

YORKTOWN HIGH SCHOOL

1100 South Tiger Drive
Yorktown, Indiana



A 2012 BLUE RIBBON SCHOOL

SCHOOL IMPROVEMENT PLAN

PL 221 (Improvement) and HB 1419 (Discipline)

2017-2020

Yorktown High School provides all students rigorous academics and cultural experiences to develop life-long learners who will be ethical citizens of the world.

Motto:

Every day, Every one, All it takes

Accessibility of Plan: Superintendent's Office, YHS Main Office, and the YHS Webpage at www.yorktown.k12.in.us

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Yorktown High School School Improvement Plan PL 221

I. Profile

DISTRICT PROFILE:

SCHOOL DISTRICT NARRATIVE DESCRIPTION

The Yorktown Community School (YCS) district is located in Delaware County, which is in east central Indiana. The school corporation is made up of four schools, Yorktown High School, Yorktown Middle School, Yorktown Elementary School, and Pleasant View Elementary School. All of the Yorktown Community Schools are located on a campus area bordered by State Road 32, Tiger Drive, and County Road 50 South.

Yorktown High School serves grades nine, ten, eleven, and twelve. Students matriculate primarily from Yorktown Middle School (grades six, seven, and eight); however, each year, a small portion of the freshman class is made up of students who attended either Heritage Hall Christian School (K-12), or St. Mary's School (K-8) both of which are located in Muncie, Indiana.

Pleasant View Elementary serves grades kindergarten, first, and second and is the primary school that feeds into Yorktown Elementary which houses third, fourth, and fifth grades. Students at Yorktown Elementary School matriculate into Yorktown Middle School.

DEMOGRAPHICS

Yorktown is a town in Mount Pleasant Township of Delaware County. As of the [Census](#) of 2010, there were about 9,405 people, 3,648 households, and 2,726 families residing in the town. The racial makeup of Yorktown was 95.3% [White](#), 1.6% [African American](#), 0.2% [Native American](#), 1.5% [Asian](#), 0.4% from [other races](#), and 1.0% from two or more races. [Hispanic](#) or [Latino](#) of any race were 1.3% of the population.

There were 3,648 households of which 34.6% had children under the age of 18 living with them, 59.9% were [married couples](#) living together, 10.9% had a female householder with no husband present, 3.9% had a male householder with no wife present, and 25.3% were non-families. 21.2% of all households were made up of individuals and 9.9% had someone living alone who was 65 years of age or older. The average household size was 2.55 and the average family size was 2.95.

The median age in the town was 41.2 years. 25.7% of residents were under the age of 18; 6.6% were between the ages of 18 and 24; 22.9% were from 25 to 44; 27.7% were from 45 to

64; and 17% were 65 years of age or older. The gender makeup of the town was 47.5% male and 52.5% female.

The town of Yorktown has received many grants over the years that have been used to support its development. Grant monies have been used for projects involving the parks, utilities, walking/bicycle trails and downtown revitalization. A complete reconfiguration and repaving of the main thoroughfare through town was recently completed. The town manager hopes all the recent revitalization will bring new businesses and families to Yorktown.

YORKTOWN COMMUNITY SCHOOL CORPORATION OVERVIEW

The Yorktown Community Schools currently educates nearly 2,586 students in grades Kindergarten through twelve. The 2016-2017 school year, YCS had a population of nearly 2,534 students, and during the previous year (2015-2016), there were approximately 2,463 students.

The total enrollment at YCS also includes a number of transfer tuition students. Nearly 12% of the current district enrollment is derived from this particular group of students. Historically, each school within the district has accepted transfer tuition students and currently has transfer students enrolled. These students live in adjacent school corporations and are either driven by their parents to Yorktown each day for school or, if licensed, drive themselves. Transfer tuition acceptance is based upon the applicant meeting the district's policy requirements as well as considerations for class sizes and the corporation's financial standing.

The student population is made up of the following ethnic groups: Caucasian (86%), Asian (2.2%), African American (4.3%), American Indian (0.3%), Multiracial (4.5%), and Hispanic (2.7%). There is also a small population throughout the district (.9%) of students who are English Language Learners.

Approximately 11.1% of the students enrolled in the district receive special education support services. The Yorktown Community School Corporation partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana's Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent's office. The school corporation does offer extended services for a small number of students in the district to attend alternate educational institutions that better meet their least restrictive environments (LRE), such as Muncie Community Schools and the Indiana School for the Blind.

In addition to special education services, there are several other academic programs and offerings available for students. Response to Instruction (RtI), a remediation program, and high ability services are available for any K-12 student who qualifies. Title I remediation services are also available for elementary students (K-2 and 3-5). The middle school offers based on pre-requisites being met Algebra I, Geometry and Biology which are high school

level courses. At the high school level, flex credit, dual enrollment, and Advanced Placement (AP) courses are offered. They also have a vocational education program as well as a foreign exchange student program. Academic extracurricular activities and clubs are also provided by each school for their students.

Nearly 31.1% of the YCS student population participates in the free lunch program while 6.9% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

YCS continues to have a steady attendance rate of 96.3%. The graduation rate for the Yorktown Community Schools is 98.1% and remains well above the graduation rate for the state which is 89.1% for the 2015-2016 school year data by the Indiana Department of Education.

During the 2012-2013 school year, YCS received nation-wide attention because Yorktown High School was named a National Blue Ribbon School by the United States Department of Education. YHS received this distinguished award for their academic excellence and for being among the state's highest performing schools.

For additional corporation data and information, please visit the DOE Compass on the Indiana Department of Education's website at <http://www.doe.in.gov/>. Click on "Data" and then click on "Compass: School and Corporation Data" once here type in "Yorktown Community Schools".

DISTRICT STAFFING OVERVIEW

Further staffing breakdowns may be requested by contacting the superintendent's office or by reviewing an individual school's Staffing Overview located in the school's improvement plan.

Administration and Central Office Support Staff

In addition to the YCS superintendent, the administrative team is made up of an Education Initiatives Director, four principals (one to oversee each building), four assistants/dean of students: dean of students at Pleasant View Elementary (K-2), a dean of students at Yorktown Elementary School (3-5) a middle school assistant principal of students (who also serves as the middle school athletic director), a high school assistant principal and a high school athletic director. Furthermore, there is: the Director of Student Services, the Director of Maintenance, the Director of Food Services, and the Director of Transportation.

The administrative team includes the central office support staff, many of whom are housed in the district's central office. This group works alongside the administrative team to

ensure things run smoothly. The Central Office Support Staff team is headed by a district Administrative Assistant, who also serves as the Secretary to the School Board; the Treasurer, Deputy Treasurer, and Accounts Payable/Grant Administrator, who oversee a majority of the financial operations; and a special education secretary (who is housed at YMS). Additional district employees on the support staff team oversee their areas of specialty: a certified school nurse, a school psychologist, a technology integration specialist, PowerSchool administrator/data analyst, a network administrator and a technology support specialist.

Teaching/Certified Staff

Approximately 130 certified staff members teach a variety of academic subjects and liberal arts courses. Each of the thirteen licensed special education staff members (1 behavior consultant (services some students still as well), 2 full-time speech pathologists, 1 part-time speech pathologist, 7 special education teachers, and 2 self-contained Functional Academics teachers) works in partnership with classroom teachers to ensure students’ individual needs are being met within their specific learning environments. Five district wide guidance counselors advise and monitor students at each level.

Support/Non-Certified Staff

Approximately forty-seven support staff members serve as head secretaries, administrative assistants, treasurers, school nurses, elementary counselors, and paraprofessionals. Working directly with students’ paraprofessionals provide remediation and interventions, special education support, physical fitness and wellness education, library lessons, and computer lab assistance.

Maintenance, Transportation, and Food Services Staff

Another facet of Yorktown’s staffing includes: Maintenance--buildings are secure and operating efficiently; Transportation--students are brought to and from school and other events safely; and Food Services—students and staff are served nutritious breakfasts and healthy choice lunch options. The chart below provides a staffing breakdown for each of these departments.

Maintenance		Transportation		Food Services	
23.5	Avg. Number of	23.5	Avg. Number of	24	Avg. Number of
1	Director of Maintenance	1	Transportation Coordinator (also a Shuttle Driver and Substitute Bus Aide)	1	Director of Food Services
.5	Shard sec. w/trans.			1	Part-time secretary
1	Skilled Maintenance			4	Food Service Managers
1	Groundskeeper	.5	Shared sec. w/main.	23	Food Service Employees (includes head cooks, bakers, kitchen assistants, and cashiers)
3	Head Custodians	1	Driver Trainer/Shuttle or Sub		
4	Day Shift Custodians	1	Mechanic/Shuttle or Sub Driver	4	Cafeteria Monitors/Aides
8	2 nd Shift Custodians				
2	3 rd Shift Custodians				

	1 – Full-time	12	Elementary Route Drivers	26	Part-time Employees
	1 – Part-time	11	Secondary Route Drivers	3	Substitutes
3	Part-time Custodians	2	Double Route Drivers		
	2 – 2 nd Shift	4	Special Needs Bus Drivers		
	1 – 3 rd Shift	4	Special Needs Bus Aides		
2	Part-time Summer Helpers	7	Substitute Drivers		
		3	Special Needs Bus Sub		

LOCAL INSIGHTS

The Yorktown High School improvement plan was developed according to data analyzed from test results using ISTEP+, End of Course Assessments in Algebra, Biology and English 10, PSAT, and Advanced Placement exams in designated classes. Informal assessment data are also used to inform the school improvement plan. State information and graphs were collected from the Indiana Department of Education website www.doe.state.in.us.

YORKTOWN HIGH SCHOOL OVERVIEW

Yorktown High School (YHS) currently houses and educates approximately 835 students and continues to have a steady attendance rate of 96.0%. Each year, a small portion of the freshmen class is made up of students who attended either Heritage Hall Christian School or Pope John Paul II School. Both of these schools are located near Yorktown, and some of the students who attended them actually reside in the Yorktown school district. The population at YHS is also made up of transfer tuition students.

[Corporation Overview](#)

[Enrollment and Attendance](#)

The student population is made up of the following ethnic groups: Caucasian (88.2%), Asian (2.5%), African American (3.2), Multiracial (3.2%), and Hispanic (2.4%). The percentage of English Language Learners (ELL) at YHS is 2.2%.

Nearly 10% of the students enrolled at YHS receive special education support services. The Yorktown Community School Corporation partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana’s Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent’s office.

Roughly 20.5% of the student population at YHS participates in the free lunch program while 7.1% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

Yorktown High School routinely receives requests from various state approved exchange programs to educate and host foreign exchange students. Students in the program reside with families within the Yorktown community and participate fully in the academic curriculum and extracurricular activities offered at YHS.

YORKTOWN HIGH SCHOOL STAFFING OVERVIEW

Further staffing breakdowns may be requested by contacting the superintendent's office.

Administration

The administrative team consists of four people (a principal, an assistant principal, an academic/disciplinary dean, and an athletic director).

Teaching/Certified

There are approximately forty-eight certified employees on staff. Forty-two teachers provide classroom instruction on a variety of academic subjects and liberal arts courses. One literacy media specialist (who serves the corporation) is also on staff. There are five licensed special educators (2 special education teachers, 2 speech pathologist, and 1 self-contained Functional Academics teacher) who work in partnership with classroom teachers to ensure students' individual learning needs are met. Because PVE, YMS and Yorktown High School are in close proximity, the speech pathologists are shared. There are two guidance counselors available to advise and monitor students' academic progress as they move through high school.

Support/Non-Certified

Fourteen support personnel are on staff. There is one head secretary and one treasurer. The treasurer is responsible for both the school budget and the athletic budget. The athletic and guidance departments each have their own secretary. The guidance secretary also helps to maintain the district's student data warehousing system called PowerSchool. One school nurse is available to oversee the students' health needs.

Two administrative assistants also work in the main office. One of them is responsible for all facets of student attendance at YHS and is also responsible for calling and scheduling substitute teachers needed throughout the district. The other assistant helps keep accurate student discipline records, tardy reports, and locker assignments. Of course, both administrative assistants work directly with parents and students and help the rest of the front office and teaching staff with numerous other tasks.

The other support staff members serve as paraprofessionals who work directly with students. They provide remediation, educational interventions, and special education support.

Food Services

The Food Services staff includes one cafeteria manager, one lunchroom monitor, and eight other personnel who serve as head cook, baker, cashier, or kitchen assistants.

Maintenance

The Maintenance Department is made up of three full-time employees (a head custodian, a second shift custodian, and a third shift custodian). There are also three part-time custodians on staff (2 second shift custodians and 1 third shift custodian).

DISTRICT-WIDE STATE AND FEDERAL ACCOUNTABILITY MANDATES

Current accountability mandates are from the State of Indiana (PL 221), the federal government (ESSA), the College Board (YHS only), and the Indiana High School Athletic Association (YHS only). Both the state and federal government place an expectation on schools to document and demonstrate specific adequate yearly progress (AYP) through cohort group progress and individual student progress. College Board requires high schools to complete corresponding course audits for any classes listed on high school transcripts as "Advanced Placement" (AP).

The IHSAA sets accountability with respect to the academic eligibility of student athletes as well as the athletic program itself being offered at each high school.

DISTRICT-WIDE STATE ASSESSMENT MANDATES

Pleasant View Elementary – In response to PL 109 which was created to ensure that all students can read proficiently at the end of grade three, PVE voluntarily participates each spring in administering IREAD-K, IREAD-1, and IREAD-2. Additionally, students are assessed using NWEA testing.

Yorktown Elementary – Students at YES participate in ISTEP+ testing (or ISTAR per an IEP) as mandated by the State of Indiana. Third graders at YES also take the IREAD-3 assessment as mandated by PL 109. Additionally, students are assessed using NWEA testing.

Yorktown Middle School – Students at YMS participate in ISTEP+ testing (or ISTAR per an IEP) as mandated by the State of Indiana. Those students enrolled in an Algebra 1, Biology 1, or English 10 course have participated in End-of-Course Assessment (ECA) testing as was mandated by the State of Indiana. Additionally, students are assessed using NWEA testing.

Yorktown High School – Students at YHS participate in End-of-Course Assessment (ECA) testing and will participate in new ISTEP testing as mandated by the State of Indiana. Algebra I and English 10 students have also participated in the Acuity (predictive) program. 9th grade students will be assessed using NWEA testing. Any student enrolled in an Advanced Placement (AP) course will participate in AP testing which has been mandated by YHS. All students in grades 9-11 will take the PSAT which is also a matter of school-wide practice. Students also take the Accuplacer as a predictor of college and career readiness. Students in grades 9 and 10 are also screened using NWEA testing.

STATUTES AND RULES

Yorktown High School requests that no statutes or rules be suspended from operation for the school.

CURRICULUM

Yorktown High School has been named an Indiana Chamber of Commerce Best Buy School for the last seven years as a result of a small property tax base, a lower general fund per pupil expenditure (\$9,827) compared to state averages, a high graduation rate, and the success of our students on SAT, and the ISTEP+ assessments.

In 2010, Yorktown was selected as a Newsweek Best High School as a result of the percentage of students participating in the Advanced Placement Program and receiving scores of 3, 4, or 5 on the AP exam. In 2011, the Washington Post awarded the Best High School award to Yorktown. In 2012, 2013, 2014, 2015, and 2016 the Washington Post and US News named Yorktown High School as a Best High School.

Yorktown is on a block schedule comprised of four alternating (green day and white day) blocks of 85 minute instructional periods. The block schedule provides for students to take up to sixteen credits per school year, although most choose a schedule of fourteen per year to allow

for an ELC (Extended Learning Center) block each semester. Beginning with the 2009-10 school year, a modification was made to the block to allow select classes to meet daily rather than every other day. This “split block” format was created to allow instruction in math, language arts and world language each day.

Yorktown High School has a rigorous and diverse curriculum which provides for enrichment opportunities through honors, Advanced Placement, dual credit, and Post-secondary enrollment with local colleges and universities. Over the last three years, Yorktown High School has expanded its honors and Advanced Placement course offerings by 38%. Recently added courses are indicated with an *. The following sequence of honors and Advanced Placement courses are available to students at Yorktown High School:

Eng 9 Honors	Geometry Honors	World H Civ Honors	Honors Chemistry
Eng 10 Honors	Alg 2 Honors	Law Ed Honors	AP Biology
AP Lang & Comp	Pre-Cal Trig Honors	Modern Civ Honors	AP Chemistry
AP Lit & Comp	AP Stats	AP US History	AP Environmental Sci
	AP Calc (A/B and B/C)	AP Gov	AP Physics
		AP Econ-Micro	AP Physics 2
Eng 11 Honors		AP Econ-Macro	
Spanish 3 Honors		AP Psych	

In addition to the Indiana Standards-based core curriculum in English/Language Arts, math, science, and social studies, students are able to select from a plethora of other departmental offerings in Business & Technology, Family & Consumer Science, Publications, Telecommunications, Visual Arts, Performing Arts, and World Language (Spanish).

Students at Yorktown High School can pursue a standard diploma (with special permission required), a Core 40 diploma, or a Core 40 with Academic or Technical Honors diploma.

	Core 40	Academic Honors
2005-06	28.30%	49.69%
2006-07	29.68%	53.55%
2007-08	33.12%	41.40%
2008-09	29.71%	29.71%
2009-10	37.93%	37.93%
2010-11	39.0%	46.3%
2011-12	33.0%	51.0%
2012-13	33.7%	52.8%
2013-14	36.7%	48.7%
2014-15	33.8%	53.6%
2015-16	38.36%	51.57%
2016-17	35.15%	55.15%

Students are also afforded educational programs and opportunities that further enhance the State's curriculum. Examples of these include: essay contests, Project Excel, field trips (in state, out of state, and international), academic and attendance incentive programs (student of the month), five computer labs, community speakers, and convocations,

Special education services, ECA remediation services, ISTEP+10 remediation services, Response to Instruction, peer tutoring, and academic support through the DEN are also offered. The DEN (Dedicated to the Educational Needs of all students) was implemented at Yorktown High School with the 2005-06 school year. This program is both a location for support services and a philosophy of intervention in the classroom.

As a location, any student needing additional remediation with assignments or make-up work, enrichment activities, or extended time on tests and quizzes may go to the DEN to receive needed assistance. The DEN is staffed by an instructional aide and volunteer peer tutors each block of the day.

As a philosophy, the DEN is also employed through consultation services with the Special Education Department. Special education teachers are available to assist classroom teachers in delivering instruction, co-teaching, or making accommodations and modifications to the inclusionary classroom experience. Consultation services are also provided to teachers during their planning time to assist in preparing lessons, assessments, and developing alternative instructional delivery strategies.

Special needs students receive instruction from two special education teachers in their regular classroom, resource classes, and a functional academic program.

Students in need of English Language Arts supplemental support are enrolled in a Language Arts lab class or attend remediation during their ELC block. The criterion for receiving remediation services is a student's inability to pass either one or any portion of the ISTEP+ test, grades in prior English Language Arts classes, or failure to pass the English 10 End-of-Course assessment. Students continue receiving remediation support until they receive passing scores on all portions of the English 10 ECA.

Yorktown High School also offers extra-curricular activities including a variety of athletics and clubs. Such opportunities allow for expansion of the current curriculum guidelines and the development of a well-rounded student. The following is a list of available clubs and athletic options for students:

Athletic Opportunities

Baseball
Basketball (B&G)
Cheerleading
Cross Country (B&G)
Football
Golf (B&G)
Soccer (B&G)
Softball
Swimming & Diving (B&G)
Tennis (B&G)

Club Opportunities

Academic Bowls
Ambassador Program
Art Club
DECA
Drama
Fishing Club
Freshman Class
Frisbee Golf
Government Club
GSA
Junior Class
Key Club

Athletic Opportunities

Track (B&G)
Volleyball
Wrestling

Club Opportunities

Med Professions Club
Mentor Program
National Honor Society
Peer Tutoring
P.O.P Club
Senior Class
Sophomore Class
Spanish Club
Student Council

Collaboration time (CT) was implemented during the 2006-07 school year. This time is set aside for teachers to collaborate with one another, for professional development, for General Education Intervention meetings, for special education case conferences, for school improvement meetings, and for data interpretation and work.

Curriculum is located in the principal's office, individual classrooms, department offices, the school corporation central office, and on-line for public review. In support of our efforts to cover Indiana State Standards and maximize instruction, Yorktown High takes advantage of professional development and follows the state guidelines on textbook adoption.

LIBRARY

The Yorktown High School library is a full-service library that employs one full-time literacy media specialist who oversees all of the libraries in the corporation in addition to the day to day operations at the high school. The library has a wide selection of books, magazines, videotapes, audiocassettes, and audiovisual equipment available for the faculty and students at Yorktown High School. The library houses an additional twenty-four computers for student use.

A production lab is part of the library media center and contains equipment and supplies for students and staff to create learning materials. This lab is stocked with assorted paper, poster board, a poster maker, laminator, report binder, Ellison cut outs and both a black & white and a color copier. Students create materials for class, clubs, and athletic events.

Students access the library during their ELC or with their classes for specific assignments. The library is also open forty minutes before the start of school and during all three lunch periods. The library is open after school by appointment.

The library uses the Destiny Circulation Program with several computer stations located within the library. Destiny provides students with 24/7 access to all corporation libraries. Students may request materials from the other 3 school libraries and are able to renew their own books. The circulation system allows for books to be shared between all four schools in the Yorktown Community Schools. The high school library is also used as a meeting place for the corporation, staff, student organizations community organizations, and the Yorktown High School book club, student organizations, and community organizations.

TECHNOLOGY

The Yorktown High School technology infrastructure has grown tremendously over the last five school years. Each classroom has a minimum of one computer. Three 30-station computer labs are available for classroom use. The Business Department has two dedicated 30-station computer labs for instructional purposes. The Publications Department has 20 dedicated computers for Yearbook and Newspaper. Twenty-five mobile laptop labs are available for

classroom checkout in the library. The Yorktown High School Library has an additional 24 computers. The DEN and remediation have fifteen and seven computers respectively.

Freshmen, sophomores, juniors, and seniors participate in a 1:1 initiative which provides a DELL netbook for each student. These netbooks connect to the building wireless network and when used in combination with Canvas, our learning management system, provides a powerful curricular resource for students.

All computers are networked with a Windows operating system and have access to the Internet and a centralized file storage system. Labs and computer classrooms are equipped with a laser printer.

Seventeen classrooms and the library are equipped with Smart Board technology. Ten additional classrooms have projectors mounted to the ceiling and connected to their classroom computer for multimedia use. Two multimedia carts, complete with a computer, projector, DVD and VHS player are available for teachers to use for classroom instruction. Digital cameras, video recorders, scanners, and 2 classroom sets of 25 graphing calculators are available for teacher or student use. The Yorktown Community Schools Corporation employs a technology team of three who maintain the computer network, provide computer instruction, computer maintenance, and support to the teaching staff.

Yorktown High School has compiled a three-year technology plan which provides for the replacement of exiting equipment and the expansion of technology to students and staff. This plan will meet the growing educational demands of our students and staff with 21st century skills.

All schools in the Yorktown Schools Corporation use a student management system called Power School beginning in the 2005-06 school year. PowerSchool's PowerGrade is also used by classroom teachers as their grade book program. In addition, email is used as the primary method of communication among staff at the present time. Parents and students have access to their child's grades through a password protected web portal in Power School.

Additionally, YCS utilizes a learning management system called Canvas. On this platform, teachers are able to upload lessons, documents, administer tests and quizzes and provide students with instant feedback via an internet connection. Within the platform, students have access to a mass calendar that automatically updates all pertinent academic tasks and a "to-do" list that keeps students abreast of nearing due dates.

Collaborative time is used for on-going technology training with the Yorktown High School staff. Professional development opportunities to observe best practices in other schools are afforded to interested staff.

PARENT INVOLVEMENT/PARTNERSHIP

To maximize parental involvement many of the clubs and athletic programs at Yorktown High School are supported by active parent booster organizations. These booster organizations work in partnership with club sponsors and coaches to supplement program funds and coordinate awards programs, camps, and event supervision. Several booster organizations including the football boosters and the band boosters maintain independent tax exempt status. Additionally, each year an Open House is offered to parents to visit the school, its teachers and administrations. The corporation has built in two e-learning days in the school calendar to

provide each building more opportunity for parental involvement. During these days parent-teacher conferences are scheduled for at-risk students and positive phone calls are made to families of students as it applies to growth or consistent, honorable behavior.

LOCAL ORGANIZATIONS/FOUNDATIONS/BUSINESSES

Several local organizations, foundations, and businesses offer support through various programs. Many, including the Ball Brothers Foundation and the Mt. Pleasant Township Education Foundation, offer grants, gifts, and student incentives in support of our academic goals.

In return, students at Yorktown High School are very generous in their support of local organizations and businesses. Annually, Yorktown High School students participate in community service activities. Additionally, YHS students have raised money and goods for Open Door Community Services, Riley Children's Hospital, the American Red Cross, SIDS Awareness, and local food pantries. Students in the Key Club provide weekly support to Meals-on-Wheels; Student Council sponsors Operation Christmas Child through the giving tree and the annual Riley Dance Marathon which has raised over \$42,000 in 2014-15. National Honor Society hosts blood drives to benefit the American Red Cross. Yorktown High School students are very civic minded and have taken group trips to Costa Rica and New Orleans to assist in community revitalization.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Learning can only happen in a safe environment. Yorktown High School has a Safety Committee/Emergency Response Team comprised of certified and non-certified staff.

Safety Specialist Academy. These individuals work in partnership with the local police and fire departments to coordinate plans and drills for fire, tornado, and manmade disasters including an active shooter scenario. Each member of the SC/ERT has current CPR and AED training. Additionally, all athletic coaches maintain this certification through the American Red Cross as well.

All exterior doors are secured after the start of each school day and signs are posted notifying visitors of entry through the front only. The front door is secured with a buzzer system which includes video surveillance of the entry. Individuals are only allowed entry into the building after a visual confirmation is made by a school employee. All visitors are required to sign in and wear identification badges while in the building. Cameras are strategically placed at most doors and in the parking lots for monitoring of safety.

Safety drills for fire, tornado, and manmade disasters are conducted in accordance with state guidelines and mandates. Routine searches by local and county drug dog teams are conducted throughout the school year. Our maintenance and custodial staff make improvements and repairs after routine inspections warrant such needs.

DATA COLLECTION ASSESSMENT INSTRUMENTS

The following instruments have been used to collect data:

Formal Assessments:

- PSAT (grades 9 & 10)
- PSAT (grade 11 serves as the National Merit Scholarship Qualifying Exam)
- NWEA (grade 9)
- End of Course Assessments (course specific)
- ISTEP+ 10 (beginning 2015-16)
- Accuplacer (grade 11 & 12)
- AP Exams (course specific)
- ACT (grades 11 & 12)
- SAT (grades 11 & 12)

Informal Assessments:

- Curriculum tests and assessment tools (textbook support materials, chapter tests, unit evaluations and/or projects, on-line testing, weekly and daily skills tests)
- Teacher made rubrics for assignments
- Curriculum driven assignments (projects, posters, reports, written assignments, presentations)
- State Standards Checklists (monitoring tools)
- Attendance Rates

Community Data

- Pete Olson, Yorktown Town Manager
- Delaware County Assessor's Office

II. Statement of Mission, Motto, Vision, and Beliefs

CORE BELIEFS OF YORKTOWN COMMUNITY SCHOOL CORPORATION

1. Students will learn and perform best when stakeholders maintain **high expectations**.
2. Curriculum & Instruction will be **research or evidence-based** with student achievement being **measured** to ensure **continuous progress**.
3. Students will be provided **opportunities** to learn and achieve to their highest potential.
4. School leaders will expect and **support ongoing improvement of teaching and student performance**.

MISSION OF YORKTOWN HIGH SCHOOL

Yorktown High School provides all students rigorous academics and cultural experiences to develop life-long learners who will be ethical citizens of the world.

YORKTOWN HIGH SCHOOL MOTTO

Every day

Every one

All it takes.

BELIEFS OF YORKTOWN HIGH SCHOOL

The Yorktown High School Community believes:

- All students can learn and should be held to as high a standard as their individual abilities allow;
- Students are responsible for what they learn;
- Parents should share responsibility for their students' education;
- Success requires a strong work ethic;
- Best practices enhance student learning;
- Standards-based curriculum holds teachers and students accountable for learning;
- Learning is exciting, relevant, and challenging for students and teachers;
- Mentoring and professional development is vital for effective student learning;
- Diversity and inclusion enrich and strengthen our school and community;
- A safe and nurturing environment is essential to learning;
- Community resources help meet individual and group needs; and
- Integration technology into student learning is essential in the 21st century.

ENVIRONMENTAL SCAN

Yorktown High School matriculates approximately 92% of graduates to a college or post-secondary institution after graduation and about 8% enter the workforce or the military service. This places 21st century skills as a priority within our curriculum and in our student resources. Surveys, partnerships, and dialog with business, colleges and universities, and military recruiters inform staff of the fluid skill set with which our students need in a global economy and "flat" world. The Yorktown High School mission and belief statements drive our educational

philosophy of providing an educational experience for students which both inspires the development of a life-long learner and fosters the skills necessary to be said learner. The ability for students to critically think

and solve problems and work collaboratively are fundamental components in every Yorktown High School class. Students learn how to learn and therefore can be responsible for their own intellectual, social, and moral development. The ability to use technology and the flexibility to apply new skills in different ways are essential for students and staff.

CULTURAL COMPETENCY

At Yorktown High School our goal is for all students to understand the need to choose culturally competent behaviors defined as the ability to form authentic and effective relationships across their differences.

During the 2008-2009 school year, Yorktown High School offered a freshmen mentoring program in order to increase the level of culturally competent decisions of high school students. Ten homeroom teachers volunteered for the program. Juniors and seniors applied to be a mentor for the incoming freshmen. Mentors were selected on academic and character criteria and were divided up between the ten homeroom teachers. Each mentor was then assigned a group of five incoming freshmen. Mentors received training on problem solving, peer mediation, and relationship building prior to the start of the school year. Mentors made frequent contact with the mentees, assisting them in fitting into high school life. Homeroom time was allocated once a month for the mentors to meet with their freshmen and to address the curriculum used to aid in the transition to the high school. A focus on acceptance, tolerance, and understanding were key components of the curriculum. A “kick off day” was held at the start of the school year to allow for freshmen to acclimate into their new school and to begin building healthy relationships with their peers and mentors.

Yorktown High School is committed to continuing the Kick Off Mentor program. Data on discipline, attendance, and grades are being analyzed to qualify the impact of the mentoring program from year to year.

III. Summary of Data Findings, Analysis, and Implications

Historical ECA Data:

[ECA](#)

Historical ISTEP+10 data:

[ISTEP+ 10](#)

Historical SAT & ACT data:

[SAT & ACT](#)

Historical CCR data:

[CCR](#)

Historical Graduation data:

[Grads](#)

IV. Action Plan 2017-20

Yorktown High School strives to demonstrate adequate yearly progress (AYP) and obtain Four-Star Status. The following school improvement goals are based on increasing student achievement as a means to those ends:

- 90% of all students taking the end-of-course assessment (ISTEP 10) in Language Arts will receive a passing score;
- 90% of all students taking the end-of-course assessment (ISTEP 10) in Algebra I will receive a passing score;
- 25% of seniors will score a 3 or higher on at least one AP exam at any point during their high school experience; and
- YHS will maintain a graduation rate of 90% or higher
- YHS student attendance will be at or above 90%.

These goals were derived from assessment of the current and past status of educational programming and collected data from informal and formal evaluations (see Section III) in relation to the former Indiana Department of Education Action Plan (90-25-90).

Yorktown High School's Action Plan also includes a professional development plan. Our professional development plan will be reviewed and adjusted each year as we evaluate the progress of our students, professional needs of our staff, and performance level of incoming 8th graders and subsequent areas of need. However, a three-year blueprint is included in this section.

YORKTOWN HIGH SCHOOL ACTION PLAN

Goal 1: 90% of all students taking the end-of-course assessment/ISTEP10 in Language Arts will receive a passing score

Intervention 1: **All students** will be **provided opportunities** to receive instruction that provides effective literacy interventions based on individual student need.

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
1.1.1 Students are given assessments to determine appropriate course placement(s) in Reading/ Language Arts	Teachers Counselors Administrators	Quarterly Annually	State Assessments Locally Developed Assessments National Assessments	ISTEP ECA PSAT ACT SAT MAZE Acuity Accuplacer NWEA	Collaboration Time – Data Analysis
1.1.2 Students and parents will receive information regarding appropriate opportunities	Teachers Counselors Administrators	Ongoing	Mass email/phone Rtl meetings Student/Counselor Meetings Homeroom Website	Course grades Departmental assessments Teacher input Student/Parent input	Collaboration Time Website development

Intervention 2: *All students* will be *provided opportunities* to receive research-based instruction in literacy

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
1.2.1 Staff will research validated curriculum	Teachers Administrators	Quarterly	Reading specialist(s) Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)
1.2.2 Selected staff will pilot effective literacy instructional practices	Teachers Administrators	2 nd through 4 th nine weeks	Reading specialist(s) Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)

Goal 2: 90% of all students taking the end-of-course assessment in Algebra I/ISTEP 10 MATH will receive a passing score

Intervention 1: **All students** will be **provided opportunities** to receive instruction that provides effective mathematical skills based on individual student need.

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
2.1.1 Students are given assessments to determine appropriate course placement(s) in math	Teachers Counselors Administrators	Quarterly Annually	State Assessments Locally Developed Assessments National Assessments	ISTEP ECA PSAT ACT SAT MAZE NWEA Acuity Accuplacer	Collaboration Time – Data Analysis
2.1.2 Students and parents will receive information regarding appropriate opportunities and math placement	Teachers Counselors Administrators	Ongoing	Mass email/phone RtI meetings Student/Counselor Meetings Homeroom Website	Course grades Departmental assessments Teacher input Student/Parent input	Collaboration Time Website development

Intervention 2: **All students** will be **provided opportunities** to receive research-based instruction in mathematics

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
2.2.1 Staff will research validated curriculum	Teachers Administrators	Quarterly	Highly effective math teachers Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)
2.2.2 Selected staff will pilot effective math instructional practices	Teachers Administrators	2 nd through 4 th nine weeks	Highly effective math teachers Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)

Goal 3: 25% of seniors will score a 3 or higher on at least one AP exam at any point during their high school experience

Intervention 1: **All students** will be **provided opportunities** to participate in Advanced Placement course during their high school experience

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
3.1.1 Staff will vertically align curriculum in content areas in which AP courses are offered	Teachers Counselors Administrators	Annually	College Board	PSAT AP Grades	Collaboration Time – Summary of Answers & Skills
3.1.2 Students and parents will receive information regarding appropriate AP opportunities	Teachers Counselors Administrators	Ongoing	College Board Course Description Guide	PSAT AP Grades	Collaboration Time – Summary of Answers & Skills

Intervention 2: **All students** will be **provided opportunities** to receive research based instruction in Advanced Placement Courses

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
3.2.1 Staff will deliver curriculum that has been approved through the college board course audit	Teachers Administrators	Quarterly	Reading specialist(s) Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)

Goal 4: YHS will maintain a graduation rate of 90% or higher

Intervention 1: **All students** will be **provided** to guidance into developing a rigorous four-year high school plan that supports post high school objectives

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
4.1.1 Staff will review student graduation plans initially developed in 6 th grade and update annually during the student's high school tenure	Teachers Counselors Administrators	Quarterly	Graduation Plans Homeroom Mentor Program	Interest Inventories	Collaboration Time – Homeroom
4.1.2 Students and parents will receive information regarding appropriate college and career readiness opportunities	Teachers Counselors Administrators	Ongoing	Mass email/phone Rtl meetings Student/Counselor Meetings Homeroom Website	Course grades Departmental assessments Teacher input Student/Parent input	Collaboration Time Website development

Intervention 2: **All students** will be **provided opportunities** to receive a rigorous and appropriate high school education to meet their individual college and career readiness needs

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
4.2.1 Staff will research validated curriculum	Teachers Administrators	Quarterly	Highly effective math teachers Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)
4.2.2 Selected staff will pilot effective math instructional practices	Teachers Administrators	2 nd through 4 th nine weeks	Highly effective math teachers Best practices identified in other districts Educationally sound web resources	Quarterly staff feedback	Collaboration Time – led by reading specialist(s)

Goal 5: YHS student attendance will be at or above 90%.

Intervention 1: **All students** will be **expected** to attend school daily for 180 days

Instructional Activities	Person(s) Accountable	Timeline	Resources	Assessments	Staff Development
5.1.1 Revamp and communicate attendance and tardy policy revisions	Teachers Administrators	Ongoing	Student handbook Website YOC / Juvenile justice services Canvas	Attendance Tardies	Collaboration Time – Attendance and Tardy expectations
5.1.2 Provide alternative academic opportunities for students not present	Teachers Counselors Administrators	Ongoing	Canvas Powerschool Website Odysseyware	Tracking of participation Academic Progress monitoring Student feedback	Collaboration Time Website development
5.,1.3 Recognize students with perfect and/or commendable attendance	Attendance secretary Administration	Ongoing	Canvas Handbook Website	Canvas attendance data	CT with guidance and office staff

DISTRICT PROFESSIONAL DEVELOPMENT NARRATIVE

It is imperative for YCS staff members to have a solid understanding of how to interpret the formative and summative student data continually being collected and how to appropriately use that data to drive classroom instruction. It is also crucial that students' individual learning needs are met. Increasing the cultural competency within each school's learning environment and among all stakeholders is another important component for student success. Professional development throughout the district continues to focus primarily on these areas.

Staff members attend various professional development workshops and seminars throughout the school year as well as over the summer break. Professional development does not happen only outside of the district, but it happens within the district as well. Each school has time set aside daily where the whole staff can come together to grow professionally. This special activity is called Collaboration Time (CT). CT can be tailored to fit the professional development needs within each building. The whole staff, individual departments, entire grade levels, or a team of teachers may get together to have professional conversations or to model and share with their colleagues a learning strategy or a new way to manage student data by utilizing technology. Groups of teachers and staff members from different buildings throughout the corporation can utilize this time as well to build professional relationships.

YCS staff members are often encouraged to fill out professional development evaluation forms and to share their PD needs with administration, department heads, or teacher leaders. Whether the PD took place within the district or outside of the district, it is critical for staff to share feedback regarding the power of that PD so that the district can continue to ensure all staff members are receiving exemplary professional development experiences. Professional development is a key component in helping school personnel meet their building's educational goals as well as meet the goals of the district.

Each school's professional development plan throughout the district is in compliance with School Board Policy 3242 and thus aligns with the board's Core Principles for Professional Development.

**Professional Development Plan
Yorktown High School
Off Campus and Collaborative Time Work**

Year	Topic	Targeted Personnel
2017-18	PL221/School Improvement Plan (F/S)	School Improvement committee co-chairs Administration
	Content Literacy Strategies (F/S)	All Staff
	Indiana Teachers of Writing Conference	Select English Language Arts Department Members
	ISTEP/ECA/NWEA Data Analysis (F/S)	All Staff
	Response to Intervention (F/S)	All Staff
	RAMP	Principal Assistant Principal Guidance Counselor
	New Staff Professional Development (monthly)	Principal New Staff
	Indiana School Safety Specialist Academy (F/S)	School Safety Committee Member
	Technology Integration (F/S) Blended Learning Modules	All Staff Director of Technology
	Curriculum revision for Textbook adoption (F/S)	Principal Assistant Principal Teachers and other vested parties
	Freshmen Mentoring Program (S)	Homeroom Teachers Junior & Senior Mentors
	Muncie Area Career Center Information (F)	Guidance Counselors
	Indiana School Counselors Association Conference (F)	Guidance Counselors
	Association for Indiana Media Educators Conference	Library Media Specialist
	MIT/Differentiated Instruction	All Staff
	Advanced Placement Training	AP Teachers
	High Abilities Training	High Abilities Content Teachers
	A Framework for Understanding Poverty	All Staff
	Professional Growth Goal Module Self-selected path for teachers Canvas module course	All Staff

*F/S – Fall Semester/Spring Semester

Year	Topic	Targeted Personnel
2018-19	PL221/School Improvement Plan (F/S)	School Improvement committee co-chairs Administration
	Content Literacy Strategies (F/S)	All Staff
	Indiana Teachers of Writing Conference	Select English Language Arts Department Members
	ISTEP/ECA/NWEA Data Analysis (F/S)	All Staff
	Response to Intervention (F/S)	All Staff
	RAMP	Principal Assistant Principal Guidance Counselor
	New Staff Professional Development (monthly)	Principal New Staff
	Indiana School Safety Specialist Academy (F/S)	School Safety Committee Member
	Technology Integration (F/S) Blended Learning Modules	All Staff Director of Technology
	Curriculum revision for Textbook adoption (F/S)	Principal Assistant Principal Teachers and other vested parties
	Freshmen Mentoring Program (S)	Homeroom Teachers Junior & Senior Mentors
	Muncie Area Career Center Information (F)	Guidance Counselors
	Indiana School Counselors Association Conference (F)	Guidance Counselors
	Association for Indiana Media Educators Conference	Library Media Specialist
	MIT/Differentiated Instruction	All Staff
	Advanced Placement Training	AP Teachers
	High Abilities Training	High Abilities Content Teachers
	A Framework for Understanding Poverty	All Staff
	Professional Growth Goal Module Self-selected path for teachers Canvas module course	All Staff

*F/S – Fall Semester/Spring Semester