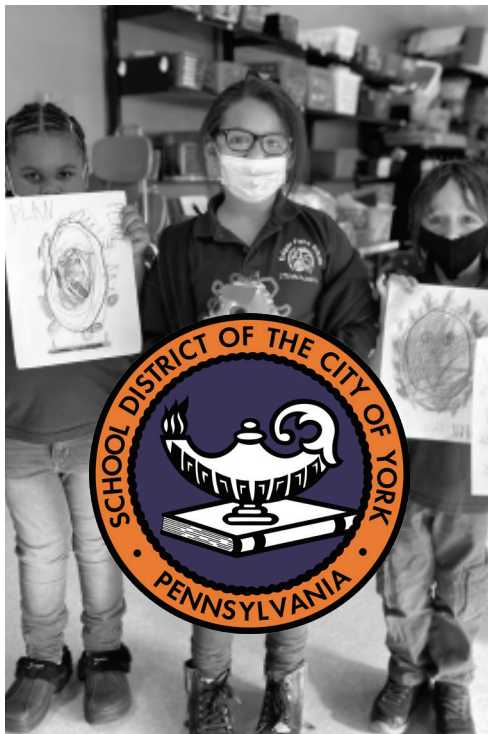




SCHOOL DISTRICT OF THE CITY OF YORK
ANNUAL REPORT
2021-22
We Can't Hide That Bearcat Pride.



Mission, Vision, Shared Values

Mission

As a professional learning community, we educate the whole child by providing an engaging and challenging learning environment to ensure each student receives a premier education.

Our Theory of Action

If...

Principals lead school-wide efforts to support teacher collaboration and increase students' readiness to learn; and Teachers work together to provide instruction that is aligned with standards, consistent with the district's scope and sequence, and differentiated to meet individual student needs; and Other school staff contribute to a school environment that fosters effective teaching and learning; and Central office staff work together to support school principals by setting clear expectations, providing needed resources in a timely manner, tracking and reporting on progress toward goals and facilitating communication with all stakeholders; and Students attend school prepared to engage in purposeful learning; and Families are engaged in supporting their students' learning.

Then...

Student learning will increase and all York City students will continuously graduate prepared for college and careers.

Core Beliefs of the School District of the City of York

- All students can learn.
- Effective leaders build effective teams.
- Trust and respect are the foundation for success.
- Teaching matters. Teachers matter.
- Everyone — students, teachers, families, administrators and staff — is responsible for student success.

Non-Discriminatory Policy

The School District of the City of York does not discriminate on the basis of race, color, religious creed, ancestry, age, familial status, sex, national origin, sexual orientation, or disability. The policy of equal opportunity and treatment applies to every aspect of School District operations and activities, including admissions and employment practices.

This policy shall be made known to all persons and organizations associated with the School District of the City of York, to all Educational Placement Services, the Pennsylvania Bureau of Employment Security and all recruiting sources.

Any student, parent, employee, or citizen who feels that they have been denied because of race, color, religious creed, ancestry, age, familial status, sex, national origin, sexual orientation, or disability fair treatment or access of equal opportunity in any aspect of School District operations or activities should contact the Title IX compliance Coordinator, Rob Bernhard, or ADA and Section 504 Coordinator, Dr. Linda Brown, Administration Building, Post Office Box 1927, York, PA 17405, phone number (717) 845-3571. The School District is an "Equal Opportunity Employer."

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Superintendent's Message

DEAR BEARCAT FAMILY,

Welcome to the Annual Report for the 2021-2022 school year for the School District of the City of York. This publication is a small reflection of the various achievements of our students and staff over the past year. As a district, we pride ourselves on our commitment to highlighting and informing our community of our many accomplishments. Our schools are the home for premier pre-kindergarten through twelfth grade education and we strive to establish a challenging learning environment for ALL students.

As you read this annual report, you will get a chance to celebrate what we have accomplished and how the district plans to position itself for the future. Our past successes and future aspirations are a result of our amazing Bearcat Family, including district staff and our community. This report highlights our schools, community engagement and many special programs. It takes a deeper dive into our recovery plan progress, financial reports, academic achievements, demographics, and safety and security. We encourage transparency in these key areas for continued support and growth while utilizing these resources.

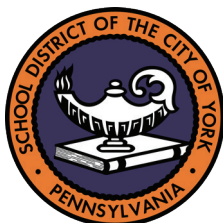


Preparing our students for the future by creating opportunities for success and creating welcoming environments for all, are some of the key details that are visualized through this report. I am most proud of the commitment and dedication by our teachers, staff, and community to always putting our students first. We are grateful for your tireless work and passion for educating our students. As we all know, the last two years have been challenging for the world as a whole and our district and community were not immune. However, as expected, we strived and worked to facilitate and conquer the adversity.

I would like to end with a special thank you to our involved and supportive Board of School Directors, leadership team, parents, teachers, staff, and community members for your continued support and daily impact on our students. We pride ourselves in educating the whole child and we thank each and every one of you for understanding, supporting, and partnering with us to educate our most valuable resource: our children. We are most excited about continuing these partnerships and relationships to grow our District.

We cannot wait to unfold and embark on all the amazing successes the 2022-2023 school year has in store for the Bearcat Family.

Andrea Berry,
Superintendent of Schools



Leading the Way



Board of School Directors

School Boards are policy-making bodies who primarily function to create and evaluate policies needed to operate the school districts they govern. An administrative team manages the School District of the City of York, within the scope of existing School Board-approved policy. The administrative team is led by the Superintendent, who is appointed by the School board.

The School District of the City of York is led by a nine-member Board of Directors. Board members are elected at-large by District residents. Each School Board member is elected to a four-year term and serves without pay.

Board President MICHAEL BREELAND
Board Vice President LISA KENNEDY
Board Member DIANE GLOVER BROWN
Board Member ANDREW LEHIGH
Board Member MICAH LEONARD
Board Member CASSANDRA LIGGINS
Board Member MARGIE ORR
Board Member LAQUINN THOMPSON
Board Member TYNISHA WILKES
District Solicitor JEFFREY A. GETTLE
Board Secretary LORI FERRELL

Public Meetings

Board meetings are open to the public and community members are encouraged to attend and learn more about the operations of the district. Please note - locations and formats of meetings will be announced, in advance, on the District Website.

Regular Meetings

The following meetings begin at 6:30PM and are held on Wednesdays.

JULY 20, 2022
AUGUST 17, 2022
SEPTEMBER 21, 2022
OCTOBER 19, 2022
NOVEMBER 16, 2022
DECEMBER 14, 2022

UVA: Leadership Development Program Strengthens SDCY Culture & Climate

Since 2017, the School District of the City of York has partnered with the Darden School of Business and the Curry School of Education at the University of Virginia to participate in the Partnership for Leaders in Education School Turnaround Program (UVA-PLE). The UVA-PLE Partnership is the only research-proven effort in the country focused on establishing system conditions ripe for change and building transformative leadership capacity to achieve that change. The focus of the partnership is to increase the capacity of district and school teams to develop leadership capacity to address inequities and achieve lasting improvements in student learning.

The UVA-PLE partnership is grounded in four key levers:

1 LEADERSHIP

SDCY Leadership has the capacity and willingness to do what is necessary to drive school transformation work, advance equity, and heighten outcomes – and bandwidth to pursue now.

2 SUPPORT & ACCOUNTABILITY

SDCY has the infrastructure to provide prioritized schools necessary and differentiated support, accountability, and flexibility to grow school leadership practice.

3 TALENT MANAGEMENT

SDCY is establishing conditions to increase the number and impact of highly effective teachers in high needs schools and is willing to implement rigorous and prioritized hiring of school leaders in high needs schools.

4 INSTRUCTIONAL INFRASTRUCTURE

SDCY provides and continuously enhances an effective instructional foundation, including valid assessments, effective curricula, responsive data systems and strategy to monitor rigor.

Highlights

To date, the School District of the City of York has trained over 20 leaders in order to create significant and systematic transformational change. In addition, the following are key accomplishments related to this work:

- **SDCY has developed and implemented standards-based curriculum and common assessments for ELA and math**
- **SDCY has revised policies and procedures for behavior management**
- **SDCY has created a responsive data system to monitor and measure student achievement**

Leading the Way

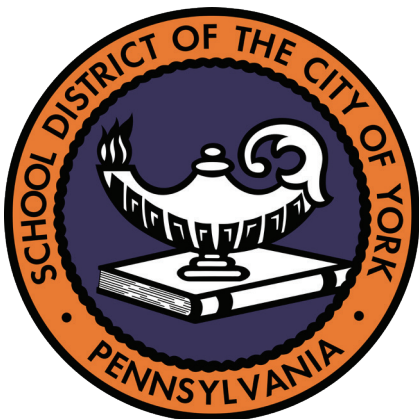
Highlights Cont.

District leaders continue to build strong systems to ensure synergy and coherence around instructional strategies, assessment tools, and leadership development. Principals are developing and refining 90-day action plans that are designed to drive the necessary, most critical work at the school level, and anchor their daily leadership actions. Principals also reported the following highlights:

Teachers are using student data, standards and re-teach plans to provide targeted support and instruction to every student.

Professional learning is grounded in data and effective instructional practices.

This past year, York City School District Leadership has made tremendous progress in building systems related to equity, strengthening the quality, coherence and responsiveness of support systems to schools, teachers and students. The partnership continues to be a valuable asset to York City School District.



Administration

Superintendent of Schools
DR. ANDREA BERRY

Assistant Superintendent
DR. LETRECIA GLOSTER

Acting Special Education
Director
DEBORAH NEIMAN

Chief Recovery Officer
DR. MICHAEL THEW

Communications
Coordinator,
KHERA BOWMAN

District Administrator of
Instructional Technology,
Educator Effectiveness,
& Equity
DR. DANIELLE MILES

Supervisor of Instruction,
ANGELA ASHLEY

Supervisor of Instruction
LASHAUNDA HAYNES

Data Specialist Supervisor
STEVE PATRICK

Director of Pupil Personnel
LULU THOMAS

Student Services Supervisor
DR. GEORGE FITCH

Director of
Human Resources
ROBERT BERNHARD

Federal Programs
Coordinator
DR. LORI BOWMAN

Pre-K Supervisor
JULIE FABIE

Supervisor of
Buildings and Grounds
RICHARD MULDROW

Business Manager
SHAWN HAIN

Coordinator of Technology
JESSICA ALTHOFF

Special Programs
Coordinator
DEBORAH HIOUTIS

Chief of School Police
CHIEF QUINN JOHNSON



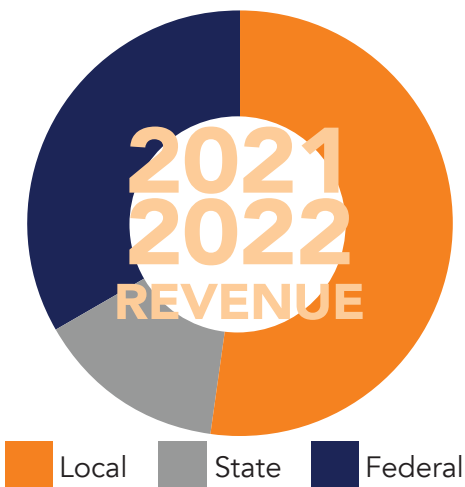
Finances

MOVING FORWARD

The School District of the City of York (SDCY) continues to be an underfunded school district based on the Fair Funding Formula (Act 51 of 2014). The budget has been developed conservatively, including a small 1% tax increase to balance the budget without utilizing the district fund balance per PDE guidance for SDCY's Financial Recovery Plan.

The district is optimistic that some of the Pennsylvania Department of Education (PDE) budget increases for Basic Education Funding (BEF), Special Education Funding (SEF) and the Level Up Funding proposal will be passed by the legislature.

"With an increase in these funding sources, SDCY will be able to move forward with providing an equitable, predictable, sustainable and high quality educational program for all students."



FINANCIAL YEAR	ACT 1 BASE INDEX	SDCY ADJUSTED ACT 1 INDEX	SDCY MILLAGE RATE
2018–19	3.9%	0%	33.7361
2019–20	3.7%	0%	33.7361
2020–21	4.2%	4.2%	35.1530
2021–22	4.9%	2%	35.8561
2022–23	5.5%	1%	36.2147

2021-22 Budget

Total Revenue	\$174,859,354
Local	\$41,179,735
(Including property taxes and other local sources)	
State	\$11,357,179
Federal	\$26,174,682
Total Expenditures	\$179,711,596
Salaries	\$52,689,312
Benefits	\$45,745,930
Professional Services	\$12,017,223
Other Services	\$1,411,228
Supplies	\$8,290,453
Property	\$250,000
Other Objects	\$4,985,423
Charter Schools	\$34,300,000
Debt Service	\$12,200,000
York County School of Technology	\$4,000,000
Fund Balance	\$25,479,343

*The district began the 21-22 fiscal year with a fund balance of \$20,722,169, which progresses toward the goal of 20% of the district's operating budget.

Budget/Finance

Recovery Plan

The Recovery Plan was revised in 2015-2016 and adopted by the Board in 2017. Over the past five years, the SDCY has worked aggressively to become fiscally sound.

For the 2021-2022 school year, the general fund balance has grown to \$18,548,083, with a non-spendable fund balance of \$2,174,358.

Along with creating a strong fiscal picture for the District, the Recovery Plan also included the

implementation of 23 initiatives designed to strengthen its overall operation (See Recovery Plan Chart Phases I - IV below).

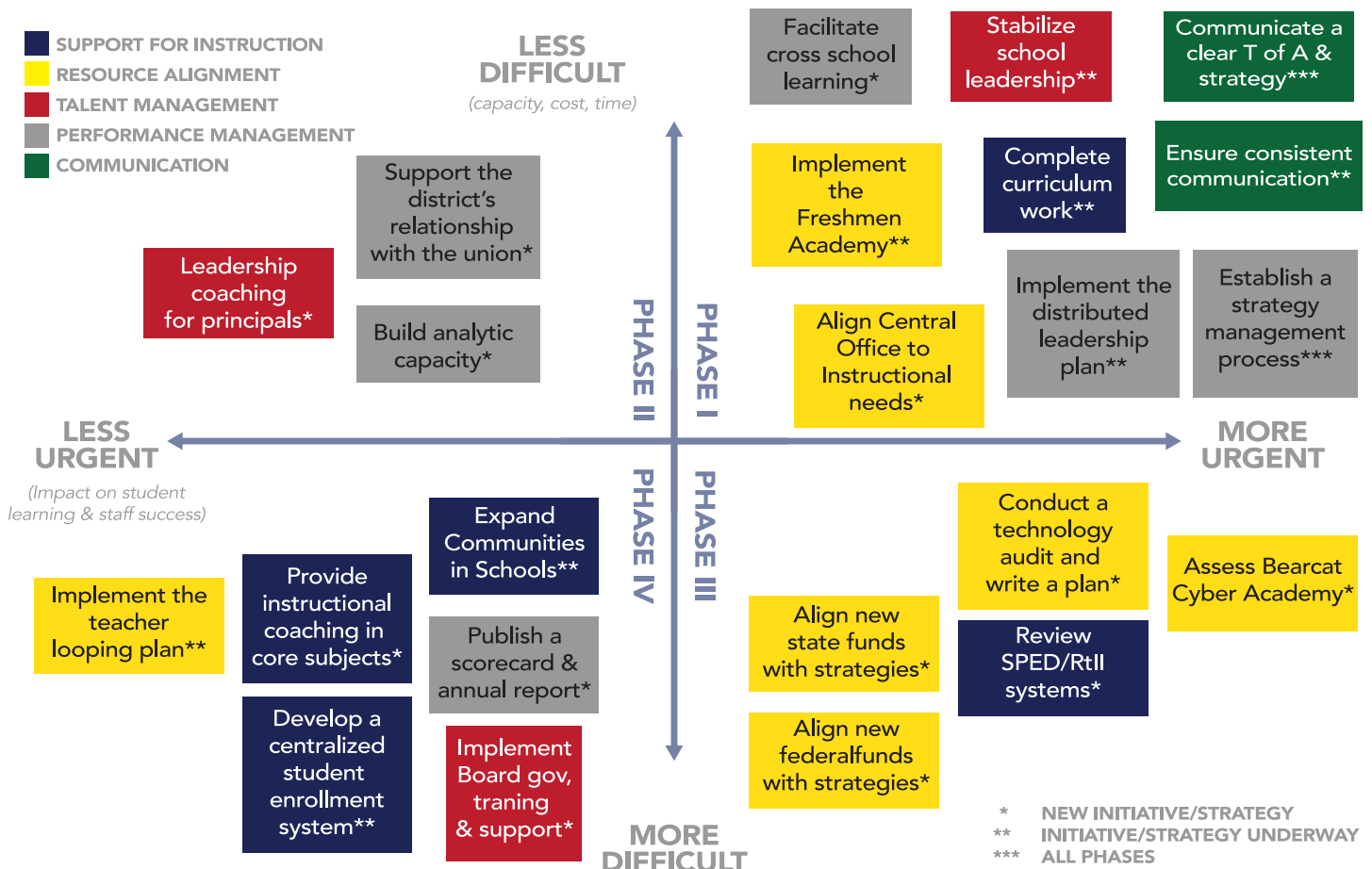
All 23 initiatives have been implemented and are showing measurable positive impact on the daily operations of the District.

23 of the initiatives have been fully implemented and are on continual monitoring status; 21/23 initiatives have been implemented and are operating with ongoing revisions (curriculum); monitoring (budget

and alignment of state and federal funds); and the creation of systemic processes for the productive movement of the District towards exiting the status of "Moderate Financial Recovery".

Emphasis continues to be placed on being frugal and conservative with expenditures, as well as working to build on the analytic capacity to use data-informed instruction to improve student academic achievement on a yearly

PRIORITY SELECTION: Using Urgency & Difficulty to Guide Decision-making



Support for Instruction

X	0	Expand Communities in School (IV)
X	0	Complete Curriculum Work (I)
X	0	Provide Instructional Coaching in Core Subjects (IV)
X	✓	Develop a Centralized Student Enrollment system (IV)
X	0	Review Sp Ed/ MTSS Systems (III)

Resource Alignment

X	0	Implement the Teacher Looping Plan (IV)
X	0	Implement the Freshman Academy (I)
X	0	Align Central Office to Instructional Needs (I)
X	0	Conduct a Technology Audit and Write a Plan
X	0	Align New State Funds with Initiatives (III)
X	0	Align Federal Funding with Strategies (III)
X	0	Assess Bearcat Cyber Academy (III)

Talent Management

X	0	Support the District's Relationship with the Union (II)
X	0	Leadership Coaching for Principals (II)
X	0	Implement Board Governance Training and Support (IV)
X	0	Stabilize School Leadership (I)

Performance Management

X	0	Build Analytic Capacity (II)
X	0	Publish a Scorecard and Annual Report (IV)
X	✓	Implement the Distributed Leadership Plan (I)
X	0	Establish a Strategy Management Process (I)
X	0	Facilitate Cross-School Learning (I)

Communication

X	0	Communicate a Clear Theory of Action (I)
X	0	Ensure Consistent Communication (I)

X = Fully Implemented

0 = Implemented w/ continual monitoring

✓ = Completed

() = Phase

Updated 5/9/22

Data/Demographics

Academic Achievement

The School District of the City of York continues to see significant growth using the Pennsylvania Value Added Assessment (PVAAS) measure in Mathematics and English Language Arts district wide for grades 4-8. Students exceed the standard for academic growth in Mathematics and English Language Arts.

From an individual building perspective, data show that four out of eight district K-8 schools exceeded PA Academic Growth Standards in Mathematics, five of the eight K-8 schools exceeded PA Academic Growth Standards in English Language Arts, and all of the eight K-8 buildings either met or exceeded PA Academic Standards in Science.

The district African American, English Learner, Economically Disadvantaged, Latinx, and Special Education populations exceeded PA Academic Growth Standards, K-8, in Mathematics and English Language Arts.

Growth data are reported through PVAAS, which is a statistical analysis that measures the progress of groups of students over time. The most recent data reflect student performance on the 2020-2021 Pennsylvania System of School Assessment (PSSA).

The Covid-19 Pandemic has impacted student achievement across the state. The district believes the PVAAS growth data is offering a richer picture of student performance at this current time.

Grade 4-8 PSSA District ELA

PVAAS GROWTH MEASURE

2017-2018	2018-2019	2020-2021
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Grade 4-8 PSSA District Math

PVAAS GROWTH MEASURE

2017-2018	2018-2019	2020-2021
-----------	-----------	-----------

Grade 4 and 8 PSSA District Science

PVAAS GROWTH MEASURE GRADE 4

2017-2018	2018-2019	NO DATA
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PVAAS GROWTH MEASURE GRADE 8

2017-2018	2018-2019	2020-2021
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African American PSSA District

PVAAS GROWTH MEASURE

MATH	ELA	SCIENCE
------	-----	---------

Status legend Color Key

- Significant evidence that the school exceeded the standard for PA academic growth
- Moderate evidence that the school exceeded the standard for PA Academic Growth
- Evidence that the school met the standard for PA Academic Growth
- Moderate evidence that the school did not meet the standard for PA Academic Growth
- Significant evidence that the school did not meet the standard for PA Academic Growth

Data/Demographics

English Learner PSSA District

PVAAS GROWTH MEASURE

MATH

ELA

SCIENCE

Economically Disadvantaged PSSA District

PVAAS GROWTH MEASURE

MATH

ELA

SCIENCE

Special Education PSSA District

PVAAS GROWTH MEASURE

MATH

ELA

SCIENCE

Latinx PSSA District

PVAAS GROWTH MEASURE

MATH

ELA

SCIENCE

Keystone Literature

PVAAS GROWTH MEASURE

2017-2018

2018-2019

2020-2021

Keystone Algebra

PVAAS GROWTH MEASURE

2017-2018

2018-2019

2020-2021

Keystone Biology

PVAAS GROWTH MEASURE

2017-2018

2018-2019

2020-2021

Status legend Color Key

Significant evidence that the school exceeded the standard for PA academic growth

Moderate evidence that the school exceeded the standard for PA Academic Growth

Evidence that the school met the standard for PA Academic Growth

Moderate evidence that the school did not meet the standard for PA Academic Growth

Significant evidence that the school did not meet the standard for PA Academic Growth

Data/Demographics

2021-22 Data

6,279	Students enrolled at the start of	2021-22
1,882	Students who enrolled after the start of	2021-22
1,247	Students who withdrew before the end of	2021-22
26.84%	English Learner students as of	May 1, 2022
83.67%	K-8 attendance rate for	2021-22
74.8%	High school attendance rate for	2021-22
19.77%	Special education students at the end of	2021-22

EL PROGRAM HIGHLIGHTS

Our English Learners program (EL) provides a rich learning environment that is student-centered, developmentally appropriate and literature-based. More than 26% of district students are English Learners. Out of the 26% of our English Learners, 91% of that subgroup speaks Spanish and 6% speaks Haitian Creole. The following are some highlights of the EL program.

For more than 20 years, the district's English Learner student population increased. At the start of the COVID-19 pandemic, however, the district's percent of EL students dropped. That has since changed, and the EL population has returned to the levels seen prior to the pandemic. After the initial start of the Covid pandemic there was a significant increase of nonEnglish speakers who speak Haitian Creole enrolled in the district. The district adapted to the influx of new EL students. EL educators and staff are committed to finding ways to support our growing student population and staff district-wide.

During the 2021-2022 school year, the state implemented a new Kindergarten WIDA Screener. This assessment helps educators make decisions about whether a student is a candidate for English language support. Many EL pull-out teachers had an opportunity to troubleshoot and practice with the assessment at the end of last school year. This was an invaluable opportunity to start the school year in the right direction.

Every year, all districts in Pennsylvania are required to administer the ACCESS for ELL (WIDA) state assessment. It's a large-scale and secure state English language proficiency assessment administered to Kindergarten through Grade 12 students who have been identified as English learners. ACCESS measures what students know and can do in English in the domains of Listening, Speaking, Reading and Writing. The testing window lasts approximately one month and the district team focuses on different components in the preparation of the assessment to ensure the administration of the Access for ELs

(WIDA) ASSESSMENT IS SUCCESSFUL

High School educators use the iLit program to assist EL students. The iLit program is a 45-minute intervention program that is designed for struggling readers. It accelerates English language development through a mix of strategic scaffolding, interactive content, visual aids, academic vocabulary support, survival vocabulary for newcomers, and home language help. The program highlights are self-selected reading, guided reading support, classroom conversations and systematic skill development.

The delivery of professional development was provided in-person, virtually and asynchronously via an EL learning platform through Edu-Planet this school year. Our professional development emphasized supporting our English Learners through our Data Digs, goal setting, supporting administrators in the high school and utilizing online learning tools to ensure success of ELs.

The district held after-school EL Tutoring Program sessions in the fall and spring. The fall session ran for 20 days, and the spring session ran for 13 days. The EL Tutoring Program provided targeted oral language opportunities on different topics to increase student vocabulary and provide practice in increasing student vocabulary usage in writing for EL students in Grades 3-6.

Data/Demographics

ADDITIONAL SUPPORTS

Our Bilingual Outreach Workers (BOW) provide support at various parent activities to build connections among buildings and build relationships with our EL families. They provide various activities for parents with the purpose of empowering them with skills to assist their children in school. The activities also include information on accessing community resources and parent focus sessions. Their role provides a partnership between the communities, schools and EL families to strengthen and improve their health knowledge, civic responsibility and their supportive role for their school-aged children.

In the last two years, our Bilingual Outreach Workers have created short parent information videos on YouTube as an alternate method of connecting with families. The YouTube videos provide a simple way to share brief, targeted information. Staff will continue to record videos in Spanish for our Spanish-speaking parents. There are plans to expand our YouTube video series to include videos in Haitian Creole to support our growing Haitian Creole community in our district.

Throughout the school year, our office collaborated with various partners to provide activities for our Title III parents. These activities included Hispanic heritage celebrations, Three Kings Day (drive-thru), community agency committees and ESL classes for parents.

The ESL parent classes have been very successful. There were two

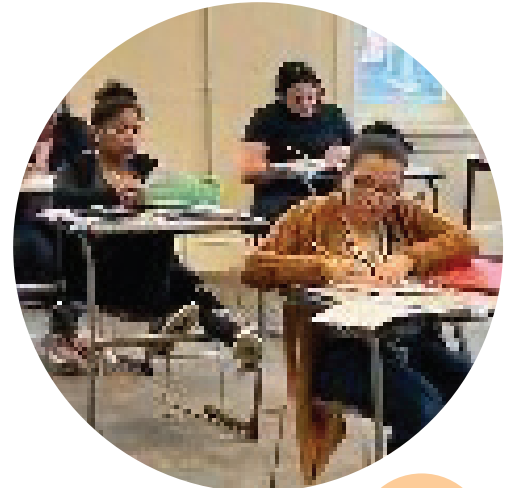
sessions, one from September to December, and one from February to April. More than 45 EL parents are learning English at the Bearcat Cyber building on Mondays and Wednesdays. The focus of this program has been to provide parents with the opportunity to learn English in order to build confidence and encourage greater involvement with their children and their teachers. Many of our parents are taking advantage of this opportunity so that they are better able to meaningfully interact with teachers and participate in their child's overall education experience.

Our International College and Career Club for high school EL students supports and provides college information sessions in the students' native language. FAFSA assistance with grant applications, parent meetings on postsecondary education and collaboration and William Penn guidance counselors on college, university and technical school visits. Many of our EL students were excited about the club because it focused on supporting them in a smaller group environment. For many EL students, the experience sparked curiosity and interest in possible post-secondary opportunities they never thought about previously. In 2021-2022, we had a total of 77 EL students in the club and 47 EL students who are seniors. Of these students, 47 EL students are planning to pursue a post-secondary education. We are following our EL students through their postsecondary journey.

Our goal is to support EL students through the process so that they can be successful and passionate about their future.

2021-2022 English Learner Report Ethnicities of District students

Asian	0.15%
Unknown	0.36%
Multi-racia	5.88%
White	7.88%
Black	36.09%
Native American/ Alaskan	0.08%
Hawaiian/ Pacific Islander-	0.02%
Hispanic (any race).	49.56%



Parent, Family & Community Engagement

Communities in Schools of PA

2021-2022 SCHOOL YEAR

School sites served: McKinley K-8, Goode K-8, Jackson K-8, Hannah Penn K-8, Ferguson K-8, William Penn Senior High School

349 Case Managed Students served

63% of students are making progress towards academic goals

75% of students are making progress towards attendance goals

71% of students are making progress towards behavior goals

12,168 Parents served: (duplicated)

NOTABLE COMMUNITY PARTNERSHIPS:

York College of PA, Mission Central, Weis, Giant, PA Food Bank, United Way of York County, Girls on the Run, Messiah United Methodist Church

\$129,258.96 Amount of donations leveraged, to date



Community of Hope

OUR TEAM

Community of Hope and Connections (CoH) is fully staffed with a well-integrated team that provides exceptional service to participants and visitors.

- One of those team members is Shirley Pringle, a part-time Family Resource Center Assistant made possible through a partnership with the Crispus Attucks Senior Employment Program. Shirley greets and receives the participants/visitors, sorts and organizes donations and supports the check-in process for WIC clients.
- Linda Valenzuela, Resource Navigator, began in January 2022. Linda completes the intake for all new CoH clients, connects clients to resources, makes appropriate referrals within/outside Community Progress Council, supports clients in stabilizing crises, and provides efficient transition to assigned program coach.
- Lissuannette Rivera-Mercado transitioned from the Resource Navigator position to the newly added Progress Coach position at CoH in November 2021. In her role, she partners with the participant to integrate and coordinate services to support them in reaching self-sufficiency. She engages the individual/family in defining priorities and utilizes their strengths and supports to address barriers to self-sufficiency.
- Maria J. Jácome Ottati, Program Manager since December 2021, leads the team in their efforts to assist and support the growing number of program participants at CoH.

OUR WORK

Since January 2021, CoH has adopted and implemented a new, client-focused service delivery model. To further enhance this approach and provide an overarching philosophy, the CoH team will be starting a series of training sessions on Family Centered Coaching through the Prosperity Agenda. This will allow the teams to "reflect on themselves, their experiences and how these influence the way they support families". Along with this introduction, CoH will receive a Toolkit Training that includes skills, tools, and approaches to coaching that will allow us to work better with and support our clients in meeting their goals.

The CoH partnership with Lincoln Intermediate Unit continues to be strong. CoH had its first onsite CASAS assessment in March 2022. The CASAS assessment is the ESL placement test to determine English proficiency. The test also determines the class/level in which the participant will be enrolled. Four clients attended, all of whom - along

Parent, Family & Community Engagement

with two additional clients - are enrolled and assisting the ESL classes with LIU12 through Zoom. For clients who have barriers to attending the ESL class in Zoom (i.e. lack of technology), LIU12 provides laptops and earbuds so participants may connect to their classes at CoH Monday through Thursday.

Collaborative meetings with our CPC workforce coaches are facilitated at CoH to support participants in achieving employment goals.

WIC continues to operate onsite Tuesdays and Thursdays. They have also seen an increase in their client numbers for this area. CoH continue to receive formula donations, which allows us to support families in emergency situations, connect new families to WIC or connect WIC clients to our services if not already enrolled.

We have a new partnership with York Fresh Food Farms, through the work they are doing with WIC. Starting June 6, 2022, and continuing through November 26, 2022, York Fresh Food Farms will station their Mobile Produce Market at the Hannah Penn School on Thursdays. They will be located outside of the CoH entrance to serve the WIC participants, COH participants, and any of the students, families, and staff from Hannah Penn School and neighborhood.

Our Family/Community Activities Family Nights

PAINT NIGHT IN OCTOBER 2021 IN PARTNERSHIP WITH ADVENT LUTHERAN CHURCH

This was a very successful social event for our families to have fun, be creative, share with their children, and meet other families in the neighborhood. Participants had an opportunity for one our partners to interact and engage with our families.

WTF PLAY & LEARN

We started the Play & Learns in-person at CoH February 25, and continue to host these events monthly. This event provides the space and tools for younger children and their caregivers to engage in activities, games, and an educational presentation with a character. In February, we had Curious George, and in April, we had Princess Presto.

DOUBLE DUTCH FAMILY NIGHT WITH JUMP2FIT

(Planned for June 2022)

Jump2Fit will teach families double dutch and encourage friendly competition, while providing an opportunity for families to have fun, socialize and be active, together.

Community of Hope in partnership with Family First Health

WALKING SCHOOL BUS

- Relunched on January 10, 2022.
- This program was created to provide a safe route to school, in response to parent feedback, and increase attendance FFH and COH staff lead the walks every Monday morning on our set route
- Looking to increase engagement with the program and make changes for the 2022-2023 school year.

- Working with Addy Mathis, CISPA
- Survey shared with families to obtain parent's feedback on route, time of day, safety concerns, and interest in the WSB
- Information table at curbside pick-up scheduled for 5/12/2022 to talk with parents, share survey and information, encourage new enrollments



Parent, Family & Community Engagement

Family Engagement Focus Group

- Focus group made up of members from the Hannah Penn provider group, with the goal to increase family engagement.
- Student group, made up of 7th & 8th grade students, led by Lisa Kennedy in response to concerns surrounding mental health.
 - Have met twice so far (February 24th and March 25th) and the response has been positive; the students are engaged.
 - Next step is to also start the Parent Group as they have expressed feeling overwhelmed and anxious, and a need for additional tools.

Positive Check-in Home Visits

- In April 2022, our team conducted Positive Check-In Home Visits to see how families were doing, let them know we are available and provide any additional support they may need. The target families were those who had expressed anxiety around sending their children to school because of Covid.
- We visited 55 homes and provided resources around Covid mitigation practices, a contact sheet for the school, and information on the providers within the school and in the community.

- We had positive feedback from the parents/families we were able to talk with. We documented the information and will be connecting to resources/following up for those families that requested it.

Connections

Connections is a shared effort by residents, businesses, and organizations within the Hannah Penn Neighborhood, with the primary purpose to build connections so Hannah Penn families and community organizations can work together to enhance neighborhood health and well-being. Connections is supported by four Core Partners – the City of York, Community Progress Council/Community of Hope, Family First Health, and the School District of the City of York. Most importantly, we have the residents as a core partner of the decision-making body; partnering with the community as they are the experts in their community.

We held a series of focus groups in December, in English, Spanish and Haitian Creole to engage the residents in sharing the current needs of the neighborhood and what they would like to see happen or change here. The feedback and engagement were incredibly positive. Since then, the Steering Committee – the decision-making body of Connections – reflected on the needs shared by the residents and prioritized the needs to move forward. We met with the residents again – adults and students – in March 2022 at CoH, to prototype and create solutions

to those needs. The residents continue to be engaged and expectant of what solutions will be moved to the testing phase.

Events/Activities

Hygiene Distribution Event

- In partnership with FFH, as part of our efforts with the Connections Collaborative, CoH continues to host monthly hygiene distributions for the Hannah Penn community.
- Distributing personal hygiene and household items, which mostly come through donations
- Allows our teams to meet immediate needs, build relationships, and most importantly, connect clients to resources and services inside and outside of our agencies.
- From January through March of 2022, we have supported 748 neighbors (181 households) with household and hygiene supplies. We have made 61 connections to services that include medical/dental care, health insurance, employment, housing, clothing, and food.

Neighborhood Walks

- Once a month, we participate in the community walks in collaboration with Police Commissioner Muldrow, Hannah Penn teachers and staff, Community Progress Council, and Family First Health in our efforts to strengthen relationships among agencies, partners, and residents of the Hannah Penn neighborhood.

Parent, Family & Community Engagement

Pre-K Report

The Pre-K Program at the School District of the City of York began its 15th year of operation in 2021-2022. The Pre-K Program is funded through the Pre-K Counts grant from the Pennsylvania Department of Education. The grant provides free, high quality, developmentally appropriate pre-kindergarten to families of 4-year old children living in York City. The Pre-K Program has partnered with Community Progress Council Inc., to provide staffing for the program for 15 years.

The Pre-K Counts grant provides funding for 301 children. During the 2020-2021 school year, Pre-K enrollment declined due to the Covid 19 pandemic. Enrollment was 40% of its normal 100%. During the 2021- 2022 school year, enrollment increased to 80%, as effects of the pandemic began to decrease. We expect to be fully enrolled for the 2022-2023 school year.

The Pre-K mission is to help students be better prepared to enter kindergarten both socially and academically. In order to achieve that mission, Pre-K teachers worked closely this year with district kindergarten teachers on aligning early literacy standards and curriculum. This alignment will allow for a smoother transition for students from Pre-K to kindergarten. Focusing on exposing students to skills such as book handling, concepts about print and phonological and phonemic awareness gives students a head

start as they enter kindergarten. Pre-K teachers and assistant teachers completed the AIMS Science of Reading course during the 2020-2021 school year. This course provided Pre-K staff with the most current research on best practices for early literacy instruction. Teachers applied these strategies and best practices to enhance what was already being taught in the classroom.

Pre-K students are assessed using the Preschool Early Literacy Indicators (PELI) three times during the school year. The PELI assesses alphabet knowledge, phonological awareness, vocabulary and oral language, as well as reading comprehension. Students who scored at the benchmark in alphabet knowledge rose 20% from the beginning of the year to the middle of the year. Phonological awareness benchmark scores also increased by 20%.

Pre-K also collaborated with kindergarten teachers on aligning the social - emotional early learning standards. This collaboration led to professional development sessions where teachers exchanged ideas and teaching strategies on self-regulation, problem solving and conflict resolution. This exchange of ideas has been well received by both Pre-K and Kindergarten teachers. When Pre-K and Kindergarten teachers work together, the transition for our students is improved. Despite the challenges of the Covid-19 pandemic,



Pre-K continues to make strides preparing students for kindergarten.

Safety & Security



School Police Pledge to Serve and Protect the Future Leaders of York

The School District of the City of York Police Department is a state-recognized, school-based law enforcement agency consisting of 15 sworn school police/resource offices and about 30 civilian support staff.

BEYOND THE BADGE

The primary role of the School Police is to maintain safety and security and foster a safe learning environment for all students and staff. School Police model safety, diligence, building rapport, trust, and integrity with our students, staff, and community.

In 2021-2022, that commitment was best highlighted through programs, including:

- Engaged with younger students in Pre-K-3rd classrooms through the Officer Friendly Program
- Organized, and prepared

meals for families in need with department-sponsored "Thanksgiving Giveaway"

- Truancy Task Force-provide additional support to the district Attendance Initiatives and help reduce overall Truancy statistics
- Partnership with G.V.I/York City PD- "At Risk Students" chronically absent, excessive behavioral concerns, and criminal involvements on need of additional supports
- Organized York City School Police "May Day/Carnival" event at Goode K-8
- Participated with students through "Wellness Wednesday" Initiative
- Non-Violent Crisis Intervention Program: Four certified instructors
- State-Of-The-Art: Emergency Mobile Response Kits
- School Gate Guardian Visitor Management System: Implemented at all school buildings
- Safety Patrol Program at Davis K-8 and Hannah Penn K-8

- Participated in community service projects with Lincoln Charter School and with our very own Omar Castro
- Expansion of The York City Public Safety & Emergency Services Career Training Academy
- Sewing Club at William Penn Senior High School
- Mentor Boys Group at Ferguson K-8
- Recognition of Outstanding Dedication and Commitment Award



AAA School Safety Patrols at Hannah Penn K-8

The School District of the City of York first introduced the Public Safety Academy during the 2018-2019 academic school year. The “driving force” behind its creation is to raise student awareness of viable community career opportunities while increasing the recruitment “pool” of urban students/graduates interested in the Public Safety field. The Public Safety Academy strives to create students/graduates to become effective leaders in the communities in which they live.

BEARCAT PROUD

The Public Safety Academy began with One(1) Introduction to Public Safety Course, which introduced students to career and post-secondary education paths – Law Enforcement, Emergency Medical Services, Firefighting, 911 Dispatching, and Ancillary Aspects/Fields.

This awareness level course offers certifications in American Heart Association – First Aid, CPR and AED, Naloxone/Narcan Awareness and Response for Opioid Overdoses(which ALL students were provided with an actual First Response Kit – which included Naloxone), Community Emergency Response Team – C.E.R.T. (Sponsored by the City of York Department of Fire/Rescue Services), Stop the Bleed, a Nationally recognized training program in the attempt to SAVE LIVES for those suffering

traumatic injuries, QPR – Question, Persuade, Refer for Suicide Prevention: a training for first responders/lay persons to be able to recognize signs and symptoms of individuals suffering from depression and stress.

Students in the Public Safety Academy were eligible to participate (after basic training) as Volunteer Security Assistants, during district sponsored events (i.e. football, basketball, concerts, dances, etc.), to accrue Community Service Hours, required for Graduation. Students also participated in School Police sponsored/facilitated events, like Thanksgiving Plate Patrol and our Summer Safe Camp Program.

Students after successful completion of the Introduction to Public Safety Course, are eligible, during their next academic school year/grade to continue in the Public Safety Academy, by choosing a Track/Major. The Current 3 Tracks/Majors that our district is offering are: Emergency Medical Services/Healthcare, Law Enforcement, and Firefighting. A Track is focused exclusively on intermediate to advanced-level curriculum, training and certification in that specific academic/career focus, to maximize the students awareness, knowledge, and skill base. The course curriculum/material is heavily focused on experiential based learning, giving students optimal skill building opportunities, to maximize successful completion of Nationally recognized Certifications offered throughout each Track.

Students enrolled in a Track have the opportunity to participate in field training opportunities, like observations, ride-alongs, and shadowing, in the attempt to maximize understanding of a “Day in the Life of” a professional in their chosen field.

Each Track also includes post-secondary education research (colleges, universities, career colleges, technical schools and academies), scholarships, as well as part-time and full-time career opportunities available to students immediately.

Students, who successfully complete any of the Public Safety Academy Courses, Tracks/Majors, receive not only Nationally Recognized Certifications, but also Elective Credits required for Graduation, in either: Social Studies, Science, Health, and/or Wellness, depending on the Track/Major selected.

The Public Safety Academy is expanding and offering an introductory course, for the first time during the 2022-2023 academic year to incoming Freshman Academy Students (9th Graders)!



Special Education

Office of Special Education

The mission of the Office of Special Education is to promote a diverse, inclusive, and supportive learning community committed to academic excellence and integrity. Academics and Special Education supports are provided in a caring, safe, and rigorous learning environment, responsive to ALL students, in collaboration with families and the community. In order to meet the needs of students identified with an educational disability, the office of Special Education offers the following services and supports:

- **Autistic Support**
- **Emotional Support**
- **Hearing Impaired Support**
- **Speech and Language Support**
- **Learning Support**
- **Life Skills Support**
- **Multiple Disabilities Support**
- **Visually Impaired Support**
- **Gifted Support**

Other services include extended school year (ESY), hearing and audiology services, occupational therapy, physical therapy, psychological services, social work services, behavior analyst support, and transportation services.

Along with these services and supports, the Office of Special Education focuses on providing instructional and behavioral interventions specific to designated educational programs to improve identified student skill deficits. The Bearcat Cyber Academy services K-12 students in a virtual learning platform and special education teachers were available for additional 1:1 support and/or small group instruction.

In partnership with the AIM Institute for Learning and Research, several groups of educators engaged in pathways to literacy courses to enhance their understanding of how young children learn to read. All special education teachers comprised one cohort while paraprofessionals worked simultaneously in another cohort. A third cohort consisted of all kindergarten through second general education teachers. Since these three groups of educators are expected to work cooperatively with each other to support children, it was important they all engage together in this critical learning opportunity. Building and district leaders

also participated in a leadership course where they learned to more effectively support the delivery of the instruction by the teachers and paraprofessionals.

In previous years, students in need of learning support were instructed in the same classrooms with students also receiving life skills support. To better meet the needs of all students, individualized education program (IEP) teams met at the end of the 2020-2021 school year to analyze performance data and determine which students were in continued need of a full-time classroom and which ones would benefit from being included in the general education setting for greater lengths of time. This program accommodation changed students' least restrictive environment (LRE) to be more inclusive.

The Office of Special Education is committed to working collaboratively with families to increase communication and improve the overall efficacy of our student educational programs. While the development of a parent advisory committee is in its infancy stage with only a few members identified, the office of special education plans to expand the team and meet regularly to capture and utilize parents' ideas and suggestions for the upcoming year.

Multi-Tiered System of Supports (MTSS) and Chapter 14 Parent Requests

The MTSS coordinator works closely with building-level teams to implement targeted academic and behavioral interventions in the regular education classroom.

When a parent submits a written request for a special education evaluation, the request will be reviewed within the process supported by the MTSS framework occurring at each building. All requests will require the parent and the building-level MTSS team, usually composed of a regular education teacher, building administrator, MTSS coordinator, English learner (EL) teacher, school psychologist, and school counselor, to discuss academic and/or behavioral concerns. If there are targeted skill deficits requiring speech and language services or occupational therapy, those individuals may also be included on the MTSS team.

Once formed, the entire team will decide whether to implement those targeted academic and behavioral interventions in the regular education classroom and collect more data or proceed with a comprehensive evaluation through the office of special education.

Board Certified Behavior Analyst (BCBA)

During the 2021-2022 school year, the role of the BCBA changed from previous years

As a consultant to the district, the BCBA provided direct support to the therapeutic emotional support (TES) classrooms full-time while providing consultations outside the classroom on an as-needed basis, usually two or less per month.

The present school year dissolved the TES classrooms and altered the BCBA position to serve as a consultant for all the special education classrooms, providing training on individualized and classroom-wide behavior management strategies to teachers and paraprofessionals, and assisted in the development of functional behavioral assessments (FBAs) and positive behavior support plans (PBSPs).

Additionally, the BCBA extended supports outside the Special Education program to regular education staff.

Within the regular education setting, the BCBA provided support, consultation, and training to teachers regarding students demonstrating behavioral concerns which impeded the learning of themselves or others.

Positive Action

Positive Action is one of the few evidenced-based social and emotional learning (SEL) curricula documented to improve behavior and overall academic success of students. Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. The thoughts-actions-feelings circle illustrates how this works in life; our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. Positive Action helps students identify themselves and understand their self-concept. At the start of the 2021-2022 school year, the district began full implementation of the Positive Action curriculum. To maintain sustainability, staff were trained-as-trainers who are able to support the continued implementation of positive action throughout the district. In addition to creating this internal foundation, adaptations were made to the curriculum and fidelity standards in order to better support the district's students.

“There needs to be a lot more emphasis on what a child CAN do instead of what a child CANNOT do.”

– Dr. Temple Grandin

Special Education

Crisis Intervention, Mental Health, and Behavioral Supports

The district supports the use of de-escalation strategies promoted by the Crisis Prevention Institute (CPI) and their nonviolent crisis intervention (NCI) model.

The office of special education developed five certified trainers consisting of a special education supervisor, three school social workers, and a bilingual special education teacher. These five experienced trainers have a combined 1,300 documented hours delivering the NCI training to district faculty. In addition, a building principal was certified as a sixth trainer in May 2022.

At the beginning of the 2021-2022 school year, trainers taught almost 70 paraprofessionals in the use of this model and safe physical intervention and support. Five trainings were offered throughout the school year to train additional staff such as school police officers, hall monitors, teachers, social workers, and administrators in the use of the CPI's NCI model.

School-based mental health services include community and school-based behavioral health (CSBBH) teams provided by Pressley Ridge located at Hannah Penn, Davis and McKinley K-8

buildings and school-based outpatient (SBO) therapy located at all buildings delivered by Pennsylvania Counseling Services (PCS).

The CSBBH teams provide support to the students and their families who require a higher level of intervention. This team-based enhanced service includes parent education opportunities, after-school hours, family therapy, art therapy and play therapy.

The office of special education is currently partnering with Community Care Behavioral Health (CCBH) and Pressley Ridge to expand the CSBBH program by adding an additional K-8 team and a new team to specifically service and support high school students and their families.

This expansion is expected to begin during the 2022-2023 school year.

Autism Initiative Using ABA Supports

For students with autism spectrum disorders, learning may be challenging due to differences in social and communication skills as well as other characteristics associated with repetitive behaviors.

To ensure the best learning opportunities for our students with Autism, The School District

of the City of York continues to partner with PaTTAN and the state Autism initiative to provide an applied behavior analysis (ABA) approach to teaching essential fundamental skills in the classroom.

The main focus of this initiative is to teach our students functional communication skills, so they can independently communicate wants and needs. Communication skills are taught through an errorless teaching method and then generalized to the natural environment to ensure skills are functional

This year, the district has added an on-site Autistic internal coach to support our 13 full-time classrooms, as well as our students with Autism throughout the district placed in general education classrooms. As we continue to build the program, we are projecting an additional five classrooms for the 2022-2023 school year.

As the program grows, we are also expanding a variety of academic programs to include skill-streaming, connecting math concepts, reading mastery, and the use of Quality Behavioral Solutions (QBS) safety-care for crisis intervention.



School Snapshots



William Penn Senior High School 2021-2022 HIGHLIGHTS

During the 2021-2022 school year, William Penn Senior High School was busy "Creating Opportunities for Success!" Throughout the year, the High School Leadership Team members focused on providing services for our staff and students to promote academic success, positive social and emotional experiences, and to persistently bounce forward recovering from a global pandemic. We have continued to push our students with academic excellence, improved attendance, along with social and emotional development and learning. We are most proud of our more than 220 Class of 2022 graduates!

Fall/Winter Opportunities
During the Fall and Winter, students participated in the following sports: football, soccer, volleyball, basketball, and cheerleading. Students engaged in clubs and other after school programs, such as: theatre, choir, band, chess club, TikTok club, video game club, fuego dance club, sewing/crafts, animal friends

club, Felicia's Tae Kwon Do, high school plus, and tutoring.

Staff and families enjoyed the homecoming festivities, pep rallies, door decorating contests, Black History Month program, assemblies, and other opportunities to engage and celebrate success.

Spring/Summer Opportunities
During the Spring and Summer, students participated in the following sports: track & field, baseball, softball, and cheerleading. Students continued to participate in after-school clubs and took advantage of our credit recovery options to improve their academics. Our award-winning PBIS Summer Program allowed students to experience new opportunities while giving back to their community. Staff and families enjoyed marking period awards, senior prom, parent meetings, graduation, pep rallies, an end-of-the year block party, guest speakers, assemblies/banquets, and other opportunities to recognize their success and socialize.

It is through the solid relationships with our community partners

that we continuously provide the resources that our students and families need to be successful. Our partners at York College, Talent Search, Communities in Schools, the Rotary Club of York, HACC, and so many others help us to be a resource for our families.

As we build on the dedication from our staff, the support of Central Office along with our school board and the relationship of our community partners we will continue

"Creating Opportunities for Success!"



School Snapshots

Smith STEAM Academy

SOLUTION FOCUSED

We believe all students will develop the skills of collaboration, communication, cooperation, critical thinking, and creativity to be productive in a global society. Project Based Learning embeds opportunities for students to solve real world problems. During the 2021-2022 school year, students in Grades K-2 explored units focused on Multicultural Dance, Emotions, Native Habitats, and Life Cycles. Students in Grades 3-8 explored Environmental Concerns including Recycling, Water Quality, Stormwater Runoff, the SmartLake Project, Refugee Experiences, and the Young Heroes Outreach Program. Many of the resources that support PBL are purchased for us by Penn State York.

STEAM INTEGRATION

We believe in using integrative practices that incorporate diverse thinking across multiple disciplines. Through building-wide STEAM Challenges, students followed the Engineering Design Process, a series of steps to find a solution to a problem. Students were challenged to design and create art robots, beehive architecture, mini golf holes, balloon cars, and floating boats. This school year, we also expanded our Makerspace to offer interactive stations including hydroponics, aquaponics, lifecycles, and native habitats.

CULTURE & COMMUNITY

We believe in creating a culture that embraces empathy, trust, compassion, and social awareness for others and our world. We engage with the community to ensure that learning is both authentic and meaningful. This year, we received a grant from the Pennsylvania Department of Environmental Resources that supports our work with York City's Department of Public Works to develop an Adopt-A-Storm Water Drain program. Our grant from Planet Bee supports and promotes knowledge of the importance of bees and other pollinators. We have a relationship with TROLA Industries and the Rotary Club to monitor water quality and the overall health of species at Kiwanis Lake. Our Advisory Council meets quarterly. We are developing relationships with Creative York, Dreamwrights, Resource York, the Appel Center, and the York Revolution. We hold monthly evening events to encourage participation of families in our STEAM pedagogy.

TECHNOLOGY

We believe effective use of technology will lead to the development of learners who approach problems more creatively, think more critically, collaborate more skillfully, and communicate more precisely. The 2021-2022 school year was the leading year for Project STEM, a grant-funded Computer Science curriculum through Amazon Future Engineers. Students also

participated in technology and engineering based competitions like CoderZ and What's So Cool About Manufacturing. STEAM News Crew also made a return, utilizing the new Media Arts Lab for photography, video, audio, digital arts, and interactive media.

PERSONALIZATION

STEAM Students become lifelong learners through engaging learning that applies to real life problems. Our PBIS team has been busy planning events and activities for staff and students. We continue to keep our focus on PRIDE and SEL lessons and ways to improve for the coming year.





Bearcat Cyber Academy

Beginning as a humble program dedicated to meet the needs of students during the COVID pandemic, the Bearcat Cyber Academy has enhanced the educational experience of over 800 students as it leverages technology to support the success of York City students.

The Bearcat Cyber Academy opened its doors at 329 Lindberg Ave, on July 1, 2021. The program has 18 full-time staff and offers over 200 courses. The program provides whole-group and small-group instruction, one-on-one tutoring opportunities, and social events, such as October's Bearcat Cyber Trunk-or-Treat, Gingerbread Day in December, the primary grades' 100th Day of School, and Bearcat Cyber Picture Day.

The program has assisted over 800 students in countless ways. The Bearcat Cyber Academy offers Credit Recovery to enable students to get back on track towards graduation. Enrichment courses are available for students that want to take extra courses that might not fit into their schedules. Home visits and flexible small-group instruction ensures that students have what

they need to succeed. The Bearcat Cyber Academy also provided quality instruction to students whose families desire an alternative environment for learning or are concerned about COVID-19 transmission.

Unlike other online learning environments, our Bearcat teachers teach from York for York City residents. We know our community and care deeply about our students. Teachers provide online instruction using Zoom meetings on the Google Classroom platform complimented by Odysseyware for upper grade levels. All students have accounts in IXL and Khan Academy to identify areas of success and opportunities for student growth. The Bearcat Cyber Academy is a K-12 program serving a diverse student population who is special to all of us here at Bearcat Cyber.

As the 2021-22 school year comes to a close, the Bearcat Cyber Academy is looking to celebrate the graduation of approximately 28 seniors; three of whom graduated in December. Another milestone achievement is the promotion of a high achieving eighth grader to ninth grade at the beginning of the second semester.

Seeing the smiling faces of our students when they come in for individual tutoring, or sitting with them in the office just chatting about how their lives are- we are so proud of our Cyber Bearcats for achieving their goals. (And our favorite is when they bring their babies – the cutest babies you will

ever see – it makes it all worth it!) Our students deserve applause and gratitude for making us all look good.

"York City KIDS are the BEST and the Bearcat Cyber Academy students are achievement personified."



School Snapshots

Pre-K to 8 Schools



DAVIS Pre-K to 8

The Davis Elementary team is dedicated to our mission to provide every learner with an education that empowers them to overcome adversity – in a caring environment, centered on their needs – so they become productive, empathetic citizens.

The PBIS Leadership Team continues to implement a PBIS framework to help promote positive social skills and improve behavioral and academic outcomes by enhancing the school climate and preventing problem behavior. We started the year off with Back-to-School Night with various organizations supporting our school (CYF, Pressley Ridge, York Food Bank, PA Counseling, Mosaic Church, Grace Baptist, York CPC, MHIDD, Family First Health, Martin Library, UPMC, Dough Heads Food Truck, and the York City Police Department).

Our culture and climate have also been enhanced by the MTSS framework, which focuses on improving student academic performance while reducing expulsions, behavior referrals and suspension. We have seen positive results from this approach and include a team of staff to ensure students are supported at many levels.

At Davis, our community partnerships complement and reinforce values, culture and learning. We partner with St. Andrew's Church, who hosts a monthly All Pro Family Breakfast that 50-60 Davis families attend regularly. During the breakfast, families engage in meaningful conversations and activities centered on a character-based curriculum. Partnerships with LCBC Church, Grace Baptist Church, and Mosaic Church continue to serve our students. The churches provide clothing donations and celebrate our staff. Mosaic Church provided Thanksgiving and Holiday meals and gifts to our students and families.

Listening to student voices is a critical element in adapting PBIS systems to improve equity in schools. Our students spoke, and we listened. It is with great PRIDE that we created the student led Davis News! Students displaying Bearcat PRIDE are nominated by their teachers to lead the News Crew. Student anchors and field reporters collaborate to write, produce, edit, and showcase all things positive at Davis via morning video announcements.

Davis also launched a Student-led Safety Patrol this year. Students apply for these leadership positions and lead their classmates in modeling safe behaviors in school. Safeties wear their badge proudly and set a great example of Bearcat PRIDE throughout the building.

We continue to celebrate our students with monthly Student of the Month Breakfast Celebrations, bi-weekly Sweet Treat Fridays, and monthly grade-level celebrations (all earned with LiveSchool points).



School Snapshots



DEVERS Pre-K to 8

At Devers K-8 we are committed to our students, parents, families, and teachers. We work to provide strong, engaging instruction to influence our students to become lifelong learners. This is the reason why our students cannot hide their Bearcat pride!

Over the past two years, our school has partnered with some of our community members to hold our own Bearcat Classic golf fundraiser. With the help of Scott Ettien, and our school staff, we have been able to raise over \$20,000 dollars for our school. With this money, we have updated our school playground and basketball courts to help provide a safe area for our students to learn and play. The funds have also been used to provide and enhance our classroom learning environments.

Devers was also able to create a Zen room for our teachers and staff. This space allows them to decompress before and after school. We are grateful to our community for help to support Devers K-8.

Devers continues to partner with Byrnes Health Center which has provided our students with great

lessons to improve their social and mental health. This year, Byrnes Health Center provided a cyber-wise program that emphasized how teens can use technology appropriately. The program discussed the do's and don'ts of online communication and how unintended texts and chats can lead to consequences. We know after this experience our students will make more informed choices when it comes to conducting themselves online.

Devers third and fourth grade students have worked to beautify the school and its surroundings. Our students have spearheaded an initiative to recycle trash collected by the school. The students have discussed the process for collecting, sorting, and disposing of items in the correct manner. The knowledge our students have gained about recycling will help them be better stewards of our local environment.

Our students continue to show their PRIDE each day. Students at Devers continue to participate in our PBIS program. Students receive live school points daily that contribute to them attending our monthly PRIDE rewards.

Our students have participated in many monthly reward events such as ice cream social, soft pretzels, classroom music dances, and donut decorating activities, to name a few. These activities continue to bring smiles and fun to our school environment. Academically, Devers is showing tremendous growth. Students

at Devers have shown multiple years of growth through our PVAAS data. All grade levels have demonstrated at least proficient growth on our state assessment with some grade levels exceeding the growth expectation for our students. Devers students have consistently performed above expectations on our common assessments, and we strive to continue improving.

We continue to be proud of the many things that our students and staff have accomplished this school year. Our main goal continues to be to create successful lifelong learners that will have a positive impact on our great York City community.



School Snapshots



FERGUSON Pre-K to 8

This school year, Ferguson Fab focused on confidence building of staff and students. After facing a myriad of obstacles, including the pandemic closure, staff vacancies, quarantines and community challenges, we are learning to celebrate small wins!

Special Highlights of the 2021-2022 School Year include:
Robotics - Grades 3 & 4
Wee Rockers- Grades K-2
Student Community Service
New teacher PLC room—designed to provide a comfortable and effective neutral professional learning setting (funded by LCBC)
First 10- Engaging Community with families of children from 0-10 years of age.

Our staff have been recognized for their expertise and skill of collaboration, this led to numerous promotions of our current Assistant Principal Mr. Shiposh, past Partnering Principal Mrs. Koerner, and other teachers.

Our Grades 5-6 team led the district in IXL implementation and student participation during school and at home. The PBIS Team promoted LiveSchool through healthy competitions like

March Madness for attendance and other student incentives. Teachers gave 67,889 points promoting the behaviors we want to see. Our teachers continue to use peer observation for coaching and learning opportunities. In addition, our implementation of using an aggressive monitoring tool has increased our ability to adjust instruction for student needs.

Ferguson has taken pride in writing across the curriculum from grades K-8. We use the R.A.C.E.S. (Restate, Answer, Cite Evidence, Explain & Summarize) tool strategy to promote effective writing. Our Kindergarten students' Acadience data exceeded district projections for growth for the first time.

Finally, thanks to the consistency of teacher effort, high expectation and dedicated implementation of instructional strategies, like RACES and aggressive monitoring, Ferguson has proudly achieved increased PVAAS growth.

SPECIAL THANKS TO OUR COMMUNITY PARTNERS:

- LCBC
- Zeal Church
- Thrive Church
- Girls on the Run
- Messiah Church
- Mission Central
- York College Buddy Program





GOODE Pre-K to 8

During the school year 21-22, we focused building-wide on proving the possible. The story *I Believe I Can* by Grace Byers shared the message of self-affirmation for boys and girls of all backgrounds.

The Bearcats' academic and social success is celebrated through PBIS and Live School, where students are delighted to see the points grow and use them for school-wide events, such as Paint and Punch and Uno Tournament this year. The faculty and staff put together a drive-thru celebration for students who have shown growth and progress toward their goals after school.

We continue to build community partnerships and honor the York City community at Goode K-8. In the 21-22 school year, students in Grades 3-4 participated in an essay contest hosted by Representative Carol Hill Evans, winning first and second place. In addition, through our partnership with Communities in Schools, students continue to build positive relationships and build skills.

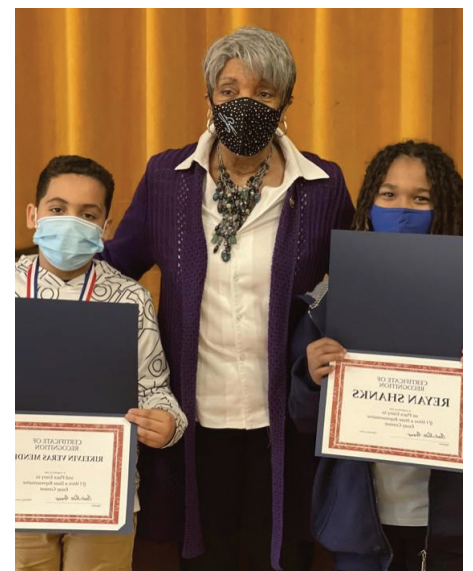
The congregation of Temple Beth Israel continues to show dedication and commitment to the Goode K-8 community. We are rewarded with new experiences and ever-changing nature views in our inner courtyard as the seasons change. We have a flourishing courtyard garden that has helped educate and provide agricultural opportunities to our students in their own backyards. Together, York College of Pennsylvania and Penn State York's engineering school continue to partner with Temple Beth Israel and the Goode Family to provide students with hands-on learning opportunities.

We also enjoyed the challenge that Ms. Koerner and Ms. Chroniger gave to our CIS, Student Support, and School Police Officer to provide all students with a gift for the holidays. In addition to receiving a gift of their choice, all students from Pre-K-Grade 8 also received a brand new basketball. The challenge was accepted and accomplished.

As part of "Doing Good for Goode," the "Doing Good For Goode" foundation provided copies of *I Believe I Can* by Grace Byers for the classrooms of Goode as a sign that the community supports and believes in the importance of students loving and believing in themselves.

Goode K-8 Choir performed at the 30th celebration of the Four-Chaplains to honor our namesake A.D. Goode and his commitment to service and sacrifice.

"As we continue our mission to guide Goode K-8 to greatness, we look forward to our next chapter."



School Snapshots



HANNAH PENN Pre-K to 8

Despite the Pandemic impact in 2020-2021, Hannah Penn has shown significant growth in student achievement. Current PVASS results show substantial and encouraging growth in student achievement. Hannah Penn is currently focusing on moving students to proficiency through small group instruction and targeted interventions. The addition of the MTSS specialist in 2021-2022 has allowed for a stronger focus on individual

student needs and closing the achievement gap, especially in literacy in grades K-2. Working diligently on improving instructional practices and supports at the early literacy levels will positively impact future student achievement.

During the 2021-2022 School Year, Hannah Penn and the School District became a 1-1 school district. With technology in the hands of students, teachers have been able to use alternative teaching methods to help support student growth. Technology enables students to become more engaged by offering alternative ways to collaborate. Hannah Penn will focus on improving its ability to use Instructional technology to support student achievement through targeted Professional Development on effective uses of technology in the classroom.

In 2021-2022 Hannah Penn joined the School Districts' First 10 Initiative as a community school. The school has embraced the philosophy and importance of the First 10 movement and is working to transition its kindergarten program to a more robust program that supports all students' needs. Hannah Penn is currently conducting Play and Learn Groups for rising kindergarten families to encourage and support parents in helping develop essential skills that can be supported at home. In addition, Hannah Penn is working closely with CPC Head Start and other child care centers across the attendance area to encourage the teaching of essential Kindergarten

skills across the city. Hannah Penn continues to have a strong focus on the social-emotional needs of students and families. Hannah Penn partners with several agencies to assist struggling students and families. The CSBBH program provided by Pressley Ridge is growing into a solid and impactful program. Communities in Schools is finding alternative ways to help support the students and lead the way in making connections between all the agencies supporting Hannah Penn. Communities of Hope has grown astronomically and is now supporting families with basic needs and has a plethora of services that it can provide at Hannah Penn. Family First Health Center has added several positions that support Hannah Penn directly. The impact of those positions and the addition of the Connections Grant have made great strides in supporting the school community. Hannah Penn is becoming a community school.



School Snapshots



JACKSON Pre-K to 8

Jackson K-8 has continued to commit to living in our purpose - building a culture that is focused on equity and high expectations for all while displaying behaviors that are consistent in fostering shared responsibility and emotional safety.

Staff at Jackson were able to participate in a building-wide book study, reading *Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice*. Staff gleaned ways to implement restorative practices in their classrooms, establish a classroom environment where students are able to discuss issues in a safe way through restorative circles, and invite ways for students to "repair the harm" caused by unexpected behaviors.

Partnerships both in and out of the building have provided our students and staff with support, appreciation, and opportunities to build relationships. Through our Jackson Jumpstart Joint (consisting of our Guidance Counselor, Social Worker,

and Communities in Schools Coordinator), our students have a place to go and adults to connect with to discuss stress, worries, struggles with school work, conflict-resolution, small groups for anger management, and other troubles. Thanks to the collaboration of Communities in Schools and organizations such as Girls on the Run, Generations of Hope, and TAFE (Theater Arts for Everyone), our students have been able to showcase their best selves while also developing relationships and experiences with others.

Members of Aldersgate Church have played an active role in supporting our students and staff by recording a selection of monthly read aloud stories for students in PreK-Grade 4 based on topics explored in the curriculum, holidays or monthly themes. The church has also donated items for students such as hats, winter items and hygiene items and will provide each student with a donated book to take home and read this summer.

Students at Jackson K-8 have had opportunities to celebrate their efforts and displays of our school-wide expectation, PRIDE. They receive LiveSchool points that they use to shop at our school store (Paw Mart), attend monthly Grade Level Reward Days, and participate in our end-of-the-year celebration. A Student Ambassador program was implemented this year to allow students in Grades 6-8 who have maintained consistent grades and behavior to be involved in assisting around the building.

Student Ambassadors have assisted with Paw Mart, delivering food bags, helping with grade level events and/or appreciation events for staff, sharing their ideas related to PBIS, pairing up with new students to help them feel welcome at school, and most recently have expanding to mentor fifth grade students (our Bearcat Buddies) that visit our Kindergarten classrooms once a week. Our Ambassadors and Buddies read to and with our kindergarten students and go so far as to plan activities and games for them.

Looking into next school year, we will continue to walk and work in our purpose to provide an accelerated, safe, and exciting environment for our students and staff!



School Snapshots

MCKINLEY Pre-K to 8

At McKinley K-8, affectionately known as “McKinley Magic K-8,” we stand firm in our commitment to academic growth, providing family and student support, and cultivating genuine relationships with our community stakeholders to create a safe, supportive, and welcoming environment for every person who walks through our doors.

We continue to meet students’ and families’ needs within our Student Services office using our Student Services Referral Process. We have assisted over 200 students and families in obtaining academic support, school-based counseling services, housing and eviction prevention, financial assistance, employment, food/nutrition, connections to after-school activities and more. We continue to offer CSBBH and PA Counseling school-based counseling programs, all of which are currently full. CSBBH has also been running additional after-school groups twice a week that provide homework assistance to our students who are struggling academically. CSBBH is also gearing up to implement its summer program, which will coincide with the school district’s SLAM program. We also offer Communities In Schools and Check & Connect programs to assist students and families with improving their attendance, academics, and behavior. With PBIS, we celebrate our student nominees for Student

of the Month, most LiveSchool points, perfect attendance, most improved attendance, and honor roll. We are currently preparing for our upcoming events, including May Day, Family Movie Night, Night of Music, and Grade 8 Promotion Ceremony.

We approached the 2021-2022 school year with thoughts of how we could make the year fun and engaging like no other. After analyzing student data, we set a goal to increase student proficiency in academic language and to improve student vocabulary skills. To accomplish this goal, we had to bring our curriculum to life by creating meaningful, relatable, motivational, and engaging learning experiences that included high quality tasks.

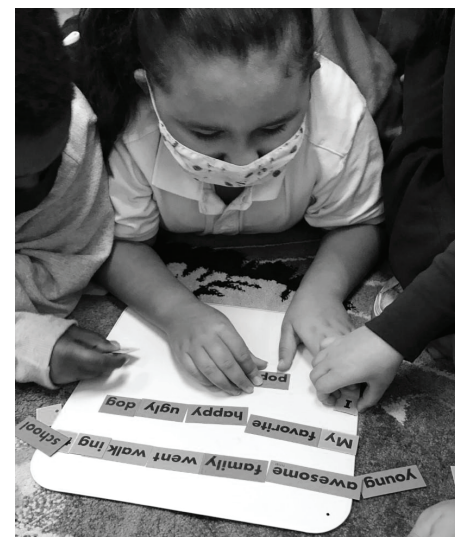
Teachers enjoyed facilitating lessons where students were taking ownership of their learning. Students communicated with one another, challenged one another, and used their critical thinking skills throughout their given tasks. Teachers allowed students to reflect on their performance, participation, and engagement in small and whole group discussions, just as teachers would to improve their skills. This model positively influenced and impacted student academic achievement.

We are very proud of our students, as many of them stepped out of their comfort zones and took risks to engage in lessons that they knew were challenging. Students maintained high expectations

for their personal and academic performance and were rewarded in many different ways, from awards ceremonies to surprise gifts to fun, educational activities like our PSSA Test Prep Carnival.

According to our PVAAS Data, McKinley students continue to show significant growth at all grade levels, with each grade either meeting or exceeding the growth standard. Moving forward, the administration, faculty and staff of McKinley K-8 will strengthen our capacity to help our students reach greater academic milestones, focus on supporting the needs of our increasingly diverse students, and deepen our connections with families and our community partners. Together, we will continue to live our school’s motto,

**“It Takes Everybody
Every Day to Make
McKinley
a Magical Place.”**



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