Yokota HS Action Plan 2025

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DoDEA Vision	Excellence in education for every student, every day, everywhere.
Pacific Region Learning Targets	The DoDEA Pacific Region ELA student proficiency outcomes will increase from 56% meets/exceeds in 2023 to 72% meets/exceeds on/by 2028.
	The DoDEA Pacific Region Math student proficiency outcomes will increase from 42% meets/exceeds in 2023 to 60% meets/exceeds on/by 2028.
Pacific East Scorecard	**SY 24-25 District Scorecard** **SY 24-25 School Scorecards**
Pick the Data	• AP • PSAT/NMSQT, PSAT 8/9 • SAT • DoDEA Learning Walkthrough 2.0 • Cognia eleot • Q1 & Q2 Math CPA • Q1, Q2, Q3, and Q4 ELA CPA • AVID Annual Certification (Notes: CCRSM and CCRSL were included in the prior SAP (2023–24) but are no longer active DoDEA reporting measures. Retained here only as a reference to previous data sources.) 24–25 FC Group Data: - AVID WICOR: Quick Write & ACE rubric data - Math: Edulastic/Delta Math formative results - PBL: Rubric-based project data (critical thinking, writing, collaboration) - Resiliency: Student wellness survey results - New & Improvedf SST (Tier 2): Weekly D/F tracker and Learning Academy referrals
Engage in Analysis	During SY23–24 and SY24–25, Yokota HS saw continued progress in literacy outcomes, though math remains an area of concern. PSAT Reading/Writing (2024–25): 9th grade: 83% meeting/exceeding (↑ from 74%) 10th grade: 83% meeting/exceeding (↑ from 77%) 11th grade: 74% meeting/exceeding (↓ from 78%) SAT Benchmarks (2024–25, Grade 11): Reading/Writing: 81% (Progress) Math: 48% (Concern) AP Exams: 79% of exams scored 3+ (↑ from 71% in 2023–24) Learning Walkthroughs (Q1, SY24–25): 16% of classrooms observed meeting Indicator 1 (student-centered classroom). 24–25 FC Group Analysis: - AVID WICOR: Quick Write and ACE rubric data showed measurable growth in Expression of Ideas strand, aligned to PSAT writing expectations. - Math: Edulastic/Delta Math assessments revealed student movement across PSAT performance bands (easy → medium), with GPA and grade improvements tracked alongside formative data. - PBL: Rubric check-ins and Digital Storytelling projects reinforced critical thinking, writing, and collaboration, with evidence of improvement across check-ins and alignment to PSAT Craft & Structure. - Resiliency: Student surveys and seminar wellness sessions identified stress management, study habits, and peer support as priorities. Data tracking included survey trends, seminar attendance, and links to GPA/behavior. - New & Improvedf SST (Tier 2): Weekly D/F list tracking highlighted repeat offenders. Learning Academy referrals showed some students improving grades and staying off the D/F list, though overall numbers remained high.
Determine the Goal	By building a comprehensive **multi-tiered system of supports (MTSS)**, we will observe a positive increase in student achievement and student learning behaviors.
Make or Revise the Plan	**At Yokota HS, MTSS is advanced through a three-part Focused Collaboration cycle:** **1st Tuesday District Job-Alike FCs, 2nd & 4th Tuesday Content-Alike FCs, and 3rd Tuesday Schoolwide Initiative FCs.** **All groups use DuFour's Four Questions to align instruction, analyze data, and respond to student needs, emphasizing best practice strategies across content areas.**

Implement the ONE THING	At Yokota HS, we address the needs of the whole child through MTSS by combining innovative core instruction with ongoing monitoring of student wellness and resilience.		
MONITOR and ADJUST			
Achievement Actions	**Progress Check 1 Tools (Q3 Jan-Mar)**	**Progress Check 1 Results**	**Link to ALL Supporting Documents**
Implement AVID strategies during Tier 1 core instruction.	Teacher reflections on AVID strategy spotlights FC spreadsheet tracker reviewed in SLT Draft SOP for documenting leading/lagging indicators Math FC baseline formative assessment (Edulastic)	AVID Strategy Spotlights held: – Feb 25, 2025 (Novel Ideas quick checks) – Mar 25, 2025 (30-Second Expert share-out) Instructional Rounds process active; feedback collected (cumulative total tracked for year) SLT weekly reviews of FC progress documented Math FC created baseline formative assessment aligned to PSAT Heart of Algebra; initial steps toward leading indicator data	
	Progress Check 2 Tools (Q4 Apr-Jun)	**Progress Check 2 Results**	
	SLT weekly reviews of FC tracker data April/May end-of-year whole-group share-outs Draft template (SOP) summarizing FC leading/lagging indicators Math FC formative assessment tool (Edulastic) in development Informal peer observation notes (Instructional Rounds-style)	**FC teams reflected on progress and shared adjustments during April/May sessions** **SOP draft created to standardize how FC teams document leading/lagging indicators** **Math FC piloted Edulastic tool aligned to PSAT Heart of Algebra (baseline data pending)** **Admin/SLT met with Math FC to review early steps toward growth indicators** **Several informal peer observations were conducted to share strategies and support student-centered practices (no formal evidence submitted)**	
	Progress Check 3 (Q2 Aug-Oct)	**Progress Check 3 Results**	
	Sept. 16 staff forms: 3rd Tuesday Group Selection and FC Support Needs Focused Collaboration Team agendas reviewed by SLT Admin use of LWT (Learning Walkthrough) secondary discourse data	New Focused Collaboration structure launched in Sept: 1st Tuesday Job-Alike, 2nd & 4th Tuesday Content-Alike, and 3rd Tuesday Schoolwide Initiative/Interest groups Sept. 16 staff input confirmed support needs (data, AVID strategies, resources) and guided formation of Schoolwide Initiative FCs: Resiliency, MTSS Tier 2, Instructional Rounds, AI in Education, Foreign Language/STAMP Content-Alike FC teams will select data sources to support their team-selected AVID or other evidence-based strategies, with SLT monitoring progress in coordination with each team LWT secondary discourse data will be gathered and utilized to assess growth of student-centered discourse in instruction	

	Progress Check 4 (Q1 Nov-Dec)	Progress Check 4 Results	
	LWT (5, 6, 7, 12) AVID Recertification Evidence	70% of classrooms demonstrated higher-order questioning (SF12), 62.5% demonstrated effective lesson pacing (SF05), 30% demonstrated formative assessment practices (SF07), and 16.7% demonstrated flexible grouping (SF06). AVID recertification evidence was collected from all content areas, including lesson artifacts, student work, and FC documentation; certification compilation is in progress.	

Summarize the Results for the Cycle

Across the 2025 cycle, AVID strategies were implemented and monitored through schoolwide strategy spotlights, Focused Collaboration structures, and instructional rounds, with departments selecting data sources to support AVID-aligned Tier 1 practices. Math teams established PSAT-aligned formative assessment baselines, and SLT conducted ongoing monitoring through FC reviews.

Classroom-level verification showed that 70% of classrooms demonstrated higher-order questioning and 62.5% demonstrated effective lesson pacing, while 30% demonstrated formative assessment and 16.7% demonstrated flexible grouping, indicating partial but growing alignment to AVID Tier 1 practices. AVID recertification artifacts were collected across all content areas, with certification compilation in progress.

Next Steps	Notes and Reflections
Completed and no further action	This cycle highlighted the need for stronger alignment between SAP actions, monitoring tools, and evidence collection. While multiple tools (LWT, FC tracking, and AVID recertification artifacts) were used, evidence was not always consistently or clearly connected to the Achievement Action, reinforcing the importance of tighter alignment between tools, measures, and documented results in future cycles.

Resilience Action	Progress Check 1 (Q3 Jan-Mar)	Progress Check 1 Results	Link to All Supporting Documents
The SST will implement systems to support and monitor student resilience	Resiliency FC developed and refined student surveys (moving from free-response to multiple-choice) to better capture student needs. Survey data guided Seminar Wellness sessions; exit polls were used to measure effectiveness and collect feedback. Student resiliency check-ins piloted to monitor well-being and engagement. Recognition systems continued: PRIDE submissions, “Pepsi & Praise” awards, and Panther Parking Lot initiative. ABC Data Tracker used to monitor and support students requiring Tier 2 interventions.	Revised surveys produced clearer, actionable data on student wellness needs. Seminar Wellness sessions were positively received; exit poll feedback confirmed student support and informed future topics. PRIDE and Pepsi & Praise recognitions reinforced positive culture and staff morale. Parking Lot feedback was gathered and addressed by admin to improve transparency. ABC Data Tracker flagged students for Tier 2 supports, aligning interventions across academics, behavior, and counseling. Student feedback trends showed increased feelings of support and belonging, while recognition systems contributed to a stronger school climate.	D/F List Tracker Attendance Tracker
	Progress Check 2 (Q4 Apr-Jun)	**Progress Check 2 Results**	
	Resiliency FC finalized and distributed a revised student survey (multiple-choice + open-ended) to capture quantifiable wellness data. Survey results were categorized into themes such as stress management, peer relationships, and study skills, guiding future Seminar Wellness sessions. Student participation in Seminar Wellness was	The revised survey provided clearer, actionable data, enabling the team to refine Seminar Wellness topics more effectively. Exit survey feedback confirmed that sessions addressing study skills and stress management were especially valued by students.	

	Student participation in Seminar Wellness was tracked through request forms, attendance records, and exit surveys. Recognition systems continued: PRIDE awards, "Pepsi & Praise," and the Panther Parking Lot initiative promoted morale and student/staff voice. The ABC Data Tracker remained in use to identify and support Tier 2 students needing academic, behavioral, or counseling interventions. The Focused Collaboration Observation Tool (FCOT) was introduced to align Resiliency FC meetings with DuFour's Four Questions.	stress management were especially valued by students. PRIDE and Pepsi & Praise recognitions continued to reinforce a positive school climate, while Parking Lot input supported responsive administrative action. The ABC Data Tracker flagged specific students for targeted Tier 2 supports, improving coordination among teachers, counselors, and admin. Use of the FCOT kept the team focused on evidence-based practices and ensured alignment with schoolwide continuous improvement goals.	
	Progress Check 3 (Q2 Aug-Oct)	**Progress Check 3 Results**	
	At the start of SY 25–26, Yokota HS launched its new Focused Collaboration structure: 1st Tuesday district job-alike, 2nd/4th Tuesday content-alike, and 3rd Tuesday schoolwide initiative/interest groups. Three key 3rd Tuesday groups were established under this monthly cycle: Resiliency FC: continued its focus on student well-being, Seminar Wellness sessions, and recognition systems (PRIDE, Pepsi & Praise, Parking Lot). MTSS Tier 2 FC (formerly "New & Improved SST"): reestablished Tier 2 support structures, including the weekly D/F tracker, Learning Academy referrals, and parent collaboration processes. World Languages FC: launched efforts to support ELL students and language learners, preparing for STAMP assessments and Seal of Biliteracy recognition. On Sept. 16, staff completed the FC Group Selection and Support Needs surveys, confirming group membership and clarifying resources required for each initiative group. All initiative groups began orienting their collaborative work around DuFour's Four Questions to keep student learning at the center.	This quarter focused on organization and continuity, since the new structure launched in September. Resiliency, MTSS Tier 2, and World Languages FCs successfully embedded into the monthly FC cycle, ensuring their work is sustained. Staff feedback clarified support needs, providing direction for implementation. No formal student data yet; survey responses, Seminar Wellness participation, Tier 2 interventions, and language proficiency results will be reported in later quarters.	
	Progress Check 4 (Q1 Nov-Dec)	**Progress Check 4 Results**	
	SST Referral Tracker Habitual Absence Tracker Weekly D/F Monitoring Tracker	Since the start of SY 2025-26, a total of 2 students have been referred to SST for Tier 3 support. During Quarter 2, 77 students were identified as habitually absent. Weekly D/F tracking from 11/03 through 12/15 showed 66 and 96 students, ending at 87 students on the D/F list on 12/15, indicating ongoing movement on and off the list as supports were implemented.	

Summarize the Results for the Cycle			
Across the 2025 cycle, the SST implemented and refined systems to monitor and support student resilience through surveys, Seminar Wellness, recognition programs, and coordinated Tier 2 and Tier 3 tracking. These structures improved the school's ability to identify student needs, align supports across academic, behavioral, and counseling services, and respond to feedback from students and staff. By the end of the cycle, the monitoring systems revealed key trends, including low Tier 3 referrals (2 students), a sizable group of students with habitual absences (77 students), and ongoing movement on and off the D/F list (66–96 students, ending at 87 on 12/15), providing a clearer picture of where continued resilience supports are most needed.			
Next Steps	**Notes and Reflection**		
In-progress	Data from attendance, D/F tracking, and SST monitoring indicate that habitual absences and repeat D/F placement remain key barriers to student resilience. The cycle highlighted the need to strengthen early identification, improve communication between teachers, counselors, and families, and increase targeted Tier 2 supports for students showing patterns of academic and attendance risk. Continued refinement of monitoring tools and follow-up protocols will help ensure that students are identified sooner and connected to appropriate interventions before issues escalate to Tier 3.		
Well-Being Action	**Progress Check 1 (Q3 Jan-Mar)**	**Progress Check 1 Results**	**Link to ALL Supporting Documents**
Support student's mental and physical wellness by: Monitoring student well-being through check-ins Providing students with life skills that apply beyond the classroom.	Resiliency FC administered the first round of student surveys, identifying trends in stress management, peer relationships, and academic supports. Seminar wellness sessions were offered biweekly, and exit surveys provided feedback on effectiveness. PRIDE awards were issued monthly, recognizing students and staff at faculty meetings and in announcements. SST (MTSS Tier 2) tracked weekly D/F data and initiated Learning Academy referrals and parent contracts to support struggling students.	Student survey response themes directly informed seminar session topics (e.g., coping skills, study habits). Participation in seminar wellness was consistent, and exit surveys indicated positive impact on student engagement. Three rounds of PRIDE awards were completed (Jan–Mar), reinforcing PBIS expectations. SST data showed that several students improved after Learning Academy referrals, though repeat D/F students remained a focus.	
	Progress Check 2 (Q4 Apr-Jun)	**Progress Check 2 Results**	
	Resiliency FC revised survey instruments based on student feedback and began preparations for a second distribution. Seminar wellness sessions continued with high participation in stress management and study skills workshops. PRIDE awards and "Pepsi & Praise" recognitions maintained visibility of positive behaviors and staff contributions. SST continued monitoring the D/F tracker, refining its flowchart, and using SMART goals to strengthen Tier 2 supports.	Exit surveys confirmed seminar wellness remained valued by students, especially around academic stress. Revised survey tools were finalized for SY25–26 to better capture long-term student needs. PRIDE awards and staff recognition sustained positive morale into the end of the year. SST interventions removed some students from the D/F list, but repeat cases highlighted the need for more intensive Tier 2 strategies.	
	Progress Check 3 (Q2 Aug-Oct)	**Progress Check 3 Results**	
	The school year began with a restructured Focused Collaboration (FC) model: 1st Tuesday District Job-Alikes, 2nd & 4th Tuesday Content-Alikes, and 3rd Tuesday Schoolwide FCs. Resiliency priorities were embedded into this structure, but schoolwide wellness programming is still under review for SY25–26. PRIDE awards continued as the primary recognition tool for positive behavior, with nominations open to staff and students. Early-year faculty discussions reviewed support	Monthly PRIDE awards provided continuity from prior years, sustaining PBIS visibility and student/staff recognition. FC group feedback identified areas for targeted support (e.g., tracking tools, data use, interventions), which will guide planning in upcoming cycles. Schoolwide wellness actions beyond PRIDE are in transition, with teams considering how to align Resiliency with the new FC structure.	

	needs for content and schoolwide FC groups (forms completed Sept. 16).		
	Progress Check 4 (Q1 Nov-Dec)	**Progress Check 4 Results**	
	Wellness check-ins (how many and is it resulting in any action?) Seminar Wellness exit tickets	In November, a standardized wellness check-in workflow was finalized and implemented using Microsoft Forms to monitor student well-being and streamline student requests for support. As of December 15, a total of 149 students completed wellness check-ins, representing 54% overall participation (9th: 64%, 10th: 53%, 11th: 68%, 12th: 27%). The wellness check-in process resulted in 5 student requests for follow-up, which were automatically routed to appropriate staff through the notification system. Seminar Wellness sessions were implemented during Seminar. However, the impact on student wellness and knowledge is undetermined.	

Summarize the Results for the Cycle

Across the cycle, Yokota HS established and refined systems to monitor and respond to student well-being, including student surveys, seminar wellness sessions, SST tracking, and a standardized wellness check-in workflow. By Q4, a Microsoft Forms–based check-in system was implemented to collect student input and route support requests to appropriate staff, increasing visibility into student needs and strengthening Tier 1 and Tier 2 monitoring structures.

Next Steps	Notes and Reflection
In-progress	While systems to monitor student well-being are now in place, follow-up and consistency need to be strengthened. Wellness check-ins and seminar sessions provide useful information, but clearer expectations are needed for how data is used to trigger supports. Recognition and wellness practices also need to be more consistent schoolwide. Next steps will focus on improving participation, strengthening follow-up, and ensuring students identified as at risk are connected to supports in a timely way.