

Appendix A: SDCY Academic Plan Initiatives Summary and Resources

October 2022 UPDATES

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I (1)	Implement the Freshmen Academy * & **	Completed	Freshmen Academy has been fully operational for the past five (5) years. The academy is evaluated each year and revisions made as needed.	Mr. Still & Ms. Rivera, Dr. Gloster		HS Summer School Offerings Freshman Academy Meeting Agenda	
I (1)	Align Central Office to Instructional Needs **	On-going Initiative	Central office formed a Core Instructional support team led by the Assistant Superintendent including the Instructional and Data Supervisors. The team performs weekly walkthroughs in each building and designs PD for administrators and staff.	Dr. Gloster, Dr. Foster	The Core Instructional Support Team engages in walkthroughs, along with building leadership, to assess teacher progress towards consistent proficient moves with Educator Effectiveness Components 3a and 3c. Walkthrough data is then discussed among the Core Team and building leadership, to identify strengths, challenges, and suggestions/recommendations to strengthen teacher capacity. Further, the Assistant Superintendent conducts weekly one-on-one check-in/walkthroughs with the Principal, to review building goals, instructional needs, and other matters which may impact teaching and learning.	2022-2023 SY C&I Walkthrough Tool Instructional Coach Job Description	C&I Walkthrough Tool As a result of Core Instructional Team and Assistant Superintendent walkthroughs, school leaders will be able to calibrate their instructional leadership eye, as well as provide timely and relevant feedback to teachers on a consistent basis.
I (1)	Ensure Consistent Communication ***	Continual Work on this Initiative	Adopted the philosophy of communication needing to be done 7 times in 7 ways. This remains a concern and is continually being evaluated.	Dr. Berry, Ms. K. Bowman		Sample Assistant Superintendent's Plan Sample Bearcat Buzz Sample Communication Blast	As a result of the consistent communication, the district will create a Districtwide communication plan to be shared on the website and throughout the District and community.
I (1)	Communicate a clear Theory of Action and Strategy ***	On-going with revisions as needed	THEORY OF ACTION IF Central Office engages in the continuous development of principal capacity, if we create conditions of bold change, transformation, and educational justice, and if we create systems and structures of accountability through strong performance management, THEN we will generate a sense of urgency to emerge from Recovery which will result in positive student outcomes for each and every learner.	Dr. Berry, Dr. Gloster	The School District of the City of York is in partnership with the University of Virginia - Partnership for Leaders in Education (PLE). This partnership has cultivated District Shepherds who serve as Principal Supervisors. The focus of the work allows District Shepherds, in tandem with Central Office Leadership to prioritize the following (1) utilize observation and feedback as the avenue for growing effective instructional leaders, (2) advance alignment, responsiveness, and impact of cross - District support to schools by leveraging observational data, time, tools, and teams, and (3) assess the impact of current observation and feedback practices in transformational efforts.	SAMPLE Monthly Principal Leadership Development Sessions Assistant Principal Academy Schema Principal Community of Practice: Leadership for Learning 1:1 Coaching Sessions SAMPLE Principal Site Visit Framework	SDCY-UVA Implementation Plan As a result of the SDCY Theory of Action, in partnership PDE, UVA-PLE, E3+, we will leverage District Shepherds to increase the instructional leadership capacity of school leaders. This focus will support our priorities on transformational leadership, a lens on equity, and student achievement.
PHASE II	INITIATIVE	STATUS	DESCRIPTION	DISTRICT LEAD	UPDATES AS OF OCT 1, 2022	Support Resources	Deliverables
II (2)	Leadership Coaching for Principals * & **	Completed & On-going Initiative	Four Cohorts of Principals have attended the UVA/Partnership for Leaders in Education over the past five (5) years. A total of eight (8) Principals have completed two years of intensive training followed by a year of sustainability. Core Team has received training from UVA/ Darden School of Business and Curry School of Education. Three (3) Principals are currently completing year 1 of the two year training program, followed by a year of sustainability training. Nine (9) Central Office personnel have completed at least one year of the UVA/PLE training programs.	Dr. Gloster, Dr. Miles	All building leaders have completed 90 day action plans for the fall 2022 semester. It is aligned to each buildings School Improvement Plan. Building leaders meet with their Instructional Leadership Teams (ILT) weekly or biweekly to monitor their progress toward goals using a traction agenda.	Dr. Gloster and/or Dr. Miles meet weekly or biweekly with building leaders. Additionally leaders receive coaching support through UVA partnerships, milestone meetings and leadership meetings.	Quarterly Milestone / SIP Presentations Sample Leadership Team Agenda Sample 90 Day Action Plan Sample Milestone Feedback UVA Fall Thought Partnership Meetings Observation Data District 2022 Teacher Feedback Support

II (2)	Build Analytic Capacity **	On-going Initiative with revisions & continual training	Data team provides data reports for analysis by Cabinet, Administrators and teachers. Teachers use data to drive instruction and Cabinet and Administrators use the data to support the instructional process.	Mr. Patrick	Monthly administrator meetings include a component of data and assessment based on the natural progression of assessment timelines and cycles. PLC topics for teachers include components of UBD, data protocols, action planning templates, and time for professional discussions to occur. Continuous training for new employees and novice employees is offered in the form of asynchronous activities, direct support, and/or peer trainers. Physical reports and guidance on how to access, interpret, and use assessment data is provided to District and school based leaders related to the following products: acadience, CDT, FRPAI, IXL, Keystone, PSSA, PVAAS, WIDA. Dashboards and/or data products have been built to monitor chronic attendance and discipline. 20 teacher leaders were trained to serve as Illuminate peer trainers. These trainers support administration and data interpretation of common assessments and interim assessments that are housed in Illuminate. IXL training was provided to all teachers during the 21-22 school year and these sessions were differentiated to include a PreK-2, 3-8, EL/SPED, & HS band. 24 interim assessments for ELA, 34 interim assessments for math, and approximately 70 common assessments for math were developed last year in alignment with State standards, increased levels of rigor, curriculum maps, and IXL for the purpose of having consistent District data and the ability to monitor progress across the District. Implementation, monitoring, sustainability, feedback, & revision are now the primary focal areas for everything stated above.	SDCY 22-23 Assessment Strategy	
						22-23 Assessment Map	
						Assessments 101 for School Leaders	
						21-22 SDCY K-8 PLC Topics	Embedded within the Sessions Breakout tab (Links within the sessions may be restricted to internal users only.)
						22-23 SDCY K-8 PLC Topics	
						acadience Administration Plan	
						CDT Administration Plan	
						Leadership Triangulation	This data will serve as a roadmap to inform instruction, assessment and coaching for teaching and learning. The District will see statistically significant progress on PSSAs as a result of the collection and manipulation of this data.
						Illuminate Assessment Expectations	
						IXL Administration Plan	
						Assessment Preview Protocol	
II (2)	Support the District's relationship with the Union (YCEA) (ESP) * & **	Completed initiative with on-going work being completed	Monthly meetings are held between Central Office and YCEA. Each building has YCEA reps, and they meet with the building level administrators.	Dr. Berry, Cabinet		YCEA Labor Management	The YCEA reached a 3 agreement. It is attached. The District continues to negotiate with the ESP group to come to a 3 year agreement as well. YCEA Contract
						ESP Labor Management	
PHASE III	INITIATIVE	STATUS	DESCRIPTION	DISTRICT LEAD	UPDATES AS OF OCT 1, 2022	Support Resources	Deliverables
III (3)	Conduct a Technology Audit * & **	Completed	Completed by LIU 12. Recommendations being implemented as funding allows.	Dr. Gloster, Dr. Miles, Ms. Althoff	All SDCY technology has been inventoried to meet the standards for the federal monitoring and SDCY auditors. New technology in the classroom will be done over the next 3 years using ESSERS funding. We will be replacing old projectors and smartboards with new innovative technology. The first building is William Penn High School. We will be rolling out new devices to Steam, Bearcat Cyber, and Ferguson. Their devices are 5+ years old and need replacing. The District has secured ECF funding to pay for these devices. Below is the Replacement timeline for all buildings based on year of purchase: Year of Purchase Buildings Year of replacement 2017 Ferguson, Steam Academy, Bearcat Cyber 2022 2018 Devers, Goode(Partial), Hannah Penn, Jackson 2023 2019 Davis(Partial), Goode (Partial), McKinley 2024 2020 William Penn, Davis (Partial) 2025 3-7 years is a normal range, we are looking at 5 years	SDCY Audit Progress Report	As a result of our consistent move forward in technology, the District has moved to a full 1:1 model in our buildings. Implementation of 1:1 is in alignment with our District curriculum and student engagement in classrooms. The District has moved forward in technology advancement by implementing a 5 year recycle program to ensure each student and staff has technological tools for 21st century learning. The District is now WAVE 2 wireless but upgrading to WiFi 6 standards to provide a better online curriculum experience. The District has implemented filtering for on campus and off to ensure CIPA compliance is met. The District also had deployed a student safety alert system to identify at risk students for self-harm, violence, bullying, etc. The internet speed and infrastructure has been upgraded and allows for future growth as it becomes available.
							YCSD - Audit Report
III (3)	Review SpED/ RTII (MTSS) Systems * & **	Completed	Completed by CCIU. Recommendations are being implemented.	Mrs. Manning, Dr. Fitch	The MTSS Specialists noticed that there was some confusion to rolling out the information to principals and staff. PaTTAN and LIU added training and support to the MTSS Specialists.	1. The MTSS Specialists worked with Dawn Durham and Sue Senter and created the MTSS Handbook. 2. In order to improve success with ELs, EL Deliverables have been established. 3. In order to improve the work around Autistic Support, SDCY partners with the PaTTAN Autism Initiative.	MTSS Handbook , EL Deliverables , Autism Initiative
			(Add links to CCIU and Sp Ed Plan reports)				Through the use of the MTSS Handbook, EL Deliverables and Autism Initiative, The Student Services and Special Education Departments will reduce the number of students receiving Tiered / Special Education services.

III (3)	Assess Bearcat Cyber Academy * & **	Completed	Completed. The Bearcat Cyber Academy has been revamped, relocated and Principal and certified teaching staff hired to support and tutor students.	Dr. Berry, Mrs. Still		Bearcat Cyber Implementation Plan	
III (3)	Align New State Funds with Strategies **	On-going initiative	SDCY Goals, Objectives and strategies are prioritized and appropriate funds assigned to accomplish them.	Dr. Berry, Mr. Hain, Dr. Bowman		The District engaged in a host of activities designed to assess needs and gather input and information. Activities such as: (1) Group Discussions, (2) Listen & Learn, (3) Administrative Budget Strategy Meetings (quarterly), (4) Collective Bargaining Group Meetings, and (5) Framed the outcomes of the District Spending.	As a result, the District will produce balanced budgets and all plans will be aligned to the goals.
III (3)	Align Federal Funding with Strategies **	On-going initiative	SDCY Goals, Objectives and strategies are prioritized and appropriate funds assigned to meet accomplish them. Cares, ESSERs II, III and ARP set-aside funding has been utilized to support the SDCY Learning Safety Plan.	Dr. Berry, Mr. Hain, Dr. Bowman		The District engaged in a host of activities designed to assess needs and gather input and information. Activities such as: (1) Group Discussions, (2) Listen & Learn, (3) Administrative Budget Strategy Meetings (quarterly), (4) Collective Bargaining Group Meetings, and (5) Framed the outcomes of the District Spending.	As a result, the District will produce balanced budgets and all plans will be aligned to the goals.
PHASE IV	INITIATIVE	STATUS	DESCRIPTION	DISTRICT LEAD	UPDATES AS OF OCT 1, 2022	Support Resources	Deliverables
IV (4)	Expand Communities in School **	On-going initiative	The CIS program has been expanded to six schools in the District. (5 K-8 and High School).	Dr. Berry		Annual Report	CIS will continue to support our families and provide resources. The data in the attached Annual Report shows detailed assistance being provided by CIS.
IV (4)	Publish a Scorecard & Annual Report * & **	Completed	Annual report prepared and disseminated in the Spring of each fiscal year. Presentations made to the Board of Directors, the Recovery Plan Advisory Board and the Community.	Dr. Berry, Ms. K. Bowman		Annual Report	The annual report will serve as a vehicle to tell the District story and share initiatives with the community annually.
IV (4)	Provide Instructional Coaching in Core Subjects * & **	Completed	ELA and Math coaches have been hired for the K-8 buildings as well as Literacy and Math interventionists have been contracted to support the teachers and the at-risk students.	Dr. Foster & Instructional Supvrs.	4 ELA/Social Studies and Mathematics /Science Instructional Specialists (ISs), as well as 2 E3+ coaches have been hired to provide job-embedded professional learning to teachers K-12. In addition, 20 literacy interventionists and 5 mathematics interventionists have been contracted via Martin Library to provide Tier II and Tier III intervention to at risk students in grades K-4 and 5-8, respectively. Finally, 10 Multi-Tiered Systems of Support (MTSS) Specialists to support literacy and math interventionists with monitoring at-risk student success/challenges.	Instructional Coaching Rubric SDCY IS E3-Principal Partnership Agreement	Instructional Specialists E3 Coach Monthly Template MTSS Specialists Role Responsibilities
IV (4)	Develop a Centralized Student Enrollment System *	Completed & On-going	Registration is fully centralized at the Administration Center, forms are on-line and families are encouraged to complete them electronically.	Dr. Fitch	All Registration of new students is centralized at the SD administration building. The registration process is on-line and the department staff also assist families via phone and in-person at the office.	Online Student Registration	There will be a parental satisfaction survey that will be completed to look for continuous improvement.
IV (4)	Implement the Teacher Looping Plan * & **	Implemented and On-going	The Looping Plan (modified) continues to be implemented. The issue with the plan is the transiency of the staff moving grade levels, leaving the SD and staff assuming other roles within the District (MTSS positions).	Dr. Foster, Dr. Miles, Dr. Gloster	Looping remains a priority and in tact in SDCY. Teachers continue to function in looping cohorts for the purpose of PLC meetings and beyond. Teachers also continue to collaboratively convene in content specific bands during grade level meetings. Finally, the students continue to maintain the same cohort groups for two (2) consecutive school years.	Looping Feedback from Full Implementation 2022-2023 Professional Learning Schedule	As result of our District looping plan, we expect to improve teacher instructional capacity, retain HQ teaching staff, and develop stronger family and community relationships.
IV (4)	Implement Board Governance Training & Support **	Work in Progress	Board Training is mandated for Incumbent board members (3 hours) and for new Board members (5 hours). A Board Retreat sponsored by the SD is scheduled for early February 2022. The agenda topic is boardmanship: roles and responsibilities.	Dr. Berry	Board Governance PD plan developed for 22-23, Board Directors complete mandated PD through PSBA each year. (3 hours/ incumbent & 5 hours/ new directors).		The Board of Directors will participate in a monthly self assessment after every Board meeting to self evaluate individual and collective operations and actions. The Directors will also engage in a quarterly data meeting to enhance their knowledge of District performance.

PHASE V	INITIATIVE	STATUS	DESCRIPTION	DISTRICT LEAD	UPDATES AS OF OCT 1, 2022	Support Resources	Deliverables
V (5.1)	22-23 Strategic Response Schools* (New Implementation)	Ongoing	The Strategic Response Schools are chosen by District administration. They will receive intensive technical assistance to move their Family and Student Supports, Instruction and Talent Management in an upward trajectory.	Dr. Berry & Cabinet			The District will be able to report statistically significant gains in PVAAS data over a three year period. These schools will report their strategies to the District leadership team monthly.
	Devers K-8						
	STEAM K-8						
	McKinley K-8						
	Davis K-8						
V (5.2)	UVA/ SDCY Instructional Rubric Data Systems & Structures* (Monitoring)	Ongoing	The Strategic Response Schools will Self Assess their status on the Instructional Infrastructure Rubric. The District team will provide technical assistance and training associated with the various components of the rubric. The assessment will be updated quarterly and evidence must accompany the information provided to show sustainable and continuous growth.	Dr. Berry & Cabinet		Instructional Infrastructure Rubrics Rubric	The District is looking to improve rubric scores annually. Schools will move from Foundational Execution to Deep Execution in the various components on the Instructional Infrastructure Rubric.
V (5.3)	23-24 Strategic Response Schools* (New Implementation)	Ongoing Support will begin Strategic Response in 23-24		Dr. Berry & Cabinet		QUARTERLY MILESTONE MEETING	As a result of the Quarterly Milestone Meetings, school leaders and District leaders are ready able to monitor school progress toward SIP goals which will, in turn, impact Family & Student Supports, Instruction, and Talent Management.
	Jackson K-8						
	Hannah Penn K-8						
	Ferguson K-8						
	Goode K-8						
V (5.3)	23-24 Strategic Response Schools* (Sustainable Practice)	Ongoing		Dr. Berry & Cabinet		QUARTERLY MILESTONE MEETING	As a result of the Quarterly Milestone Meetings, school leaders and District leaders are ready able to monitor school progress toward SIP goals which will, in turn, impact Family & Student Supports, Instruction, and Talent Management.
	William Penn Senior High School						
	Bearcat Cyber Academy						
V (5.3)	UVA/ SDCY Instructional Infrastructure Rubric Assessment Strategy* (Monitoring)	Ongoing		Dr. Berry & Cabinet		Instructional Infrastructure Rubrics Rubric Assessment Strategy	SDCY Curriculum Guidebook
V (5.3)	UVA SDCY Instructional Infrastructure Rubric Curriculum Components* (Monitoring)	Ongoing		Dr. Berry & Cabinet		Instructional Infrastructure Rubrics Rubric	SDCY Curriculum Guidebook
V (5.4)	UVA SDCY Instructional Infrastructure Rubric Collaboration Structure (PLC)*	Ongoing		Berry & Cabin		Instructional Infrastructure Rubrics Rubric	SDCY K-8 PLC TOPICS SY22-23
	(Monitoring)						SDCY K-8 PLC TOPICS SY20-21