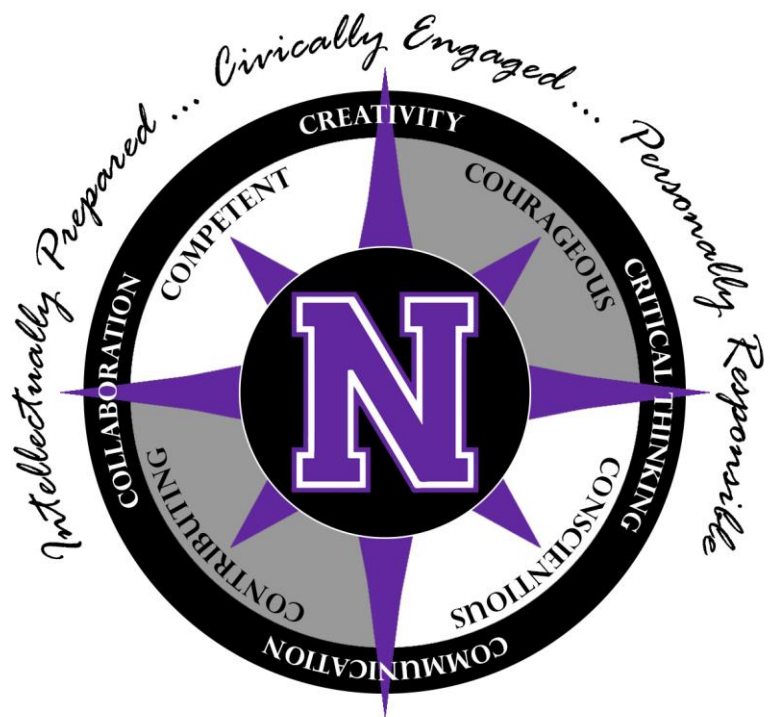


July, 2022

# COMPREHENSIVE PLAN

## Northern York County School District



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## Steering Committee

The Northern York County School District (NYCSD) Comprehensive Planning Steering Committee consists of school board members, administrators, staff members, parents, students, and community members. The members met in subcommittees throughout the plan development stage and as a large group to discuss and provide feedback on draft documents in May 2022. This feedback was incorporated into the final comprehensive and strategic planning documents.

Name	Position/Role	Building/Group/Organization
Steven Kirkpatrick	Administrator	NYCSD
Matthew Meakin	Administrator	NYCSD
Beth McLean	Board Member	School Board Member
Joyce Cal	Administrator	NYCSD
Lyndsey Quintana	Administrator	NYCSD
David Echelmeier	Administrator	NYCSD
Ryan Edwards	Administrator	NYCSD
Troy Sauer	Administrator	NYCSD
Matthew LaBuda	Administrator	NYCSD
Marie Chokicki	Community Member	Community Business
Tim Colgan	Community Member	Community Business
Paul Hayes	Community Member	Community Business
Julie McGill	Community Member	Higher Education, Messiah
Eric Saunders	Community Member	Community Business
Vonda Barber	Parent	Northern High School (PTO)
Lydia Flinner	Parent	Northern Elementary (PTO)
Kara Johnsen	Parent	Northern Elementary (PTO)
Kristin Liberatore	Parent	Northern Middle School (PTO)
Heather Waybright	Parent	Northern High School (PTO)
Shelley Abrashoff	Staff Member	South Mountain Elementary
Mike Barber	Staff Member	Northern Middle School, Teacher

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Heather Brown	Staff Member	Wellsville Elementary
Nancy Cimino	Staff Member	South Mountain Elementary, Teacher
Andrea Daly	Staff Member	Northern Elementary Teacher
Ron Elliott	Staff Member	Northern Middle School
Tiffany Griffie-Gross	Staff Member	Northern Middle School
Crystal Knaub	Staff Member	Northern Middle School
Kyla Knisely	Staff Member	Northern High School, Teacher
Dana McGurk	Staff Member	Wellsville Elementary, Teacher
Vanessa Miller	Staff Member	Northern Middle School
Rachel Reichenbach	Staff Member	Northern Middle School, Teacher
Meghan Ross	Staff Member	South Mountain Elementary
Connie Shuff	Staff Member	Northern Elementary, Teacher
Heather Zerby	Staff Member	Northern High School Teacher
Samira Boulkher	Student	Northern High School
Nicholas Liberatore	Student	Northern Middle School
Cathleen Saunders	Student	Northern High School
Brielle Witmer	Student	Northern Middle School
Bennett Waybright	Student	Northern High School

LEA Profile

The Northern York County School District is located in south central Pennsylvania at the northwestern tip of York County. It is bounded on the northern border by Cumberland County and on the west by Adams County. The District, with a total of 119 square miles, is strategically located between three major population centers: Harrisburg, the state capital on the northeast; York, the county seat to the southeast; and Gettysburg, to the southwest. The major population center of the school district is Dillsburg, a community of approximately 2,600 people. The school district is comprised of eight municipalities, five townships, and three boroughs. The townships are Carroll, Franklin, Monaghan, Washington, and Warrington. The boroughs are Dillsburg, Franklintown and Wellsville. The combined population of all eight municipalities is approximately 24,500. The six school buildings include a high school housing grades 9 through 12, a middle school comprising sixth through eighth grade, and four elementary schools serving grades K through 5.

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The district is divided into four attendance areas for elementary enrollment. The elementary buildings are: Dillsburg Elementary, Northern Elementary, South Mountain Elementary, and Wellsville Elementary. Additionally, approximately 100 students are enrolled and transported to the Cumberland-Perry Area Career and Technical Center for specialized training in a trade. Programs for special needs students are provided in accordance with federal and state guidelines. Student Assistance Programs are available at the high school and middle school levels. The total student population in 2021-2022 is 3,393 and has remained stable over the past ten years. The building enrollments for the 2021-2022 school year are 1,045 in the high school, 755 in the middle school, 467 in Dillsburg Elementary, 372 in Northern Elementary, 415 in South Mountain Elementary, and 242 in Wellsville Elementary.

The 2022 PA Future Ready Index indicated that 24.2% of district students were regarded economically disadvantaged, 14.4% receiving special education services, 1.5% military connected, 1.2% homeless, and 0.7% English Language Learners. Additionally, 90.6% of students identified as White, 4.2% Hispanic, 1.9% Black, 1.6% Asian, and 1.5% as 2 or more races. The October 2022 PIMS Student Snapshot indicated that Northern Elementary (39.15%) and Wellsville Elementary (38.43%) served the highest percentage of economically disadvantaged students and both qualified for supplemental, targeted federal funding through Title I, Title II, Title III, and Title IV. Title I, II, and IV funds are used primarily for reading support services, parent engagement, and class size reduction measures. The English Language Development program for elementary students is housed at Northern Elementary School with Title III services accessed through consortium providers.

The district's educational program is directed by an elected nine member school board responsible for setting and administrating operational policies. The central office administration is comprised of a Superintendent, Assistant Superintendent, Assistant to the Superintendent, Chief Financial & Operations Officer, Director of Student Services, Assistant Director of Student Services, Director of Human Resources, and a Director of Technology. Building administrative leadership includes a high school principal and two assistant principals, an athletic director, a middle school principal and assistant principal, and four elementary principals. With 250 professional employees and a support staff numbering 175, the school district is the largest employer in the eight municipalities it serves. Over 50% of the professional staff has a Master's Degree or higher. The district maintains a comprehensive professional development program for its staff and encourages members to continuously update their teaching skills through available professional workshops, conferences, and seminars. A negotiated agreement with the teachers is currently in effect for the years 2021-2026. The school board, administration and faculty are committed to providing the best educational programs available to meet the needs of the students and the community. Curriculum improvement is a continuous process. Instructional materials are purchased to complement and enhance courses of study. Each student receives an internet accessible device in grades K-12. Student achievement is measured by performance on assessments such as the SAT, ACT, Advanced Placement, Keystone Exams, and PSSA Assessments. Formative assessments and diagnostic benchmarking are employed to monitor growth.

NYCSD believes in the health and well-being of all staff and students. As evidence to this belief, an extensive program in athletics and activities is available to all students. Twenty-one different interscholastic sports are available for boys and girls at the intermediate and secondary levels. The

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school district participates in the Mid-Penn Athletic Conference. The musical program includes competitive band, marching band, jazz band, chorus and band front. Outstanding students qualify for district, regional / state band and chorus each year. The marching band is very successful in Cavalcade competitions and is recognized each year for its performances. Students participate in extracurricular and co-curricular activities as well as student clubs. In the high school, there are 40 different student organizations including DECA, Model UN, Aavidum, Future For Agriculture and many others. At the middle school, students are exposed to 21 different student activities including Envirothon, Mini-Thon, and Student Council. Each elementary school also has activities for students to become involved in outside of the normal classroom routine. These include broadcast studios, running clubs, Envirothon, and K-Kids.

### Mission

*Intellectually prepared....Civically engaged....Personally responsible.*

The mission statement reflects the beliefs of NYCSD and is unchanged from our previous plans. The statement continues to be sound and relevant to our values.

### Vision

*NYCSD prepares its students to meet and exceed their own aspirations as they grow academically and personally in a caring support system. Northern students develop a strong sense of belonging in a safe environment that recognizes the value of each individual and promotes well-being. Our students 'become' through understanding themselves and their interconnectedness to the world in which they will subsequently flourish. Become. Belong. Be Northern.*

The vision promotes NYCSD as a place where every individual feels welcome and part of the greater school community. In this safe space, the individual discovers their strengths and interests and is afforded the opportunity to flourish and subsequently reaches graduation prepared for whatever they desire to be in the future.

### Educational Value Statements

#### Students

Students strive to attain the characteristics of the NYCSD Profile of a Graduate: creativity, communication, critical thinking, collaboration, contributing, courageous, competent, and conscientious. Students are open-minded to new ideas and show a desire to learn in a self-directed, reliable, responsible, and self-motivated manner.

#### Staff

Teaching staff use a research-based planning process to construct learning experiences that lead to student engagement and learning in an environment marked with respect for all learners. Teachers are professionals who are committed to their own continued growth through reflection and collaboration with peers, supervisors, and the parents and community we serve. Professional staff understand their roles and understand how the services they provide support the learning environment and the success of the organization as a whole.

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## Administration

Administrators are caring, professionally knowledgeable individuals who understand systems leadership. They are able to create a vision for learning and attract stakeholders to the cause. They manage human and physical resources soundly. They engage in ethical decision making processes and maintain excellent visibility, communication, and consistency in their relationships with all stakeholders.

## Parents

Parents are advocates for their children. Parents are engaged in the learning process by knowing and understanding the goals of the educational program. They give support to the school district by participating in focus groups, school events, attending meetings, and maintaining open lines of communication with teachers and administrators.

## Community

The broader community supports the vision and mission of NYCSD by sharing knowledge, passion, and expertise with our staff and students.

## Engagements & Findings

Over the course of the 2021-22 school year, Mr. Kirkpatrick, Superintendent of Schools, led the district through a rigorous selection of community engagements to build common understandings of the perceived strengths and challenges facing NYCSD. In addition to the many informal conversations and engagements, a Thought Exchange was provided to the community, surveys regarding the district were sent to teachers, support staff, and the community, parent engagement evenings were hosted at each school, a teacher data summit was held, a board retreat was conducted, Parent Teacher Organizations met at a forum, the Youth Truth survey was administered, a community & business engagement evening was offered, a student forum was effected, and, finally, the full Steering Committee met to review data and the entire Comprehensive and Strategic Planning process. Throughout the process, NYCSD listened carefully to all voices. As a result, a plan forward was constructed and some actions were taken in the immediacy to address time-sensitive concerns.

The community is supportive of the school district and recent surveys indicate that the community rates the district highly in a number of areas including academics, safety, vision, and planning for the future. It is the district's aim to build on these foundational strengths while addressing areas of challenge.

One immediate noted concern was that staff have indicated through surveys that they would like to see more **consistency of practice** across the four elementary buildings both from an administrative and instructional perspective. The teacher concerns were both logistical, practical, and professional in nature. These concerns were echoed from a central office perspective and relate to curriculum, instructional, and assessment practices.

For example, K-5 math curriculum was rewritten in 2019. We are currently undergoing an audit of the implementation of the new curriculum due to the disruption of the past two school years. We are

finding differing levels of implementation of the new curriculum mainly due to the lack of support that was offered to teachers at roll out and the inability to effectively monitor the adoption due to instructional delivery disruptions. Elementary teachers have been enthusiastic to participate in scheduled meetings regarding the scope and sequence of the curriculum and the need to review, or write in some cases, common summative assessments. Despite these challenges, the student achievement growth results from both AIMSWeb benchmark and PVAAS data are encouraging. Also, there are plenty of resources provided in the math classrooms including Math in Practice, i-Ready, and Dreambox. An experienced instructional coach, specifically targeting math instruction, works almost exclusively with Grades K-5. Math learning will be improved by the establishment of clear instructional, assessments, and curricular expectations in the elementary math blocks. More effective uses of data to effect instructional choices will be employed and professional development supports will be strengthened. These advances ensure that we will supercharge our math learning and build on the strong foundation that already exists.

Additionally, there is a need for consistency in curriculum, instruction, and assessment methodologies in English Language Arts in Grades K-5. We will complete a rewrite of the elementary ELA (Reading) curriculum in May 2022. We will construct an aggressive professional development plan to support the implementation of the new curriculum in 2022-23. The elementary ELA (Writing) curriculum will be rewritten in 2022-23 with roll out in August 2023. From an instructional perspective, we will commit to developing a framework for guided reading time, independent reading, Word Work, and writing blocks. Micro PD will be provided to support components of each block and look-fors will be established to aid administrators with ensuring high level integration of the expectations. Assessment methodologies will be enhanced by a focus on formative assessment and the analysis of student work as the fundamental source of data. In addition, teachers will become more adept at using AIMSWeb, i-Ready, and PVAAS data to inform the MTSS process, their own instruction, and interventions.

At the secondary level, survey results indicated the need to increase family and student engagement in meaningful ways. This included the desire to know more about what is expected of each student in each course and the need for frequent, specific feedback on progress and proficiency. Parents showed a willingness to be more involved in their student's education. Student success on other recognized metrics is varied. At Northern Middle School the PA Future Ready Index reports that student performance in Grades 6 through 8 on PSSA assessments lags behind the state performance average in English Language Arts, Mathematics, and Science. Expected growth is lower than expected in English Language Arts and Mathematics but is above expected in Science. At Northern High School proficiency on the Algebra Keystone is almost 20% above the state average and more than 20% above the state average on the Biology Keystone. In addition, the expected growth measure is surpassed in English, Algebra, and Biology. Encouragingly, the high school graduation rate is noted at 94%. Concerningly, attendance is only 83%. 29.3% of students participate in Advanced Placement courses and 41% participate in college classes.

There is also a realization, as evidenced in community, teacher, and student surveys that **the physical, emotional, and mental well-being** needs of our learning community need to be prioritized as building a firm basis for preparatory success. Students must feel safe and nurtured. Physical safety can

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be achieved by establishing consistent safety and security processes across the district. This includes cyber security. Emotional and mental well-being can be enhanced by utilizing a Multi-Tiered System of Support model which involves the identification and use of an Early Warning System at the secondary level. To this end, the school board has approved the hiring of four {4} positions to aid with the provision of care. An assistant director of student services has been hired to relieve the burden from the current department. We had fallen into compliance as a goal. With the department now fully staffed, we will be able to take care of student needs and become proactive with the services we provide. Likewise, a social worker will be hired to serve students in grades 6 through 12. The social worker is being added to provide a defined Tier 3 intervention for students with high needs in grades 6 through 8. This will provide an added tier of support to students in need. Onsite counseling services through a provider will also be added. At the elementary level, two new physical education and health teachers have been hired. These positions will allow the counselors to be removed from the encore teaching rotation, so they are more available to intervene when a student needs extra support. They will be able to focus more of their attention on Tier 2 behavioral intervention strategies and career exploration activities. The new teachers will also provide health and student well-being lessons in the classroom. K-5 Health and Well-Being and K-5 Guidance curricula will be approved to support the change in approach. A bonus of this change is that the physical education curriculum at the elementary level will be expanded from 30 days per year to 45 days per year. The 339 Guidance Plan has been updated and school board approved to reflect these improvements.

Staff emotional and mental well-being must also be addressed. Staff surveys indicate a lack of professional development makes teachers feel unprepared to implement district and school-based initiatives and unable to perform their jobs to the best of their ability. Teaching staff feel unsupported and under-valued. As part of a remedy to this feeling, teachers have asked for greater visibility, communication, and consistency from central office. In the Spring of 2022, Mr. Kirkpatrick engaged in a Talking Tour where he shared survey results, acknowledged areas for improvement and described a vision for the future. As a follow up, Spring celebrations were held in each building to show appreciation for staff and provide another forum for engagement.

The district would also benefit from taking steps towards realizing **operational excellence**. Operational excellence includes the areas of human resources, technology, and facilities management. NYCSD maintains a rigorous hiring process and the district attracts high quality candidates. However, we are also aware that the post-pandemic job market is unstable. It is difficult to hire support staff and to this end, the school board approved significant increases in compensation to a number of support positions. In addition, teachers and administrators are in high demand and we have to be prepared for higher transiency rates than previously experienced. The use of technology for learning will be improved by the adoption of classroom standards for technology. A technology integrator will be hired to help with the professional development needs of teachers. Technology is an excellent way to differentiate instruction and our teachers could benefit from further support in this area. Last, despite the fact that the community survey rated the district highly on the overall state of our educational facilities, there is an understanding that the current status of the middle school building must be addressed. In early 2022 sections of the roof were fixed. This was part of a greater commitment to look at the long-term status of



all district buildings. Currently, two feasibility studies are being conducted as well as an analysis of potential enrollments. Once the feasibility process is completed, the district must review programmatic structure in grades 6 through 12 to ensure the programs we offer meet the needs and goals of students. In particular, we would benefit from closing the achievement gap between the students with disabilities subgroup and the economically disadvantaged subgroups and the all-students subgroup. The practice of tracking has a negative impact on lower income students or students with IEPs. Students are divided by ability far too early in the educational process. We have begun the process of removing the lowest levels of classes at the middle school and high school. This is a positive. Also, we have also purchased Tier 3 math intervention programs and materials for our lowest achieving students. At the secondary level, an audit of the courses we offer and the alignment of that to student interest could be beneficial.

**Priority Statements**

Target Area 1: Academics: NYCSD engages students and families in research-based, authentic learning experiences in order to prepare them for success as a contributing and conscientious citizen both now and in the future. We strive to understand, value and respond to the diverse academic needs of all our students as a partner and advocate for all.

Target Area 2: NYCSD commits to the safety and well-being of all students and provides interventions, supports, and safety measures that enable students to develop the skills they need to maximize their academic and personal growth.

Target Area 3: NYCSD will use multiple platforms to consistently engage the broader community in promoting collaboration and building strong, trusting relationships.

Target Area 4: NYCSD strives for operational excellence through creating a secure, safe, and robust framework that enhances teaching and learning.

**Goal Setting**

**Priority:** NYCSD engages students and families in research based, authentic learning experiences in order to prepare them for success as a contributing and conscientious citizen both now and in the future. We strive to understand, value, and respond to the diverse academic needs of all our students as a partner and advocate for all.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Academics	NYCSD will develop and implement a comprehensive guide for K-5 teachers that clearly outlines the expectations for curriculum, instruction, and assessment practices	Consistency of Practice	Research, plan, and implement guides.	Monitor, evaluate, and revise guides.	NYCSD will develop and implement a comprehensive guide for K-5 teachers that clearly outlines the expectations for curriculum, instruction, and assessment practices

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	in guided reading, ELA blocks, and math blocks.				in guided reading, ELA blocks, and math blocks.
Academics	NYCSD will utilize a vision-aligned professional development planning process to generate continuous, robust, and collaborative growth opportunities. Our integrated approach will produce reflective, personalized, and engaging practices which lead to authentic and relevant learning for all.	Professional Development	Research, plan, and implement vision-aligned professional development to increase student learning	Monitor, evaluate, and revise professional development offerings	NYCSD will utilize a vision-aligned professional development planning process to generate continuous, robust, and collaborative growth opportunities. Our integrated approach will produce reflective, personalized, and engaging practices which lead to authentic and relevant learning for all.
Academics	NYCSD will connect with families as purposeful partners in their student's academic experiences. Academic expectations and progress will be clearly and concisely communicated using two way communication channels between families and schools.	Family and Student Engagement	Research, plan and implement family and student engagement strategies.	Monitor, evaluate, and revise family and student engagement strategies.	NYCSD will connect with families as purposeful partners in their student's academic experiences. Academic expectations and progress will be clearly and concisely communicated using two way communication channels between families and schools.

**Priority:** NYCSD commits to the safety and well-being of all students and provides interventions, supports, and safety measures that enable students to develop the skills they need to maximize their academic and personal growth.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School Safety	Support systems and interventions are developed that attend to the well-being of our students. MTSS is utilized across K-12 grade levels to ensure the early identification of student needs and the provision of the correct levels of resources and supports.	MTSS	Research, plan, and implement MTSS in grades K-12	Monitor, evaluate, and revise MTSS in grades K-12	Support systems and interventions are developed that attend to the well-being of our students. MTSS is utilized across K-12 grade levels to ensure the early identification of student needs and the provision of the correct levels of resources and supports.

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School Safety	Physical safety and security processes are enhanced through standardized security practices, resources, and policies. Relationships with first responder agencies are enhanced. Students are encouraged to persevere through the development of a growth mindset and caring classroom and schoolwide environments are developed.	Hard & Soft Safety Approaches	Research, plan, and implement safety practices	Monitor, evaluate, and revise safety practices.	Physical safety and security processes are enhanced through standardized security practices, resources, and policies. Relationships with first responder agencies are enhanced. Students are encouraged to persevere through the development of a growth mindset and caring classroom and schoolwide environments are developed.
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**Priority:** NYCSD will use multiple platforms to consistently engage the broader community in promoting collaboration and building strong, trusting relationships.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Outreach	NYCSD will use multiple platforms to consistently engage the broader community in promoting collaborating and building strong, trusting relationships. Connections with community groups and organizations build supportive relationships, promote dialogue, and positively impact the school community. District communications are integrated across platforms to ensure seamless, consistent communication.	Community Outreach	Research, plan, and implement community engagement goals	Monitor, evaluate, and revise community engagement goals	NYCSD will use multiple platforms to consistently engage the broader community in promoting collaborating and building strong, trusting relationships. Connections with community groups and organizations build supportive relationships, promote dialogue, and positively impact the school community. District communications are integrated across platforms to ensure seamless, consistent communication.

**Priority:** NYCSD will, through a commitment to operational excellence, create a secure, safe, and robust framework of services and resources that support teaching and learning

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Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Human Resources	Positive commitment to recruiting, hiring, and retaining student-centered staff while ensuring compliance in prioritizing the safety, well-being, and learning needs of our school community.	Human Resource Management	Research, plan, and implement human resources goals	Monitor, evaluate, and revise human resources goals	Positive commitment to recruiting, hiring, and retaining student-centered staff while ensuring compliance in prioritizing the safety, well-being, and learning needs of our school community.
Technology	Implement and sustain a secure and effective integrated technology system that engages, enhances, and stimulates instruction, management, and communication.	Technology	Research, plan, and implement technology goals	Monitor, evaluate, and revise technology goals	Implement and sustain a secure and effective integrated technology system that engages, enhances, and stimulates instruction, management, and communication.
Finances	Consistently deliver effective, efficient school facilities and services that are aligned with the district's mission to achieve an environment that is safe, reliable, and welcoming.	Finances	Research, plan, and implement finance goals	Monitor, evaluate, and revise finance goals	Consistently deliver effective, efficient school facilities and services that are aligned with the district's mission to achieve an environment that is safe, reliable, and welcoming.

### Action Plan

Priorities will be realized using a systems approach. The comprehensive plan will be closely aligned with the strategic plan. Each priority will serve as a target area (academics, safety & well-being, community outreach, and operational excellence). Each target area will contain strategies. Each level of the organization will then develop action steps aligned with these strategies and target areas. For example, the school board will set goals which will be reflected in the superintendent and cabinet member goals. Building administrators will also use the target areas and strategies to set yearly goals for their own growth and for that of their building. Finally, teachers will set goals based on administrator and building goals. This aligned approach will bring dividends as effort, support, professional development, and resources can be focused on specific items.

### Professional Development

NYCSD recognizes the varied professional, academic, social, and emotional needs of students and staff. Our vision-aligned professional development planning process generates continuous, robust, and collaborative growth opportunities. Our integrated approach produces reflective, personalized, and engaging practices which lead to authentic and relevant learning for all.

Professional development activities are aligned with current and applicable Pennsylvania academic standards and monitored for effectiveness through multiple measures of student achievement within the context of educator effectiveness to determine the impact on student learning and school performance on a variety of

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district selected measures. Pedagogical growth is centered on the Classroom Teacher Framework for Evaluation (Revised June 2021) and encompasses all domains and multiple components of the framework. NYCSD provides differentiated learning experiences aligned with educator needs. Professional development activities are offered by district, school, department, and grade level.

Professional development activities are determined by the Professional Development Steering Committee. The Committee considers numerous informational sources when selecting direction. These sources include, but are not limited to, the NYCSD vision and mission statements, the NYCSD strategic and comprehensive plan, teacher and community surveys, the Future Ready Index or like indicators, data from diagnostic, benchmark, and formative assessments, and current educational best practice. The guiding questions for the committee include: How does this professional development promote student well-being? How does this professional development promote enhanced student learning? Ultimate responsibility for professional development programming shall rest with the Assistant Superintendent. All professional development will fall into the following content areas:

#### Planning & Preparation

NYCSD believes that knowledge of content and pedagogy is fundamental to preparing research-based lesson plans. In addition, teachers create student-centered curriculum and lessons likely to lead to increased learning when they know student needs through close personal relationships, assessment data analysis, and awareness of learning styles. This dual knowledge allows teachers to set specific, measurable instructional outcomes which continually stretch student growth and build learner confidence through the achievement of learning goals.

Major Priority Alignment: Academics

#### Classroom Environment

NYCSD believes in the creation of an environment of respect and rapport within each of our classrooms. The teacher takes full responsibility for establishing an academically, socially, and emotionally safe learning environment in which a culture for learning exists. Teachers involve students in managing classroom procedures and student behaviors in a non-punitive, strength-based climate. Every student and parent feels and knows that their student is safe and supported by every professional staff member in our district.

Major Priority Alignment: Academics, School Safety

#### Instruction

NYCSD believes that student engagement occurs when the student experiences learning success in the classroom and is recognized for their achievements. Teachers provide clearly communicated learning targets and a variety of traditional and digital resources and activities to guide student learning. Instructional methodology involves research-based best practice and a variety of assessment strategies. The data garnered from assessments, especially student work, is used to direct whole group, small group, and individual learning experiences. Teachers demonstrate flexibility and responsiveness to the needs of their students and understand that the only evidence of great teaching is great learning.

Major Priority Alignment: Academics

### Home Partnerships

NYCSD believes that frequent teacher communication to families is essential and likely to engender trusting, supportive, and positive school-home relationships. Communication includes school and class-wide logistical items, curricula updates, and individual student progress reports delivered through multiple, two-way communication channels. Teachers maintain accurate records on assignment completion, student progress, and non-instructional items. These records are available to parents in a timely and easy to understand manner.

Major Priority Alignment: Community Outreach

### Professionalism

NYCSD believes that engagement in professional development keeps teachers current in instructional trends and promotes the construction of beneficial personal learning networks. Teachers engage willingly in district and school-based professional development opportunities and seek out other opportunities outside of those offered by the school district. All teachers consistently act with honesty and integrity. They advocate for students and always place the needs of students first. Teachers provide positive leadership to their peers and support building protocols and initiatives and district policies.

Major Priority Alignment: Academics, Community Outreach, Operational Excellence

## Communication

The comprehensive plan will be communicated through a variety of avenues. Following school board level and community opportunities for discussion and adoption in the summer of 2022, the comprehensive plan will be showcased with staff during opening school year exercises in August 2022. The comprehensive plan will also be communicated to the students and community through the district website, newsletters, publications, and other social media outlets. The plan will become a central goal setting and decision-making tool for the school board and district administrators.

## Summary Statement

The Northern York County School District comprehensive plan provides a blueprint for the future success of the district. The plan contains a demographic and programmatic description of the district. The plan reports the steering committee members who played an important role in its development. The district mission and vision statements are recorded as well as education value statements for various district stakeholders. The bulk of the plan details the engagement processes used in the research and planning phases of the Comprehensive Plan and a summary of findings. These findings inform the four strategic target areas of academics, safety, community outreach, and operational excellence. Outcome categories and goal statements are provided for each target area. These priorities will drive goal setting and decision-making processes at the school board and administrative level. Finally, professional development areas are defined to provide support for all those involved in ensuring the Comprehensive Plan's success. Our global approach to the research and planning phases of this document will be mirrored in the implementation, monitoring, evaluation, and realization of the Comprehensive Plan. We are committed to using this document to help all NYCSD community members BELONG, BECOME, BE NORTHERN.