

YORK ACADEMY REGIONAL CS

32 West North Street

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

Steering Committee

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LEA Profile

The York Academy Regional Charter School is a nonprofit, tuition-free public charter school that educates over 950 diverse students (K-12) via the rigorous, world-class [International Baccalaureate \(IB\)](#) framework. We are proud to offer challenging academics which include second language acquisition beginning in Kindergarten and innovative art, music, science and design/engineering programming within a caring, small school environment. Founded in 2011, the Academy is chartered by Central York, York City, and York Suburban School Districts. Students from eight other districts are also represented. Currently, we serve students in kindergarten through tenth grade. Annually, a grade level will be added and the York Academy will be a fully-enrolled K-12 public charter school at the start of the 2021-22 school year.

The York Academy is an authorized [International Baccalaureate \(IB\) World School](#). We are the only school in York County - and one of four in Pennsylvania - authorized to offer the [Primary Years](#) (K-6), [Middle Years Programmes](#) (7-10), and [Diploma Programme](#) (11 & 12) to students. The Diploma Programme is respected and recognized among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships and other admissions-related benefits at many universities.

The IB programmes focus on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left the Academy. The IB curriculum is shared in almost 5,000 schools globally in over 150 countries.

Mission and Vision

Mission

York Academy has an unrelenting focus on academic excellence, challenging students in diverse learning environments and opening doors for growth, opportunity, and global citizenship.

Vision

OPTION 1

The students of the York Academy Regional Charter School will experience an extraordinary education program through:

- An individualized academic experience, shaped by a transdisciplinary approach that challenges and prepares students to be lifelong learners
- An understanding of and collaboration with people of various identities
- An intrinsic desire to always strive to meet the high expectations they have set for themselves no matter what their goals
- The confidence to pursue their dreams

OPTION 2

The York Academy Regional Charter school will successfully graduate global citizens with a strong academic foundation who have an appreciation for other cultures and ideologies.

****PLEASE PROVIDE PREFERENCE/FEEDBACK ON THE VISION STATEMENT ON THE GOOGLE FORM.****

Educational Value Statements

Students

The students of York Academy Regional Charter School provide their open-minded dedication and discipline to their learning. Students set and strive to meet individual goals, develop a strong sense of self-worth while practicing respect for self and others, and participating in actions to improve their community.

Staff

The staff of York Academy Regional Charter School provides instruction that is open-minded, flexible, and differentiated - based on inquiry, student interest, and goals. The staff cultivates relationships to build student confidence and belonging. Together, the staff creates a strong and united foundation for learning.

Administration

The administration of York Academy Regional Charter School provides communication to both internal and external stakeholders; an organized and consistent school climate, staff training aligned to the school's values; support for staff in the delivery of the curriculum; and development of collaboration for learning.

Parents

The families of York Academy Regional Charter School provide collaborative support and involvement in student work and school activities. Parents are invested in the school community and responsive to school communication.

Community

The community of York Academy Regional Charter School provides educational experiences for students, learning partnerships (including mentoring and internships both inside and outside of the schools), financial support, academic support, and public relations.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Hispanic and white population is increasing	No
Science- 88% proficiency for the white population	No
Specific subgroups are showing positive trends	No
Only one percentage point away from the state average	No
After school supports are in place to improve student knowledge of skills	No
All teachers delivering tier 1 interventions and utilizing the tiered supports within the school structure	Yes
Teacher ownership of tier 1 instruction with progress monitoring	Yes
3 points off from statewide average	No
After school supports are in place to improve student knowledge of skills	No
All teachers delivering tier 1 interventions and utilizing the tiered supports within the school structure	No
Teacher ownership of tier 1 instruction with progress monitoring	No
After school supports are in place to improve student knowledge of skills	No
All teachers delivering tier 1 interventions and utilizing the tiered supports within the school structure	No
Teacher ownership of tier 1 instruction with progress monitoring	No
After school supports are in place to improve student knowledge of skills in all content areas	No
All teachers are delivering tier 1 interventions and utilizing the tiered supports.	No
Teacher ownership of tier 1 instruction with progress monitoring	No
After school supports are in place to improve student knowledge of skills in all content areas	No

All teachers are delivering tier 1 interventions and utilizing the tiered supports.	No
Teacher ownership of tier 1 instruction with progress monitoring	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices / Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	No
Continuously monitor implementation of the school improvement plan and adjust as needed	No

Challenges

Challenge	Consideration In Plan
Getting other student subgroups at/above the performance of our white subgroup, all student scores would be trending in an upwards direction.	No
Working with our black subgroup in all tested subject areas to increase their performance will increase the overall student performance	No
Working with our black subgroup to increase their scores will increase overall ELA performance	No
Working with our black subgroup to increase their scores will increase overall math performance	No
Working with our black subgroup to increase their scores will increase overall science performance	No
Target areas of deficiency in concepts earlier	No
Working with our black subgroup in all tested subject areas to increase their performance will increase the overall student performance	No
Target areas of deficiency in concepts earlier	No

Working with our black subgroup to increase their scores will increase overall performance	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Yes
Implement a multi-tiered system of supports for academics and behavior	Yes
Align curricular materials and lesson plans to the PA Standards	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
All teachers delivering tier 1 interventions and utilizing the tiered supports within the school structure	
Teacher ownership of tier 1 instruction with progress monitoring	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices / Provide frequent, timely, and systematic feedback and support on instructional practices	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		Yes	The lack of measurement around school climate makes it difficult to prioritize, plan, and meet the needs of the educational community, including students, families, staff, and community partners. The lack of diverse course offerings at York Academy and progress monitoring around attendance, behavior, and course performance to identify student needs leads some students to seek alternate schooling, affecting cohort size and graduation rate.
Implement a multi-tiered system of supports for academics and behavior		Yes	The lack of multi-tiered systems of support for literacy curriculum, assessment, and instruction aligned to the Science of Reading negatively affects student success in literacy.
Align curricular materials and lesson plans to the PA Standards		No	

Goal Setting

Priority: The lack of measurement around school climate makes it difficult to prioritize, plan, and meet the needs of the educational community, including students, families, staff, and community partners. The lack of diverse course offerings at York Academy and progress monitoring around attendance, behavior, and course performance to identify student needs leads some students to seek alternate schooling, affecting cohort size and graduation rate.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	By June 30, 2024, York Academy's school climate results will show a total average of 3.4 or higher for the student stakeholder group.	Positive School Climate	By June 30, 2022, York Academy Regional Charter School's climate results will show a total average of 2.4 or higher in the total average for the student stakeholder group.	By June 30, 2023, York Academy Regional Charter School's climate results will achieve growth in at least half the difference between Year 1 and the final target in the total average for the student stakeholder group.	By June 30, 2024, York Academy's school climate results will show a total average of 3.4 or higher for the student stakeholder group.	School Climate Team will be assembled.	Team will create a survey engagement plan to increase potential responses.	Team will collect the following percentage of responses: 85% of students, 85% of Staff, 50% of Parents, and a minimum of 10 Community Responses.	By June 30, 2022, York Academy Regional Charter School's climate results will show a total average of 2.4 or higher in the total average for the student stakeholder group.
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2024, the 12th grade class will graduate 60% of students enrolled in 10th grade (other than disenrollment due to moves).	Retention/ Graduation	By June 30, 2022, the 12th grade class will graduate 40% of students enrolled (other than disenrollment due to moves).	By June 30, 2023, the 12th grade class will graduate 50% of students enrolled (other than disenrollment due to moves).	By June 30, 2024, the 12th grade class will graduate 60% of students enrolled in 10th grade (other than disenrollment due to moves).	Determine priority grade band for early warning monitoring. Consider updates to course offerings, based on student interest data.	Assemble team members for early warning monitoring. Make changes to course catalog and staff assignments to adjust course offerings.	Build early monitoring system for rising 11th grade students for 2022-2023. Provide resources for students and staff to be able to offer new courses in 2022-2023.	By June 30, 2022, the 12th grade class will graduate 40% of students enrolled (other than disenrollment due to moves).

Priority: The lack of multi-tiered systems of support for literacy curriculum, assessment, and instruction aligned to the Science of Reading negatively affects student success in literacy.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, York Academy Regional Charter School will develop a systematic literacy assessment protocol designed to report student progress at each grade level (K-6) that is aligned to the Science of Reading.	Literacy	By June 30, 2022, complete an Assessment Map for literacy in grade levels K-6.	By June 30, 2023, implement a data protocol (frequency, attendance, data, targets, grade level adjustments to core aligned to the Science of Reading) for grade-level discussions in literacy.	By June 30, 2024, York Academy Regional Charter School will develop a systematic literacy assessment protocol designed to report student progress at each grade level (K-6) that is aligned to the Science of Reading.	K-6 literacy assessments will be reviewed, for the purpose of inclusion in the Academic Standards and Assessment Requirements (Chapter 4) report.	K-6 literacy assessments will be examined for efficiency and alignment to the Science of Reading; an assessment calendar for 2022-2023 will be built.	Measure the effectiveness of the interventions being used, as based on the progress monitoring data available. Resources for staff and students will be secured for any K-6 literacy assessment updates for 2022-2023.	By June 30, 2022, complete an Assessment Map for literacy in grade levels K-6.

Action Plan

Action Plan for: Distribute, Analyze, and Action Plan using a valid and reliable School Climate Survey.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
• Positive School Climate		School Climate Survey Results (2022, 2023, 2024)			Quarterly Meeting of School Climate Committee Meetings	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Plan for Survey Distribution	03/01/2022	05/09/2022	Dr. Michael Lowe	Building level leadership team, Schoology Course, Sample Surveys, and Survey Engagement Plans for students, staff, families, and community	Yes	Yes
Survey Distribution	05/09/2022	05/20/2022	Dr. Michael Lowe	PDE School Climate Survey	No	Yes
Analyze School Climate Survey Results	06/06/2022	06/30/2022	Dr. Michael Lowe/Tanya Morret	Survey Results	No	No
Develop and Implement Action Plan based on Survey Results	06/30/2022	05/01/2023	Dr. Michael Lowe	Evidence-Based Resources chosen by the building leadership committee in the focus area(s) identified by the committee	Yes	Yes
Plan for and Distribute Survey	05/09/2023	05/20/2023	Dr. Michael Lowe	Survey Engagement Plans (review) and PDE Survey	Yes	Yes
Analyze School Climate Survey Results	05/21/2023	06/30/2023	Dr. Michael Lowe	Survey Results	Yes	Yes
Develop and Implement Action Plan based on Survey Results	06/30/2023	05/01/2024	Dr. Michael Lowe	Evidence-Based Resources chosen by the building leadership committee in the focus area(s) identified by the committee	Yes	Yes
Plan for and Distribute Survey	05/09/2024	05/21/2024	Dr. Michael Lowe	Survey Engagement Plans (review) and PDE Survey	Yes	Yes

Action Plan for: norm-referenced, standards-based assessment in literacy for universal screening, benchmarking, and progress monitoring to identify instructional needs for developing foundational reading skills

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Literacy 		Teachers will administer K-6 literacy assessments with fidelity.			Administrators will conduct walkthroughs and random spot-checking student results to assure fidelity of administration.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify the literacy data at each grade level K-6 that will be collected and provide access to all necessary personnel.	06/01/2022	09/01/2022	Tracy Zeiders/Kristin Sipe	Assessment audit / assessment mapping to determine what is currently available	Yes	Yes
Ensure instructional staff are administering assessments with fidelity	09/01/2022	12/01/2022	Tracy Zeiders/Kristin Sipe/IU12 Consultant	Key personnel knowledgeable about adjustments and interventions for struggling, English Language, and advanced learners.	Yes	No
Identify the literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction	09/01/2022	12/01/2022	Tracy Zeiders/Kristin Sipe/IU12 Consultant	Key personnel knowledgeable about adjustments and interventions for struggling, English Learners, and advanced learners	Yes	No
IU personnel will either train staff or secure training from the publisher of the literacy assessments.	08/01/2022	06/30/2024	Assessment Package, Data Management stem	Kristin Sipe/Tracy Zeiders/IU12 Consultant	Yes	Yes
Monitor literacy adjustments for effectiveness.	08/01/2022	06/30/2024	Kristin Sipe/Tracy Zeiders/IU12 Consultant	Scheduled collaborative time for grade and advanced level teaming. Inventory of interventions, curriculum maps with identified adjustments and	Yes	Yes

				interventions for each unit of study		
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Action Plan for: Diploma Programme Course Updates

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
• Retention/Graduation		Greater student satisfaction with courses available			Longitudinal student survey responses around course catalog	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Add Spanish ab initio to replace Spanish NC	01/01/2022	03/01/2022	Laura Riggs/Derik Bartrom	new materials for the course	No	Yes
Add World Religions/Anthropology as SL 1 year courses	01/01/2022	03/01/2022	Laura Riggs/Brendon McGirr	training for the courses; books & teacher resources to write/develop course outline	Yes	Yes
Implement the Environmental Systems and Societies as a 2-year Science course to replace NC Biology	01/01/2022	08/01/2022	Laura Riggs/Roni Reed	Approval to offer new course Training for these courses Books and Teacher resources to write/develop course outline	Yes	Yes

Action Plan for: Early Warning Monitoring System

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
• Retention/Graduation						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify the attendance, behavior, and course performance thresholds that will be used to trigger instructional decision-making beyond planned core instruction for the incoming DP cohort for 2022-2023.	06/01/2022	08/08/2022	Tiana Reid/Dr. Lynn Murphy	Access to data: attendance, discipline, grades, collaboration with technology	Yes	No
Develop a menu of interventions based on thresholds in EWS.	06/01/2022	08/08/2022	Tiana Reid/Dr. Lynn Murphy/Kristy Lalic/Jeremy Overlander/MYP Coordinator	Sample Menus, Standard Protocol Interventions, Researched-based strategies, IU12 Guidance	Yes	No
Progress Monitoring of language acquisition for current ELs	07/01/2021	06/30/2024	Emily Reel	Chromebooks/laptops	No	No
Quarterly summary of IEP students' progress on a given special education teacher's caseload	07/01/2021	06/30/2024	Joe Nestor	Summary of students' progress per marking period based on the progress monitoring tools employed by the teacher	No	No
Conduct 1-1 student/teacher conference for students to establish individual goals for student learning based on the CDT.	08/24/2022	06/01/2023	classroom teachers	CDT student results and goal setting tool	Yes	No
Conduct walkthroughs	08/24/2022	06/01/2023	Carol Alvarnaz/Jeremy Overlander/MYP Coordinator		No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Distribute, Analyze, and Action Plan using a valid and reliable School Climate Survey.	<ul style="list-style-type: none"> • Plan for Survey Distribution • Develop and Implement Action Plan based on Survey Results • Plan for and Distribute Survey • Analyze School Climate Survey Results • Develop and Implement Action Plan based on Survey Results • Plan for and Distribute Survey
norm-referenced, standards-based assessment in literacy for universal screening, benchmarking, and progress monitoring to identify instructional needs for developing foundational reading skills	<ul style="list-style-type: none"> • Identify the literacy data at each grade level K-6 that will be collected and provide access to all necessary personnel. • Identify the literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction • IU personnel will either train staff or secure training from the publisher of the literacy assessments. • Monitor literacy adjustments for effectiveness. • Ensure instructional staff are administering assessments with fidelity
Diploma Programme Course Updates	<ul style="list-style-type: none"> • Add World Religions/Anthropology as SL 1 year courses • Implement the Environmental Systems and Societies as a 2-year Science course to replace NC Biology
Early Warning Monitoring System	<ul style="list-style-type: none"> • Identify the attendance, behavior, and course performance thresholds that will be used to trigger instructional decision-making beyond planned core instruction for the incoming DP cohort for 2022-2023. • Develop a menu of interventions based on thresholds in EWS. • Conduct 1-1 student/teacher conference for students to establish individual goals for student learning based on the CDT.

Professional Development Activities

School Climate Planning Team Training (Positive School Climate Year 1)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Plan for Survey Distribution 	Building Level Leadership Team	What is School Climate?, Shared Purpose, Surveys, Survey Engagement Plans, and Readiness	Building level leadership team, Schoology Course, Sample Surveys, and Survey Engagement Plans for students, staff, families, and community	Dr. Michael Lowe	03/01/2022	05/09/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Course(s)	once, for each planning team member			Teaching Diverse Learners in an Inclusive Setting		
Other	minimum of monthly			Teaching Diverse Learners in an Inclusive Setting		

Positive School Climate (Year 1)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop and Implement Action Plan based on Survey Results 	Faculty	Strategy(ies) chosen by Building Leadership Committee	Fidelity of Implementation Checklist	Dr. Michael Lowe	08/01/2022	05/09/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	once, for all, with follow-up, where necessary		Teaching Diverse Learners in an Inclusive Setting

Positive School Climate (Year 2)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Plan for and Distribute Survey 	Faculty	Strategy(ies) chosen by Building Leadership Committee	Fidelity of Implementation Checklist	Dr. Michael Lowe	08/01/2023	05/09/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	once, for all, with follow-up, where necessary		Teaching Diverse Learners in an Inclusive Setting

Assessment Map (Literacy Year 1)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify the literacy data at each grade level K-6 that will be collected and provide access to all necessary personnel. 	MTSS leadership team to represent K-6	strategic use of assessments, how to access data, understanding what data is telling you	assessment map with identified redundancies and holes fixed	Tracy Zeiders/Kristin Sipe	03/01/2022	09/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	monthly		Language and Literacy Acquisition for All Students

DIBELS 8 Training: Administration (Literacy Year 1)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> IU personnel will either train staff or secure training from the publisher of the literacy assessments. Ensure instructional staff are administering assessments with fidelity 	Core content and support teachers at all grade levels K-6	Evidence-based literacy instruction, Evidence-based literacy interventions/enrichment , and acceleration	access to data, data literacy	Building principals or designated personnel at each level	09/01/2022	12/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	at least monthly		Language and Literacy Acquisition for All Students

Early Warning Intervention & Monitoring System (Literacy K-6)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Monitor literacy adjustments for effectiveness. 	Grade level teams of teachers	Grade level data analysis and instructional matching: intervention, enrichment, and acceleration	Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	Kristin Sipe/Tracy Zeiders/IU12 Consultant	08/01/2022	06/30/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	at least monthly		Language and Literacy Acquisition for All Students

Early Warning Intervention and Monitoring System (Secondary)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify the attendance, behavior, and course performance thresholds that will be used to trigger instructional decision-making beyond planned core instruction for the incoming DP cohort for 2022-2023. Develop a menu of interventions based on thresholds in EWS. 	Upper School core content and support teachers	thresholds, monitoring, evidence-based strategies for student engagement	teacher work samples	Upper School Building Administration	08/01/2022	09/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once for whole group, with follow-up, as needed		Teaching Diverse Learners in an Inclusive Setting

DIBELS 8 Training: Data-driven Instruction (Literacy Year 2)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Monitor literacy adjustments for effectiveness. 	Core content and support teachers at all grade levels K-6	data protocol for assessments	Scheduled data protocols leading to instructional adjustments	IU12 Literacy Training and Consultation Point of Contact	12/01/2022	03/30/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once, with follow-up, as needed		

LETRS Third Edition (Literacy Year 2)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify the literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction 	MTSS Literacy Leadership team	LETRS Third Edition	selection of literacy interventions for York Academy students	IU12 Literacy Training and Consultation Point of Contact	09/01/2022	03/30/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	as scheduled		Language and Literacy Acquisition for All Students

Communications Action Steps

Evidence-based Strategy	Action Steps
Distribute, Analyze, and Action Plan using a valid and reliable School Climate Survey.	<ul style="list-style-type: none"> • Plan for Survey Distribution • Survey Distribution • Develop and Implement Action Plan based on Survey Results • Plan for and Distribute Survey • Analyze School Climate Survey Results • Develop and Implement Action Plan based on Survey Results • Plan for and Distribute Survey
norm-referenced, standards-based assessment in literacy for universal screening, benchmarking, and progress monitoring to identify instructional needs for developing foundational reading skills	<ul style="list-style-type: none"> • Identify the literacy data at each grade level K-6 that will be collected and provide access to all necessary personnel. • IU personnel will either train staff or secure training from the publisher of the literacy assessments. • Monitor literacy adjustments for effectiveness.
Diploma Programme Course Updates	<ul style="list-style-type: none"> • Add Spanish ab initio to replace Spanish NC • Add World Religions/Anthropology as SL 1 year courses • Implement the Environmental Systems and Societies as a 2-year Science course to replace NC Biology
Early Warning Monitoring System	<ul style="list-style-type: none"> • Conduct walkthroughs

Communications Activities

School Climate Survey Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Plan for Survey Distribution Survey Distribution Plan for and Distribute Survey Analyze School Climate Survey Results 	all staff, students, families, and community partners	purpose of, access to, and timeline for school climate survey completion	Dr. Michael Lowe	05/01/2022	05/30/2024
Communications					
Type of Communication			Frequency		
Email			for each yearly survey		
Posting on district website			for each yearly survey		
Blog					

Diploma Programme Information Night

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Add Spanish ab initio to replace Spanish NC • Add World Religions/Anthropology as SL 1 year courses • Implement the Environmental Systems and Societies as a 2-year Science course to replace NC Biology 	families and students who are entering 11th grade	diploma programme, higher-level and standard level courses, course offerings, international baccalaureate requirements	Laura Riggs	03/01/2022	03/01/2024
Communications					
Type of Communication			Frequency		
Presentation			once, each spring		