

2024-2027

# 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 as a large group to discuss and provide feedback on the current Strategic and Comprehensive Plan 2021-2024 in November 2023. The interaction from this session was incorporated into a draft of the Comprehensive Plan 2024-2027. The draft was then shared with the committee and a window of opportunity for further feedback provided. The final draft of the Comprehensive Plan 2024-2027 was presented to the School Board for consideration and comment in January and February 2024 and, following a 30-day waiting period, final approval in March 2024.

| Name               | Position/Role    | Building/Group/Organization |
|--------------------|------------------|-----------------------------|
| Steven Kirkpatrick | Administrator    | NYCSD                       |
| Matthew Meakin     | Administrator    | NYCSD                       |
| Steve Becker       | Board Member     | NYCSD School Board Member   |
| Joyce Cal          | 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          |
| Kara Johnsen       | Parent           | Northern Elementary (PTO)   |
| Lora Sisock        | Parent           | South Mountain Elementary   |
| Heather Spicer     | Parent           | Northern Elementary         |
| Keri Walton        | Parent           | Dillsburg Elementary        |
| Michael Walton     | Parent           | Dillsburg Elementary        |
| Heather Waybright  | Parent           | Northern High School (PTO)  |
| Shelley Abrashoff  | Staff Member     | South Mountain Elementary   |

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|--------------------|--------------|------------------------------------|
| Mike Barber        | Staff Member | Northern Middle School, Teacher    |
| Heather Brown      | Staff Member | Wellsville Elementary, Teacher     |
| Andrea Daly        | Staff Member | Northern Elementary, Teacher       |
| Lauren DeLuca      | Staff Member | South Mountain Elementary, Teacher |
| Ron Elliott        | Staff Member | Northern Middle School, Teacher    |
| Kyla Knisely       | Staff Member | Northern High School, Teacher      |
| Corey Lynch        | Staff Member | South Mountain Elementary, Teacher |
| Dawn Patrick       | Staff Member | Dillsburg Elementary School        |
| Rachel Reichenbach | Staff Member | Northern Middle School, Teacher    |
| Erica Sinclair     | Staff Member | Northern Elementary, Teacher       |
| Victoria Spinelli  | Staff Member | Dillsburg Elementary, Teacher      |
| Heather Zerby      | Staff Member | Northern High School Teacher       |
| Clare Blaschak     | Student      | Northern High School               |
| Hanna Blaschak     | Student      | Northern High School               |
| Olivia Lamer       | Student      | Northern Middle School             |
| Reid McLean        | Student      | Northern Middle School             |
| Cathleen Saunders  | Student      | Northern Middle School             |
| Bennett Waybright  | Student      | Northern High School               |

LEA Profile

The Northern York County School District is 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 grades 6 through 8, 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 2023-2024 is 3,260 and has remained stable over the past ten years. The building enrollments for the 2023-2024 school year are 1,003 in the high school, 748 in the middle school, 457 in Dillsburg Elementary, 328 in Northern Elementary, 415 in South Mountain Elementary, and 255 in Wellsville Elementary.

The 2023 PA Future Ready Index indicated that 27.1% of district students were regarded economically disadvantaged, 15.7% receiving special education services, 1.1% military connected, 1.6% homeless, and 1% English Language Learners. Additionally, 88.8% of students identified as White, 4.7% Hispanic, 1.9% Black, 1.7% Asian, and 2.6% as 2 or more races. The October 2023 PIMS Student Snapshot indicated that Northern Elementary (39%) and Wellsville Elementary (36.86%) 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 administering 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, 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.

## Administration

Administrators are caring, professionally knowledgeable individuals who understand systems leadership. They can 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 support the teacher by providing positive learning environments at home and engage with classroom teachers in ways that support learning in the classroom. 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

In November 2023, Mr. Kirkpatrick, Superintendent, called together the Comprehensive Plan Steering Committee. Due to attrition and self-deselection, the Steering Committee was bolstered by new additions in the staffing, teaching, community, and administrative ranks through building level invitation. The Steering Committee reviewed the 2021-2024 Comprehensive Plan, the 2021-2024 Strategic Plan and aggregated data summaries from two surveys (Community and Teacher Satisfaction). Working in teams, the Committee identified Glows and Grows for each Target Area (Academics, Safety & Well-Being, Community Outreach, and Operational Excellence). The teams noted examples of successes and challenges and made suggestions for future focus. This input was recorded and considered further at the district administration level. 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 Committee was appreciative of the opportunity to provide feedback on the implementation of the Comprehensive Plan as written in early 2023. Just one year after the approval of the prior plan, it was beneficial to review previous strategies and commitments and note areas where concrete development has been noted and those where more focus is needed.

The community remains supportive of the school district and the latest available survey data indicate that the community rates the district highly in several 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.

Since 2022 administrators and teachers have committed to address a shared perception of a lack of **consistency of practice** across the four elementary buildings. The teacher concerns were both logistical, practical, and professional in nature. These concerns were echoed from a central office perspective and related to curriculum, instructional, and assessment practices.

The Elementary Instructional Framework was adopted to provide a universal building level schedule. This schedule ensures that time allotted to subject area study is equitable across the four elementary schools. The Elementary Instructional Framework is divided into sections. For example, the Kindergarten schedule includes a Morning Meeting, ELA Whole Group Reading Time, Guided Reading / Centers, Foundational Skills (Foundations), AM Recess, Lunch, Encore, Math Number Sense Routine, Math Mini-Lesson, Math Small Group, Math Closure, PM Recess, Writing, Science / Social Studies. At the Tier I level, each Kindergarten student across the district receives the same amount of time in each block. Each section has been clearly defined for teachers and professional development is provided to bolster planning and resource maximization. Additionally, teachers have received further professional development on employing Tier II intervention at the classroom level to support Tier I methodology.

To address the need for consistency at the curriculum level, the Elementary Reading K-5 Curriculum was rewritten in 2022 and the Elementary Writing K-5 Curriculum was completed in 2023. Since the time of completion, both these curricula have been systematically implementation checked. This is performed by a group of lead teachers who volunteer to review the curriculum and evaluate its effectiveness. If holes are discovered, the teachers rewrite parts of the curriculum, alter scope and sequence, adjust lesson plans, and revise assessments. The effect is that the curriculum is staying fresh and vibrant. The documents are living and breathing as we find out more about the learning needs of our students. This system has proven popular with teachers. We intend to use a similar method when adopting the PA STEELS standards in 2025.

From the assessment perspective, the focus for 2023-24 has been the use of student work as our most important data source. Our Team Tuesday meetings, which are jointly constructed by our instructional coaches and elementary building principals, have centered on Hattie's research on the effect size of instructional practices. Each month we have focused on a high-impact strategy such as collective teacher efficacy, teacher estimation of achievement, teacher clarity, and feedback. These sessions are led by each principal at a faculty meeting. Then, we use the writing process to model how each strategy can be incorporated into a system of instruction. Teachers are bringing student writing samples to collaborative meetings and engaging in a student work protocol analysis. Our goal is to show how the high-impact strategies work together at each phase of teaching to maximize student growth and achievement.

At the secondary level, the establishment of a clear Multi-Tiered System of Support (MTSS) has been critical in raising the awareness of areas of student success and student need. Both the Middle School and High School follow the ABC of success (academics, behavior, course grades). A universal screener has been developed for these three components and the data is checked bi-weekly to identify progress. Students who meet the indicator benchmarks remain in Tier 1. Those not meeting the benchmarks enter Tier 2 or Tier 3 intervention levels. The system has been communicated to parents and students and is supported. At Northern Middle School, the staff has focused on school to home communications as a go-to Tier 2 intervention. The increase in this communication has led to more positive relationships and the establishment of an enhanced team focus. At the high school level, identified students meet with their grade level principal and guidance counselor for follow up conversations. Students are assigned extra time and a help group has started. The group engages with

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the counselor in supportive education such as sessions on how to manage time, self-advocate, and study for tests. The group also engages in study sessions coordinated by the classroom teacher. At the Tier 1 level, the Middle school is creating a school vision and has emphasized the importance of student engagement in learning. At the high school, the focus is on fair and equitable assessment practices and the use of transition goals. Curriculum work has also been completed at the secondary level. The 6<sup>th</sup> grade ELA curriculum, which was completed in 2020 was audited for implementation authenticity and adjusted by the teachers and instructional coaches to meet current student need. The Math 6, Math 7, Math 7-8, and Math 8 courses were all revamped and re-aligned in 2023. At Northern High School, the math department wrote new courses for all levels of Algebra and Geometry as well as Personal Finance. Advanced Placement Chemistry received an update and the entire Technical Education course options were reconstructed to provide students with many more choices than previously offered. Recently, all social studies electives were re-written and a new course, Sport and Society, was added.

There is also a continued 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 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. During the term of the previous Comprehensive Plan, an assistant director of student services was hired to relieve the burden from the current department. We had fallen into compliance as a goal. With the department now fully staffed, we have been able to take care of student needs and become proactive with the services we provide. Likewise, a social worker was hired to serve students in grades 6 through 12. The social worker was added to provide a defined Tier 3 intervention for students with high needs in grades 6 through 8. However, we have found such great benefits to the position, that the social worker is being utilized in grades K-12 and at times is stretched thin by increased needs. There is consideration being given to add a second social worker so the caseloads can be split elementary and secondary. There is also consideration to adding a guidance counselor at the middle school level. At the elementary level, two new physical education and health teachers were hired. These positions allowed the counselors to be removed from the encore teaching rotation, so they are more available to intervene when a student needs extra support. They have focused more of their attention on Tier 2 behavioral intervention strategies and career exploration activities. The new teachers have also provide health and student well-being lessons in the classroom. K-5 Health and Well-Being and K-5 Guidance curricula were adopted and 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. In addition, an additional nurse has been requested to bolster the care-giver ranks. Our nurse to student ratio is still high compared to other neighboring districts and the additional position will allow for a nurse leader position to be created to help direct the program and provide coverage when needed.



Staff emotional and mental well-being continues to be addressed. Support staff have previously reported concerns with compensation. This has been remedied in part with substantial pay increases over the past two years. In addition, concerted efforts to hire and retain support staff have led to more positions being filled. This helps support staff manage the workloads with which they are faced. Professional staff surveys indicated a lack of professional development making teachers feel unprepared to implement district and school-based initiatives and unable to perform their jobs to the best of their ability. Teaching staff felt unsupported and under-valued. As part of a remedy to this feeling, teachers asked for greater visibility, communication, and consistency from central office. In response, teacher in-service days have been restructured to include district level time, building level time, and teacher level time. During the district level time, teachers receive information regarding umbrella items such as progress on the Strategic Plan, required professional development, or targeted professional development perhaps focused on instructional strategies or the utilization of resources. During building level time, administrators hold faculty meetings targeting specific building level goals. During teacher level time, teachers work independently in areas for which they find the most value. Also, elementary teachers participate in Team Tuesdays, which attempt to connect instructional needs with building and district level goals, all new teachers participate in a revamped Induction Program, and the Supervision and Evaluation Plan and Handbook has been written to guide teachers and administrators through all levels of differentiated professional development plans. The October 2023 survey no longer spotlighted visibility and consistency from central administration as a major concern. One remaining item is the continued desire to see a greater communication of the value of each individual staff member from the central office. This item will be a focus for the Cabinet.

The district has benefited 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 several support positions. We realize that to remain competitive we must improve our retention rates. We have identified strategies such as regular review of compensation, the provision of resources and professional development to allow people to function at a high level, and the communication of individual value to all our employees as ways to improve our competitiveness. In addition, teachers and administrators are in high demand and we must be prepared for higher transiency rates than previously experienced. We are focused on simpler, short-term goals that allow for easier transition for new staff. Our approach to goal attainment is more spiraled than before to ensure we are catching up new staff or veteran staff in new roles.

The use of technology for learning has improved by the adoption of classroom standards for technology. During the previous Comprehensive Plan period, a technology integrator was hired to help with the professional development needs of teachers. The technology integrator provides internal professional development and coordinates all professional development received from external vendors. In addition, the technology integrator works hand in hand with our instructional coaches and the assistant superintendent on the construction of in-service days and the new teacher induction

program. Technology is an excellent way to differentiate instruction and our teachers have benefited from further support in this area at the elementary level.

Last, we continue to address the substandard condition of Northern Middle School and capacity concerns at Northern Elementary School. In early 2022 sections of the Middle School roof were fixed. This was part of a greater commitment to look at the long-term status of all district buildings. Two feasibility studies have been conducted as well as an analysis of potential enrollments. The district reviewed the programmatic structure in grades 6 through 12 and determined that we have the required infrastructure to meet the needs and goals of students. An architect has been selected and Act 34 meetings held regarding an intense renovation and reconstruction of the school. The main goals are to improve campus circulation and safety, increase the functional capacity of the school, address the multiple failing systems of the structure, and maintain the integrity of the learning spaces. At Northern Elementary School, a new academic wing will be added, the lunchroom and kitchen extended, and the building brought up to current code. These changes will allow for better campus flow, allow all students to eat lunch in the cafeteria, provide extra learning spaces, and reduce classroom size by moving to a four-deep grade configuration. The timeline for the building projects is to be determined.

**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 | Consistency of Practice  | Research, plan, and implement guides. | Monitor, evaluate, and revise guides. | NYCSD will develop and implement a |

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|           | comprehensive guide for K-5 teachers that clearly outlines the expectations for curriculum, instruction, and assessment practices in guided reading, ELA blocks, and math blocks.  |                               |   |   | comprehensive guide for K-5 teachers that clearly outlines the expectations for curriculum, instruction, and assessment practices in guided reading, ELA blocks, and math blocks.  |
| Academics | All district schools will meet the ELA & Math Interim Goal / Improvement Target as reported on the PA Future Ready Index   | Growth & Proficiency          | 66% of district schools will meet the ELA & Math Interim Goal / Improvement Target as reported on the PA Future Ready Index   | 83% of district schools will meet the ELA & Math Interim Goal / Improvement Target as reported on the PA Future Ready Index   | All district schools will meet the ELA & Math Interim Goal / Improvement Target as reported on the PA Future Ready Index   |
| 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. | Supervision and Evaluation    | The Supervision and Evaluation Plan is fully implemented. Teachers report they understand their differentiated options. In-service Day agendas are coordinated with the central office and provide time for district initiatives, building focus, and individual growth. Teachers report a level of satisfaction with professional development offerings. | The Supervision and Evaluation Plan is fully implemented and revised to meet the needs of all teachers. Teachers report they understand their differentiated options and actively suggest and implement action research studies. In-service Day agendas are coordinated with the central office and provide time for district initiatives, building focus, and individual growth. Teachers report a higher level of satisfaction with 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  | 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  |

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|  | clearly and concisely communicated using two-way communication channels between families and schools. |  |  |  | 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                     | Begin the audit of K-12 core curriculum, instructional practices, and assessment methodology to ensure current alignment with current state standards. Monitor the implementation of MTSS systems K-12 with an emphasis on Tier 1 practice, Tier 2 responsiveness, and Tier 3 intensive interventions in the areas of academics, attendance, behavior, and socio-emotional well-being | Continue the audit of K-12 core curriculum, instructional practices, and assessment methodology to ensure current alignment with current state standards. Evaluate and revise the implementation of MTSS systems K-12 with an emphasis on Tier 1 practice, Tier 2 responsiveness, and Tier 3 intensive interventions in the areas of academics, attendance, behavior, and socio-emotional well-being | 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. |
| Student Well-Being | Student safety and well-being is prioritized. 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                        | Student Belonging        | 60% of surveyed students report that they 'belong' on student surveys.  | 75% of surveyed students report that they 'belong' on student surveys.   | 85% of surveyed students report that they 'belong' on student surveys.  |

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|  | academic and personal growth. A high percentage of students report they 'belong' on student surveys. |  |  |  |  |
|--|--|--|--|--|--|

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

| 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 | Recruitment and Retention | Most staff report a generally favorable response to | An increased, higher percentage of staff report a generally | NYCD will implement recruitment, hiring and workplace strategies that construct a welcoming |

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|            | ensuring compliance in prioritizing the safety, well-being, and learning needs of our school community.  |            | recruitment, onboarding, and retention strategies on staff surveys. | favorable response to recruitment, onboarding, and retention strategies on staff surveys. | environment for all new staff and foster the personal investment of current staff as measured through onboarding and staff surveys.  |
| 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.                           |
| Facilities | 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. | Facilities | 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 district selected measures. Pedagogical growth is centered on the Classroom Teacher Framework for Evaluation

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(Revised June 2021) and encompasses all domains and multiple components of the framework. NYCS D 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 NYCS D vision and mission statements, the NYCS D 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

NYCS D 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

Example: K-12 professional staff receive professional development on Teaching Diverse Learners in Inclusive Settings in alignment with Pennsylvania Department of Education requirements.

Classroom Environment

NYCS D 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.

Example: K-12 professional staff receive professional development on the Culturally Relevant and Sustaining Education Program Framework Guidelines in alignment with Pennsylvania Department of Education requirements.

Major Priority Alignment: Academics, School Safety

Instruction

NYCS D 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

Example: K-8 professional staff receive professional development on the Structured Literacy Program Framework Guidelines in alignment with Pennsylvania Department of Education requirements.

### 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

Example: K-12 professional staff receive professional development on researched best-practices for home-school communication and interaction.

### 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

Example: K-12 professional staff receive professional development on the Professional Ethics Program Framework in alignment with Pennsylvania Department of Education requirements.

## Communication

The comprehensive plan will be communicated through a variety of avenues. Following school board level and community opportunities for discussion and adoption in March 2024, the comprehensive plan will be showcased with staff during opening school year exercises in August 2024. 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 remain 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

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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.