> <p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p> <p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>	Phonological Awareness Training	The Central York School District has trained all teachers in grade levels K-1 in the program of Heggerty which address phonological awareness instruction and skills. In addition the training, teachers will now be trained to administer and analyze the benchmarked assessments associated with this resource.	08/22/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year. (ELA Resource Adoption)</p> <p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p> <p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>	Phonological Awareness Training	All new teachers to the Central York School District in grades K-1 will be trained to implement and assess the Heggerty resource.	08/22/2022 - 06/09/2023
<p>Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year. (ELA Resource Adoption)</p> <p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p>	Systematic Phonics	The Central York School District has trained all teachers in grade levels 2-3 in the program of Foundations which address phonemic	08/22/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>		<p>awareness instruction and skills. In addition the training, teachers will now be trained to administer and analyze the each unit-based assessment associated with this resource.</p>	
<p>Central York School District will research, evaluate, and adopt common K-6 English Language Arts resources for utilization in all classrooms by the start of the 2024-25 school year. (ELA Resource Adoption)</p> <p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p> <p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>	<p>Systematic Phonics</p>	<p>All new teachers to the Central York School District in grades 2-3 will be trained to implement and assess the Foundations resource.</p>	<p>08/22/2022 - 06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Classrooms at grades K-6 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on both localized and State measures of assessment such as, but not limited to: Acadience, DRA, SRA, RI, and PSSA. (ELA Achievement)</p> <p>Classrooms at grades K-3 will demonstrate reading proficiency of 80% or greater by the end of the 2024-25 school year on assessments (Acadience subtests and Heggerty) measuring phonics and phonemic awareness skills. (ELA Early Literacy Achievement)</p>	Science of Reading- LTRS Training	All teachers K-6 will be complete LTRS training through a certified trainer while be provided supporting resources.	08/22/2022 - 06/07/2024
<p>Grade levels 3-6 within the Central York School District will demonstrate achievement levels of proficiency or advanced with 70% of all learners on the PSSA by the 2024-25 school year. (Math PSSA Achievement)</p> <p>The Central York School District will focus on the professional development of researched based teaching and learning strategies in the area of mathematics for all teachers K-12 by the close of the 2024-25 school year. (Math- Professional Development)</p> <p>The Central York School District will research, evaluate, and implement a common math resource for grades K-8 across all mathematics classrooms by the 2024-25 school year. (Math- Common Resource Implementation)</p>	Science of Math	All teachers K-6 will be trained in the Science of Math through a certified trainer while being provided supporting resources.	08/22/2022 - 06/07/2024
Administrators in the Central York School District will be professionally developed on the common curriculum framework on Understanding by Design (UbD) to be utilized	Understanding By Design	All leadership team members	01/10/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>when writing curriculum in all content areas during the 5-year curriculum revision cycle. (Curriculum Framework)</p> <p>Central York School District leadership team members will analyze and align formative, sumative, benchmark, and diagnostic assessments used to measure student growth and achievement in all core content areas (ELA, Math, Social Studies, and Science) to measure achievement and analyze strengths and deficits in curricular programming. (Curriculum Assessment Alignment)</p>	<p>(UbD) Curriculum Framework</p>	<p>and curriculum writers will be trained in UbD framework and writing practices.</p>	<p>06/06/2025</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
<p>Science of Reading- LTRS Training</p>	<p>All classroom teachers, special education teachers, and assistants in grades K-6.</p>	<p>In-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught Ways to assess student language development for prevention and intervention How to plan and balance word recognition and comprehension instruction Differentiating instruction to meet the needs of all students</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Incorporation of strategies by teachers as evidenced in their planning and instructional delivery.	08/22/2022 - 06/05/2023	Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
Phonological and Phonemic Awareness	Classroom teachers, special education teachers, and classroom assistants in grades K-3	Phonological and phonemic awareness teaching and learning strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of the Heggerty and Foundations programs as part of a teacher's planning and instructional delivery.	08/22/2022 - 06/05/2023	Principals Reading Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
Science of Math Training	All classroom teachers, special education teachers, and classroom assistants in grades K-6	Science of Math Number sense Mathematics practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of the Science of Math teaching and learning practices as part of a teacher's planning and instructional delivery.	08/22/2022 - 06/05/2023	Principals

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Understanding by Design Curriculum Writing Training	Leadership team members and curriculum writers	Understanding by Design (UbD) framework Theoretical curriculum understandings Unpacking the Standards Writing Essential Questions Choosing Vocabulary Aligning Assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidences of this learning will be visible during the curriculum writing process and in the final curriculums written following the district's 5 year curriculum revision cycle.	01/10/2022 - 06/06/2025	Assistant Superintendent Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
De-escalation Training	All professional and support staff	The purpose of this training will be to professionally develop all professional and support staff members with verbal and non-verbal de-escalation strategies to use with students exhibiting problem behaviors, escalated behaviors, or when children are experiencing difficulty with emotional regulation. This training is developed from a trauma-informed based approach.

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Several formative assessment opportunities will be embedded throughout the training module and are led and monitored by trained administrative staff. Accompanying artifacts provided during the training will be distributed to all participants to utilize in their day to day practice. In addition, participants will complete an evaluation of the training at the conclusion.

08/22/2022 - 06/09/2023

Elizabeth Mason- Director of Special Education

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

Trauma Informed Training (Act 18)



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Administrators in the Central York School District will be professionally developed on the common curriculum framework on Understanding by Design (UbD) to be utilized when writing curriculum in all content areas during the 5-year curriculum revision cycle. (Curriculum Framework)</p> <p>Central York School District leadership team members will analyze and align formative, sumative, benchmark, and diagnostic assessments used to measure student growth and achievement in all core content areas (ELA, Math, Social Studies, and Science) to measure achievement and analyze strengths and deficits in curricular programming. (Curriculum Assessment Alignment)</p>	Understanding By Design (UbD) Curriculum Framework	All leadership team members and curriculum writers will be trained in UbD framework and writing practices.	2022-01-10 - 2025-06-06

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent/Community Access to School Curriculum	All CYSD stakeholders, both internal and external	All curriculum areas once written in the UbD framework and incorporated into unit maps will be posted publicly on the district website for access by the public.
Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/06/2025	Ongoing and updated with any changes/additions/deletions	Posting on district website
Lead Person/Position		
Assistant Superintendent Director of Communications and Marketing		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Central York School District Comprehensive Plan will be posted for public viewing on the District website.	All elements of the Comprehensive Plan will be viewable to the public including data reviews, goals, action steps, and professional development plans.	Website	All community stakeholders	November 2022
The Central York School District Comprehensive Plan will be distilled into a readable format for all community stakeholders while minimizing educational terminology allowing the reader to focus on the goals of the district, specific action steps, and timelines.	The complete contents of the Comprehensive Plan.	Available via District website and in print version at each school building and the Educational Service Center.	All community stakeholders	December 2022
School Board Presentation	The goals, actionable steps, timelines for implementation, and professional development plans.	In-person School Board meeting presentation, as well as, viewable via live-stream and available through a recording on the District's YouTube channel.	School Board and all community stakeholders	November 2022

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
<p>The Central York School District administrative team will provide quarterly updates on the Comprehensive Plan goals and activities. These updates will occur in January, March, May, and September of each calendar year.</p>	<p>Updates pertaining to the district's progress toward each goal of the Comprehensive Plan.</p>	<p>In-person at School Board meetings, as well as, viewable via live-stream and available through a recording on the District's YouTube channel.</p>	<p>School Board and all community stakeholders.</p>	<p>Beginning January 2023 and continuing on the quarterly review cycle occurring January, March, May, and September of each calendar year.</p>

