

Math - SOL

Student Academic Growth & Success

PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

All students attending Yorktown*:
 92.5%;
 EL 1-4 81%;
 Black Students 85.3%;
 Hispanic 85.7%;
 SWD 83.9%
 ED 84.9%
 *VDOE School Quality Data includes all students in Yorktown attendance zone

By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 85.3% to at least a 90%, reducing the gap from 7.2% to 2.5%
 Hispanic - Increase pass rate from 85.7% to at least a 90%, reducing the gap from 6.8% to 2.5%
 EL - Increase pass rate from 81% to at least a 90%, reducing the gap from 11.5% to 2.5%
 SWD - Increase pass rate from 83.9% to at least a 90%, reducing the gap from 8.6% to 2.5%
 Econ Disadv. - Increase pass rate from 84.9% to at least a 90%, reducing the gap from 8.6% to 2.5%

By June 2025, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 85.3% to at least 86%, reducing the gap from 7.2% to 6.5%
 Hispanic - Increase pass rate from 85.7% to at least 87%, reducing the gap from 6.8% to 5.5%
 EL - Increase pass rate from 81% to at least 85%, reducing the gap from 11.5% to 7.5%
 SWD - Increase pass rate from 83.9% to at least 87%, reducing the gap from 8.6% to 5.5%
 Econ. Disadv. - Increase pass rate from 84.9% to at least 87%, reducing the gap from 7.6% to 5.5%

By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 86% to at least 88%, reducing the gap from 6.5% to 4.5%
 Hispanic - Increase pass rate from 87% to at least 89%, reducing the gap from 5.5% to 3.5%
 EL - Increase pass rate from 85% to at least 87%, reducing the gap from 7.5% to 5.5%
 SWD - Increase pass rate from 87% to at least 88%, reducing the gap from 5.5% to 4.5%
 Econ. Disadv. - Increase pass rate from 87% to at least 89%, reducing the gap from 5.5% to 3.5%

By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 88% to at least a 90%, reducing the gap from 4.5% to 2.5%
 Hispanic - Increase pass rate from 89% to at least a 90%, reducing the gap from 3.5% to 2.5%
 EL - Increase pass rate from 87% to at least a 90%, reducing the gap from 5.5% to 2.5%
 SWD - Increase pass rate from 88% to at least a 90%, reducing the gap from 4.5% to 2.5%
 Econ Disadv. - Increase pass rate from 89% to at least a 90%, reducing the gap from 3.5% to 2.5%



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By June 2027, profM 3 (2026-27)

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<p>School level- NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>School level- -NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>School level NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>
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<h2 style="text-align: center;">Student Well-Being</h2>			
<p>Student Well-Being</p>			
<p>PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills</p>			
<p>57% Favorable response on Student Well-Being: Social, Emotional, and Mental Health Measure 2022 YVM</p>			
<p>By June 2027, Students perceptions on the Student Well-Being: Social, Emotional, and Mental Health measure of the 2026 YVM will increase from 57% to 70% Favorable on 2027 YVM</p>			
	<p>By June 2025, Students perceptions on the Student Well-Being: Social, Emotional, and Mental Health measure of the 2022 YVM will increase from 57% to 62% Favorable on 2025 YVM</p>		
	<p>By June 2026, Students perceptions on the Student Well-Being: Social, Emotional, and Mental Health measure of the 2026 YVM will increase from 62% to 67% Favorable on 2026 YVM</p>		
	<p>By June 2027, Students perceptions on the Student Well-Being: Social, Emotional, and Mental Health measure of the 2026 YVM will increase from 67% to 70% Favorable on 2027 YVM</p>		
	<p>S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction</p>		

<p>Tier 1</p> <ul style="list-style-type: none"> * Implement SEL curricular resource (Second Step, Ruler, or RC) * Deliver 30 minutes twice a week of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12 	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. 	Sept-June, Ongoing	Admin, All Staff	
<p>Tier 3</p> <ul style="list-style-type: none"> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. 	Sept-June, Ongoing	Admin, All Staff	
<p>1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participating in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)</p>	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	

	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health		



By 2026, At least 94% of Yorktown Families will respond favorably on Family Engagement in 2027 YVM Survey			
	By June 2025, At least 84% of Yorktown Families will respond favorably on Family Engagement in 2025 YVM		
	By June 2026, At least 87% of Yorktown Families will respond favorably on Family Engagement in 2026 YVM		
	By June 2027, At least 90% of Yorktown Families will respond favorably on Family Engagement in 2027 YVM Survey		
	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.		
COMMUNICATING EFFECTIVELY Our school communicates with families in a wide variety of ways. Our school address barriers to communication WELCOMING ALL FAMILIES The school environment feels welcoming and inclusive to all families. Staff develops respectful, trusting relationships with families.		Sept- June, ongoing	Admin Team, BFS, Counseling stff
* Utilize ParentSquare as a tool to su		* Utilize Pare	T
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* Host at least four parent workshops/information/training sessions that directly support student success, specifically (List the focus area that connects to key focus area in your Action Plan)	Sept- June, ongoing	Admin Team, BFS, Counseling stff	Agendas from workshops Workshops for Spanish Families
	LGI-P-2.1-YVM Family - Partnerships: Family Engagement		KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
ParentSquare Engagement	Mid-Year Survey	ParentSquare Engagement	YVM