



<p>Percent of Students passing Algebra 1 SOL - 83%</p> <p>Percent of EL Students passing Algebra 1 SOL - 86%</p>			<p>purposeful grouping in class, and modeling.</p> <ul style="list-style-type: none"> <li>Remediation of content through weekly reviews and spiraling activities in class.</li> <li>Retake opportunities for students who score below 70% on unit tests to remediate and demonstrate mastery on the power standards of that unit.</li> <li>SOL remediation program in Spring 2022 for students who are below benchmark standards, as determined by midterm and semester 1 grades, to prepare for the SOL exam.</li> <li>Differentiation to ensure all students are challenged &amp; supported</li> </ul>	<p>Quarterly</p>	<p>Math Department Chair &amp; Content Lead</p> <p>Algebra 1 CLT</p>		
<p><b>AP and Enrollment Data</b></p> <p><u>Class of 2022 Data</u></p> <p>Taken at least one AP course while at YHS: 88.70%</p> <p>AP + DE enrollment: 90.38%</p> <p>AP+DE+CTE: 92.18%</p> <p>(Percentages include all YHS seniors except Life Skills seniors)</p>	<p><b>AP Equity and Excellence (2 Year Goal)</b></p> <p>1. 100% of graduating seniors will have completed an AP, DE or CTE class (if aligned with college or career aspirations).</p> <p>2. 95% will take at least 1 AP or DE course</p>	<p><b>Student Success -</b></p> <p>Every student is challenged and engaged. We will provide multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers.</p> <p>Standard 1: Leadership Standard 2: Climate - Equitable access to rigorous classes</p>	<p>Increase the number of students taking an AP or DE Class and passing the exam or earn DE credit through NOVA, or completing a CTE course aligning with career interests.</p> <ul style="list-style-type: none"> <li>Identify students (Class of 2022) who have not taken an AP or DE course</li> <li>Have students meet with counselor and case carrier (if applicable) prior to choosing courses for 12th grade to discuss interest areas and AP, DE or CTE courses</li> <li>Support options - Consider adding an AP support class for students taking first AP class (for 2022-23 school year) (tailored to specific classes, i.e. AP Math) <ul style="list-style-type: none"> <li>Peer tutors</li> </ul> </li> <li>Utilize resources like AP Classroom in collaboration with CLTs to support student learning</li> </ul> <p>Propose AP Capstone Diploma Courses -</p> <ul style="list-style-type: none"> <li>Process to determine whether AP Capstone is a good fit for Yorktown</li> <li>Collect feedback from staff, parents, students</li> <li>Make a decision in December 2021 for whether to take the course and timing</li> <li>AP Consult</li> </ul> <p>Promote CTE courses that align with career &amp; college aspirations</p> <ul style="list-style-type: none"> <li>Career Center</li> <li>Yorktown CTE courses</li> </ul>	<p>January 2021</p> <p>January-February 2021</p> <p>By June 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall 2021</p> <p>January 2022</p>	<p>Counselors, Case Carriers, AP Teachers, Assistant Principal supervising AP (Ms. Evans, Mr. McKeown), Resource Teacher for the Gifted</p>	<p><b>AP, DE, CTE participation rates for class of 2023</b></p>	

			Dual Enrollment - <ul style="list-style-type: none"> <li>Evaluate availability of teachers who are qualified to teach DE courses</li> <li>Expand DE offerings</li> </ul>	January 2022			
<b>Your Voice Matters 2020</b> on Social Emotional Well-Being:  During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness? (45% favorable)	<b>Social Emotional Learning Goal (2 year goal)</b>  On 2022 YVM, 66% of students will respond positively to whether the school provided strategies for coping with personal stress, anxiety, or feelings of sadness.	<b>Student Well-Being -</b>  Yorktown will nurture all students' mental, and social-emotional growth in healthy, safe, and supportive learning environments.  Standard 2 - Climate	<b>Restorative Practices Steering Committee</b> <ul style="list-style-type: none"> <li>All students will experience community building via community circles in Patriot Period advisory meetings and other classes.</li> <li>All teachers will be provided basic training and practice for implementing restorative practices</li> <li>Restorative practices will be implemented as an alternative to suspension when possible             <ul style="list-style-type: none"> <li>Use RP data to address disproportionality in discipline</li> <li>Identify ways to eliminate the school to prison pipeline by using RP &amp; other therapeutic approaches</li> </ul> </li> <li>Student Restorative Practices Leadership group</li> </ul> <b>Social Emotional Learning</b> <ul style="list-style-type: none"> <li>SEL Coordinator (0.6 FTE) Position created</li> <li>SEL Committee</li> <li>Patriot Period - Advisory weekly 30 minutes for community building and SEL lessons.</li> <li>Implementing Sources of Strengths for all students             <ul style="list-style-type: none"> <li>Training for teacher Fall 2021</li> <li>Train additional teachers/students</li> </ul> </li> <li>Goals for SEL Committee include:             <ul style="list-style-type: none"> <li>Evaluate current SEL framework &amp; ROCS</li> <li>Identify key SEL skills and attributes</li> <li>Determine SEL Framework for YHS</li> <li>Create 4 year SEL learning path for students</li> </ul> </li> <li>SEL Training - Kori Smith Fall 2021             <ul style="list-style-type: none"> <li>March Professional Development Day</li> </ul> </li> </ul>	Beginning of year Training  Monthly meetings  Weekly Advisory meetings  Monthly meetings  Quarterly review of SEL content.  Quarterly	RP Steering Committee  Admin Team (Mr. Lomax, Mr. Krulfeld)  SEL Coordinator	Yorktown Planning Survey student perception survey data 2021 spring.  Your Voice Matters 2022 survey data.	

			<p><b>Sexual Harassment &amp; Assault awareness &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>● Focus on Healthy Relationships &amp; Consent in Health 9 &amp; 10 <ul style="list-style-type: none"> <li>○ Project Peace - class visits &amp; collaboration with health teachers (Dec-Feb)</li> <li>○ Expanding to include Title IX, more specific information on Sexual Harassment &amp; Assault</li> </ul> </li> <li>● Assemblies for Grades 11 &amp; 12 on Healthy Relationships, Consent, Title IX, Sexual Harassment &amp; Assault <ul style="list-style-type: none"> <li>○ February - Whole Grade &amp; small groups run by student services team members</li> <li>○ Project Peace</li> <li>○ YHS students involved in planning (Students Against Sexual Assault (SASA), One Love), &amp; Project Peace</li> </ul> </li> <li>● Staff Training with Project Peace Jan 2022</li> <li>● Parent Information session prior to Grade assemblies - Early February</li> <li>● Choose Health Weeks (Fall &amp; Spring) <ul style="list-style-type: none"> <li>○ Project Peace and Doorways tabling during lunch</li> </ul> </li> <li>● Students Against Sexual Assault (SASA) Club &amp; One Love Club, TNB students <ul style="list-style-type: none"> <li>○ Planning student-led activities, campaigns to promote awareness of Title IX, reporting, Sexual harassment &amp; Assault prevention</li> </ul> </li> <li>● Athletics Coach Training with Project Peace <ul style="list-style-type: none"> <li>○ Coaches will be trained on awareness, Title IX, reporting, supporting positive school culture</li> </ul> </li> <li>● Title IX &amp; J-2 PIP implementation - Administrative responses to reports &amp; supporting students in reporting &amp; safe school environment <ul style="list-style-type: none"> <li>○ Reporting, Investigation, Confidentiality,</li> </ul> </li> </ul>	<p>February</p> <p>February</p> <p>Fall &amp; Spring</p> <p>February /March</p> <p>Ongoing</p>	<p>SEL Committee - Counseling Representative, Admin Team</p> <p>Project Peace</p> <p>SASA students</p> <p>Director of Student Activities</p> <p>Administrative Team</p>		
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|  |  |  | <ul style="list-style-type: none"><li>• Communicate with staff, students and families on regular basis on safety guidelines, close contacts;</li><li>• Proactively work with School Support office to manage transition away from SRO in the school<ul style="list-style-type: none"><li>◦ Conduct tabletop training exercise</li></ul></li><li>• Implement all safety drills</li><li>• Implement supervision duty schedule to maintain safe and secure building</li></ul> |  |  |  |  |
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