

CENTRAL YORK HS

601 Mundis Mill Rd

ATSI non-Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

All learners will receive a high quality, individualized, collaboratively designed educational program that enables them to communicate and contribute effectively in today's diverse and global community. All learners will experience a technology infused learning environment that provides skills for a lifetime of success. All learners will be provided customized opportunities to explore interests that develop critical thinking and foster curiosity and creativity.

STEERING COMMITTEE

| Name | Position | Building/Group |
|-------------------------|----------------------------|----------------|
| Robert Grove | Asst. Superintendent | CYSD |
| Ryan Caufman | Principal | CYHS |
| Jeffrey Hamme | Asst. Principal | CYHS |
| Melissa Sebright | Special Ed. Supervisor | CYSD |
| Jennifer Martin | Special Ed. Supervisor | CYSD |
| Elizabeth Mason | Special Ed. Supervisor | CYSD |
| Shelley Warfield | Transition Coordinator | CYHS |
| Ellie Lamison | Workforce Readiness Coord. | CYHS |
| Tristan Zelinka | School Counselor | CYHS |
| Emanuel Brown | School Social Worker | CYHS |
| Clydeinne Francis-Joray | Diversity Specialist | CYHS |
| Justine Biechler | Math/Special Ed. Teacher | CYHS |
| Erica Walter | ELA/Special Ed. Teacher | CYHS |

| Name | Position | Building/Group |
|----------------------|------------------------|------------------------|
| Nikki Dohner | Reading Specialist | CYHS |
| Kevin Schieler | Math Teacher | CYHS |
| Tara Goodrich | ELA Teacher | CYHS |
| Heather Dick | Principal | Sinking Springs El. |
| Kevin Youcheff | Principal | North Hills El. |
| Stephanie Van Gorder | Program Specialist | CY Services |
| Kelly McKinley | Parent | CYHS |
| Jane Johnson | School Board President | CYSD |
| Michael Snell | Superintendent | CYSD |
| Dan Elby | Business Leader | Alternative Rehab Comm |
| Kelly Harper | Principal | CYMS |
| Doris Stone | Parent | CYMS/CYHS |
| Jamie Koons | Parent | North Hills |
| Dr. Michelle Ludwig | District Level Leaders | CYSD Special Education |
| Dave Czarnecki | Principal | CYHS |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| CYHS will work with school counselors, school social workers and community agencies to develop supports for students and their families | Essential Practices 3: Provide Student-Centered Support Systems |
| CYHS will continue to use the CDT/IXL/Performance Matters platforms and provide district data days to analyze data. Professional development will also be available to staff. | English Language Arts Mathematics |
| CYHS will continue to use the CDT/IXL/Performance Matters platforms and provide district data days to analyze data. Professional development will also be available to staff. | Professional learning |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|----------------------------|---|
| ELA Growth and Achievement | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| ELA | Based on ATSI requirements, 29% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 29% growth or significant growth on the CDT. (Semester course with block scheduling.) |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|----------------------------|------------------------------|--|---|
| ELA Growth and Achievement | 2021-08-19 - 2022-05-27 | 1. Dave Czarnecki/Jeffrey Hamme 2. Michelle Ludwig/Missy Sebright | 1. CDT Diagnostic Tool 2. Performance Matters 3. LIU 12 Support |

Anticipated Outcome

Based on ATSI requirements, 29% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 29% growth or significant growth on the CDT. (Semester course with block scheduling.)

Monitoring/Evaluation

Keystone teachers will routinely analyze data to determine areas of strengths and needs. 2021-2022 District Data Days will be utilized for data analysis and action planning.

Evidence-based Strategy

Math Growth and Achievement

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------|--|
| Math | Based on ATSI requirements, 33% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 33% growth or significant growth on the CDT. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-----------------------------|------------------------------|---|---|
| Math Growth and Achievement | 2021-08-19 - 2022-05-27 | Dave Czarnecki/Jeffrey Hamme Michelle Ludwig/Missy Sebright | 1. CDT Diagnostic Tool 2. Performance Matters 3. LIU 12 Support |

Anticipated Outcome

Based on ATSI requirements, 33% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 33% growth or significant growth on the CDT. (Semester course with block scheduling.)

Monitoring/Evaluation

Keystone teachers will routinely analyze data to determine areas of strengths and needs. 2021-2022 District Data Days will be utilized for data analysis and action planning.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|----------------------------|-------------------------------|-------------------------------|
| Based on ATSI requirements, 29% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 29% growth or significant growth on the CDT. (Semester course with block scheduling.) (ELA) | ELA Growth and Achievement | ELA Growth and Achievement | 08/19/2021 - 05/27/2022 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|-----------------------------|-------------------------------|-------------------------------|
| Based on ATSI requirements, 33% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 33% growth or significant growth on the CDT. (Math) | Math Growth and Achievement | Math Growth and Achievement | 08/19/2021 - 05/27/2022 |

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Align curricular materials and lesson plans to the PA Standards.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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

Identify professional learning needs through analysis of a variety of data .

Career Standards Benchmark

Industry Based Learning

Diagnostic provides immediate feedback to teachers.

Results drive instruction and designates areas of focus for individual students.

Attendance

Career Standards Benchmarks

Common assessments

Challenges

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

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

Attendance - Students with Disabilities did not meet state target.

Equitable access to all resources.

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

Need to find a balance between assessment and instruction.

Academic Growth ELA

Academic Growth Math

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

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

Strengths

Customized learning

Common assessments

Customized learning

Common assessments

Customized learning

Challenges

Biology: Students with Disabilities 11.1% scored proficient or advanced (State assessment measures have not been provided.)

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Academic
Growth ELA

Lagging test data, CYHS: Students with Disabilities 8.3% Prof/Adv 2021 State Target: 36.9%
Prof/Adv Based on 2018-2019 Data

Academic
Growth Math

Lagging test data CYHS: Students with Disabilities 5.6% Prof/Adv 2021 State Target: 30%
Prof/Adv Based on 2018-2019 Data

ADDENDUM B: ACTION PLAN

Action Plan: ELA Growth and Achievement

| Action Steps | Anticipated Start/Completion Date |
|----------------------------|-----------------------------------|
| ELA Growth and Achievement | 08/19/2021 - 05/27/2022 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Keystone teachers will routinely analyze data to determine areas of strengths and needs. 2021-2022 District Data Days will be utilized for data analysis and action planning. | Based on ATSI requirements, 29% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 29% growth or significant growth on the CDT. (Semester course with block scheduling.) |

| Material/Resources/Supports Needed | PD Step |
|---|---------|
| 1. CDT Diagnostic Tool 2. Performance Matters 3. LIU 12 Support | yes |



Action Plan: Math Growth and Achievement

| Action Steps | Anticipated Start/Completion Date |
|-----------------------------|-----------------------------------|
| Math Growth and Achievement | 08/19/2021 - 05/27/2022 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Keystone teachers will routinely analyze data to determine areas of strengths and needs. 2021-2022 District Data Days will be utilized for data analysis and action planning. | Based on ATSI requirements, 33% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 33% growth or significant growth on the CDT. (Semester course with block scheduling.) |

| Material/Resources/Supports Needed | PD Step |
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
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| Based on ATSI requirements, 33% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 33% growth or significant growth on the CDT. (Math) | Math Growth and Achievement | Math Growth and Achievement | 08/19/2021 - 05/27/2022 |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---------------------------------------|---|--|
| CDT implementation review with LIU 12 | CYHS Keystone course teachers CYHS administration | Analyzing CDT data LIU 12 will share any updates to software program |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|-------------------------|--|
| Based on ATSI requirements, 29% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 29% growth or significant growth on the CDT. (Semester course with block scheduling.) | 08/19/2021 - 05/27/2022 | Dave Czarnecki/Jeffrey Hamme Michelle Ludwig/Missy Sebright |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 1f: Designing Student Assessments | |

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|--|---|
| Math | CYHS Keystone course teachers CYHS administration | Analyzing CDT data LIU 12 will share any updates to software program |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
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| Based on ATSI requirements, 33% of learners with IEPs will score at a proficient level on the CDT. If this is not obtained, each learner will show at least a 33% growth or significant growth on the CDT. (Semester course with block scheduling.) | 08/19/2021 - 05/27/2022 | Dave Czarnecki/Jeffrey Hamme Michelle Ludwig/Missy Sebright |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

