



APS MANAGEMENT PLAN
90-Day PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2020-2021
Performance Priorities and Actions to be Taken to
Address Student Achievement
2018-2024 APS Strategic Plan

Yorktown High School

Kevin Clark

Department: _____

School Principal: _____

| PERFORMANCE PRIORITIES (Based on Summative Performance Data) | ANNUAL PERFORMANCE GOALS | ALIGNMENT WITH STRATEGIC PLANNING GOALS | ACTIONS TO 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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| English Proficiency Measure: WIDA Access Testing | All English learners (ELs) will make acceptable progress in English proficiency as measured by improvement of at least 0.5 on the overall proficiency level on the 2021 WIDA Access Test. | Student Success - Every student is challenged and engaged. We will provide multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. | Core content teachers will complete EL Training & application <ul style="list-style-type: none"> • 10 hours of EL training <ul style="list-style-type: none"> ○ Self-paced module ○ SIOP ○ Can be exempt with EL endorsement • 5 hours of application <ul style="list-style-type: none"> ○ Model classes for observation ○ EL Teacher/specialist observations Students all have required ELD services & supports EL Department Regular Meetings <ul style="list-style-type: none"> • Utilize data to inform instruction and interventions Core Content Teachers will implement SIOP Model components into instruction | Complete by June 2021 Complete by October 2020 Ongoing By June 2021 | EL Administrator (Mr. Conroy) EL Staff All staff | |
| AP and Synergy Data For the class of 2021, 91% have taken or are in at least 1 AP course (of those who have not, 24/46 have an IEP). | AP Equity and Excellence (2 Year Goal) For the graduating class of 2022, 100% will graduate having completed an AP, DE or CTE | Student Success - Every student is challenged and engaged. We will provide multiple pathways for student success by | 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. <ul style="list-style-type: none"> • Identify juniors (Class of 2022) who have not taken an AP or DE course as of their junior year. | January 2021 January-February 2021 | Counselors, Case Carriers, AP Teachers, Assistant Principal supervising AP (Ms. Evans, Mr. McKeown), | |

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| <p>Of the remaining 9% most will have taken a CTE class. as of 12th grade.</p> | <p>class if aligned with college or career aspirations. (95% will take at least 1 AP or DE course)</p> | <p>broadening opportunities, building support systems and eliminating barriers.</p> | <ul style="list-style-type: none"> ○ 10th grade planning for sequential courses ○ Disaggregate data for student course participation ● 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 ● 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"> ○ Peer tutor ● Meet with AP teachers to strategize how to emphasize students trying their best on the AP exam, even if students' only reason for taking the course is for the GPA increase ● Utilize resources like AP Classroom in collaboration with CLTs to support student learning | <p>By June 2021</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Resource Teacher for the Gifted</p> | |
| <p>Your Voice Matters on Social Emotional Well-Being:</p> <p>During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness? (45% favorable)</p> | <p>Wellness Goal (2 year goal)</p> <p>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.</p> | <p>Student Well-Being -</p> <p>Yorktown will nurture all students' mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p> | <p>Restorative Practices Steering Committee</p> <ul style="list-style-type: none"> ● All students will experience community building via community circles in Patriot Period advisory meetings and other classes. ● All teachers will be provided basic training and practice for implementing restorative practices ● Restorative practices will be implemented as an alternative to suspension when possible <ul style="list-style-type: none"> ○ Use RP data to address disproportionality in discipline ○ Identify ways to eliminate the school to prison pipeline by using RP & other therapeutic approaches <p>Social Emotional Learning</p> <ul style="list-style-type: none"> ● New SEL Committee formed in June 2020 - staff, students, parent ● Patriot Period - Advisory weekly 30 minutes for community building and SEL lessons. ● Implementing Sources of Strengths for all students <ul style="list-style-type: none"> ○ Training for teachers Summer 2020 ○ Train additional teachers/students | <p>Beginning of year Training</p> <p>Monthly meetings</p> <p>Weekly Advisory meetings</p> <p>Monthly meetings</p> | <p>RP Steering Committee</p> <p>Admin Team (Mr. Lomax, Mr. Krulfeld)</p> <p>SEL Committee Chairs</p> | |

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| | | | <ul style="list-style-type: none"> Goals for SEL Committee include: <ul style="list-style-type: none"> Evaluate current SEL framework & ROCS Identify key SEL skills and attributes Determine SEL Framework for YHS Create 4 year SEL learning path for students | | | |
| <p>Your Voice Matters Students don't see their culture and history reflected in school (26% favorable), especially students of color)</p> <p>Half of students don't feel they belong (47% favorable, -3% from 2018) especially students of color.</p> | <p>Equity Goal: On 2022 YVM, Students will feel represented and that they belong at Yorktown. (Goals: 50% positive response on representation for all groups YVM item, 66% favorable on belonging for all groups)</p> | <p>Student Success - Yorktown will eliminate opportunity gaps so all students achieve excellence, and 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>Equity Team (ET)</p> <ul style="list-style-type: none"> Formed in June 2020 - Students, teachers, parents, and staff Vision & Mission written, Data analysis, priority identification, Goal setting, strategy development and implementation Monthly meetings to focus on Key areas <ul style="list-style-type: none"> Curriculum / Instruction / Representation - Culturally Responsive Teaching YHS Structures - Opportunities and Access School Culture and Community Building (No Place for Hate) Regularly review relevant data to inform equity work. No Place for Hate (NPFH) implementation <ul style="list-style-type: none"> Implement in ET Introduction to Equity at Yorktown for staff and students <ul style="list-style-type: none"> implicit bias Implement 1 NPFH Equity Lesson in Patriot Period Pilot African American History and Latin American Studies courses Begin curriculum analysis and review process Review MOU with ACPD to determine SRO involvement in school | <p>Monthly ET Meetings</p> <p>January 2021 - initiate NPFH</p> <p>2020-21 & 2021-22</p> <p>2021 June</p> | <p>Equity Team Steering Committee: Shari Benites, Equity and Excellence Coordinator</p> <p>William Lomax, Assistant Principal</p> <p>Kevin Clark, Principal</p> <p>Juanice Jenkins, Counselor</p> <p>Tamara Molina, Teacher</p> <p>Scott McKeown & Admin Team</p> | |