

Profile and Plan Essentials

LEA Type		AUN
Suburban		112-67-1303
Address 1		
775 Marion Road		
Address 2		
City	State	Zip Code
York	PA	17406
Chief School Administrator		Chief School Administrator Email
Peter Aiken		paiken@cysd.k12.pa.us
Single Point of Contact Name		
Kevin Youcheff		
Single Point of Contact Email		
kyoucheff@cysd.k12.pa.us		
Single Point of Contact Phone Number		
717-846-6789		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Peter Aiken	Superintendent	Administrator	paiken@cysd.k12.pa.us
Kevin Youcheff	Administrator	Assistant Superintendent	kyoucheff@cysd.k12.pa.us
Ryan Billet	Administrator	Asst. to the Superintendent	rbillet@cysd.k12.pa.us
Robert Sutherland	Administrator	Director of Communications	rsutherland@cysd.k12.pa.us
David Czarnecki	Administrator	CYHS- Principal	dczarnecki@cysd.k12.pa.us
Gerald Eisner	Administrator	CYMS- Principal	geisner@cysd.k12.pa.us
Erica Fabie	Administrator	Elementary Asst. Principal	efabie@cysd.k12.pa.us
Sue Thomas	Administrator	Elementary Principal	sthomas@cysd.k12.pa.us
Heather Dick	Administrator	Elementary Principal	hdick@cysd.k12.pa.us
Elizabeth Mason	Administrator	Director of Special Education	emason@cysd.k12.pa.us
Kelsey Zech	Administrator	Elementary Asst. Principal	kzech@cysd.k12.pa.us
Amy Milsten	Board Member	Board President	amilsten@cysd.k12.pa.us
Rebecca Riek	Board Member	Board Vice-President	rriek@cysd.k12.pa.us
Amelia McMillan	Board Member	Board Treasurer	amcmillan@cysd.k12.pa.us
Beth Tyson	Staff Member	CYEA President	btyson@cysd.k12.pa.us
Nicole Matles	Staff Member	Special Educator Teacher	nmatles@cysd.k12.pa.us
Andrea Thompson	Staff Member	Reading Specialists	athompson2@cysd.k12.pa.us
Jason Dickensheets	Staff Member	Teacher	jdickensheets@cysd.k12.pa.us
Klaudia Chilcoat	Parent	Parent	
Dalynet Torres-Cruz	Staff Member	School Social Worker	dtorrescruz@cysd.k12.pa.us
Marvin Parker	Parent	Parent	
Melissa Taylor	Staff Member	Instructional Assistant	mtaylor@cysd.k12.pa.us
Sara Dusman	Parent	Building Secretary/Parent	sdusman@cysd.k12.pa.us
Naomi Kehrl	Student	HS Student	
Oliva Farag	Student	HS Student	
Kim Smith	Staff Member	Teacher	ksmith@cysd.k12.pa.us
Aaron Gibson	Staff Member	Teacher	agibson@cysd.k12.pa.us
Melissa Gilbert	Staff Member	CYEASP President	mgilbert@cysd.k12.pa.us
Elaine Bevivino	Community Member	Community Member	
Tristan Zelinka	Staff Member	School Counselor	tzelinka@cysd.k12.pa.us
Jamie Fox	Staff Member	Teacher	jfox@cysd.k12.pa.us

LEA Profile

Central York High School provides high-quality education to more than 5,800 students across 7 buildings within the District. Within the Central York School District, there are three primary buildings serving grades K-3, 2 intermediate buildings serving grades 4-6, one middle school level building serving grades 7-8, and one high school serving grades 9-12. The Central York School District is geographically located within two townships and the borough of North York. The geographic make-up consists of urban, suburban, and rural areas within the school district. The Central York School District values the diversity of the children and families within our schools and works hard to meet the individual learning needs each student.

Mission and Vision

Mission

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

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

Educational Values

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. 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.

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. 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.

Parents

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.

Community

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.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Math Data- All Student Groups- Grades 3-7	PSSA math scores have seen a two year positive trend. Over the previous two years, the District has implemented a new math resource strategically at the K-7 level, and in the current school year, grade 8.
PSSA ELA Data- All Student Groups- Grades 3-6	PSSA ELA scores are consistently performing at, or above, the State average. The District piloted a new ELA resource, Wonders 2020, in the 23-24 school year at grades K-6.
Literature Keystone Exams	The District performed at an overall proficient/advanced achievement percentage in the Literature Keystone exams at 71.1%
PSSA ELA Data- All Student Groups- Grades 7-8	Proficiency rates for the all student group did, and has, returned results stronger than State average last year.

Challenges

Indicator	Comments/Notable Observations
PSSA Math- Grades 3-8	While our PSSA math achievement has been incrementally growing, our percentages are still at or below 50%. However, these scores are showing above State averages but not reflective of our overall vision of 80% student being proficient in mathematics. Our Into Math resource has been consistently implemented and supported with on-going professional development to provide a consistent base for instruction, materials, and assessment practices.
Keystone Exams- Algebra	Our HS Algebra Keystone rates of proficiency are indicating around 27% for our all student group. Efforts must be focused on this area to gain higher levels of proficiency.
PSSA ELA- Grades 3-8	PSSA ELA slightly rose over the past testing year. The District piloted a new ELA resource, Wonders 2020, at the K-6 level during the 23-24 school year providing a consistent instructional resource, methodology, and assessment practices.
PSSA Science- Grade 8	Students in Grade 8 have consistently seen declining PSSA Science proficiency achievement both in relation to the State average and from Grade 4 proficiency levels.

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

Strengths

Indicator	Comments/Notable Observations
PSSA Math- All Student Group Grade Level(s) and/or Student Group(s)	Students in grade 3 are exhibiting the highest level of proficiency in the school district. With the implementation of a new math resource and supporting PD during implementation, these students would have started with the least amount of gap in their mathematics skill set; thus, less skills that would need to be

Grade 3	secured and mastered than students at the upper grade levels who had been receiving the District's prior math curriculum with no supporting resource for a greater amount of their educational experience.
Indicator Keystone Exams- Literature Grade Level(s) and/or Student Group(s) 2 or More Races	Comments/Notable Observations This subgroup of students achieved at higher levels than any group in the District, including the All Student Group.
Indicator PSSA Math- All Student Group Exceeding Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) Grades 4-8	Comments/Notable Observations All Student Group Exceeding Standard Demonstrating Growth is on standard or exceeding expected growth all all grade levels indicating that even students who are not yet demonstrating proficiency are closing academic gaps.
Indicator PSSA ELA- All Student Group Exceeding Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) Grades 4-8	Comments/Notable Observations All Student Group Exceeding Standard Demonstrating Growth is on standard or exceeding expected growth all all grade levels indicating that even students who are not yet demonstrating proficiency are closing academic gaps.
Indicator PSSA ELA Grade Level(s) and/or Student Group(s) Grade 3-6	Comments/Notable Observations Although District scores indicate a modest improvement, the implementation of a new common resource across all buildings and classrooms at grades 3-6 emphasizing the foundational skills of reading predicated on the Science of Reading has been implemented.
Indicator PSSA Science Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations Students in Grade 4 did, and have been, consistently outperforming State averages. A new science curriculum has been written and will be implemented moving into the 24-25 school year.
Indicator Keystone Exams- Literature Grade Level(s) and/or Student Group(s)	Comments/Notable Observations The Literature Keystone Exams did, and have been, consistently outperforming State averages. Keystone Literature teachers have focused heavily on the eligible content students are assessed on during the testing window through meaningful and engaging literary resources.

All Student Group	
-------------------	--

Challenges

Indicator PSSA ELA Grade Level(s) and/or Student Group(s) EL State Assessment Data all testing grade levels	Comments/Notable Observations The District has seen a growing EL population across all grade levels. This student population is speaking over 35 different languages with many students entering the District at a Level I EL proficiency level.
Indicator Keystone Exams- Literature Grade Level(s) and/or Student Group(s) EL State Assessment Data for Literature Keystone	Comments/Notable Observations The District has seen a growing EL population across all grade levels. This student population is speaking over 35 different languages with many students entering the District at a Level I EL proficiency level.
Indicator PSSA ELA Grade Level(s) and/or Student Group(s) Students with Disabilities- all testing grade levels	Comments/Notable Observations Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.
Indicator PSSA Math Grade Level(s) and/or Student Group(s) The proficiency levels in all standardized testing areas for this student population are below the overall achievement of our District in ELA, Math, and Science.	Comments/Notable Observations Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.
Indicator Keystone Exams- Algebra Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations Our HS Algebra Keystone rates of proficiency are indicating around 27% for our all student group. Efforts must be focused on this area to gain higher levels of proficiency. Focus needs to be placed on all students in relation to instruction and pedagogy in the teaching of Algebra and algebraic concepts.
Indicator PSSA- ELA Grade Level(s) and/or Student Group(s) Economically Disadvantage- all testing grade levels 3-8	Comments/Notable Observations Students in the Economically Disadvantaged subgroup have consistently performed at lower levels of proficiency compared to overall student achievement.
Indicator	Comments/Notable Observations

PSSA Science Grade Level(s) and/or Student Group(s) Grade 8	The Grade 8 Science PSSA scores have consistently been demonstrating lower levels of achievement than that of grade 4 and student achievement at the Keystone Biology level.
Indicator PSSA ELA Grade Level(s) and/or Student Group(s) Grades 3-6- All Student Group	Comments/Notable Observations No grade level at the elementary level is achieving at a minimum of 80% proficiency in ELA. Student building strong foundational skills in reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension) is essential to building at level readers. Our new Wonders resource emphasizes each of these reading skill sets.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

PSSA Math Grade 3- Students in grade 3 are exhibiting the highest level of proficiency in the school district. With the implementation of a new math resource and supporting PD during implementation, these students would have started with the least amount of gap in their mathematics skill set; thus, less skills that would need to be secured and mastered than students at the upper grade levels who had been receiving the District's prior math curriculum with no supporting resource for a greater amount of their educational experience.
PSSA ELA Grades 3-6- Although District scores indicate a modest improvement, the implementation of a new common resource across all buildings and classrooms at grades 3-6 emphasizing the foundational skills of reading predicated on the Science of Reading has been implemented.
PSSA Science Grade 4- Students in Grade 4 did, and have been, consistently outperforming State averages. A new science curriculum has been written and will be implemented moving into the 24-25 school year.
Keystones Literature All Student Group- The Literature Keystone Exams did, and has been, consistently outperforming State averages. Keystone Literature teachers have focused heavily on the eligible content students are assessed on during the testing window through meaningful and engaging literary resources.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Keystone Exams Algebra- Our HS Algebra Keystone rates of proficiency are indicating around 27% for our all student group. Efforts must be focused on this area to gain higher levels of proficiency. Focus needs to be placed on all students in relation to instruction and pedagogy in the teaching of Algebra and algebraic concepts.
PSSA ELA- Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.

PSSA Math- Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.

PSSA ELA- No grade level at the elementary level is achieving at a minimum of 80% proficiency in ELA. Student building strong foundational skills in reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension) is essential to building at level readers. Our new Wonders resource emphasizes each of these reading skill sets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Reading Inventory (RI)- Grades 4-12	The Reading Inventory assessment allows teachers to gather Lexile levels of students as readers. Proficiency levels of the RI have been identified to be commensurate to students achievement scores on standardized testing.
iXL	iXL is used as both a practice opportunity for skills at grades 4-12. The iXL Diagnostic snapshot indicated continual positive growth on grade level skills and concepts in all grade levels over the course of an instructional year.
Acadience ELA- Grades K-3	Acadience assessments are used for ELA in grades K-3. Data indicates a positive increase in student achievement (students not needing support) in skills such as phonemic awareness and comprehension as indicated overall in the composite score.
CDT	The CDT is used in the HS English II classroom, the class students test for the Keystone exam. CDT data diagnosed levels of achievement toward grade level standards over the course of the semester of instruction in line with overall student proficiency on the Keystone exam.
Scholastic Reading Assessment (SRA)- Grades 4-6	SRA data did not align with overall student performance levels on PSSA assessments.

English Language Arts Summary

Strengths

RI scores measured positive growth in achievement over the course of a school year. This data was aligned to overall student achievement on the end of the year standardized assessments.
iXL diagnostic assessments demonstrated positive growth over the course of the school year. This assessment allows teachers to identify specific skills and concepts that are either secured or in need of remediation.
ELA Acadience scores are increasing at each grade level, most notably at our second and third grade level when analyzing the full composite score.
The CDT assisted teachers with identifying specific skills and concepts in need of support and remediation with progress correlating with overall student achievement on the Keystone Literature Exam.

Challenges

Acadience data indicated that students in grades K and 1 were not demonstrating a security of reading skills that would allow them to be successful without additional supports. An emphasis on foundational reading skills at the earliest level will provide a stronger reading background to produce students who are able to read with accuracy, fluency, and demonstrate basic comprehension skills.
While the RI reflected proficiency levels predictive of student achievement, the data sets does not produce specific information on specific areas of concern or deficit individually or at a grade level.

The iXL snapshot provides teacher a strong snapshot where students are in their learning progression. The challenge is utilizing this information to determine levels of instruction and remediation and how to best address any gaps or deficits in a students skill set.

The CDT allows the teacher to understand and diagnose achievement gaps over the course of instruction. This information is important, but does not directly help and support a teacher in what to do with this information such as where to go back to remediate at the area of greatest concern.

Mathematics

Data	Comments/Notable Observations
Acadience Math- K-6	Student Acadience scores have consistently increased over the past two years in grade K-6 in each administration (Fall, Winter, and Spring) in all grade levels.
Into Math Growth Measure- Grades K-8	Students Growth Measure results have increased consistently over the first two years of implementation with the highest percentage of students on or above grade level in grades K-3.
iXL- Grades 4-12	iXL is used as both a practice opportunity for skills at grades 4-12 and an diagnostic assessment opportunity. The iXL Diagnostic snapshot indicated continual positive growth on grade level skills and concepts in all grade levels over the course of an instructional year.
CDT- Algebra I	The CDT is used in the Algebra I classroom, the class students test for the Keystone exam. CDT data diagnosed levels of achievement toward grade level standards over the course of the semester of instruction in line with overall student proficiency on the Keystone exam.

Mathematics Summary

Strengths

Acadience Math data sets have shown a continued positive trend over the first three years of implementation. This trend demonstrates not only students progressing in their learning level, but rather students closing gaps in their learning which the data shows as increasing proficiency rates from beginning, middle, and end of year data.

The District employs the Into Math Growth Measure as a localized benchmarked assessment as part our math resource and instruction. End-of-Year percentages across all grade levels show positive growth with our K-3 levels consistently showing percentages of on or above grade level over 80%.

iXL math data provides teachers with diagnostic data indicating areas of strength and areas of concern. Thus, allowing teachers to target any areas needing remediation.

CDT math data provides teachers with diagnostic data indicating areas of strength throughout instruction while analyzing the reporting strands to identify areas of concern. This allows teachers to target any areas needing remediation as instruction continues in the course.

Challenges

Additional professional development in regard to interpreting and sharing Growth Measure data at the teacher level. In depth ability to understand the data is essential for instructional planning and delivery.

Support for teachers in understanding the diagnostic iXL data to enhance their planning and instructional delivery. This would support the small group instruction at the teacher level focusing on individual student need to close any identified instructional gaps.

Providing all intervention specialists with time and resources necessary to focus on the priority skills and concepts needed to close learning gaps so students can achieve at grade level expectations.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Biology	The CDT is used in the Biology I classroom, the class students test for the Keystone exam. CDT data diagnosed levels of achievement toward grade level standards over the course of the semester of instruction in line with overall student proficiency on the Keystone exam.

Science, Technology, and Engineering Education Summary

Strengths

CDT math data provides teachers with diagnostic data indicating areas of strength throughout instruction while analyzing the reporting strands to identify areas of concern. This allows teachers to target any areas needing remediation as instruction continues in the course.

Challenges

Support teachers with time and strategies to assist struggling students with concepts and skills on which students have not secured understanding.

Enhance instructional strategies and expectations around subject specific academic vocabulary.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Smart Futures provides activities for students to explore careers and career pathways, as well as, participate in interest inventories. All artifacts for Career Readiness Reporting are completed and housed in this software. Parents seek more access to their students work and tracking.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Commonwealth University

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

Commonwealth University.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

Harrisburg Area Community College HACC.pdf

Partnering Institution

Harrisburg University of Science and Technology

Agreement Type

Dual Credit

Program/Course Area

STEM Courses

Uploaded Files

Harrisburg University of Science & Technology.pdf

Partnering Institution

Messiah University

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

Messiah University.pdf

Partnering Institution

Penn State- York

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

Penn State York.pdf

Partnering Institution

Pennsylvania College of Health Sciences

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

Pennsylvania College of Health Sciences.pdf

Partnering Institution

Thaddeus Stevens College of Technology

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

Thaddeus Stevens College of Technology.pdf

Partnering Institution

York College of PA

Agreement Type

Dual Credit

Program/Course Area

Bachelor's Credits- General Education Courses

Uploaded Files

York College of Pennsylvania.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Smart Futures provides the District with a structured lesson progression of skills and activities related to Career Readiness. This resources is available and accessible to all students in grades 4-12.
Smart Futures also acts as a repository and tracking tool to make certain students are working toward completion of their Career Readiness artifacts.
School Counselors have developed units in their curriculum specifically outlining Career Readiness standards while supporting their lessons with the Smart Futures Resource.
A multitude of dual enrollment agreements exist to provide students with options and access to post-secondary credits both off-campus and online.

College in the High School courses provide an on campus, in-person, learning structure that is supportive of a traditional instructional model and can be delivered by trained and certified school district personnel.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Costs of Dual Enrollment and College in the High School courses can be financially prohibitive to some students with minimal District finances available to support students in need.

Smart Futures does not allow for a parent portal; thus, only allowing access to parents through the students log in. This can create a potential disconnect between home and school if students and parents do not work together.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The District has strong, and publicly sought after, special education programming. Specifically, the District's Autistic Support, Life Skills, and Intensive Learning Support programs have provided a large majority of our students the ability to remain within the school district while receiving their education.
The PATTAN Autistic Support Initiative continues to support programming within the Central York School District through consultation and coaching opportunities.
The District has increased our EL professional staff by two teachers over the past 12 months in an effort to meet the growing population of EL students.

Intentional work was completed with building level administrators to support scheduling of learning support personnel to increase in-class support and grade level exposure to content skills.

Professional development was delivered to both regular education and special education teachers who support students within an in-class support model in an effort to increase efficiency of classroom instructional time and support of special education students within the regular education classroom setting.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Scheduling and grouping challenges have existed in our special education setting. Schedule changes have been examined to maximize instructional time to focus on specific and strategic learning goals.

The notable increase in EL students across our K-12 classrooms has impacted our specialists ability to schedule and meet with small groups. A focus is needed to increase the ability of EL specialists to provide both small group and in-class support.

In-class support for EL students will allow greater access to grade level instruction and skills. Creative scheduling is needed to address the growing number of students qualifying for services.

The District's need to identify and streamline intervention services for all students, including students in the groups outlined, is essential to provide students with targeted and systemic interventions based on gaps and deficits in students learning while providing consistent instructional strategies and resources.

While students with disabilities should have specific goals with appropriate progress monitoring identified, they should also be continually supported with exposure to grade level learning and skills through scaffolded instruction and research-based instructional strategies and supports.

Designated Schools

Central York HS

Priority Challenge	Comments and Notable Observations
The need to increase growth (PVAAS) in English Language Arts/Literature in identified student group (students with disabilities)	Lack of foundational understanding in prior core competencies.
The need to provide additional intervention and practice tools.	Need to find tools with addressing gaps such as IXL.

Systemic LEA Challenges
The Comprehensive Plan will include goals related to building proficient reading and writing skills beginning at the Kindergarten level focusing on instruction and resources supported by the Science of Reading skills including phonics, phonemic awareness, reading fluency, vocabulary instruction, and comprehension.
The Comprehensive Plan will address current academic intervention and support services for both regular education and special education students in the areas of reading and mathematics.
The Comprehensive Plan will address the need to review and evaluate all diagnostic and benchmark assessments at the K-12 levels in the areas of reading and mathematics.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This plan focuses on providing evidence based strategies and supports to remediate students while working to provide grade level exposure to concepts and skills.
Title 1 Program	The Title 1 Program is focused on intervening with students who are demonstrating below grade level proficiency in ELA and Mathematics. This plan uses diagnostic and benchmark data to identify students at risk and outlines supports and services that can be accessed for student support.
Student Services	Student Services focuses on providing quality healthcare options and opportunities to students across the school district. In addition, student services areas address the needs of some of our most vulnerable students who may be receiving education here or elsewhere while in settings outside a traditional home environment such as foster care, congregate care, or shelter care. A key component is the District's ability to develop an Act 1 plan to support students moving positively toward graduation goals.
K-12 Guidance Plan (339 Plan)	This plan is focused on the curricular outline and topics delivered to our K-12 students in support of academics, social and emotional skills, and career and workforce readiness. Career pathways and supports are also outlined in this plan.
Technology Plan	The Technology Plan focuses on providing equitable technological resources to our students in all grades K-12 including access to devices, online protective measures, and infrastructure.
English Language Development Programs	The ELD program focuses on building language acquisition skills including oral language, vocabulary, basic reading skills, and receptive language.

Strengths

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

This plan is focused on the curricular outline and topics delivered to our K-12 students in support of academics, social and emotional skills, and career and workforce readiness. Career pathways and supports are also outlined in this plan.
This plan focuses on providing evidence based strategies and supports to remediate students while working to provide grade level exposure to concepts and skills.
The ELD program focuses on building language acquisition skills including oral language, vocabulary, basic reading skills, and receptive language.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

A challenge in regard to our special education achievement is consistently addressing students individual needs while working toward mastery of grade level skills and concepts through exposure to grade level content. Scheduling plays a vital role in providing learning opportunities
--

supporting students with disabilities. Continued work toward an evidence-based in-class support model would promote these opportunities for student achievement and growth.

The continued growth of our EL population has presented challenges to providing quality, enriching learning opportunities for our students. The increase of numbers has strained our human resources; thus, forcing us to review and adjust models of instruction. A need is identified to employ research-based instructional strategies and resources to all EL students regardless of their level to grow their language acquisition and application to learning activities.

The District must identify a consistent set of diagnostic and benchmark assessments to measure ongoing student growth and achievement throughout the learning continuum.

The District must identify and engage with consistent intervention supports across all buildings to ensure a continuity of learning when students are identified to be at risk of not securing grade level standards.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The District has established a consistent communication cadence to focus on resource allocation (money, staffing, materials). These meetings are designed to target our needs within the district and to make certain we are allocating resources to programs and locations in need of support and assistance.
School district administration, school counselors, and school social workers connect regularly with families in support of identifying specific needs, resources, and supports. The identification of students and families is done through building level student review meetings, as well as, through individual connections with students and families.
The District has established practices and protocols aligned to State expectations in regard to teacher supervision and instructional leadership. Our implementation of the PAETEP tool allows for real time tracking and evidence gathering to support our administrative team in identifying and supporting opportunities to foster teachers growth in their craft.
The District has engaged in a communication strategy emphasizing the importance of high academic rigor and student achievement. Clear communications have begun about learning targets and units of instruction. In addition, parent communication is open to convey student progress both directly from the teacher to the family, as well as, digitally through a parents ability to track their student's work and progress through both our LMS and SIS.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

The District maintains many connections throughout the community to assist our students and families. However, we will continue to evaluate the ever changing needs of the District against the resources available in the community to best support our students and families. These services may include, but are not limited to, early intervention, housing and food security services, and connections to physical and mental health services.
The District continues to concentrate resources on staff recruitment and retention. Through aggressive marketing and recruiting efforts, we will continue to actively engage with potential employees. These efforts will include building and strengthening connections with institutions of higher education to examine additional opportunities to engage with pre-service teachers.
Additionally, the District will evaluate opportunities to develop "Grow Your Own" programs and pathways for our teaching staff through direct outreach to our current students and graduates, as well as, examining opportunities to build a similar program to build future leaders from within the organization.
As we continue to build rigorous academic programming, our focus will move to our secondary level as we examine our current programming and resources, specifically targeting our high school mathematics foundational course of Algebra I.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
PSSA Math Grade 3- Students in grade 3 are exhibiting the highest level of proficiency in the school district. With the implementation of a new math resource and supporting PD during implementation, these students would have started with the least amount of gap in their mathematics skill set; thus, less skills that would need to be secured and mastered than students at the upper grade levels who had been receiving the District's prior math curriculum with no supporting resource for a greater amount of their educational experience.	True
PSSA ELA Grades 3-6- Although District scores indicate a modest improvement, the implementation of a new common resource across all buildings and classrooms at grades 3-6 emphasizing the foundational skills of reading predicated on the Science of Reading has been implemented.	True
PSSA Science Grade 4- Students in Grade 4 did, and have been, consistently outperforming State averages. A new science curriculum has been written and will be implemented moving into the 24-25 school year.	False
Keystones Literature All Student Group- The Literature Keystone Exams did, and has been, consistently outperforming State averages. Keystone Literature teachers have focused heavily on the eligible content students are assessed on during the testing window through meaningful and engaging literary resources.	True
RI scores measured positive growth in achievement over the course of a school year. This data was aligned to overall student achievement on the end of the year standardized assessments.	False
iXL diagnostic assessments demonstrated positive growth over the course of the school year. This assessment allows teachers to identify specific skills and concepts that are either secured or in need of remediation.	False
ELA Acadience scores are increasing at each grade level, most notably at our second and third grade level when analyzing the full composite score.	True
Acadience Math data sets have shown a continued positive trend over the first three years of implementation. This trend demonstrates not only students progressing in their learning level, but rather students closing gaps in their learning which the data shows as increasing proficiency rates from beginning, middle, and end of year data.	True
The CDT assisted teachers with identifying specific skills and concepts in need of support and remediation with progress correlating with overall student achievement on the Keystone Literature Exam.	False
The District employs the Into Math Growth Measure as a localized benchmarked assessment as part our math resource and instruction. End-of-Year percentages across all grade levels show positive growth with our K-3 levels consistently showing percentages of on or above grade level over 80%.	False

IXL math data provides teachers with diagnostic data indicating areas of strength and areas of concern. Thus, allowing teachers to target any areas needing remediation.	False
CDT math data provides teachers with diagnostic data indicating areas of strength throughout instruction while analyzing the reporting strands to identify areas of concern. This allows teachers to target any areas needing remediation as instruction continues in the course.	False
CDT math data provides teachers with diagnostic data indicating areas of strength throughout instruction while analyzing the reporting strands to identify areas of concern. This allows teachers to target any areas needing remediation as instruction continues in the course.	True
Smart Futures provides the District with a structured lesson progression of skills and activities related to Career Readiness. This resources is available and accessible to all students in grades 4-12.	False
Smart Futures also acts as a repository and tracking tool to make certain students are working toward completion of their Career Readiness artifacts.	False
School Counselors have developed units in their curriculum specifically outlining Career Readiness standards while supporting their lessons with the Smart Futures Resource.	False
A multitude of dual enrollment agreements exist to provide students with options and access to post-secondary credits both off-campus and online.	False
College in the High School courses provide an on campus, in-person, learning structure that is supportive of a traditional instructional model and can be delivered by trained and certified school district personnel.	False
The District has strong, and publicly sought after, special education programming. Specifically, the District's Autistic Support, Life Skills, and Intensive Learning Support programs have provided a large majority of our students the ability to remain within the school district while receiving their education.	True
The PATTAN Autistic Support Initiative continues to support programming within the Central York School District through consultation and coaching opportunities.	False
The District has increased our EL professional staff by two teachers over the past 12 months in an effort to meet the growing population of EL students.	True
Intentional work was completed with building level administrators to support scheduling of learning support personnel to increase in-class support and grade level exposure to content skills.	True
Professional development was delivered to both regular education and special education teachers who support students within an in-class support model in an effort to increase efficiency of classroom instructional time and support of special education students within the regular education classroom setting.	True
This plan is focused on the curricular outline and topics delivered to our K-12 students in support of academics, social and emotional skills, and career and workforce readiness. Career pathways and supports are also outlined in this plan.	False
This plan focuses on providing evidence based strategies and supports to remediate students while working to provide grade level exposure to concepts and skills.	False

The ELD program focuses on building language acquisition skills including oral language, vocabulary, basic reading skills, and receptive language.	False
The District has established a consistent communication cadence to focus on resource allocation (money, staffing, materials). These meetings are designed to target our needs within the district and to make certain we are allocating resources to programs and locations in need of support and assistance.	False
School district administration, school counselors, and school social workers connect regularly with families in support of identifying specific needs, resources, and supports. The identification of students and families is done through building level student review meetings, as well as, through individual connections with students and families.	False
The District has established practices and protocols aligned to State expectations in regard to teacher supervision and instructional leadership. Our implementation of the PAETEP tool allows for real time tracking and evidence gathering to support our administrative team in identifying and supporting opportunities to foster teachers growth in their craft.	True
The District has engaged in a communication strategy emphasizing the importance of high academic rigor and student achievement. Clear communications have begun about learning targets and units of instruction. In addition, parent communication is open to convey student progress both directly from the teacher to the family, as well as, digitally through a parents ability to track their student's work and progress through both our LMS and SIS.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Keystone Exams Algebra- Our HS Algebra Keystone rates of proficiency are indicating around 27% for our all student group. Efforts must be focused on this area to gain higher levels of proficiency. Focus needs to be placed on all students in relation to instruction and pedagogy in the teaching of Algebra and algebraic concepts.	True
PSSA ELA- Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.	True
PSSA Math- Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.	True
PSSA ELA- No grade level at the elementary level is achieving at a minimum of 80% proficiency in ELA. Student building strong foundational skills in reading (phonics, phonemic awareness, vocabulary, fluency, and	True

comprehension) is essential to building at level readers. Our new Wonders resource emphasizes each of these reading skill sets.	
Acadience data indicated that students in grades K and 1 were not demonstrating a security of reading skills that would allow them to be successful without additional supports. An emphasis on foundational reading skills at the earliest level will provide a stronger reading background to produce students who are able to read with accuracy, fluency, and demonstrate basic comprehension skills.	False
While the RI reflected proficiency levels predictive of student achievement, the data sets does not produce specific information on specific areas of concern or deficit individually or at a grade level.	False
The iXL snapshot provides teacher a strong snapshot where students are in their learning progression. The challenge is utilizing this information to determine levels of instruction and remediation and how to best address any gaps or deficits in a students skill set.	False
The CDT allows the teacher to understand and diagnose achievement gaps over the course of instruction. This information is important, but does not directly help and support a teacher in what to do with this information such as where to go back to remediate at the area of greatest concern.	False
Additional professional development in regard to interpreting and sharing Growth Measure data at the teacher level. In depth ability to understand the data is essential for instructional planning and delivery.	False
Support for teachers in understanding the diagnostic iXL data to enhance their planning and instructional delivery. This would support the small group instruction at the teacher level focusing on individual student need to close any identified instructional gaps.	False
Providing all intervention specialists with time and resources necessary to focus on the priority skills and concepts needed to close learning gaps so students can achieve at grade level expectations.	True
Support teachers with time and strategies to assist struggling students with concepts and skills on which students have not secured understanding.	False
Enhance instructional strategies and expectations around subject specific academic vocabulary.	False
Costs of Dual Enrollment and College in the High School courses can be financially prohibitive to some students with minimal District finances available to support students in need.	False
Smart Futures does not allow for a parent portal; thus, only allowing access to parents through the students log in. This can create a potential disconnect between home and school if students and parents do not work together.	False
Scheduling and grouping challenges have existed in our special education setting. Schedule changes have been examined to maximize instructional time to focus on specific and strategic learning goals.	True
The notable increase in EL students across our K-12 classrooms has impacted our specialists ability to schedule and meet with small groups. A focus is needed to increase the ability of EL specialists to provide both small group and in-class support.	False
In-class support for EL students will allow greater access to grade level instruction and skills. Creative scheduling is needed to address the growing number of students qualifying for services.	False

The District's need to identify and streamline intervention services for all students, including students in the groups outlined, is essential to provide students with targeted and systemic interventions based on gaps and deficits in students learning while providing consistent instructional strategies and resources.	True
While students with disabilities should have specific goals with appropriate progress monitoring identified, they should also be continually supported with exposure to grade level learning and skills through scaffolded instruction and research-based instructional strategies and supports.	True
A challenge in regard to our special education achievement is consistently addressing students individual needs while working toward mastery of grade level skills and concepts through exposure to grade level content. Scheduling plays a vital role in providing learning opportunities supporting students with disabilities. Continued work toward an evidence-based in-class support model would promote these opportunities for student achievement and growth.	True
The continued growth of our EL population has presented challenges to providing quality, enriching learning opportunities for our students. The increase of numbers has strained our human resources; thus, forcing us to review and adjust models of instruction. A need is identified to employ research-based instructional strategies and resources to all EL students regardless of their level to grow their language acquisition and application to learning activities.	True
The District must identify a consistent set of diagnostic and benchmark assessments to measure ongoing student growth and achievement throughout the learning continuum.	True
The District must identify and engage with consistent intervention supports across all buildings to ensure a continuity of learning when students are identified to be at risk of not securing grade level standards.	True
The District maintains many connections throughout the community to assist our students and families. However, we will continue to evaluate the ever changing needs of the District against the resources available in the community to best support our students and families. These services may include, but are not limited to, early intervention, housing and food security services, and connections to physical and mental health services.	False
The District continues to concentrate resources on staff recruitment and retention. Through aggressive marketing and recruiting efforts, we will continue to actively engage with potential employees. These efforts will include building and strengthening connections with institutions of higher education to examine additional opportunities to engage with pre-service teachers.	True
Additionally, the District will evaluate opportunities to develop "Grow Your Own" programs and pathways for our teaching staff through direct outreach to our current students and graduates, as well as, examining opportunities to build a similar program to build future leaders from within the organization.	True
As we continue to build rigorous academic programming, our focus will move to our secondary level as we examine our current programming and resources, specifically targeting our high school mathematics foundational course of Algebra I.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

While the District is making progress in our tier 1 programming across our elementary and secondary grade levels, we continue to seek additional ways to increase the achievement of our special education and EL populations. Examining human resource allocation, scheduling, and instructional models and strategies will be essential in our efforts to increase achievement with these student populations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Keystone Exams Algebra- Our HS Algebra Keystone rates of proficiency are indicating around 27% for our all student group. Efforts must be focused on this area to gain higher levels of proficiency. Focus needs to be placed on all students in relation to instruction and pedagogy in the teaching of Algebra and algebraic concepts.	Students taking Algebra I at the HS level are on the block schedule. The block schedule has the course run for 1 semester at 80 minutes per day. At each of our other levels, math instruction is devoted 80 minutes per day for each instructional day of the school year. In addition, the HS algebra curriculum does not have a consistent resource to support all teachers and instruction. The lack of consistent resources and decreased instructional time should be examined.	True
PSSA ELA- Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.	Inconsistencies in core foundational programming has existed in prior years. The District has now adopted a core resource, Wonders 2020, that will be used to support students with disabilities. This prior lack of resources created inconsistencies in instructional practices and learning progressions. In addition, a defined model of support for grade level skills and exposure has existed. The lack of continuity and expectation for instruction and resource support may have created gaps in students skill sets including foundational literacy skills. The new Wonders resource defines a prescribed pathway of instruction and expectation for all students and teachers making sure equitable practices and experiences will exist as the District defines the appropriate models of classroom support.	True
PSSA Math- Our students with disabilities subgroup is performing at consistently lower levels of proficiency than our overall student population. Programming/service concerns have been raised to consistently meet the needs of this student population including instructional time, instructional focus, and pedagogy.	Inconsistencies in core foundational programming has existed in prior years. The District has now adopted a core resource, Into Math, that will be used to support students with disabilities. This prior lack of resource created inconsistencies in instructional practices and learning progressions. In addition, a defined model of support for grade level skills and exposure has existed. The lack of continuity and expectation	True

	for instruction and resource support may have created gaps in students skill sets including foundational mathematical skills and practices. The Into Math resource defines a prescribed pathway of instruction and expectation for all students and teachers making sure equitable practices and experiences will exist as the District defines the appropriate models of classroom support.	
PSSA ELA- No grade level at the elementary level is achieving at a minimum of 80% proficiency in ELA. Student building strong foundational skills in reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension) is essential to building at level readers. Our new Wonders resource emphasizes each of these reading skill sets.	The Central York School District has recently adopted and piloted a new ELA resource, Wonders 2020, for grades K-6 in select classrooms. All classrooms are now currently implementing in the 24-25 school year. Prior instruction was not supported with a consistent foundational skills progression thus creating inconsistencies of instruction and resources across the elementary level. In addition, core formative and summative assessments did not exist prior to the adoption of this resource. Through consistent and targeted professional development incorporating the Science of Reading and a common resource, the District will work to support classroom teachers and students in securing foundational skills across all K-6 literacy classrooms.	True
Providing all intervention specialists with time and resources necessary to focus on the priority skills and concepts needed to close learning gaps so students can achieve at grade level expectations.		False
Scheduling and grouping challenges have existed in our special education setting. Schedule changes have been examined to maximize instructional time to focus on specific and strategic learning goals.		False
The District's need to identify and streamline intervention services for all students, including students in the groups outlined, is essential to provide students with targeted and systemic interventions based on gaps and deficits in students learning while providing consistent instructional strategies and resources.		False
While students with disabilities should have specific goals with appropriate progress monitoring identified, they should also be		False

continually supported with exposure to grade level learning and skills through scaffolded instruction and research-based instructional strategies and supports.		
A challenge in regard to our special education achievement is consistently addressing students individual needs while working toward mastery of grade level skills and concepts through exposure to grade level content. Scheduling plays a vital role in providing learning opportunities supporting students with disabilities. Continued work toward an evidence-based in-class support model would promote these opportunities for student achievement and growth.		False
The continued growth of our EL population has presented challenges to providing quality, enriching learning opportunities for our students. The increase of numbers has strained our human resources; thus, forcing us to review and adjust models of instruction. A need is identified to employ research-based instructional strategies and resources to all EL students regardless of their level to grow their language acquisition and application to learning activities.		False
The District must identify a consistent set of diagnostic and benchmark assessments to measure ongoing student growth and achievement throughout the learning continuum.		False
The District must identify and engage with consistent intervention supports across all buildings to ensure a continuity of learning when students are identified to be at risk of not securing grade level standards.		False
The District continues to concentrate resources on staff recruitment and retention. Through aggressive marketing and recruiting efforts, we will continue to actively engage with potential employees. These efforts will include building and strengthening connections with institutions of higher education to examine additional opportunities to engage with pre-service teachers.		False
Additionally, the District will evaluate opportunities to develop "Grow Your Own" programs and pathways for our teaching staff through direct outreach to our current students and graduates, as		False

well as, examining opportunities to build a similar program to build future leaders from within the organization.		
As we continue to build rigorous academic programming, our focus will move to our secondary level as we examine our current programming and resources, specifically targeting our high school mathematics foundational course of Algebra I.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
PSSA Math Grade 3- Students in grade 3 are exhibiting the highest level of proficiency in the school district. With the implementation of a new math resource and supporting PD during implementation, these students would have started with the least amount of gap in their mathematics skill set; thus, less skills that would need to be secured and mastered than students at the upper grade levels who had been receiving the District's prior math curriculum with no supporting resource for a greater amount of their educational experience.	Analyze and support instruction occurring at the 3rd grade level which exhibited higher levels of achievement to learn and grow into all grade level instruction.
PSSA ELA Grades 3-6- Although District scores indicate a modest improvement, the implementation of a new common resource across all buildings and classrooms at grades 3-6 emphasizing the foundational skills of reading predicated on the Science of Reading has been implemented.	The District will continue to provide PD on the Science of Reading and support application of these teaching strategies and understandings throughout the elementary level.
Keystones Literature All Student Group- The Literature Keystone Exams did, and has been, consistently outperforming State averages. Keystone Literature teachers have focused heavily on the eligible content students are assessed on during the testing window through meaningful and engaging literary resources.	Analyze the use of focused skills from eligible content to provide targeted explicit instruction across all grade levels on priority learning.
ELA Acadience scores are increasing at each grade level, most notably at our second and third grade level when analyzing the full composite score.	Continue to monitor the longitudinal growth of these cohorts of students and analyze how the 2nd and 3rd grade curriculum has supported positive growth while analyzing the learning achievement progression of these students. Focus on this will allow us to make informed decisions regarding instructional content and practices at all grade levels.

Acadience Math data sets have shown a continued positive trend over the first three years of implementation. This trend demonstrates not only students progressing in their learning level, but rather students closing gaps in their learning which the data shows as increasing proficiency rates from beginning, middle, and end of year data.	The District will continue to provide opportunities for professional development on the Science of Math practices, as well as, the Into Math resource.
CDT math data provides teachers with diagnostic data indicating areas of strength throughout instruction while analyzing the reporting strands to identify areas of concern. This allows teachers to target any areas needing remediation as instruction continues in the course.	Continue to support teachers in analyzing students diagnostic data obtained by the CDT to determine both areas of strength and areas of growth to inform instructional decision making.
The District has strong, and publicly sought after, special education programming. Specifically, the District's Autistic Support, Life Skills, and Intensive Learning Support programs have provided a large majority of our students the ability to remain within the school district while receiving their education.	Analyze and evaluate what aspects of our specialized programming have resonated with our stakeholders and focus on how we can make certain these same aspects are replicated across all special education programming.
The District has increased our EL professional staff by two teachers over the past 12 months in an effort to meet the growing population of EL students.	The District will continue to analyze data on focused on student need and the enrollment numbers of students within this subgroup.
Intentional work was completed with building level administrators to support scheduling of learning support personnel to increase in-class support and grade level exposure to content skills.	While progress still needs to be made, supporting our leadership team with professional development in the area of special education practices will continue to support our advancement of students with disabilities.
Professional development was delivered to both regular education and special education teachers who support students within an in-class support model in an effort to increase efficiency of classroom instructional time and support of special education students within the regular education classroom setting.	The District will continue to provide professional development around efficient and effective co-teaching strategies to regular and special educators.
The District has established practices and protocols aligned to State expectations in regard to teacher supervision and instructional leadership. Our implementation of the PAETEP tool allows for real time tracking and evidence gathering to support our administrative team in identifying and supporting opportunities to foster teachers growth in their craft.	The implementation of the PAETEP platform allowed for greater efficiencies in the instructional supervision process for both administrators and teachers.
The District has engaged in a communication strategy emphasizing the importance of high academic rigor and student achievement. Clear communications have begun about learning targets and units of	Regular communication cadences have been established from the District and building levels. Information shared with the students is

instruction. In addition, parent communication is open to convey student progress both directly from the teacher to the family, as well as, digitally through a parents ability to track their student's work and progress through both our LMS and SIS.	balanced between academic initiatives and supports alongside co-curricular and extra-curricular opportunities.
--	--

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Central York School District will analyze and evaluate the current Algebra I instructional model, resources, and allocated instructional time to determine if the adoption of an increase of instructional minutes and a core course resources supported by professional development will support student achievement and growth in Algebra I.
	The Central York School District will evaluate and review our current instructional models in support of students with disabilities. The evaluation of the model will also be analyzed in conjunction with the district adopted Wonders 2020 resource to support efficient and effective allocation of instructional time and prioritization of both on grade level learning of skills and concepts, as well as, appropriate remediation of literacy skills and concepts on an individualized basis.
	The Central York School District will evaluate and review our current instructional models in support of students with disabilities. The evaluation of the model will also be analyzed in conjunction with the district adopted Into Math resource to support efficient and effective allocation of instructional time and prioritization of both on grade level learning of skills and concepts, as well as, appropriate remediation of mathematical skills and concepts on an individualized basis.
	The Central York School District will continue to provide professional development on research-based literacy practices and the instructional resource Wonders 2020 to assist our teachers in providing evidence-based instruction while utilizing a common district adopted resource.

Goal Setting

Priority: The Central York School District will analyze and evaluate the current Algebra I instructional model, resources, and allocated instructional time to determine if the adoption of an increase of instructional minutes and a core course resources supported by professional development will support student achievement and growth in Algebra I.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Determine the specific number of instructional minutes for the delivery of Algebra I content in an academic year comparing block scheduling to a traditional year long instructional model.		
Measurable Goal Nickname (35 Character Max)		
Algebra I- Instructional Time		
Target Year 1	Target Year 2	Target Year 3
Evaluate current research in regard to the amount of instructional time and minutes necessary to secure skills and concepts in higher level foundational mathematics.	Examine current practices in relation to instructional minutes currently employed by high achieving districts in the state of Pennsylvania.	Determine the specific number of instructional minutes for the delivery of Algebra I content in an academic year comparing block scheduling to a traditional year long instructional model.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Instruct the Algebra I course content with a consistent resource across all Algebra I classrooms by the end of the 25-26 school year.		
Measurable Goal Nickname (35 Character Max)		
Algebra I- Resource		
Target Year 1	Target Year 2	Target Year 3
Identify and evaluate the current Into Math resource for the delivery of Algebra I content and review for alignment to PA Standards and Eligible Content.	Plan for the delivery of professional development the areas of the Science of Math and the Into Math Algebra resource.	Instruct the Algebra I course content with a consistent resource across all Algebra I classrooms by the end of the 25-26 school year.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

Students participating in Algebra I content using a research-based systemic model of instructional delivery across all classrooms by the end of the 25-26 school year will increase proficiency levels by 10%.		
Measurable Goal Nickname (35 Character Max)		
Algebra I- Instructional Delivery		
Target Year 1	Target Year 2	Target Year 3
Research current instructional delivery models aligned with research-based practices for the content area of mathematics and specifically Algebra I.	Provide professional development to all teachers in the delivery of the identified instructional model to be utilized for Algebra I.	Students participating in Algebra I content using a research-based systemic model of instructional delivery across all classrooms by the end of the 25-26 school year will increase proficiency levels by 10%.

Priority: The Central York School District will evaluate and review our current instructional models in support of students with disabilities. The evaluation of the model will also be analyzed in conjunction with the district adopted Wonders 2020 resource to support efficient and effective allocation of instructional time and prioritization of both on grade level learning of skills and concepts, as well as, appropriate remediation of literacy skills and concepts on an individualized basis.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities- Literacy Instructional Model		
Target Year 1	Target Year 2	Target Year 3
Research and evaluate instructional models supportive of students with disabilities in both push-in and pull-out models of instruction specific to literacy instruction.	Provide staff development on practices of effective instructional models for students with disabilities specific to literacy instruction.	Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities- Literacy Instructional Time		
Target Year 1	Target Year 2	Target Year 3

From supporting research, identify the appropriate amount of instructional time and supports to be delivered to student with disabilities in the area of K-6 literacy.	Support special education department members, principals, and teachers with developing instructional schedules to allocate personnel resources to support literacy instruction of students with disabilities.	Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year.
--	---	---

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Teachers will be provided continued professional development focused on the Science of Reading and implementation of the Wonders 2020 resource through the school years 26-27.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities- Literacy Professional Development		
Target Year 1	Target Year 2	Target Year 3
Provide the final delivery of the Science of Reading professional development segments to all K-6 teachers and continuing support using trainings centered on structured literacy.	Continue to work with McGraw-Hill, as well as, our District Literacy Coach to provide professional development centered on the Wonders 2020 resource including grade level scope and sequence, assessments, and remediation resources.	Teachers will be provided continued professional development focused on the Science of Reading and implementation of the Wonders 2020 resource through the school years 26-27.

Priority: The Central York School District will evaluate and review our current instructional models in support of students with disabilities. The evaluation of the model will also be analyzed in conjunction with the district adopted Into Math resource to support efficient and effective allocation of instructional time and prioritization of both on grade level learning of skills and concepts, as well as, appropriate remediation of mathematical skills and concepts on an individualized basis.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Implement instructional models supportive of students with disabilities in the area of mathematics to be delivered with students in special education non-specialized classrooms in the 25-26 school year.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities- Mathematics Instructional Model		
Target Year 1	Target Year 2	Target Year 3
Research and evaluate instructional models supportive of students with disabilities in both	Provide staff development on practices of effective instructional models for	Implement instructional models supportive of students with disabilities in the area of mathematics

push-in and pull-out models of instruction specific to mathematics instruction.	students with disabilities specific to literacy instruction.	to be delivered with students in special education non-specialized classrooms in the 25-26 school year.
---	--	---

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities- Mathematics Instructional Time		
Target Year 1	Target Year 2	Target Year 3
From supporting research, identify the appropriate amount of instructional time and supports to be delivered to student with disabilities in the area of K-6 mathematics instruction.	Support special education department members, principals, and teachers with developing instructional schedules to allocate personnel resources to support mathematics instruction of students with disabilities.	Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Teachers will be provided continued professional development focused on the Science of Math and implementation of the Into Math resource through the school years 26-27.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities- Mathematics Professional Development		
Target Year 1	Target Year 2	Target Year 3
Provide Science of Math professional development segments to all K-6 teachers.	Continue to work with Houghton-Mifflin Harcourt, as well as, our building level instructional leadership team to provide professional development centered on the Into Math resource including grade level scope and sequence, assessments, and remediation resources.	Teachers will be provided continued professional development focused on the Science of Math and implementation of the Into Math resource through the school years 26-27.

Priority: The Central York School District will continue to provide professional development on research-based literacy practices and the instructional resource Wonders 2020 to assist our teachers in providing evidence-based instruction while utilizing a common district adopted resource.

Outcome Category

English Language Arts		
Measurable Goal Statement (Smart Goal)		
Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused in the Science of Reading.		
Measurable Goal Nickname (35 Character Max)		
K-6 Science of Reading		
Target Year 1	Target Year 2	Target Year 3
Teachers will continue to work through Science of Reading trainings and Structured Literacy trainings to complete the remaining modules focused on vocabulary and comprehension.	Teachers will continue to work through Science of Reading trainings and Structured Literacy trainings to complete the remaining modules focused on writing and response to text.	Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused in the Science of Reading.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused on the Wonders 2020 resource.		
Measurable Goal Nickname (35 Character Max)		
Wonders 2020		
Target Year 1	Target Year 2	Target Year 3
Teacher support on identifying core and priority academic instructional resources and instructional routines inside the Wonders resource dependent upon the grade level of instruction. Phonics, phonemic awareness, vocabulary, comprehension, oral reading fluency, and writing will be targeted.	A focus on assessment practices and assessments will be prioritized aligning State level eligible content skills and expectations to the Wonders resource.	Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused on the Wonders 2020 resource.

Action Plan

Measurable Goals

Algebra I- Instructional Time	Algebra I- Resource
Algebra I- Instructional Delivery	Students with Disabilities- Literacy Instructional Model
Students with Disabilities- Literacy Instructional Time	Students with Disabilities- Literacy Professional Development
Students with Disabilities- Mathematics Instructional Model	Students with Disabilities- Mathematics Instructional Time
Students with Disabilities- Mathematics Professional Development	K-6 Science of Reading
Wonders 2020	

Action Plan For: LETRS

Measurable Goals:	
- Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused in the Science of Reading. - Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year. - Teachers will be provided continued professional development focused on the Science of Reading and implementation of the Wonders 2020 resource through the school years 26-27.	

Action Step		Anticipated Start/Completion Date	
The Central York School District will work with LIU 12 to schedule, plan, and deliver professional development focused on the Science of Reading.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kevin Youcheff- Assistant Superintendent	LIU 12	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers, regular and special education, will be trained in the Science of Reading.	LIU 12 professional developers, Principals, District Leadership, 2-3 PD sessions per school year, in-person delivery.

Action Plan For: Read 180

Measurable Goals:

- Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused in the Science of Reading.
- Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused on the Wonders 2020 resource.
- Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year.
- Implement instructional models supportive of students with disabilities in the area of mathematics to be delivered with students in special education non-specialized classrooms in the 25-26 school year.

Action Step		Anticipated Start/Completion Date	
Students in grades 4-12 identified as being below grade level reading proficiency will qualify for a reading intervention. Read 180 will meet the needs of population of students in this designation based upon their identified skill deficits.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Interventionists, Reading Specialists	Read 180 software and r-books	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students receiving the Read 180 intervention will grow a minimum of one grade level of reading proficiency from their entry point of the intervention.	Building Principals, Reading Specialists, Interventionists, intervention delivered daily, assessed 3 x's per year, MAPS Assessment

Action Plan For: 95 Percent Group

Measurable Goals:
• Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused in the Science of Reading. • Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused on the Wonders 2020 resource. • Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year.

Action Step	Anticipated Start/Completion Date
-------------	-----------------------------------

Students at the primary level identified as being below grade level reading proficiency will qualify for a reading intervention. 95 Percent group resource materials will meet the needs of the population of students in this designation based upon their identified skill deficits.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Reading Specialists, Interventionists	95 Percent Group resource materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students receiving the 95 Percent Group resource intervention will grow a minimum of one grade level of reading proficiency from their entry point of the intervention.	Building Principals, Reading Specialists/Interventionists, intervention delivered daily, in-person

Action Plan For: Strategic Instruction Model (SIM) for Mathematics Strategic Math

Measurable Goals:
Implement instructional models supportive of students with disabilities in the area of mathematics to be delivered with students in special education non-specialized classrooms in the 25-26 school year.

Action Step	Anticipated Start/Completion Date		
The Central York School District will explore this research-based intervention using concrete representational instructional methods to build and solidify basic mathematical computational skills.	2025-07-01	2026-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Education, Special Education Supervisors, Building Principals	SIM training and instructional materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The evaluation of this evidence-based research strategy may lead to its implementation in support of struggling learners and students with disabilities to support their basic mathematical computation skills.	Director and Supervisors of Special Education, on-going, analysis of data collected in Acadience benchmark testing.

Action Plan For: Into Math

Measurable Goals:
- Determine the specific number of instructional minutes for the delivery of Algebra I content in an academic year comparing block scheduling to a traditional year long instructional model. - Instruct the Algebra I course content with a consistent resource across all Algebra I classrooms by the end of the 25-26 school year. - Students participating in Algebra I content using a research-based systemic model of instructional delivery across all classrooms by the end of the 25-26 school year will increase proficiency levels by 10%.

Action Step		Anticipated Start/Completion Date	
The Central York School District will explore and evaluate the Algebra I course of Into Math as a continuing course progression of the K-8 Into Math programming already in place.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, HS Principal	Into Math Algebra I Course, HMH Professional Development Services	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Algebra I proficiency levels will increase as a result of a continuum of programming from the elementary level, as well as, with the implementation of a consistent resource throughout all Algebra I classrooms and instruction.	Asst. Superintendent/HS Principal, ongoing, module test scores, Growth Measure assessment, CDT results

Action Plan For: iXL Mathematics

Measurable Goals:
- Determine the specific number of instructional minutes for the delivery of Algebra I content in an academic year comparing block scheduling to a traditional year long instructional model. - Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year. - Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year. - Teachers will be provided continued professional development focused on the Science of Reading and implementation of the Wonders 2020 resource through the school years 26-27. - Implement instructional models supportive of students with disabilities in the area of mathematics to be delivered with students in special education non-specialized classrooms in the 25-26 school year.

- Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year.
- Teachers will be provided continued professional development focused on the Science of Math and implementation of the Into Math resource through the school years 26-27.
- Instruct the Algebra I course content with a consistent resource across all Algebra I classrooms by the end of the 25-26 school year.
- Students participating in Algebra I content using a research-based systemic model of instructional delivery across all classrooms by the end of the 25-26 school year will increase proficiency levels by 10%.

Action Step		Anticipated Start/Completion Date	
iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their mathematics instruction.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	iXL Mathematics licenses	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students practicing learned skills and concepts through iXL will demonstrate proficiency of the skills with 80% accuracy.	Classroom Teachers, daily, online practice opportunities and assignments

Action Plan For: iXL Language Arts

Measurable Goals:
• Through the school year 26-27, the Central York School District will build and develop intentional and strategic opportunities for professional development of all classroom teachers in grades K-6 focused on the Wonders 2020 resource. • Implement instructional models supportive of students with disabilities in the area of literacy to be delivered with students in special education non-specialized classrooms in the 25-26 school year. • Incorporate the District identified model for instructional minutes and supports into all K-6 classrooms and settings supporting students with disabilities in the 25-26 school year.

Action Step	Anticipated Start/Completion Date	
iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their core literacy instruction.	2025-07-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	iXL Language Arts licenses	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students practicing learned skills and concepts through iXL will demonstrate proficiency of the skills with 80% accuracy.	Classroom teachers, daily, online practice opportunities and assignments

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
LETRS	The Central York School District will work with LIU 12 to schedule, plan, and deliver professional development focused on the Science of Reading.
Strategic Instruction Model (SIM) for Mathematics Strategic Math	The Central York School District will explore this research-based intervention using concrete representational instructional methods to build and solidify basic mathematical computational skills.
Into Math	The Central York School District will explore and evaluate the Algebra I course of Into Math as a continuing course progression of the K-8 Into Math programming already in place.
iXL Mathematics	iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their mathematics instruction.
iXL Language Arts	iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their core literacy instruction.

LTRS Training

Action Step		
The Central York School District will work with LIU 12 to schedule, plan, and deliver professional development focused on the Science of Reading.		
Audience		
K-6 Elementary School Teachers including special educators and educational specialists.		
Topics to be Included		
LTRS Units 7-8		
Evidence of Learning		
Through teacher participation in the assigned trainings a training log will be kept. In addition, classroom walk-throughs documented by building administrators will document evidence of these practices and learning strategies.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst. Supt./Building Administration	2025-07-01	0207-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2-3 times per year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Minimum of 4 classroom walk-through visits per teacher, per school year.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Workshop(s)	Schedule professional development with McGraw-Hill trainers specific to the Wonders resource and the alignment of the Science of Reading.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Science Math Training

Action Step
iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their mathematics instruction.
Audience
Regular education and special education teachers
Topics to be Included
Science Math Research-based interventions, supports, and resources
Evidence of Learning
Through the professional development of the Science of Math, the District will explore, evaluate, and implement intervention(s) and supports for students who are not performing at grade level academic proficiency.

Lead Person/Position	Anticipated Start	Anticipated Completion
Asst. Supt., Building Principals, and Director of Special Education	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	As needed to observe a program or resource in action.
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 4d: Participating in a Professional Community 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	As needed to learn about and review potential resources from select vendors.
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Algebra I Exploration

Action Step		
The Central York School District will explore and evaluate the Algebra I course of Into Math as a continuing course progression of the K-8 Into Math programming already in place.		
Audience		
Algebra I teachers, Asst. Supt., HS Principal, and Math Department Chair		
Topics to be Included		
This activity will explore the scope and sequence of the Algebra I Into Math resource, PA eligible content of the resource, instructional methodologies associated with the resource, and the time associated for effective delivery of the resource.		
Evidence of Learning		
The District will seek to adopt a consistent resource for Algebra I programming. HMH's into Math is the recently, and currently, adopted mathematics resource support for K-8. Adoption of resource within the continuum would support continuity in programming and instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion

Asst. Supt., HS Principal, Math Department Chair	2025-07-01	2026-06-30
--	------------	------------

Learning Format

Type of Activities	Frequency
Workshop(s)	Presentations as needed from the vendor to demonstrate and highlight the resource.
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Communicate and visit with schools who are currently utilizing the Into Math Resource.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

iXL Training

Action Step
- iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their mathematics instruction. - iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their core literacy instruction.
Audience
Building Principals, Special Education Leadership, Classroom Teachers, Special Education Teachers- all audience members will span the K-12 level.
Topics to be Included
iXL assignments related to both ELA and Mathematics and their alignment where applicable to the adopted resources of Wonders 2020 and Into Math, data analysis from both the assignment level and diagnostic snapshots

Evidence of Learning		
Teachers will use their learning to assign aligned practice opportunities to their students. In addition, administrators and teachers will use the data from assignments and snapshots to assess student growth, and effectiveness and alignment to District curriculum and adopted resources.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst. Supt., Building Principals	2025-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually with a minimum of one formalized workshop per school year.
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Strategic Instruction Model (SIM) for Mathematics Strategic Math

Action Step		
The Central York School District will explore this research-based intervention using concrete representational instructional methods to build and solidify basic mathematical computational skills.		
Audience		
K-6 Teachers		
Topics to be Included		
Concrete representational strategies for building computational mathematical skills.		
Evidence of Learning		
Teachers will implement these strategies as part of their classroom instruction which will also be visible during classroom walk-throughs.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2025-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Determined by a qualified professional developer knowledgeable in this structured teaching model.
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy	

- 1c: Setting Instructional Outcomes

This Step Meets the Requirements of State Required Trainings

Communications Activities

Algebra I					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The Central York School District will explore and evaluate the Algebra I course of Into Math as a continuing course progression of the K-8 Into Math programming already in place.	Central York School District Community	Upon a selection and decision of a common resource for Algebra I, the District will inform all impacted school district stakeholders and provide access to review the resource as requested.	Asst. Supt., Building Principal	07/01/2025	06/30/2026
Communications					
Type of Communication			Frequency		
Newsletter			Over 2 months		
Posting on district website			Ongoing post as part of the Curriculum webpage		
Presentation			Presentation to the Board of School Directors and the Board Curriculum Committee		

Strategic Instruction Model (SIMS) for Mathematics Strategic Math					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The Central York School District will explore this research-based intervention using concrete representational instructional methods to build and solidify basic mathematical computational skills.	Mathematics educators	Teachers will be trained in explicit strategies focused on concrete representational methods to build and increase computational skills.	Building Principals	07/01/2025	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			To be determined by a certified professional developed who will advise the on the specific PD plan.		

iXL Reading and Math					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their mathematics instruction. - iXL will be used as a specific practice opportunity for students to support the tier 1 skills and concepts they are learning as part of their core literacy instruction.	Teachers and Families	Individual students progress will be communicated with families. Teachers will focus on their students individual progress to inform instructional decisions.	Classroom Teachers	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Letter			Generated reports will be provided to families as part of the reporting of progress and discussed at parent/teacher conferences.		
Brief			Classroom teacher data will be shared with all teachers utilizing iXL to share their individual classroom progress and growth.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date