

### Objective Activity

As part of the stakeholder focus group session, participants were given the opportunity to write no more than two objectives that he or she felt were critical to our students' future success. The objectives were written to support one of the five Goal statements in the Strategic Plan and were collected on color-coded index cards based on the Goal area identified by the participants. Whereas the visioning activity provided a collaborative perspective of what was important to our stakeholders, this activity allowed us to see what was most important to each participant.

Schools were then asked to send representatives to participate in a review of the 496 index cards collected. School Board Office staff joined the building representatives to sort the cards into themes or categories. The team then came to a collective agreement of 19 categories in which the majority of cards fell, with an "other" category designated for cards that were not deemed to fall into the common themes. Team members then sorted the cards by the identified themes, which are identified below along with the corresponding number of cards. As staff review these cards to assist in the development of new objectives, they are also identifying sub-themes and cross themes that may exist.

<b>Internships/ Mentorships</b> (67)	<b>Learner Experience</b> (62)	<b>College &amp; Career Readiness/Life Skills</b> (45)	<b>Recruitment/ Retention</b> (31)
<b>Technology Integration &amp; Access</b> (27)	<b>Family Engagement &amp; Involvement</b> (26)	<b>Core Competencies</b> (23)	<b>Volunteering/ Community Service</b> (23)
<b>Expanding Course Offerings</b> (22)	<b>Compensation</b> (22)	<b>Utilizing Community Resources</b> (18)	<b>Communication Skills</b> (17)
<b>Financial Literacy/Money Management</b> (13)	<b>Vocational Opportunities</b> (13)	<b>Class Size/ Teacher: Student Ratio</b> (13)	<b>Social &amp; Cultural Awareness &amp; Acceptance</b> (13)
<b>Professional Development</b> (12)	<b>Continuum of Services for SWD</b> (11)	<b>Safety Drills/ Training</b> (8)	<b>Other</b> (30)



Theme		
Internships/Mentorships	SubTheme	Cross Theme
The division will develop opportunities for students to shadow professionals in the work place to gain insight of different job descriptions through parent partnerships as well as York County businesses		Community
90% of students will participate in internships.		
A program to foster mentorships in elementary schools		
All high school students should be able to participate in a mentorship/internship/or some kind of work study program. Study skills classes - maybe starting in grades 4 and up		
All high school students will need to engage in a work, volunteer or intern position in a career-oriented position as a requirement toward graduation.		
All students given the opportunity at high school level to have a co-op; learn a trade; mentorship. College is not for everyone. This gives opportunity to go in the working environment with some background		
All students should complete some type of community service, internship, mentorship or career type experience.		
All students should have a mentorship program beginning in elementary school and increasingly involved through high school. This can be achieved through student mentors (elem) work and career studies (middle/high).		
All students should participate in mentorship at some point during K-12.		
All students who want to will participate in at least 2 authentic internships to help determine desired career path		
All students will be given the opportunity to engage in rigorous experiences that are non-academic, but instead blue collar career or trade in nature		
All students will be given the time and opportunity to participate in 4 field trips centered around career choices and life interest starting in middle school. They will be allowed a 1/2 day during each of the four times to shadow, observe or tour a work environment.		
All students will be offered the opportunity for an internship/mentorship in a field they are interested in, regardless of the academic track they are on.		
All York county graduates should participate in career ready opportunities to include mentoring and pre job experience such as mock interviews, resume writing and application completion		
All York County students will be required to participate in an internship experience prior to graduation		
By FY__, 75% of students will complete a college course or internship.		
By FY18, all YCSD seniors will be enrolled in or have completed a one semester, community-based internship.		



By the conclusion of the 10th grade, all students will have defined career goals that will be used to drive scheduling decisions and work/volunteer/intern experiences		
By the end of 11th grade, all students will have completed field experience or job shadowing in two different settings in the job or career field of their choice.		
By the time each YCSD student graduates, he/she will have participated in a community partnership opportunity. YMCA - grades 2-4, etc		
Division will provide career opportunities for students to go out in the field and decide a potential career path starting at the 6th grade level (3 per year).		
Division will provide trade school, internships, mentorship type experiences for high school students		
Have high school students do at least one internship, career follow or mentorship.		
High schools will build partnerships with local business to provide authentic career and internship opportunities.		
Increase participation of local businesses in the school with increased partnerships for volunteer and internship opportunities		
Mentoring program for all. Special needs to University. Religious to Global Experiences		
Mentors from community/surrounding areas will visit 9th graders so that each student is assigned a mentor (mentor can have up to 5-10 students) in the field they are interested in.		
Mentorship and work opportunities for all students but especially for those who will not be college bound. Resume writing/interview opportunities		
Relationship building/mentorships between schools. i.e. High School to Elementary/ middle to High. Academics; sports;life sharing		
Staff will implement a mentorship program to promote career readiness among students		
Students not earning an advanced studies diploma will achieve internships, employment placement prior to graduation		
Students should be given the opportunity to complete internship in career choices.		
Students will attend annual job fairs in grades 9-12 and be given 3 days per school year to shadow professionals in their fields of interest		
Students will be able to participate in and complete mentorships/career internships to prepare them for the work force		
Students will be given opportunities for internships and/or volunteer work within the community, at least at the HS level		
Students will complete three mock interviews before graduating from high school		
Students will experience a minimum of 3 job shadowing opportunities in at least 3 completely different fields, in vocations not held by family members.		



Students will experience at least one career day in elementary, middle and high school, where they can focus on careers and the <b>pathways</b> to those careers		
Students will have a variety of internship opportunities		
Students will have flexible schedules in order to shadow community workers		
Students will have hands-on experience in interested career fields.		
Students will have opportunities to visit, tour or volunteer at local police and fire departments etc. For example: HS juniors would be allowed to spend 1 day shadowing a professional		
Students will have the opportunity to attend career fairs and shadow professionals in the field to help them explore options		
Students will have the opportunity to engage with community members by attending a YCSD sponsored job fair.		
Students will have the opportunity to explore careers through mentorships/internships provided by/monitored by YCSD teachers		
Students will have the opportunity to participate in real world internships as part of the high school program		
Students will participate in a meaningful environmental experience such as career shadowing in a field/vocation that they intent to pursue		
Students will participate in internships or other work experience opportunities to gain more on the job work experiences		
Students will participate in shadowing or internship experiences prior to graduating with the opportunity to do mock interviews with potential employers		
Students will successfully experience real world career paths prior to graduating		
The division will partner with the community to provide service learning opportunities (at least 2 per year) for all students K-12		
The division will provide students will real world and practical experiences to apply skills and knowledge.		
The division will provide career opportunities for students to go out into work field of their choice to gain experience.		
The division will provide course offerings that incorporate career shadowing/mentorship. Not just a mentorship course. Example: Anatomy course w/shadowing		
The division will provide real-life off-campus opportunities to explore job/college interests.		
The division will provide secondary students with practical, real-world, on the job experiences (may include a career fair following experience and/or graduation)		



The division will provide students opportunities to participate in work related experiences such as internships, apprenticeships, co-operative learning jobs, and/or job shadowing, training		
The school system will provide real world experiences, mentorships, and other career opportunities for students to get a taste of what's available by 2018.		
The students will be introduced to various jobs & what is detailed in those jobs to gain an understanding of career choice.		
The students will participate in career mentoring experiences to help with career planning		
YCSO students should have vigorous educational internship experiences in the classroom and outside of the class.		
YCSO students will graduate with having more real world career type experiences. Example:by the end of senior year students will have completed three experiences in three different types of careers		
YCSO will offer opportunities for students to have experiences within the community to gain exposure to career opportunities and community concerns and their effects in a larger setting.		
YCSO will promote/provide schools with job fairs and real life mentorships or internships to broaden students understanding of real life experiences.		
YCSO will provide the opportunity for all students to participate in technical skills classes/ internships ( and receive technical certificates) as well as classes in the arts for interest and aptitude.		
York County students will participate in a work-based experience such as mentorship, internship or job shadowing.		
York County will offer students a variety of mentoring, career opportunities through elementary, middle and high school		
<b>Learner Experience</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Develop more opportunities for career-oriented courses for hands-on learning, mentorships, etc. in fields outside of sports or fashion marketing and IT		Expanding Course Offerings
Students in grade 5,8 and 11 will use technology to conduct research on a topic of their choice, write & report and present it orally.		Tech Integration & Access
Students will be exposed to how to use technology (how to search for information, word processing, powerpoint, etc) in early grades and have opportunities to use those same features in secondary grades		Tech Integration & Access
Stakeholders will be knowledgeable and able to select the most appropriate secondary course options by means of monthly and bi monthly of parents/student/stakeholders learning communities to ensure/maximize all students' real life and life long readiness		
All 10th grade students will take the PSAT and design a learning plan on Khan Academy additionally students will take the Virginia Wizard and complete a career research project during this year		



All students in K-5 will be given more than 2 educational experiences through field trips, educational outreach programs and/or virtual.		
All students will participate in experiences that connect their classroom learning to real life problems		
All students will participate in real-world, problem-solving situations at least twice a quarter (math exemplars, how to tie shoes, how to balance a checkbook, how to change a tire, how to do an internet search)		
All students will work collaboratively in flipped classrooms		
Discard the transformative learning requirement for teachers. Allow teachers to create projects that best meet the needs of the class and suit the teacher’s teaching style		
Discard transformative learning. Allow teachers the freedom to teach in a manner that suits their style. Encourage community contributions/tech but don’t require		
Division will allow students to be evaluated on multiple platforms in order to assess growth and excellence in skills and knowledge		
Division will provide opportunities for students to attend “fine arts” presentations of their choice (1-2 a year) i.e. grade level field trip		
Each teacher will develop and implement ONE transformative learning experience annually. . .		
Every K-5 class will have at least one out of school field trip and one in school field trip every year		
For elementary school - lessons and experiences learned at Extend should be taught to <b>all students</b> . My first child who was an Extend child learned vital lessons/instruction that may not even be taught later in the classroom. My second child missed Extend qualification on 1 of 2 test and I feel sad she is not being exposed to some great instruction. I still hear “I learned that in Extend when he pulls an answer out from nowhere. Makes me proud of York		
High school students will need to demonstrate an opportunity of career or college-ready skill through the use of a portfolio by 2022.		
I believe all students should have smaller more hands on learning opportunities in and outside the classroom from a variety of diverse teachers and mentors		
K-3 (Science/Social Studies Field experience) 6-8 Keynote Speakers/lecture series (High interest topics) i.e. Gaming, Cyber security. 9-12 Study abroad; keynote speaker series		
Kindergartners will have daily time in work/play centers and learn through concrete experiences		
Money for field trips		
Perhaps “rigorous educational experiences” is misleading. Maybe “authentic” or “real world” should be in the goal. Action steps should include experiences such as field trips, community service projects etc. H. We need to ensure all students have digital devices to use digital resources		



Remove the stipulation that each teacher needs 2 transformative learning projects. These are wonderful ideas but in reality, we can do dog and pony shows once our students are reading/math on or above grade level=time permitting. Communication with both parents and our community is a must but it can be done through a variety of ways		
Student will engage in rigorous educational experiences, including the arts, by taking annual field trips and observing an arts performance/presentation at least once per quarter		
Students in grades 6-8 will be offered electives that incorporate core content standards of learning to engage in real-life experiences		
Students in k-5 will develop portfolios to show growth in learning (could also apply higher as part of graduation)		
Students in K-5 will participate in problem-solving activities as part of their daily work.		
Students need to become proficient in methodology of subjects, cause and effect, etc., instead of rote memorization		
Students should be required to participate in activities/studies outside of their local and national exposure (ie - study culture as well as language in world language classes)		
Students will be able to create individual short and long term goals to track their own growth in all grades k-12. Goals will define percent as it applies to the general education population. The SPED population will have goals defined by growth as defined by their IEP		
Students will be assessed on the high school level using critical thinking type assessments		
Students will be assessed with non-traditional assessments		
Students will be assigned a "Senior Project" that will allow students to demonstrate something learned during 4 years of high school		
Students will be aware of global as well as local paths & speak a foreign language fluently.		
Students will be provided opportunities to be exposed to field trips and guest speakers.		
Students will complete a portfolio of their transformative learning projects to demonstrate participation and leadership role.		
Students will complete a senior portfolio to show academic performance over their high school career.		
Students will demonstrate their ability to plan and conduct research through an inquiry process as measured by performance based assessments		
Students will demonstrate through varied products & tests, comprehension of knowledge & skills		
Students will engage in a meaningful watershed experience: once in K-2; once in 3-5; once in 6-8 and once in 9-12		



Students will experience the curriculum in real world context through field trips, internships, guest speakers and collaboration with community		
Students will have more opportunities to engage in alternate setting courses to experience seat time, hands on learning and real world application		
Students will have more opportunities to have fine arts experiences (visits to museums, concerts/performances, etc)		
Students will have opportunities during the school day to visit offsite locations to experience/participate in enrichment activities (field trips)		
Students will have opportunities to continually make connections between school and real life and will be able to envision various career pathways that align with their skills and interests.		
Students will improve on their writing skills via a portfolio which will follow them from 6th grade through 12th grade.		
Students will participate in global experiences such as skyping with experts or other children about a problem or a concern that needs to be fixed		
Students will participate in real-world experiences by attending at least 2 field trips per school year.		
Students will regularly be involved in hands-on learning experiences to include STEAM activities, project based learning exercises, outdoor classrooms, writers workshops and apprenticeships		
The division will continue to provide real-world experiences that prepare students for their future as adults.		
The division will provide fine arts experiences for all students.		
The division will provide opportunities to participate in or attend fine arts-based programs and events.		
The division will provide real-world opportunities for career-based skills and experiences.		
The non-traditional subjects and styles of learning used with EXTEND students should be used with all students periodically rather than just teaching the SOLs.		
The student will be able to create and track short and long term goals pertaining to academic development		
The student will have the opportunity for travel and learning experiences outside of our state		
The students will engage in various arts related experiences - visiting artists, field trips. The student will participate in creative expression opportunities through dance, music, art and theatre. The student will learn basic finance management		
The students will learn to research, and validate/discard research sources based on its efficacy		
Will engage all students in rigorous educational and field experience		





YCSO students will have opportunities to engage in at least 3 hands-on experiences for preparedness and practical application in various settings outside of academic setting(i.e. career/workplace tours, job shadowing opportunities, etc.) Ycsd will increase/ expand business partnerships to include database of resources from which teachers may pull from to bring in guest speakers etc. to provide workplace preparedness skills, presentations		
YCSO will work to connect students to places around the world virtually to give global perspective by connecting with schools, experts, companies and more.		
York County will offer problem solving, research based problem solving projects for all students		
<b>College &amp; Career Readiness/Life Skills</b>	<b>SubTheme</b>	<b>Cross Theme</b>
In grades 6-8, students will participate in a wheel of diverse electives to prepare students for life skills		Expanding Course Offerings
Every students should meet proficiency in budgeting/finance re supporting oneself including income tax, investments, rent, utilities, depreciation & value of purchase and essential needs		Financial Literacy/Money Management
All students need to be taught social and coping skills relevant to their grade level		
All students will be provided the opportunity to engage in real world application of life skills.		
All students will learn real-life skills such as carpentry (use of hand tools, power tools, cooking, laundry and daily tasks that allow self sufficiency.		
Beginning in 9th grade, all life skills students will participate in community based instruction(CBI) at least once per month. The skills for CBI would include: Public transportation; shopping; appropriate behavior; social skills; signs, etc		
By FY19, 75% of students graduating will have participated in a real or mock job interview.		
Create a common philosophy (language) to foster problem solving strategies. Conflict resolution skills to create positive communication and education as a priority		
Critical thinking and analysis skills will be introduced across all subject areas in the K-5 curriculum with reinforcement of those concepts continuing throughout middle and high school.		
Division will provide high school students will knowledge and skills in the areas of social/ conflict resolution.		
High school graduates will receive workplace readiness training and will pass the WRS certification		
Juniors and seniors follow a program of studies based on interests. The student will engage in work requiring time management, study skills, reasoning and problem solving skills		
Objective: demonstrate growth, excellence, and experience in the skills and knowledge needed to be productive citizens		



Productive. . .well rounded? Emotionally stable?; Empathetic/compassionate? Evaluate and collaborate with community services to promote not just productivity but areas of need connected with student strengths and interests		
Staff will conduct conflict resolution by guidance counselors		
Students must learn “life skills” especially in financial areas such as budgeting; credit; health planning for the future		
Students need the research, technology and critical thinking skills to discern what is true, appropriate and important, This will help them not only succeed in school but in their lives beyond life and work decisions.		
Students need to do many group tasks including how to compromise with other students		
Students need to learn the hard work concept and how to give their best effort		
Students need to learn to be problem solvers, independent thinkers and critical users of information in order to be productive citizens		
Students should be taught “life skills” - budget; financial planning; retirement, etc.. In an authentic way		
Students will acquire strategies and skills to study		
Students will acquire strategies to help deal with failure and stress		
Students will complete a career interest inventory and research a career.		
Students will engage in activities in which they engage in leadership roles.		
Students will experience opportunities to develop and practice effective human interaction to include: conflict management, collaboration, compromise, respect for differences		
Students will have the opportunity to precipitate in a career readiness course where life skills are taught.		
Students will have the opportunity to take life skills classes - budgeting; time management; public speaking; work ethic etc.		
Students will strengthen their character skills by participating in more counseling lessons. *More school counselors needed.		
The division will integrate career and workplace readiness skills development into high school courses.		
The division will offer life-skills classes appropriate for students on the VAAP (money skills; laundry;grocery shopping, etc.)		
The division will provide classes to gain experiences in life skills, such as budgeting, social, time managements.		
The division will provide education & experiences in helping students develop strong study/organizational skills, and “living life” skills		



The school division will provide training to all middle and high school students on how to use BYOT or school issued devices as personal learning tools		
The state’s “definition of ideal” graduate skills focuses very little on standards of learning, yet that’s almost exclusively what this goal addresses. How can we capture interpersonal skills, collaboration, communication, self advocacy and awareness, civic responsibility in this goal. “skills and knowledge needed to be productive citizens” SOL test scores		
The student will be able to express themselves in a constructive debate. Learn how to argue a point with critical thinking and criteria that has validity through research. The student will collaborate with others to bring a debate view to life through public speaking in a professional like setting. In an atmosphere of accusatory language everywhere the debate skill has been lost over the years		
The student will be trained on peer mediation techniques to use that will be employed during conflict situations		
The student will have a course to help with time management and work skills		
The student will participate in ethics, leadership, integrity courses appropriate to be productive citizens		
The students will become proficient in life skills such as counting money; telling time; etc at the elementary level		
The YCSD will continue to offer multiple opportunities for students to cost effectively participate in sports or scholastic teams/clubs in order to enhance personal growth, help learn goal setting and teamwork, provide leadership opportunities and enhance the sense of community in the school setting		
There is more to life than passing test. Our students need to have life skills and be more independent		
We need to put more focus on programs to help ensure the success of students who are not going to college		
YCSD schools will provide more opportunities to focus on fundamentals, especially at an early stage (handwriting, basic typing skills, organization, hygiene)		
YCSD will evaluate whether an extreme focus on Advanced Studies, college & career readiness, and advanced placement truly serves the best interest of the majority of YCSD graduates.		
<b>Recruitment/Retention</b>	<b>SubTheme</b>	<b>Cross Theme</b>
A study would improve teacher morale if we were able to work one job and keep our heads above water		Compensation
Staff retention with pay and respect from administration which starts from the top and includes supporting principals as well as teachers		Compensation
The division will promote retention of staff by providing support and competitive salaries. Needs revision and implementation.		Compensation
YCSD will recruit, hire, and retain through monetary step increases that are unwavering.		Compensation



Attend at least 3 targeted recruiting events where at least 1-2 of events have a high population of diverse candidates	Diversity	
Establish a council to promote, hire and retain multiculturalism and diversity. Committee similar to SEAC, GEAC, other councils	Diversity	
Increase the presence of racially diverse full-time licensed general classroom educators to equate or exceed the presence of diversity present by each school's correlating student subgroup especially at the elementary level.	Diversity	
Students should have the opportunity to observe and work with staff members representative of their diverse background.	Diversity	
Students will see teachers who look like they do in proportion to their school's population	Diversity	
The goal in meeting diversity in staff should go beyond the check box of a certain race; sex; identity, etc. We need diverse staff to ensure diversity in teaching methods from staff that can better enhance their learning	Diversity	
To increase diversity we need more mentoring groups and bring back CFA	Diversity	
YCSO staff will consist of a diverse staff that reflects the population of its students, as much as possible.	Diversity	
YCSO will work to attain a diverse staff that is reflective of the student demographic.	Diversity	
York County hires a diverse staff to include males and females. Staff needs to be a diverse group at all levels and from all ethnicities. The staff should reflect all students at all levels ( teachers, admin, etc).	Diversity	
100% participate in exit survey.		
All departing employees will participate in an exit interview to gain fresh data on how to retain staff and compensate them with bonuses for years of experience		
All YCSO departing employees' feedback and contributions will foster a sense of belonging and remembrance through a "Wall of Fame" at the SBO, enhancing a sense of loyalty and pride		
At least 90% of departing employees will participate in an exit interview or survey and the division will use the data from the interviews and surveys to inform efforts to retain staff		
Figuring out a way to track and reward awesome teachers and how to retrain and hold accountable teachers who are not in the right career field to put it nicely. This is a problem at the middle school level.		
Hire student teachers from YCSO (who have experience here already)		
Recruit and hiring opportunities to interns, student teachers		
Students will receive instruction & support from sufficient staff & faculty to make meaningful growth (eg hire more SPED staff to support quality programs)		



Teachers will be treated as professionals in all schools and trusted and supported in areas of disagreements with parents		
The division will hire more special education support staff that is proportional to the number of students served at each school site		
The division will provide all teachers with adequate time for planning and preparation and ensure that this time is exclusively dedicated for planning and preparation.		
The evaluation system for all staff should include an opportunity for reflection and all staff should participate without fear of reprisals		
The school division should increase efforts to recruit, hire and retain staff that meets our highest standards		
The school division will make efforts to hire YCSD student teachers who come highly recommended by their cooperating teachers.		
The York County School Division will increase their funding to recruit and maintain high quality teachers		
YCSD will create and maintain an induction program for new faculty in years one-three to improve retention of the most qualified staff.		
York County will revisit the process for hiring hard to fill positions by widening their recruiting visits and offering early hire options and/or offering incentives for current employees to gain required skills for those positions.		
<b>Technology Integration &amp; Access</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Students will have the opportunity to participate in online learning or online courses	Online Learning	Learner Experience
Students will participate in an online instructional program that will enable them to demonstrate 21st century tech/digital skills.	Online Learning	Learner Experience
Students will use a variety of technology in school to complete projects. Lead to adaptability for ever-changing technology		Learner Experience
Blended learning, or online learning is not working at the MS level. Parents and students do not support or complete the assignments. SBO should take necessary steps to incorporate necessary seat - time hours into scheduled school days if that is the purpose of blended learning.	Online Learning	
If the division is going to expand the integration of online learning with face to face instruction we need to either do a better job with the PR or make sure all students can access the online portion early. Parents and students place no value on Blended Learning and it is a great deal of work from the educator's stand point.	Online Learning	
All students should have access to technology in every class - 1:1 initiative. iPads; chromebooks, etc.; take home		
All students should have increased internet skills to include certifications (Microsoft, word, etc). This will include safety, social media safety & hacking. The ability to write a resume should also be included.		



All students will demonstrate proficiency in basic computer literacy skills, including typing, word processing, spreadsheets and Internet searches		
All YCSD middle and high school students will have access to division provided technology(iPad;thinkbook;laptop, etc.) to support their access to online curriculum resources, engage in research and publish to a meaningful audience to share academic walk		
Each student will participate in at least one class that focuses on the fundamentals of computer programming.		
In grades 6-8 students will participate in a class that focuses on basic keyboarding skills and keyboarding applications		
In grades 6-8 students will participate in a computer skills class that focuses on basic keyboarding skills and teaching computer application		
Integrate opportunity for increased technology		
Students should have more experiences with technology and availability.		
Students will learn technology skills to be able to compete in the 21st century world		
Students will be able to use Microsoft word, excel and power point with minimum proficiency by the end of fifth grade		
Students will be held accountable for passing tiered technology standards (ISTE student standards)		
Students will learn computer coding		
The division and each school will meet or exceed state and federal targets for all students. Students and staff need to be provided the resources (technology) to keep up with the job force. Online textbooks, tablets, more computer access for <b>all</b> students		
The division <b>must</b> increase student and staff access to digital resources		
The division will allocate more resources for technology by reducing the expenditures in costly textbook series that become quickly under used		
The division will ensure equal access to technology resources for all students among schools		
The division will provide 1:1 student/technology to students in grades 6-12		
The student will be able to participate in highly skilled tech education courses taught by highly skilled instructors		
YCSD will create and implement a digital conversion plan that includes learning management systems, one-to-one devices, professional development and appropriate usage.		
YCSD will increase the amount of technology in every classroom specifically the number of iPads and computers that students have access to on a daily bases, it will not leave the classroom		



YCSO will strive to provide technology resources in each classroom for at least 1/2 the class # so these resources can be used throughout the day for team work, research and collaboration with iPads or laptops for 1/2 of the class - teachers can partner or use for rotations so more students will be able to us tech daily		
Family Engagement & Involvement	SubTheme	Cross Theme
Create/institute a “new student/new families” center/group to welcome and support their transition (English language learners)		
Division will push schools to engage in non-academic related activities in schools to promote school spirit and community		
Each YCSO school will offer at least 2 parent universities each year to reach out to parents and offer support and instructions on any new initiatives and resources the parents and or the students are able to access and use. Examples: How to access and view Aspen pages. Using Pearson Success Net and other programs at home. Free sites that offer study and homework support. Organizational and time management with parents and students		
Families should be <b>required</b> to be more involved in all aspects of the students learning. <b>STAKEHOLDER</b> means ? To most. . .		
Family partnerships: Schools should have more “literacy” or “math” nights so families can see learning and ways to foster it at home		
Improve communication with parents that have SPED students particularly kids with social issues. Parents need to understand because the kids do not talk		
More direct parental support		
Parent education trainings will be held to enhance the knowledge base of parents regarding college and career readiness		
Program provided at schools for parents to help parents understand how students learn to read and what can be done at home to reinforce school learning.		
Schools will engage families by utilizing families diverse experiences in encouraging them in the school		
Schools will support parent education and provide training for working with their child. Parent Liaison at every school		
Secondary school staff members should be allotted the time to effectively communicate with parents after the first quarter to develop a lasting relationship and ensure each student’s success in each class for the year		
Staff will facilitate communications with family by using newsletters		
Staff will provide education for parents on college or vocational prep to include financial responsibilities (FAFSA, student loans, etc)		
Students and families will be given an opportunity to meet with counselors to plan 6-12 path and yearly identity where they want to be and if the student has met his/her individual goal.		



Students will spend more time with their families, and learn how to communicate with each other productively		
Students will understand channels of communication. YCSD should develop models of communication. For instance, who to contact for classroom issues; first level, second level, etc. and encourage steps not be skipped		
The district will incorporate programs in which parents are "taught" along side their child(not in same classroom) Educating the parent so the parent and teacher can educate the student		
The high schools will offer opportunities(meetings, conferences) for parents to meet with teachers and counselors and students to discuss college/employment opportunities outside of normal school hours		
The school will actively recruit "hands-off" parents to participate in school/division volunteer opportunities.		
YCSD will create/enhance positions for at risk family support/integration specialists		
YCSD will institute a parent feedback mechanism to be included in the evaluation of the school and staff each year.		
YCSD will provide a class or parental education classes to help their students		
YCSD will provide educational courses for parents wanting to fulfill their goals of earning a high school diploma.		
York County will encourage participation in school events, effectively interact with incoming families to create cohesiveness in transition.		
York County will foster effective partnerships with families and communities and foster data for the measurement of need and promote positive relationships		
York County will investigate opportunities to engage families with preschool children to off school readiness programs for all students.		
<b>Core Competencies</b>	<b>SubTheme</b>	<b>Cross Theme</b>
90% of all fifth grader students will be reading at or above grade level as measured by the standards of Learning	Literacy	
90% of students in grades K-2 will be proficient as measured on the PALS.	Literacy	
By FY 22 90% of all elementary students will make one years reading level growth as measured by Reading SOL or ORR	Literacy	
By FY17 90% of all third grade students will be reading at or above grade level as measured by the Standards of Learning grade 3 Reading research and literature assessment. Kindergarten, first and second grade level will receive additional help through reading groups run by the reading specialists	Literacy	
Change reading model to literacy model to reflect both reading and writing	Literacy	
FY 17 90% of all third grade students will be reading at or above grade level. Unrealistic to continue to raise percentage. When can we maintain and stop raising?	Literacy	





FY 18 third grade will 2.5% maintain 90% in reading (then maintain)(Can't increase 2.5% or we will be over 100%)	Literacy	
K-5 and secondary literacy model needs to be aligned and merged into K-12 model to ensure all students engage in rigorous educational experiences.	Literacy	
Third grade students reading at or above grade level - adjust percentage gains accordingly. Is there a point that we look at maintaining instead of gaining?	Literacy	
All elementary students will enter the 4th grade proficient in basic math facts.		
All graduating seniors should show competency in understanding how the US Government functions by taking and passing either the US Citizenship test or similar assessment		
Develop an integrated math, science and history elementary model.		
For students will significant needs, what is the benchmark criteria in reading, writing and math. These students can demonstrate growth over time.		
Incorporate a math model comparable to reading or acceptable guideline.		
Student will be prepared to meet college standards and successfully complete undergraduate classes		
Students will be able to recall from memory their multiplication facts through the twelves tables by the end of 4th grade		
Students will be proficient in multiplication facts by the end of 4th grade		
Students will demonstrate basic geographic literacy, including basic cultural understanding; the ability to read and interpret maps, etc.		
Students will excel in mathematics as measured by national standards. They will be problem solvers so can apply mathematics to problems that are workplace based		
The student will, for grades 6-12, mandatory grammar & composition content taught each year for at least a semester before content/literature. Students must know their language and grammar in order to teach literacy		
YCSD students will provided with engaging and rigorous instruction that will prepare them for AP/college coursework.		
YCSD will provide rigorous academic experiences to all students to ensure proficient or higher core skills		
York County students will increase their knowledge and skills in the areas of math, science and world languages with increased minimal requirements for a standard diploma. Math 2-3 years; World Language 2 to 3 years; Science 2 years.		
<b>Volunteering/Community Service</b>	<b>SubTheme</b>	<b>Cross Theme</b>
75% of graduating seniors will have earned at least 25 hours volunteering in the community.		



All students should do a community service project at the elementary, middle and high school levels. They can choose areas of personal interest (religious, charitable, environmental) and write about their experience		
All students will enroll and take an active role in an “outside” volunteer service program before graduation. All students will be required to perform at least 20 hours performing educational/career internship		
During high school years, students will complete 20 hours of community service.		
Each student will research, create, implement and reflect on at least one community service learning project in K-2 and 3-5.		
Encourage community involvement at all levels, but especially at the high school levels. Would be good to tie it in directly to classroom goals (through a project presentations). Could include paid/vocational training, as well as mentoring or volunteering.		
Have all students have the opportunity to participate in community service each year k-12. More nature preserve/greenhouses at the schools for hands on experience. Exposure to real world jobs		
Require community service hours for graduation		
Staff/schools will provide opportunities for students and families to learn about and participate in volunteering (ie soup kitchens)		
Students and staff will be given the chance for volunteer opportunities within or outside our community.		
Students will be required to complete 50 hours of community service before graduation		
Students will complete 50 hours of community service prior to graduation ( some to be accomplished in elem/middle/high with adjustments for transient students)		
Students will engage in “x” amount of hours community service as part of the community service project by the time they graduate high school in a YCSD-approved location (preferably working with people or helping environment). They will research a problem and address the proposed solution in their project.		
Students will experience at least one community service opportunity per year in grades K-12		
Students will participate in a volunteer activity (school-based) that aims to serve the community/peers and that is ongoing throughout the year.		
Students will participate in community service at all grade levels		
Students will volunteer in the community at all grade levels		
The division will develop an effective program to blend student interests with volunteer opportunities		
The division will provide more volunteer opportunities for student to give back to the community through different activities		
The division will support and encourage community outreach for students in schools		



The student will complete 5 hours of community based volunteer services of their choice (teacher approved) and present their thoughts/feelings/experiences through oral presentation		
The students will create and execute a community service project that positively effects their community		
The students will have opportunities to engage in community agencies by providing volunteer hours once per month to build positive relationships with the community		
<b>Expanding Course Offerings</b>	<b>SubTheme</b>	<b>Cross Theme</b>
A culture has been created in York County Schools that you need to be on the “AP” classes in order to succeed in live. More attention needs to be given to the average/ slightly advanced students. Example: no Honors English just AP after grade 10		
Academic rigor: Scout out/look for opportunities to bolster students’ abilities/interests through creative course/class offerings as well as clever/innovative scheduling tactics		
By 2018, all middle schools should develop a curriculum close to the high school for effective transition (electives)		
By 2022 the YCSD will implement career academy tracks at each of the high schools		
By FY__, the division will go to a dual system. One that will emphasize college prep and the other will emphasize tech training.		
By FY18, all YCSD students in grades 9-12 will complete a career inventory assessment.		
BY FY22, each student in 10th grade will complete a vocational evaluation measuring aptitude and proficiency.		
By FY22, the division will provide engaging, rigorous opportunities by expanding magnet/ thematic programs (orchestra, visual arts, trade skill - HVAC, construction). Develop YCSD programs instead of limited seats provided by New Horizons)		
Clearly defined and separated paths/objectives for “College and Career Ready.”		
Don’t be so focused on “advanced” as a means of demonstrating the skills and knowledge needed to be productive citizens. I would love to see YC offer something in between the “regular” classes and the AP classes - for those students who are very capable of being challenged, but not at the AP level		
Improve the course offerings & rigor at the middle school to better prepare these students for a positive and productive high school experience.		
In grades 6-8 students will participate in a selection of “real life” electives, home economics, shop etc.		
Increase opportunities for differentiated courses especially in the middle school. For example: Advanced science, 6-8; Advanced History. General courses are just too easy for good/interested students		



Offer competitive courses and skill based education to prepare students for success post graduation		
Staff will develop course options that look toward future career fields or future innovations.		
Staff will develop curriculum for a middle school course that provides opportunity to explore numerous interests and helps prepare them for future careers.		
Student seat time at the elementary level will include instruction in Spanish.		
Students will have the opportunity to participate in a Fine Arts curriculum		
The division will value quality over quantity with regards to secondary course options and will take into account the individual needs and staffing limitations of each school		
Would like to see classes in the arts increased in the elementary schools. I believe band, theater clubs and art clubs should be introduced. Also would like to see a language offered before HS		
YC will offer something in between the “regular” classes and the AP classes for those students who are capable of being challenged but not at the AP level.		
YCSD will offer a variety of college courses that will be accepted by most colleges and universities.		
<b>Compensation</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Why not go for #1 this will have YCSD have the market access to the most and highest quality teachers. It will also help retain teachers.		Recruitment/ Retention
Better compensation for non staff members. They are required to teach and execute educational materials to students		
Comparable compensation package to local area		
Compensation for staff will be highly competitive within the state		
Compensation package standard should also include steps, not just a comparison of entry level salaries		
Compensation package that would pay professionals a professional pay. Overtime, outside work, not compensated. More demands, less time		
Compensation packages needs to be in top 3 to maintain diverse staff. However, due to the lack of step increases new staff coming in makes about as much as someone with 17 years in YCSD. This is wrong and why there is such a turnover		
Competitive salary/compensation packages for all staff better reflecting the education and workload taking into account corresponding packages in other industries.		
I know that we have gotten raises and things are getting better but I am still working multiple jobs to be able to provide for my family. How/who can we put pressure on to keep/maintain staff because housing prices are still insane for the county		



Remove "C" make sure pay is competitive and use money from "study" to raise teachers pay		
Teacher/staff salaries will reflect the income of the county. YC is the fifth highest in average income in the state so that staff salaries should be the fifth highest in the state		
The compensation for licensed staff will move into the top three. . Is this just entry? Base salary with same years in surrounding districts is much less in York County		
The compensation package for licensed staff will be based on years of service in division and bonuses should be given for special assignments and goals achieved		
The compensation package will move to #1 in Hampton Roads without counting insurance. FY17 Rank 1; FY18 Rank 1; FY19 Rank 1, not using entry level or all degrees		
The teacher salary schedule will move into the top 3 of Hampton Roads		
The YCSD should look at the pay scale for teachers, sub-teachers in different states, it is low compared to what YCSD is expecting from staff		
YCSD will continue to offer a competitive wage & benefits for all employees.		
YCSD will meet the upper end of compensation for staff as compared to other excellent systems		
YCSD will recruit be increasing the compensation package to top 10% in nation.		
YCSD will reduce salary compression by FY__		
York County should be ranked #1 in Hampton Roads for salary, not just entry salary but for teachers who have been in division for a while!! I don't believe new teachers should be making a salary close to what I am making with 16 years in the division		
York County will strive to create incentives (pay scale) to attract a new level of professional teachers and faculty who will place student growth at the center of each moment of the school day.		
<b>Continuum of Services for SWD</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Better inclusion model at younger grades ( but all grades) to pro-actively address issues at higher grade levels		
How do we expand on transition services to students' with special needs? How do we measure individual growth for those who are under represented		
Provide structured pre-planning for students with disabilities regarding needed staff and supports prior to the beginning of the school year		
Students with disabilities will be individually assessed on growth based on personal strengths and needs ( as opposed to standardized evaluations)		
SWD will be served in a continuum of placements/service settings within each school building. (Eliminate process for specialized rooms)		
YCSD will increase the opportunities for SWD to have more choices in placement of least restrictive environment.		



YCSO will offer more appropriate learning environments for our special education population to ensure their success.		
YCSO will provide a continuum of services (inclusion support, self-contained, part-day) to better meet the needs & goals of SWD and to provide them and all the other students the safest & most effective learning environments)		
YCSO will provide social skill groups for students diagnosed with high functioning autism to prepare them for real world communication/social experiences		
York County will provide a broader continuum of placements for students with disabilities to better meet their individualized learning goals & to preserve the safe & effective learning environment for all other students.		
York County will provide self-contained classes at the elementary level for ID students to begin life skills in the special education program.		
<b>Utilizing Community Resources</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Utilize community partnerships to teach students “real life” skills such as: job applications; mock interviews; financial responsibility		College & Career Readiness/Life Skills
YCSO will collaborate with outside community stakeholders to introduce real world workplace scenarios with our students.		College & Career Readiness/Life Skills
Schools should have more “literacy” or “math” nights so families can see learning & ways to foster it at home.		Family Engagement & Involvement
YCSO will actively engage families across all socioeconomic and cultural lines to increase representative family involvement in all aspects of the educational community.		Family Engagement & Involvement
YCSO will provide parent nights for targeted audiences in non-traditional formats and/or settings to increase parent knowledge of academic expectations, advanced courses/placements, etc. YCSO will consider student ratios as with classroom instruction in cases of student support(specialist in order to provide more detailed/tailored guidance to parents and students		Family Engagement & Involvement
K-3: science/social studies field experience; 6-8: Keynote speakers, lecture series; 9-12: study abroad; keynote speaker series		Learner Experience
The elementary fine arts magnet school will strengthen fine arts relationships with community members by providing an experience in dance, theatre, music and art each year for grades 3-5.		Learner Experience
Work with business partners to help high school students have laptops and internet access		Tech Integration & Access
YCSO will complete a community asset map and work to connect with most of the assets to provide volunteer or internship experiences or at a minimum a connection with “someone in the field.”		Volunteering/ Mentorship



All schools will host at least one event to foster school-family community partnerships and help parents and community members understand the expectations of students at school		
Each school in YCSD will develop a stronger bond/partnership with the surrounding community by working collaboratively and inviting community members in for interviews etc.. More time/emphasis must be dedicated to this in order to implement it successfully		
The division will develop a partnership with pre-school providers		
The division will foster relationships with community leadership in business, technology to better involved community in student education & goals.		
The division will promote and facilitate a strong working relationship between schools/ departments/students and external organizations including businesses, research facilities, museums.		
The students will attend a career fair by 10th grade. Required course on healthy living habits; cooking balanced meals; maintaining physical activity		
The York County will foster effective partnerships with families and communities and foster data for for the measurement of need and promote positive relationships		
YCSD business partners will give priority to hiring YCSD students or alumni		
<b>Communication Skills</b>	<b>SubTheme</b>	<b>Cross Theme</b>
The students will be able to communicate in order to be successful problem solvers		College & Career Readiness/Life Skills
All secondary students will conduct book reports based on summer reading. Students will present reports orally and use technology	Public Speaking	Tech Integration & Access
All students will complete at each grade level an age appropriate stand up briefing in either a group setting or via skype, HD video, facetime to hone skills to market self, subject matter, interview skills	Public Speaking	
Students will complete one public speaking class before graduating from high school	Public Speaking	
Students will engage in the performing arts as a way of learning and refining public speaking skills.	Public Speaking	
Students will participate in a required public speaking class	Public Speaking	
The students will communicate effectively through public speaking, writing and technology	Public Speaking	
All graduating seniors will be able to demonstrate their ability to communicate in standard English.		
All students will engage in writing for a real audience and/or purpose at least once a year		
All YCSD students will communicate effectively in writing, oral, technology and social		



YCSO will provide professional development opportunities to help them teach the 5 C's to students		
YCSO will successfully continue to offer purposeful training experiences to ensure we have access to the latest educational programs and materials		
<b>Financial Literacy/Money Management</b>	<b>SubTheme</b>	<b>Cross Theme</b>
75% of high school seniors will achieve passing scores in the WISE Financial Literacy test.		
All high school seniors will take a consumer math (real life math) course and become knowledgeable in the day to day management of money		
By FY19, 90% of students graduating will have passed the WISE Financial Literacy test.		
Every student at the elementary and/or middle level should receive age-appropriate instruction in money management and finance. The personal finance course in HS is terrific. We could start earlier.		
Fiscal Fitness: Starting in 3rd grade with counting money, expand through High School to cover: Banking; debit cards; credit cards, online banking; basic stock market investing; 401K; mutual funds;stocks and bonds		
Student will be given opportunities to practice finance skills such as creating and managing a budget and maintaining a checkbook		
Students will be given opportunities to practice finance skills such as creating and managing a budget and maintaining a checkbook		
Students will be required to take a Financial Literacy course prior to graduation.		
Students will successfully complete a financial literacy program before graduation		
Students will take a personal finance class to include realistic views of cost of living, budgeting, debt implications of student loans and how they work etc.		
The division will develop curriculum that will prepare all students to understand the basics of finance. *personal implications especially		
The student will be able to balance personal finances without help of technology using know/previously taught mathematic strategies		
YCSO will provide students with curriculum opportunities to develop life skills as related to finance and money management		
<b>Vocational Offerings</b>		
All YCSO high schools will offer programs such as communications; criminal justice; tech. center/vocational center; vet intro programs as 1 year, 2 year and 4 year programs so that all students can participate in one of these programs		Expand Course Offerings
Path for trade school students, expand New Horizons opportunities		Expand Course Offerings
Students will have opportunities prior to entering high school to experience vocational programs, shadow potential employers or internships		Expand Course Offerings





By FY_ the division will provide a more expansive technical program to accommodate students that want to enter the job market immediately after high school		
More students will be entering vocational programs to ensure workforce readiness		
Students not interested in pursuing a college degree will have the opportunity to experience and pursue a vocational trade allowing them t be a productive member of society		
Students will be encouraged to pursue and be provided opportunities in trade occupations (not all college bound) and percentages established for completion/ certification requirements prior to graduation. Drop-out rates down; employment ops up = success		
Technical school exposure for all students. Allows understanding across the ages		
The division will make available to all students in grades 9-12 vocational courses (HVAC; electrical;cosmetology, etc.) and provide transportation to and from the site		
The division will offer more vocational training classes in each of the 4 high schools		
The students will be able to have the choice to enroll in more “trade” schools to provide more of an opportunity to increase the chances for getting a job		
YCS D will increase vocational opportunities for students		
York County will provide vocations classes (Home Ec; shop; computer/software) for any and all students interested		
<b>Class Size/ Student:Teacher Ratio</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Revise goal A delete “ subject to available resources”. Average class size below 30 students should be the goal		
Stick with average class sizes in elementary level at or below 20:1 for grades 3-5 as well. This will allow for more transformative/collaborative lessons		
Students will benefit from a class size of 20:1 in kindergarten. They will be able to work in a smaller group environment where more individual needs will be met		
Students would benefit from smaller class sizes. This would allow for a variety of experiences for students (20:1>K-2 and 24:1 > 3-5		
The division average class size at elementary level will be at or below 20:1 for students in grades K-2 and 25:1 for students in grades 3-5, subject to available resources		
The division average class size at the elementary level will be at 18:1 for K-2 & 22:1 for 3-5. The division average class size in core courses at the secondary level will be below 26 students.		
The division class size - not the average - should be 20:1 (K-3); 24:1 (4-8); and 26:1 in high school academic classes and no more than 30 in any class. Classes where students struggle should never be more than 20-22:1		
The division class size at elementary level at or below 20:1 K-5. Secondary level at or below 25.(NOT subject to available resources)		



The division class size at the elementary level in each school will be 18:1 in grades K-2 and 20:1 in grades 3-5. 2. The division will provide preschool classes at each elementary school for all age ready students		
The division class size should be per school not an average. We have a kindergarten with a very high student to teacher ratio, 23;24;22		
The division maximum (not average) class size at the elementary level should be 20:1 for K-2 and grades 3-5. The maximum for secondary students should be 25:1.		
The division needs to change the average class size at the elementary level per grade level. The k-2 20:1 and 23:1, 3-5. If numbers exceed these ratios a new teacher needs to be hired		
The division will keep class sizes in elementary schools appropriate and will adjust or slide these ratios given the demographics within the school (socio-economic)		
YCSO will implement diversity/ cultural awareness into K-12 classrooms. Community involvement that reflects various cultures/ethnicities to help students relate.		Utilizing Community Resources
Social & Cultural Awareness and Acceptance		
As a continuum to our current goal, YCSO will acknowledge the implications of ever-increasing populations plagued by poverty.		
Building climate will be reviewed by all stakeholders to increase empathy and tolerance for diverse populations (disabled, cultural etc.) and education provided about these diverse populations		
By FY 20, all students and staff will increase their understanding, awareness and respect for the cultural diversity of our country through direct instruction and engagement in projects.		
Compassion and empathy training; to spend time with other kinds of people to learn about the struggles and insecurities of others could improve relationships and reduce violence.		
Embrace a cultural initiative at all levels to help students become more socially and culturally informed and aware of the world around them and how to respectfully navigate in it and contribute to it		
Staff will develop a global citizenship curriculum to be incorporated into learning objectives as available		
Staff will work with families of diverse cultural backgrounds/languages to provide effective communication		
Students will be able to work with diverse people and exhibit empathy for all.		
Students will be exposed to global perspectives to prepare them for a variety of backgrounds and mindsets which they will encounter in their futures. This should include foreign language; global travel; and collaboration		
YCSO will foster opportunities for student exploration of diversity, including events such as high school roundtables to promote communication and understanding		



York County students will engage with students from diverse backgrounds to prepare them to graduate as world citizens who are able to work with others, even those with differing opinions constructively		
York County will engage all students in order to promote individual growth needed to improve our community		
<b>Safety: Drills &amp; Training</b>	<b>SubTheme</b>	<b>Cross Theme</b>
All YCSD classrooms will have locks on the inside of classroom doors.		
Provide written safety drill instructions for school visitors and volunteers		
Staff will be trained on updated crisis management procedures. Example: Schools around the country are being trained on lock down procedures that include more than just sitting in a corner. Many students are wearing back packs on their chests with books in them, sitting in closets, etc.		
Students will provided an environment to learn & explore where they feel safe to participate.		
The need to revamp what is done during an intruder drill. Huddling in a group does not work. There is training available as to how we can reduce casualties from the model we currently follow		
YCSD will continue to increase awareness in school safety & provide a safe environment for students to learn & be successful.		
YCSD will main/upgrade facilities to meet or exceed safety standards to provide comfortable environment for students and staff.		
YCSD will maintain effective, efficient service-oriented operations and facilities that meet state and federal standards and that support student achievement in safe, secure environments		
<b>Other</b>	<b>SubTheme</b>	<b>Cross Theme</b>
75% of non college bound students should have earned a career and technical certificate, state license, or national occupational assessment credential (Vo tech should be available to every student who desires it. The level of competition when applying to our 1 shared school is too difficult. These students need this.		
All students will have high quality learning experiences in all classrooms because of the delivery of high quality division curriculum by skilled teachers		
Board members are not visible at all ends of the county ( in the schools)		
BY FY22, the number of advanced studies diploma graduates achieving the college & career readiness standard on the SAT will increase 5 percentage points above the percentage earned in 2017.		
District staff will substitute once a quarter to promote positive relations with faculty and students		
Fully fund tier 1, 2 and 3 instruction at the K-5 level so that there are not as many academic challenges at the middle school & high school levels.		



Assure that all students are challenged and taught to write effectively after high school. (The average student who does not take Advanced English can't write a paper.)		
By FY22, all high school graduates will be required to take a class in speech communication in order to become more productive citizens and better employees/business owners.		
Staff will re-evaluate the writing model to better mirror "real Life"/career oriented writing tasks (essay, letter, envelope, email)		
Students will demonstrate proficiency in communication, both orally and written.		
Students will have the opportunity to be actively involved in written and verbal communication through projects and experiences		
The students will participate in a course focusing on a variety of communication skills		
The students will take media literacy courses starting in 6th grade		
<b>Professional Development</b>	<b>SubTheme</b>	<b>Cross Theme</b>
Provide new employees with mentors who are more appropriately matched with their grade/discipline as opposed to a school-based placement.		Recruitment/ Retention
All teachers will be encouraged to participate in professional development opportunities which are self-selected without taking personal days. These opportunities will be available in a fair and regulated fashion		
Allow teachers to guide the professional development offered.		
For the students benefits, teachers should receive frequent, ongoing technology training so lessons are more "real world" appropriate		
In order to more effectively provide students with rigorous educational opportunities that prepare them for each additional school year - there should be a professional development that supports cross-grade level collaboration		
More teachers trained/proficient in gifted education so students are challenged every day		
Support staff including counselors, psychologists, resources teachers, social workers will participate in high quality professional development that supports their roles within the division (specific to their positions)		
Teachers will receive PD to know how to teach reading & word study and will be provided resources & access to educators with knowledge		
The division will provide professional development that meets the needs of the student.		
YCSD will provide on-going professional development opportunities available to all staff members and offer teacher coaches available for professional growth		



I think all grade levels should be challenged so that they can be prepared for the future outcome. For their future success or failure. I believe the early challenge will help them to prepare the next grade level or level they are going		
In order to allow teachers to plan high interest engaging and effective lesson plans teachers will be limited to teaching no more than 2 different subjects concurrently		
Including substitute teachers as well		
Increase per pupil expenditure		
Keep Goal 1G to include high school courses		
Keep Goal 3 D		
Less focus on scores		
Positive relationships will occur between students when there are consequences for misbehaviors that create an environment that makes kids feel safe		
Students will have the opportunity to be taught by SBO Instructional Staff (Instructional Specialists, Directors; Chiefs)		
Teacher survey will include hours worked outside contract time		
The county will provide adequate human resources to allow schools with higher at-risk populations to succeed.		
The division will change school start times to make them start no earlier than 8 am.		
The division will develop welcome materials to include basic info - bus times, lunch costs, class sizes/structures, what a day looks like at elem, middle, high		
The division will identify students with less than five credits at the end of grade nine, 10 credits at grade 10 and 15 credits at grade 11 and will provide free credit recovery options & transportation to get students back on track.		
The division will seek to provide equal upkeep and maintenance among all schools		
The number of students taking advanced courses could increase if an online model was created to showcase the skills & background knowledge necessary for students to be successful.		
The percentage of students applying and getting into college or vocational schools will increase yearly.		
The student will engage in rigorous educational experiences that prepare them for the demands that they will need to meet in their educational courses		
The students will be provided career path opportunities in college and trade schools prior to high school		
The students will work towards Advanced Studies diplomas by attending specific study groups		
YCSD will increase EXTEND services.		



YCSO will promote student learning & progress so that graduates are prepared for pursuing either college or career		
York county will measure and track growth for students with critical skills of reading; writing and social skills to help encourage and prepare students and factor in progress for students who are not at expected performance levels		
York county will offer students an alternative method to graduate based on specific classes or career options		