

## **WEST YORK AREA SD**

1891 Loucks Rd

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Every Student Every Day

### **VISION STATEMENT**

In West York, our purpose is twofold: 1) create opportunities for our students to thrive, and 2) develop world-class citizens. Ultimately, our aim is to equip West York graduates for more and better opportunities to thrive in an increasingly complex and competitive society while also empowering graduates to lead with integrity, empathy, and respect for others. Graduating world-class citizens with boundless opportunities is possible when the entire West York educational community actively contributes their collective ideas, energy, and talents toward Every Student Every Day.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Be prepared and willing to learn; Remain flexible; Prioritize and value educational opportunities; Practice and demonstrate perseverance; Celebrate resiliency; Take risks; Communicate needs; Trust adults; Have positive intent; Support others and your community; Demonstrate respect for self and others; Embrace diversity; Value relationships

### **STAFF**

Model lifelong learning; Remain flexible; Model high expectations for self and others; Embrace diversity and differences; Champion relationships; Take risks; Show passion; Recognize, learn from, and forgive past mistakes; Communicate with students and parents/guardians; Offer support and cooperation; Be reliable and consistent; Remain highly trained in proven instructional strategy

### **ADMINISTRATION**

Model lifelong learning; Remain flexible and prepared for changes; Take student-focused actions; Collaborate with stakeholders and model a team approach; Advocate and cheerlead for schools and students; Communicate openly and transparently; Support risk-taking of students and staff; Recognize, learn from, and forgive past mistakes; Champion relationships; Support proven instructional strategy; Listen to learn; Make sound financial decisions

### **PARENTS**

Remain open for continued learning; Remain flexible; Partner with educators in child's experience; Offer grace and assume positive intent; Be present and involved; Ask for help; Follow chain of command for concerns; Learn about others in your community; Embrace diversity and differences within the community; Honor the whole child, not only academics

### **COMMUNITY**

Partner in education; Support District students; Share resources, talents, and ideas; Demonstrate pride in community; Celebrate change;

Provide resources (financial, human/volunteer); Collaborate with schools; Value and celebrate the diversity within the community

**OTHER (OPTIONAL)**

Prior to the start of the Comprehensive Planning process, the West York Area School District Board of Directors developed a list of Attributes of a West York Graduate. This list was shared with the Comprehensive Planning Steering Committee. This list included the following attributes for future graduates: Adaptable and Resourceful; A Global Citizen; A Collaborator and Communicator; Confident and Independent; Resilient and Growth Minded; Ethical and Conscientious; A Critical Thinker; and Financially Literate

## STEERING COMMITTEE

Name	Position	Building/Group
Erin Holman	Administrator	Administration/WYASD
Melissa Appnel	Administrator	Administration/WYASD
Traci Stauffer	Administrator	Administration/WYASD
Dr. Todd Davies	Administrator	Administration/WYASD
Marsha Yanick	Staff Member	Trimmer Elementary
Lisa Groff	Staff Member	West York Area MS
Dan Quickel	Staff Member	West York Area HS
Heidi Wolf	Staff Member	Wallace Elementary
Mercedes Myers	Staff Member	West York Area MS
Cassandra Anderson	Parent	West York Area HS
Marcy Lazelle	Parent	Multiple Levels
Juanika Ballard	Parent	Elementary
Kevin Appnel	Community Member	York County Alliance for Learning

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Josh DeSantis	Community Member	York College of Pennsylvania
Courtney Dennis	Board Member	WYASD Board of Directors
Todd Gettys	Board Member	WYASD Board of Directors
George Margetas	Board Member	WYASD Board of Directors

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

All students should have access to high-quality education and instruction.

Professional learning

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 4: Implement Data-Driven Human Capital Strategies

The District approved curriculum shall provide an educational experience that is aligned and articulated in standards and best practice, monitored regularly, and supports the needs of a West York graduate.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Professional Development will promote strategies to support the highest quality instructional practices based on identified District needs.

Essential Practices 2: Empower Leadership

School climate and culture

Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Effective Teaching

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Academic and Social  
Emotional Support for All  
(MTSS)

The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support.

Instructional Coaching -  
Teacher Leadership

Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders.

High Quality PD

Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security.

Professional Learning -  
Inclusive Instruction

Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs.

Increase Applicants

Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool.

#### Action Step

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Survey faculty on professional and instructional needs, aligned to goals	2022-07-01 - 2025-06-30	Director of K-12 Education and Assessment	Faculty feedback
Review available academic and behavioral data	2022-07-01 - 2025-06-30	C&I Team	Local Assessment Data Keystone Data Attendance Data MTSS Behavioral Data
Review available evaluation data for instructional and curricular needs	2022-07-01 - 2025-06-30	Director of K-12 Assessment	Professional Development Surveys
Determine the best of the best resources internally and externally to support goals and teaching	2022-07-01 - 2025-06-30	Professional Development Committee	Professional Networks
Engage all teachers in professional learning opportunities and relationships to support the needs of teachers and students	2022-07-01 - 2025-06-30	C&I department	LIU 12, Field Experts, Canvas Learning Management System Professional Learning Teacher Committee
Identify needs for school safety updates within professional learning plan	2022-07-01 - 2025-06-30	C&I Team with Safety and Security Coordinator	
Actively recruit and build upon our student teacher and	2022-07-01 -	Director of HR	Regional Networks



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
substitute pool while developing scheduling solutions	2025-06-29		
Grow and retain our existing teachers and substitutes	2022-07-01 - 2025-06-30	C&I Team, HR	
Include trauma-informed strategy and culturally responsive practices for our diverse populations in our West York community.	2022-07-01 - 2025-06-30	C&I Team	Professional Learning Committee Professional Development Calendar
Communicate changes based on data to stakeholders	2022-07-01 - 2025-06-30	WYASD Leadership	
Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas	2022-07-01 - 2025-06-30	C&I Team	Professional Development Time, Regional Networks

**Anticipated Outcome**

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

**Monitoring/Evaluation**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact Local student growth data from classroom-based assessments

## Evidence-based Strategy

Multi Tiered Systems of Support

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Academic and Social  
Emotional Support for All  
(MTSS)

The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support.

Guaranteed and Viable  
Curriculum

Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness.

Professional Learning -  
Inclusive Instruction

Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Evaluate existing MTSS academic and behavioral systems within each building/level, establish baselines for goals

2022-07-01 -  
2025-06-30

Building  
Principals

PBIS Evaluation MTSS  
Consultations with IU 12  
Local behavioral data Local  
academic data

Develop and/or refine MTSS systems for behavior and academics at all levels based on data (intervention, strategy, culture)

2022-07-01 -  
2025-06-30

C&I Team

MTSS Team School  
Psychologists

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Keep adjustments and responses simple and based on data - targeting problem areas	2022-07-01 - 2025-06-30	Building Leadership/MTSS Team	Local behavioral and academic data
Evaluate, expand or modify intervention opportunities and programs	2022-07-01 - 2025-06-30	C&I Team	Building level committee work
Develop ways to involve the community in supporting the needs of the District	2022-07-01 - 2025-06-30	District Leadership	PTO Educational Foundation Boosters Local community outreach
Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas in Tier 1, 2, and 3 in an MTSS System	2022-07-01 - 2025-06-30	C&I Team	Professional Development, supportive Networks
Reserve opportunities on the District calendar for professional learning both in and out of the classroom	2022-07-01 - 2025-06-30	C&I Team	
Consider equitable opportunities and practices for all learners	2022-07-01 - 2025-06-30	C&I Team	PDE SAS website LIU 12 Consultation

### **Anticipated Outcome**

Buildings will have an established MTSS system for behavior and academics

### **Monitoring/Evaluation**

Annual feedback surveys and evaluative consultation

**Evidence-based Strategy**

Guaranteed and Viable Curriculum

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Guaranteed and Viable Curriculum	Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness.
Academic and Social Emotional Support for All (MTSS)	The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support.
Professional Learning - Inclusive Instruction	Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review standards and vertical alignments	2022-07-01 - 2025-06-30	K-12 Education and Assessment/C&I Team	Standards Aligned Systems National Teacher Associations for Content Specific Research Supported Resources

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Recommend adjustments to necessary curriculum resources, emphasize vertical alignments	2022-07-01 - 2025-06-30	Director of K-12 Education and Assessment	EPC Committee
Include and develop career awareness opportunities within existing curriculum maps	2022-07-01 - 2025-06-30	C&I Team	Teacher Committee 339 Committee Dedicated time
Align curriculum with supportive measures for learning support students and English learners	2022-07-01 - 2025-06-30	C&I Team	Teacher Committees Dedicated time
Expand college offerings and/or opportunities and communicate to stakeholders	2022-07-01 - 2025-06-30	C&I Team	Regional Networks
Identify opportunities for student feedback, solicit appropriately	2022-07-01 - 2025-06-30	C&I Team	Feedback measures
Identify opportunities for alumni feedback, solicit feedback	2022-07-01 - 2025-06-30	Director of K-12 Education and Assessment	Collaboration with High School Guidance feedback measures
Review materials available on PDEs Standards Aligned Systems	2022-07-01 - 2025-06-30	C&I Team	PDE SAS Website

**Anticipated Outcome**

A guaranteed, viable, and aligned curriculum

**Monitoring/Evaluation**

Teacher Committee feedback

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	<p>Effective Teaching</p>	<p>Engage all teachers in professional learning opportunities and relationships to support the needs of teachers and students</p>	<p>07/01/2022 - 06/30/2025</p>
<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p>			
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			
<p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p>			
<p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p>			

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<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p> <p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	Effective Teaching	Identify needs for school safety updates within professional learning plan	07/01/2022 - 06/30/2025
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			
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<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p>			
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	<p>Effective Teaching</p>	<p>Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas</p>	<p>07/01/2022 - 06/30/2025</p>
<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p>			
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Multi Tiered Systems of Support</p>	<p>Develop and/or refine MTSS</p>	<p>07/01/2022 -</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>		<p>systems for behavior and academics at all levels based on data (intervention, strategy, culture)</p>	<p>06/30/2025</p>
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Multi Tiered Systems of Support</p>	<p>Evaluate existing MTSS academic and behavioral systems within each building/level, establish baselines for goals</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>			
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			

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<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>		<p>strategy for West York learners with identified needs and strategies</p>	<p>06/30/2025</p>
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>		<p>(trauma, culture, English learners, learning support) in all content areas in Tier 1, 2, and 3 in an MTSS System</p>	



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	<p>Multi Tiered Systems of Support</p>	<p>Consider equitable opportunities and practices for all learners</p>	<p>07/01/2022</p>
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriiculum )</p>			<p>-</p>
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			<p>06/30/2025</p>

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Include and develop career awareness</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>		<p>opportunities within existing curriculum maps</p>	
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Review materials available on PDEs Standards Aligned Systems</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>			<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	<p>Effective Teaching</p>	<p>Communicate changes based on data to stakeholders</p>	<p>07/01/2022 - 06/30/2025</p>
<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p>			
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			
<p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p>			
<p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p>			

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<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	<p>Multi Tiered Systems of Support</p>	<p>Develop ways to involve the community in supporting the needs of the District</p>	<p>07/01/2022 - 06/30/2025</p>
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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Include and develop career awareness opportunities within existing curriculum maps</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>			
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuculum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Guaranteed and Viable Curriculum	Expand college offerings and/or opportunities and communicate to stakeholders	07/01/2022 - 06/30/2025

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Identify opportunities for alumni feedback, solicit feedback</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>			
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

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

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

In English Language Arts, the district has been updating assessment systems and instructional resources for teachers and learners in grades K-8 over the last 2 years

In English Language Arts, professional development has been focused on best practice, curriculum articulation, and instruction.

In English Language Arts, the curriculum materials in grades k-8 have been updated in the last 2 years to include literature from diverse authors and experiences.

In Mathematics, professional development and coaching has been focused on K-8 Mathematical practices with experts in the field.

In Mathematics, the High School curriculum has been implemented with vertical articulation with grade 8 teachers. Teachers worked with experts in the field to update curriculum for the 2020-2021 school year.

In Mathematics, professional development has been focused on best practice and instruction in K-12 Mathematics.

In Mathematics, accelerated courses begin at grade 7 and allow for high level calculus to be attained as well as Advanced

### Challenges

In English Language Arts, providing high quality job embedded professional development requires significant resources in personnel and substitutes, and schedules can often be disrupted.

In English Language Arts, consulting contracts may not be sustainable for supporting educators instructional growth.

In English Language Arts, curriculum at the High School requires continued attention.

In Mathematics, continued job embedded coaching is necessary to sustain best practice and student achievement in the classroom at all levels.

In Mathematics, continued attention to assessment and reporting is necessary to ensure appropriate student support.

In Mathematics, continued attention to vertical articulation and curriculum map refinement is necessary.

In Mathematics, providing high quality job embedded professional development requires significant resources in personnel and substitutes, and schedules can often be disrupted.

## Strengths

Placement and Dual Enrollment opportunities.

In Science, Technology, and Engineering Education, additional courses have been designed and offered over the last 2 years in grades 6-12.

In Science, middle school curriculum resources and maps have been most recently updated in grades 6-8.

In Science and Technology - All elementary buildings have a media specialist/librarian that supports STEM education and computer science standards.

Future Ready Index 2019: Career Benchmark achievement has been positive across the District and provided opportunities for students in all subgroups.

Future Ready Index 2019: Growth has been consistently measured in most subgroups on standardized achievement tests as measured in the 2019 Future Ready Index. (Black, Multi-Racial, English Learner, Economically Disadvantaged, Hispanic, and Students with Disabilities)

Keystone Scores - English: Students performed at 77.9%, above the statewide average of 62.1%.

Keystone Scores - Algebra: Students complete the Algebra Keystone Assessment at the conclusion of Algebra 1 in grades 8,

## Challenges

In Science and Technology, the District will monitor the planned update of the science standards to the Integrated Science standards and need to respond appropriately at all levels.

In Science and Technology, engineering should be investigated and considered for cost and interest prior to implementation.

In Science and Technology, professional development continues to be a need for relevant and meaningful instruction. Job embedded professional development requires staffing, resources, and substitutes.

In Science and Technology, the elementary science curricular breakdown results in high scores on the science assessment. However, there is only 9 weeks of science instruction in 5th grade.

Future Ready index 2019: Overall achievement is low when measured on the PSSA. State average achievement is low. It is hard to measure achievement when the statewide norm does not seem to be reflective of what students are able to do in Math, ELA, and Science in grades 3-8.

Future Ready Index 2019: The statewide average for Mathematics in the PSSA is 42%. Available data for the West York Area School District from 2019 indicated lower scores. Statewide, students were only 56% proficient in grade 3, 46% in grade 4, 43%

## Strengths

9, or 10. Students performed at 68.2% proficient, above the statewide average of 42.1%.

Keystone Scores - Biology: Students complete the Biology assessment at the conclusion of their HS Biology course in 9th or 11th grade. Students performed at 64.2%, which was slightly below the 66% statewide average.

In Equity Considerations, recent board policy review indicates an awareness of continued needs around equity professional development and programming.

In Equity Considerations, comparability reports indicate equitable staffing for all students at a grade level and within cohorts.

In Equity Considerations, there is equitable access to English Language Services to students k-12.

Parental involvement in the Title 1 Program has yielded positive results as reported by families and student growth in the Benchmark Assessment.

Conditions for Teaching and Learning - The District fosters a vision and culture of high expectations for success for all stakeholders

Conditions for Teaching and Learning - The District ensures effective, standards-aligned curriculum and assessment

## Challenges

proficient in grade 5, 39% proficient in grade 6, 38.2% proficient in grade 7, and 32% proficient in grade 8.

In Equity Considerations, the District should monitor any future policy review that would indicate a need for equity professional development or audit within our system.

Conditions for Teaching and Learning - The District should continue to build the capacity of instructional leaders to effectively support high-quality teaching and learning

Conditions for Teaching and Learning - The District should have continued to ensure effective, standards-aligned curriculum and assessment

Conditions for Teaching and Learning - Creative solutions should be investigated to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

In Related Academics, continued curricular integration opportunities should be considered to allow for cohesive and effective Career Learning experiences.

In Related Academics, continued curriculum map refinement is necessary to ensure articulation across the departments.

## Strengths

Conditions for Teaching and Learning - The District supports schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

In Related Academics, the District has a 339 Committee comprised of counselors, career educators, business partners, community members, and administrators all focused on student experience and opportunities within the educational program. The annual meeting accounts for purposeful engagement and opportunities to reflect on student experience and workforce needs.

In Related Academics, Future Ready reflects achievement and progress in Career Learning in all grades K-12 within the District.

In Related Academics, students have diverse opportunities to explore careers in the 16 career clusters throughout the K-12 experience.

In Related Academics, students have opportunities for robust courses in Family and Consumer Sciences, Physical Education, Social Studies, and the Arts and Humanities.

## Challenges

In Related Academics, professional development continues to be a need to ensure high levels of instruction and student outcomes.



**Most Notable Observations/Patterns**

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Challenges	Discussion Point	Priority for Planning
<p>In Equity Considerations, the District should monitor any future policy review that would indicate a need for equity professional development or audit within our system.</p>	<p>The District has increased opportunities for all in STEM programs. As more opportunities are developed and implemented, students develop well-rounded experiences. The District should include examination of policy in equity in the next plan.</p>	
<p>Conditions for Teaching and Learning - The District should have continued to ensure effective, standards-aligned curriculum and assessment</p>	<p>Annual curriculum review by teachers vertically should support an aligned and effective curriculum and assessment system. Curriculum should be aligned for effective learning and well-rounded education and not be tailored to statewide. assessment cycles. (Ex. 4th/5th grade science/social studies). Balancing curriculum discussions with coaching needs has resulted in continued need to for time and these discussions. New science standards on the horizon also have delayed further discussions in curricular balance.</p>	
<p>Conditions for Teaching and Learning - Creative solutions should be investigated to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction</p>	<p>Evidence-based instructional strategies and programs must continue to be nurtured to ensure common philosophies in program and practice. Creative solutions must be investigated to allow for teachers to meet around the academic program.</p>	

## ADDENDUM B: ACTION PLAN

### Action Plan: Effective Teaching

Action Steps	Anticipated Start/Completion Date
Survey faculty on professional and instructional needs, aligned to goals	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact Local student growth data from classroom-based assessments	All students will have access to high-quality education and instruction. * The District will increase the amount of peer observations occurring in the District.

Material/Resources/Supports Needed	PD Step	Comm Step
Faculty feedback	no	no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Review available academic and behavioral data	07/01/2022 - 06/30/2025

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact Local student growth data from classroom-based assessments	All students will have access to high-quality education and instruction. * The District will increase the amount of peer observations occurring in the District.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Local Assessment Data Keystone Data Attendance Data MTSS Behavioral Data	no	no



**Action Steps****Anticipated Start/Completion Date**

Review available evaluation data for instructional and curricular needs

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact  
Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

Professional Development Surveys

no

no

**Action Steps****Anticipated Start/Completion Date**

Determine the best of the best resources internally and externally to support goals and teaching

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact  
Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

Professional Networks

yes

no

Action Steps	Anticipated Start/Completion Date
Engage all teachers in professional learning opportunities and relationships to support the needs of teachers and students	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact Local student growth data from classroom-based assessments	All students will have access to high-quality education and instruction. * The District will increase the amount of peer observations occurring in the District.

Material/Resources/Supports Needed	PD Step	Comm Step
LIU 12, Field Experts, Canvas Learning Management System Professional Learning Teacher Committee	yes	no

**Action Steps****Anticipated Start/Completion Date**

Identify needs for school safety updates within professional learning plan

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact  
Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

yes

no



**Action Steps****Anticipated Start/Completion Date**

Actively recruit and build upon our student teacher and substitute pool while developing scheduling solutions

07/01/2022 - 06/29/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact  
Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

Regional Networks

no

no

**Action Steps****Anticipated Start/Completion Date**

Grow and retain our existing teachers and substitutes

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact  
Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

yes

no

**Action Steps****Anticipated Start/Completion Date**

Include trauma-informed strategy and culturally responsive practices for our diverse populations in our West York community.

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

Professional Learning Committee Professional Development Calendar

yes

no

**Action Steps****Anticipated Start/Completion Date**

Communicate changes based on data to stakeholders

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact  
Local student growth data from classroom-based assessments

All students will have access to high-quality education and instruction. \* The District will increase the amount of peer observations occurring in the District.

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

no

yes

Action Steps	Anticipated Start/Completion Date
Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
This will be evaluated by: Professional Development Evaluations Walkthroughs and Observations of Impact Local student growth data from classroom-based assessments	All students will have access to high-quality education and instruction. * The District will increase the amount of peer observations occurring in the District.

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development Time, Regional Networks	yes	no

**Action Plan: Multi Tiered Systems of Support**

Action Steps	Anticipated Start/Completion Date
Evaluate existing MTSS academic and behavioral systems within each building/level, establish baselines for goals	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Annual feedback surveys and evaluative consultation	Buildings will have an established MTSS system for behavior and academics

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS Evaluation MTSS Consultations with IU 12 Local behavioral data Local academic data	yes	no



**Action Steps****Anticipated Start/Completion Date**

Develop and/or refine MTSS systems for behavior and academics at all levels based on data (intervention, strategy, culture)

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Annual feedback surveys and evaluative consultation

Buildings will have an established MTSS system for behavior and academics

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

MTSS Team School Psychologists

yes

no

**Action Steps****Anticipated Start/Completion Date**

Keep adjustments and responses simple and based on data - targeting problem areas

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Annual feedback surveys and evaluative consultation

Buildings will have an established MTSS system for behavior and academics

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

Local behavioral and academic data

no

no



**Action Steps****Anticipated Start/Completion Date**

Evaluate, expand or modify intervention opportunities and programs

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Annual feedback surveys and evaluative consultation

Buildings will have an established MTSS system for behavior and academics

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

Building level committee work

no

no

**Action Steps****Anticipated Start/Completion Date**

Develop ways to involve the community in supporting the needs of the District

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Annual feedback surveys and evaluative consultation

Buildings will have an established MTSS system for behavior and academics

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

PTO Educational Foundation Boosters Local community outreach

no

yes

Action Steps	Anticipated Start/Completion Date
Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas in Tier 1, 2, and 3 in an MTSS System	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Annual feedback surveys and evaluative consultation	Buildings will have an established MTSS system for behavior and academics

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development, supportive Networks	yes	no



**Action Steps****Anticipated Start/Completion Date**

Reserve opportunities on the District calendar for professional learning both in and out of the classroom

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Annual feedback surveys and evaluative consultation

Buildings will have an established MTSS system for behavior and academics

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

yes

no

**Action Steps**

**Anticipated Start/Completion Date**

Consider equitable opportunities and practices for all learners

07/01/2022 - 06/30/2025

**Monitoring/Evaluation**

**Anticipated Output**

Annual feedback surveys and evaluative consultation

Buildings will have an established MTSS system for behavior and academics

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

PDE SAS website LIU 12 Consultation

yes

no

**Action Plan: Guaranteed and Viable Curriculum**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>		
Review standards and vertical alignments	07/01/2022 - 06/30/2025		
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>		
Teacher Committee feedback	A guaranteed, viable, and aligned curriculum		
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>	
Standards Aligned Systems National Teacher Associations for Content Specific Research Supported Resources	yes	no	



**Action Steps****Anticipated Start/Completion Date**

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Recommend adjustments to necessary curriculum resources, emphasize vertical alignments

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07/01/2022 - 06/30/2025

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**Monitoring/Evaluation****Anticipated Output**

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Teacher Committee feedback

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A guaranteed, viable, and aligned curriculum

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

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EPC Committee

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no

yes

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**Action Steps****Anticipated Start/Completion Date**

Include and develop career awareness opportunities within existing curriculum maps

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Teacher Committee feedback

A guaranteed, viable, and aligned curriculum

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

Teacher Committee 339 Committee Dedicated time

yes

yes



**Action Steps****Anticipated Start/Completion Date**

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Align curriculum with supportive measures for learning support students and English learners

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07/01/2022 - 06/30/2025

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**Monitoring/Evaluation****Anticipated Output**

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Teacher Committee feedback

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A guaranteed, viable, and aligned curriculum

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

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Teacher Committees Dedicated time

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yes

no

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**Action Steps****Anticipated Start/Completion Date**

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Expand college offerings and/or opportunities and communicate to stakeholders

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07/01/2022 - 06/30/2025

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**Monitoring/Evaluation****Anticipated Output**

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Teacher Committee feedback

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A guaranteed, viable, and aligned curriculum

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

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Regional Networks

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no

yes

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**Action Steps****Anticipated Start/Completion Date**

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Identify opportunities for student feedback, solicit appropriately

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07/01/2022 - 06/30/2025

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**Monitoring/Evaluation****Anticipated Output**

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Teacher Committee feedback

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A guaranteed, viable, and aligned curriculum

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

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Feedback measures

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no

no

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Action Steps	Anticipated Start/Completion Date
Identify opportunities for alumni feedback, solicit feedback	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Teacher Committee feedback	A guaranteed, viable, and aligned curriculum

Material/Resources/Supports Needed	PD Step	Comm Step
Collaboration with High School Guidance feedback measures	no	yes



**Action Steps****Anticipated Start/Completion Date**

Review materials available on PDEs Standards Aligned Systems

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Teacher Committee feedback

A guaranteed, viable, and aligned curriculum

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

PDE SAS Website

yes

no

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p> <p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p> <p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p> <p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p>	Effective Teaching	Engage all teachers in professional learning opportunities and relationships to support the needs of teachers and students	07/01/2022 - 06/30/2025
The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))	Effective Teaching	Identify needs for school safety updates within	07/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p> <p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p> <p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p>		<p>professional learning plan</p>	
<p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p> <p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p>	<p>Effective Teaching</p>	<p>Include trauma-informed strategy and culturally responsive practices for our diverse populations in our West York community.</p>	<p>07/01/2022 - 06/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p> <p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p>			
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p> <p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p> <p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p>	<p>Effective Teaching</p>	<p>Determine the best of the best resources internally and externally to support goals and teaching</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all</p>	<p>Effective</p>	<p>Grow and retain</p>	<p>07/01/2022</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))	Teaching	our existing teachers and substitutes	- 06/30/2025
Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)			
Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )			
Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)			
Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)			
The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))	Effective Teaching	Support classroom instruction strategy for West York learners with identified needs and strategies (trauma, culture,	07/01/2022 - 06/30/2025
Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p> <p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p> <p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p>		<p>English learners, learning support) in all content areas</p>	
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	<p>Multi Tiered Systems of Support</p>	<p>Reserve opportunities on the District calendar for professional learning both in and out of the classroom</p>	<p>07/01/2022 - 06/30/2025</p>
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	<p>Multi Tiered Systems of</p>	<p>Develop and/or refine MTSS systems for</p>	<p>07/01/2022 - 06/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Support	behavior and academics at all levels based on data (intervention, strategy, culture)	
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Multi Tiered Systems of Support	Evaluate existing MTSS academic and behavioral systems within each building/level, establish baselines for goals	07/01/2022 - 06/30/2025
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	Multi Tiered Systems of	Support classroom instruction strategy for West	07/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Support	<p>York learners with identified needs and strategies (trauma, culture, English learners, learning support) in all content areas in Tier 1, 2, and 3 in an MTSS System</p>	
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Multi Tiered Systems of Support	<p>Consider equitable opportunities and practices for all learners</p>	<p>07/01/2022 - 06/30/2025</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p>	Guaranteed and Viable Curriculum	<p>Review standards and vertical alignments</p>	<p>07/01/2022 - 06/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Include and develop career awareness opportunities within existing curriculum maps</p>	<p>07/01/2022 - 06/30/2025</p>
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Align curriculum with supportive measures for learning support students and English learners</p>	<p>07/01/2022 - 06/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>			
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Review materials available on PDEs Standards Aligned Systems</p>	<p>07/01/2022 - 06/30/2025</p>

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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Effective Teaching	Teachers and instructional assistants	High-quality instructional strategies to complement high-quality resources, Strategies for Diverse Learners, Trauma Informed Strategy, PDE Standards Aligned Systems, Standards/Priority Standards, EdCamp

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walkthroughs and student learning data collected throughout the year	07/01/2022 - 06/30/2025	Director of K-12 Education and Assessment

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
3c: Engaging Students in Learning	
1f: Designing Student Assessments	
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	
3b: Using Questioning and Discussion Techniques	
4c: Communicating with Families	

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1e: Designing Coherent Instruction

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

4d: Participating in a Professional Community

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Multi Tiered Systems of Support	Teachers	Academic and Behavioral Interventions, Culture and Climate, Supports for Inclusion and Diverse Student Needs, Topics in Equity, Culturally Responsive planning, Social Emotional Strategy

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Implementation of Building Level MTSS plans, supportive of District goals	07/01/2022 - 06/30/2025	C&I Leadership

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2c: Managing Classroom Procedures	Trauma Informed Training (Act 18)
3e: Demonstrating Flexibility and Responsiveness	Trauma Informed Training (Act 18)
2a: Creating an Environment of Respect and Rapport	Trauma Informed Training (Act 18)
1b: Demonstrating Knowledge of Students	
2d: Managing Student Behavior	
4b: Maintaining Accurate Records	
2e: Organizing Physical Space	
4c: Communicating with Families	
4d: Participating in a Professional Community	

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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4e: Growing and Developing Professionally

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

4c: Communicating with Families

2d: Managing Student Behavior

4d: Participating in a Professional Community

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Curriculum Development	Teachers and Leaders	Standards Aligned Systems, Vertical Articulation, Standards, Career Awareness and Career Learning Alignment k-12, 339 Plan, Best Practice in Instruction, Supports of ELs, Supports for Learning Support

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Aligned Curriculum Maps	07/01/2022 - 06/03/2025	Director of K-12 Education and Assessment

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
1f: Designing Student Assessments	
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	
1b: Demonstrating Knowledge of Students	
1f: Designing Student Assessments	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Instructional Coaching models will be developed and implemented to support local growth while empowering teacher leaders. (Instructional Coaching - Teacher Leadership)</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p> <p>Increase student teacher and substitute teaching professional development opportunities to support growing an applicant pool. (Increase Applicants)</p> <p>Teachers will engage in high-quality professional development including topics of best practice in instruction, Danielson teacher evaluation rubric, state standards, school climate, and safety and security. (High Quality PD)</p>	Effective Teaching	Communicate changes based on data to stakeholders	2022-07-01 - 2025-06-30
The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))	Multi Tiered Systems of	Develop ways to involve the community in	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Support	supporting the needs of the District	
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	Guaranteed and Viable Curriculum	Recommend adjustments to necessary curriculum resources, emphasize vertical alignments	2022-07-01 - 2025-06-30
<p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p>	Guaranteed and Viable Curriculum	Include and develop career awareness	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>		<p>opportunities within existing curriculum maps</p>	
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness. (Guaranteed and Viable Curriuclum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs. (Professional Learning - Inclusive Instruction )</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Expand college offerings and/or opportunities and communicate to stakeholders</p>	<p>2022-07-01 - 2025-06-30</p>
<p>The District will offer age-appropriate academic and social-emotional support for all students in a Multi-Tiered System of Support. (Academic and Social Emotional Support for All (MTSS))</p> <p>Curriculum will be aligned vertically to standards as updated and, have appropriately updated resources, include strategies to support all learners and for career readiness.</p>	<p>Guaranteed and Viable Curriculum</p>	<p>Identify opportunities for alumni feedback, solicit feedback</p>	<p>2022-07-01 - 2025-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>(Guaranteed and Viable Curriiculum )</p> <p>Professional Learning will be designed to support West York student trauma, respond appropriately to our community's culture, and provide for inclusive learning needs.</p> <p>(Professional Learning - Inclusive Instruction )</p>			

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication	
Curriculum Updates and Approvals	Educational Programming Committee and School Board of Directors	Curriculum adjustments based on student interest, local assessment data, standards alignment, and available District budget	
Anticipated Timeframe	Frequency	Delivery Method	
07/01/2022 - 06/30/2025	EPC Meetings occur monthly. Approval presentations occur annually	Presentation Posting on district website	
Lead Person/Position			
Director of K-12 Education and Assessment			



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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Educational Presentations to the Board	School Board of Directors and Community	Academic, Social Emotional, and Co-Curricular learning occurring at the buildings K-12
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/01/2022 - 06/30/2025	monthly	Newsletter Posting on district website
<b>Lead Person/Position</b>		
Assistant Superintendent		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Email to District Community	Comprehensive Plan Updates	Email	All District Community	Two weeks following approval of Comprehensive Plan

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