



**APS PROGRESSIVE PLANNING MODEL
2019-2020**

**School Performance Priorities and Actions to be Taken
to Address Student Achievement**

School Name: Yorktown High School

School Principal: Bridget Loft

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
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<p>2018-2019 Your Voice Matters (YVM) survey: 37% of students responded favorably to the questions that asked whether they feel connected to others at YHS.</p>	<p>Goal 1 (Year 2 of 3 Year Goal) By May, 2020, 9th grade students who have regularly participated in community circles will report a sense of belonging at Yorktown and an increased feeling of trust of their classmates.</p>	<p>Healthy, Safe & Supported Students - Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p>	<p>Measurement - Pre- survey, mid-year and post survey of 9th grade students who participate in community circles.</p> <p>Strategies -</p> <ul style="list-style-type: none"> • Regular check-ins and refresher trainings with staff who are facilitating community circles to ensure confidence in the practice and in use of other RP strategies such as using affective language in communicating expectations to students. • Staff who conduct community circles will share feedback regarding observations of changes in a sense of community within their classes that have participated in community circles • Continued school-wide promotion of social emotional skills through ROCS lessons and recognitions will complement use of affective language, RP strategies such as community circles and restorative chats and conferences. • Ongoing review of 9th grade disciplinary infractions related to conflict (eg, fighting, bullying, disrespect, etc) to determine how to use RP strategies such as restorative conferences to support feelings of belonging and trust in 9th grade 	<p>Pre-survey early October Mid-year survey in January Post-survey in May</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Restorative Practices (RP) Coordinator, RP Steering Committee</p> <p>RP Coordinator, RP Steering Committee, Staff who facilitate community circles</p> <p>RP Coordinator, RP Steering Committee, Staff who facilitate community circles</p> <p>RP Coordinator, RP Steering Committee, Staff who facilitate community circles</p> <p>ROCS Steering Committee</p> <p>Administrators, RP Coordinator</p>	
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			students who repeatedly engage in conflict inducing behaviors.			
2018-2019 Your Voice Matters survey: 36% of students responded favorably to the questions that asked whether people at your school understand you as a person.	Goal 2 All students will report having a positive connection with at least one adult	Healthy, Safe & Supported Students - Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.	Measurement - Pre and mid-year surveys developed by Yorktown staff. Post-survey either developed by Yorktown staff or via 2020 Your Voice Matters survey. Strategies <ul style="list-style-type: none"> Grade 9 mentoring initiative Sources of Strength One on one academic planning meetings conducted by counselors Orientation sessions for 9th graders and transfer students 	Pre-survey early October (for 9,11, 12) Mid-year survey in January Post-survey in May. Ongoing Ongoing Ongoing August, September, October	Pre and mid-year surveys - administrators, counselors and Patriot Period teachers Post-survey - same Yorktown staff or via YVM survey 9th grade administrator, Instructional Lead Teacher (ILT), Content lead teachers Sources of Strength facilitators Counselors Student mentoring coordinators, Director of Student Activities, Principal, Assistant Principals	

			<ul style="list-style-type: none"> • IEP and 504 plan case management by special ed case carriers and counselors • Regular meetings with Yorktown Scholars mentees • Structured check-ins with EL students regarding EL-specific academic planning and social-emotional support structured faculty mentors or systemic supports? 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Director of Counseling, 9th grade counselors</p> <p>Special ed case carriers, counselors</p> <p>Yorktown Scholars mentors and coordinator</p> <p>EL administrator, EL counselors, EL teachers</p>	
2018 & 2020 Youth Risk Behavior Survey results(YRBS)	<p>Goal 3- All students will participate in (or receive materials from) a presentation on substance abuse and a presentation on dating safety and consent.</p>	<p>Healthy, Safe, and Supported Students Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p>	<p>Strategies 9th grade: 9th grade Health classes - presentations by Assistant Principal, SRO and SAC (substance use and consequences) and Project PEACE (consent)</p> <p>ROCS lesson - Making Good Choices</p> <p>10th grade:</p>	<p>Ongoing</p> <p>Spring, 2020</p>	<p>Health teachers, Substance Abuse Counselor (SAC), Choose Health Coordinator, 9th grade Assistant Principal</p> <p>ROCS Steering Committee</p>	

<p>Results of 2019 US/VA History SOL exam</p>	<p>Goal 4</p>	<p>Multiple Pathways to Student Success</p>	<p>10th grade Health classes - presentations by Assistant Principal, SRO and SAC (substance use and consequences) and Project PEACE (consent)</p> <p>ROCS lesson - Making Good Choices</p> <p>11th grade: Small group presentations focused on YRBS data</p> <p>ROCS lesson - Making Good Choices</p> <p>12th grade: 12th graders hear from speakers from two community groups on substance abuse and consent.</p> <p>12th graders will participate in a “Life after High School” presentation focused on making smart choices related to substance use and consent once they enter college, military or workforce.</p> <p>Strategies</p>	<p>Ongoing</p> <p>Spring 2020</p> <p>Ongoing</p> <p>Spring, 2020</p> <p>October, 2019</p> <p>May, 2020</p> <p>Ongoing</p>	<p>Health teachers, SAC Choose Health Coordinator, 10 grade Assistant Principal</p> <p>SEL Steering Committee</p> <p>SAC, 11th grade Assistant Principal, Choose Health Coordinator</p> <p>SEL Steering Committee</p> <p>SAC, 12th grade AP, SRO, Choose Health Coordinator</p> <p>12th grade AP, Choose Health Coordinator, SAC</p> <p>Counselors,</p>	
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<p>Note: The primary challenge in structuring a goal based on SOL data that reflects a percentage improvement target is that we will not be able to compare the results for the upcoming year to those in the previous year in a valid way. For example, in 2018-19, 174 students took the US/VA History SOL. in 2019-20, the VDOE now expects 9th and 10th graders to earn only one Social Studies verified credit (as compared to three Social Studies verified credits for 11th and 12th graders who are earning the advanced studies diploma). Most</p>	<p>All students identified as at-risk for not passing USVA SOLs will participate in ongoing intervention aimed at preparing them to pass the 2020 US/VA SOL or to be eligible for a Locally Verified Credit (LVC) in US/VA History.</p>	<p>Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.</p>	<p>Counselors and Testing Coordinator will identify 9th-11th graders in need of a Social Studies verified credit and will schedule them in a US/VA History course focused on preparing them to take the US/VA History class.</p> <p>Implementation of a two-year USVA History course (1st year self-contained, 2nd year co-taught American Civ), beginning in the 10th grade, for students with IEP's who have not passed World Geography in middle school or who are otherwise identified as at risk.</p> <p>Social Studies Content Lead will continue communication with RISE teachers and push into RISE class as needed/requested.</p> <p>Highly qualified teachers who are adept in differentiation and building relationships with students will teach the RISE and self-contained history courses.</p> <p>Focused remediation prior to and during SOL testing periods to support students individually and in very small groups.</p> <p>Teachers with students taking the SOLs will identify and monitor students' access to and need for before/after school resources and teacher support</p>	<p>2019-2020 (self-contained US/VA History) 2020-2021 (co-taught American Civ)</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring semester</p> <p>Ongoing</p>	<p>STC, Social Studies content lead, US/VA course instructor</p> <p>Social Studies content lead, Case carriers</p> <p>Social Studies content lead, RISE teachers</p> <p>RISE teachers, Special ed teachers</p> <p>Social Studies content lead, US/VA History teacher of SOL focused course</p> <p>US/VA History teachers</p>	
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<p>of these students will meet this requirement by passing the World Geography SOL in 8th grade. Those who do pass the World Geography SOL will be considered at risk and will likely take the US/VA SOL after taking the course. While we expect about 175 students to take the US/VA History SOL in 2019-20, they are largely at-risk and some may pursue a locally verified credit (LVC) instead of retaking the SOL. In 2020-21, only a very small number of students, primarily transfers and students who have not</p>						
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passed World Geography, will do so.						
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