

Technical & Career Education Center Plan for Continuous Improvement (PCI)

<p>VBCPS Strategic Plan: Compass to 2020 Charting the Course</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. High Academic Expectations (literacy and numeracy; content knowledge; globally competitive skills) 2. Multiple Pathways (personalized learning & leveraging technology) 3. Social – Emotional Development (SE learning strategies, SRT behavior, school/community activities, learning environments) 4. Culture of Growth & Excellence (Building capacity, partnerships with stakeholders, culture of respect)

<p>Technical & Career Education Center Mission Statement <i>The Virginia Beach Technical and Career Education Center is dedicated to preparing its students for quality career employment and lifelong learning.</i></p> <ul style="list-style-type: none"> • <i>The student will become skilled in a career area of personal choice.</i> • <i>The student will develop creative and critical thinking skills.</i> • <i>The student will accept personal responsibility for behavior and learning.</i> • <i>The student will continue to learn and adapt to change.</i> • <i>The student will learn to respect the rights of others.</i> • <i>The student will gain self-esteem through achievement.</i> • <i>The student will prepare for licensure/certification where appropriate</i> • <i>The student will learn to work in teams and develop leadership skills.</i>

Technical & Career Education Center Plan for Continuous (PCI) Focus and Improvement Rational	
Focus	2019-20
<p>One common variable among all Tech Center programs is the Workplace Readiness Skills (WRS) assessment. All students, regardless of their instructional setting, are afforded the opportunity to take the assessment. These are critical skills/competencies that all good employees must possess, and they directly align with the Tech Center Mission, Vision, and Values statements. Our focus is to ensure WRS acquisition through direct instruction, modeling, and most importantly, through the prism of literacy. All instructional activities and resources are accessed through Schoology. <i>This assessment satisfies the VDOE industry credential graduation requirement.</i></p> <p>The goal is success for all students. Each student brings to the table, abilities and needs as diverse as the entire student body; therefore, making it individual in nature as well as program specific. A second common variable that can be universally measured and monitored is course completion. Data to be reviewed are course grades, attendance and discipline.</p> <p>Additional formative data will be reviewed by teachers as their students reflect on daily learning by completing a Daily Learning Target Log in Schoology. Students will also set SMART Goals and list initial action steps, then meet with teachers, reflect on progress, and adjust twice per quarter at progress report and report card intervals.</p> <p>The SRT process will also aid in providing the social and emotional supports needed by our students.</p>	<p>2018-19 school-wide and individual student pre and post-test data was disaggregated and analyzed in August 2019. All returning students who failed the assessment (4) in 2018-19 will receive targeted, pull-out instruction from the WRS Planning Team based on student needs and competency deficiencies.</p> <p>All students will receive daily instruction from classroom teachers. All WRS Literacy Game Plan resources, daily activities and assessments will be accessed in Schoology. Post-test testing will occur: March 26-20, 2020; April 6-8, 2020; and May 4-6, 2020.</p> <p>School-wide and individual student pre and post-test data will be gathered, disaggregated, and analyzed between each testing window to determine adjustments in instruction and remediation needs.</p> <p>Students will be provided a multi-tiered support system through the Tech Center Student Response Team (SRT). Below are the measures and check points that will determine the need for a SRT referral:</p> <p><u>School-wide and individual student grades-</u> Data will be gathered, disaggregated and analyzed at progress report and report card reporting intervals. All students below a C- will be referred to Tech Center SRT. <i>Students with Disabilities and African-American males whose grades are <u>at a C-</u> will be monitored closely and provided additional supports as appropriate.</i></p> <p><u>Attendance-</u> Data will be gathered, disaggregated and analyzed bi-weekly. Students exceeding four unverified absences will be considered as having excessive absenteeism and referred to Tech Center SRT. Processes will be implemented to rectify student attendance records and/or provide supports to improve attendance.</p> <p><u>Discipline-</u> Data will be gathered, disaggregated and analyzed quarterly. Students with three discipline infractions of the same/similar nature will be referred to Tech Center SRT. Additionally, data will be reviewed for equitable practices.</p>

PCI SMART Goals and Strategies

Technical & Career Education Center Plan for Continuous (PCI) Focus and Improvement Rational	
Focus	2019-20
<p>As undeniably outlined in the two previous two foci, students will be educated in their chosen fields and in workplace readiness. A final focus for this year is to increase opportunities for students to be employed full-time, enlisted in the military, and/or enrolled in a paid apprenticeship program following high school graduation.</p> <p>Baseline date established in the 2018-2019 school year:</p> <ul style="list-style-type: none"> • 28 total students employed full time or enlisted in the United States Military • 47 paid internships • 107 unpaid internships 	<p><u>Internships</u> Job-shadowing and internships provide students opportunities to experience working in a real-world setting where they can apply the theory and skills learned in their classrooms. Internships are either paid or unpaid, depending on the nature of the actual internship and the companies that accept interns. In some instances, internships lead to part-time employment during the school year and full-time employment upon graduation.</p> <p><u>Apprenticeships</u> Most of the construction trade programs and welding have many options regarding paid apprenticeship programs. Also, students selected for the Hampton Roads Public Works Academy, who over the course of two years at the Tech Center, all receive internship placements and some, through their hard work and dedication are accepted into paid apprenticeship programs through various public works departments.</p> <p><u>Military Enlistment</u> The United States Armed Forces provide innumerable opportunities for students upon high school graduation. The technical nature of Tech Center programs aligns with many of the military career options. Enlistment also results in a career for many students and provided the financial means to pay for college or other post-secondary training.</p>
Literacy and Numeracy Strategies	
Literacy	Numeracy
<ul style="list-style-type: none"> • Provide daily introduction of WRS vocabulary, concepts, and real-world connections • Utilize weekly WRS common assessment data to determine competency attainment and to adjust instruction for individual students and whole-class. Review assessment data through PLC's. • Teach and train students in practical applications of program specific theory and best practices. 	<ul style="list-style-type: none"> • Provide daily introduction of math-based WRS fundamentals. • Teach and train students in practical applications of program specific mathematical fundamentals
<p>SMART Goal 1: During the 2019-20 school year, <u>ALL</u> first-year students will show competency attainment as evidenced by their performance on the WRS assessment. (All returning students who failed the assessment (4) in 2018-19 will receive targeted, pull-out instruction from the WRS Planning Team based on student needs and competency deficiencies.)</p>	
2019-20 Intermediate Measures	2019-20 Strategies
<p>WRS Literacy Game Plan, Schoology WRS-based and VERSO/Teacher Resource Center learning activities (Reinforcing literacy and numeracy skills)</p>	<p>Implement the WRS Literacy Game Plan and monitor through PLC's. Provide direct daily instruction for year-1 and 1st year students prior to pre and post-testing. Provide targeted, pull-out instruction immediately following pre-testing and between post-testing windows.</p>
<p>Informal Classroom Assessments (Daily WRS Warm-Ups, knowledge and class work checks, etc.)</p>	<p>Complete daily activities in Schoology and utilize formative data to determine student understanding and to provide and adjust instruction on both the individual student and whole-class levels.</p>
<p>WRS Weekly Assessments, pre-tests and post-tests (Schoology)</p>	<p>Administer assessments via Schoology and utilize summative data to guide individualized student and whole-class instruction. Provide, use, and regularly reinforce test-taking/reading strategies.</p>
<p>Specific Student Support (SWD's and African-American males)</p>	<p>Collaborate with Special Education teachers and case managers as needed to provide additional support at the home schools. Base targeted pull-out instruction on 2018-19 post-test and subgroup data (year-2 students) and 2019-20 weekly assessment and pre-test and subgroup data.</p>

SMART Goal 2: During the 2019-20 school year, ALL students will pass their course of study.

Quarterly Progress Report and Report Card Grades	Implement a multi-tiered system of support (Student Response Team- SRT) for struggling students (Grades below a C-, excessive absences, more than three discipline referrals for the same/similar infractions). Additionally, continue utilizing the home high school SRT's for students requiring level-3 intervention. Academic Support- Monitor grades for African-American males and SWD's that are at a C- and provide additional supports as appropriate. Refer students with grades below a C- to the Tech Center SRT.
Quarterly Discipline Data	Utilize discipline data to identify and respond to student needs and to determine trends and inequities. Refer students with three discipline referrals for the same/similar infractions to the Tech Center Student Response Team (SRT).
Bi-weekly Attendance	Utilize attendance data to identify and respond to student needs. Refer students with more than four unverified absences to the Tech Center SRT.
Teacher Concerns (individual teacher concerns reported to counselors/administrators)	Submit Tech Center SRT Referral forms and complete Progress Monitoring forms for struggling students to designated SRT mentors.
Student/Parent Reported Concerns	Respond immediately to all reported concerns.
Engaging Instruction (To include daily learning target reflection and goal setting (bi-quarterly reflection and adjustment)	Implement a variety of instructional strategies and activities (5 C's, LMS/digital activities, choice, daily learning reflection, goal setting and reflection, differentiated, whole-class, small-group, etc.) that support individualized and personalized learning.
Specific Student Support (SWD's)	Collaborate with Special Education teachers and case managers as needed to provide additional support at the home schools.
Specific Student Support (All)	Utilize student-specific personal information to aid in the development and maintenance of relationships with students and to address their social and emotional needs.

SMART Goal 3: Increase by 20%, the number of program completers employed/enrolled/enlisted full-time upon graduation. (Full time employment in their career field; acceptance into any paid apprenticeship program or technical program; or enlistment in any branch of the military.)

Preparation	Continue implementing personal interest inventories and goal setting and reflection to identify student interests and goals beyond high school. Assist students with creating a professional resume.
Employment Exposure	Continue hosting an annual career fair to learn about various career opportunities and interact with prospective employers.
Job Shadowing & Internships (Paid/Unpaid)	Identify and encourage more students to participate in internships and job shadowing experiences.
Paid Apprenticeships	Utilize guest speakers representing a variety of occupations and trade schools to present information on opportunities available to students.
Military Enlistment	Continue military recruiter visits, presentations, and demonstrations.
Business and Industry Partnerships	Identify and recruit additional partners to provide more internship/job shadowing opportunities. Continue utilizing craft advisories for information on current needs in industry as they relate to employment.
Follow-Up	Utilize exit surveys to determine what students are beyond graduation.

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School: Technical and Career Education Center		Date of Plan: 10/9/19
School Year(s): 2019-20		
VBCPS Goals Compass to 2020	<ol style="list-style-type: none"> 1. High Academic Expectations (literacy and numeracy; content knowledge; globally competitive skills) 2. Multiple Pathways (personalized learning & leveraging technology) 3. Social – Emotional Development (SE learning strategies, RSN behavior, school/community activities, learning environments) 4. Culture of Growth & Excellence (Building capacity, partnerships with stakeholders, culture of respect) 	
School Mission	<p>The Virginia Beach Technical and Career Education Center is dedicated to preparing its students for quality career employment and lifelong learning.</p> <ul style="list-style-type: none"> • The student will become skilled in a career area of personal choice. • The student will develop creative and critical thinking skills. • The student will accept personal responsibility for behavior and learning. • The student will continue to learn and adapt to change. • The student will learn to respect the rights of others. • The student will gain self-esteem through achievement. • The student will prepare for licensure/certification where appropriate. <p>The student will learn to work in teams and develop leadership skills.</p>	

Data Summary	<p>One common variable among all Tech Center programs is the Workplace Readiness Skills (WRS) assessment. All students, regardless of their instructional setting, are afforded the opportunity to take the assessment. These are critical skills/competencies that all good employees must possess, and they directly align with the Tech Center Mission, Vision, and Values statements. Our focus is to ensure WRS acquisition through direct instruction, modeling, and most importantly, through the prism of literacy. All instructional activities and resources are accessed through Schoology. <i>This assessment satisfies the VDOE industry credential graduation requirement.</i></p> <p><u>2019-20</u> 2018-19 school-wide and individual student pre and post-test data was disaggregated and analyzed in August 2019. All returning students who failed the assessment (4) in 2018-19 will receive targeted, pull-out instruction from the WRS Planning Team based on student needs and competency deficiencies.</p> <p>All students will receive daily instruction from classroom teachers. All WRS Literacy Game Plan resources, daily activities and assessments will be accessed in Schoology. Post-test testing will occur: March 26-20, 2020; April 6-8, 2020; and May 4-6, 2020.</p> <p>School-wide and individual student pre and post-test data will be gathered, disaggregated, and analyzed between each testing window to determine adjustments in instruction and remediation needs.</p>
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2019-20

The goal is success for all students. Each student brings to the table, abilities and needs as diverse as the entire student body; therefore, making it individual in nature as well as program specific. A second common variable that can be universally measured and monitored is course completion. Data to be reviewed are course grades, attendance and discipline.

Additional formative data will be reviewed by teachers as their students reflect on daily learning by completing a Daily Learning Target Log in Schoology. Students will also set SMART Goals and list initial action steps, then meet with teachers, reflect on progress, and adjust twice per quarter at progress report and report card intervals.

The SRT process will also aid in providing the social and emotional supports needed by our students.

Students will be provided a multi-tiered support system through the Tech Center Student Response Team (SRT). Below are the measures and check points that will determine the need for a SRT referral:

School-wide and individual student grades- Data will be gathered, disaggregated and analyzed at progress report and report card reporting intervals. All students below a C- will be referred to Tech Center SRT. *Students with Disabilities and African-American males whose grades are at a C- will be monitored closely and provided additional supports as appropriate.*

Attendance- Data will be gathered, disaggregated and analyzed bi-weekly. Students exceeding four unverified absences will be considered as having excessive absenteeism and referred to Tech Center SRT. Processes will be implemented to rectify student attendance records and/or provide supports to improve attendance.

Discipline- Data will be gathered, disaggregated and analyzed quarterly. Students with three discipline infractions of the same/similar nature will be referred to Tech Center SRT. Additionally, data will be reviewed for equitable practices.

2019-20

As undeniably outlined in the previous two foci, students will be educated in their chosen fields and in workplace readiness. A final focus for this year is to increase opportunities for students to be employed full-time, enlisted in the military, and/or enrolled in a paid apprenticeship program following high school graduation.

Baseline date established in the 2018-2019 school year:

- 28 total students employed full time or enlisted in the United States Military
- 47 paid internships

107 unpaid internships

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	<p><u>Internships</u> Job-shadowing and internships provide students opportunities to experience working in a real-world setting where they can apply the theory and skills learned in their classrooms. Internships are either paid or unpaid, depending on the nature of the actual internship and the companies that accept interns. In some instances, internships lead to part-time employment during the school year and full-time employment upon graduation.</p> <p><u>Apprenticeships</u> Most of the construction trade programs and welding have many options regarding paid apprenticeship programs. Also, students selected for the Hampton Roads Public Works Academy, who over the course of two years at the Tech Center, all receive internship placements and some, through their hard work and dedication are accepted into paid apprenticeship programs through various public works departments.</p> <p><u>Military Enlistment</u> The United States Armed Forces provide innumerable opportunities for students upon high school graduation. The technical nature of Tech Center programs aligns with many of the military career options. Enlistment also results in a career for many students and provided the financial means to pay for college or other post-secondary training.</p>
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Student Learning Outcomes	SMART Goals
	Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound Developed to answer the question: <i>“What outcomes do we want for our students?”</i>
Literacy <i>(specific focus on AMO if applicable)</i>	2019-20 SMART Goal: During the 2019-20 school year, <u>ALL</u> first-year students will show competency attainment as evidenced by their performance on the WRS assessment. <i>(All returning students who failed the assessment (4) in 2018-19 will receive targeted, pull-out instruction from the WRS Planning Team based on student needs and competency deficiencies.)</i>
Numeracy <i>(specific focus on AMO if applicable)</i>	Incorporated in goal above.
Choice- 2	SMART Goal 2: During the 2019-20 school year, <u>ALL</u> students will pass their course of study. SMART Goal 3: Increase by 20%, the number of program completers employed/enrolled/enlisted full-time upon graduation. <i>(Full time employment in their career field; acceptance into any paid apprenticeship program or technical program; or enlistment in any branch of the military.)</i>

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Duplicate and increase as necessary to address each of the Goal areas.

Literacy: Intermediate Measures (i.e. Reading Quarterly Assessments, DRA, SRI)	Strategies
SG1: Daily WRS Warm-Ups	Provide daily introduction of WRS vocabulary, concepts, and real-world connections. All daily activities will be completed in Schoology.
SG1: Weekly WRS Common Assessments	Utilize weekly WRS common assessment data to determine competency attainment and to adjust instruction for individual students and whole-class. Assessments will be administered through SchoolNet. Review assessment data through PLC's.
SG1/SG2/SG3: Program Specific Activities	Teach and train students in practical applications of program specific theory and best practices.
SG3: Preparation	Continue implementing personal interest inventories and goal setting and reflection to identify student interests and goals beyond high school. Assist students with creating a professional resume.

Numeracy: Intermediate Measures (i.e. Math Quarterly Assessments, Exemplars, SMI)	Strategies
SG1: Daily WRS Warm-Ups	Provide daily introduction of math-based WRS fundamentals.
SG1/SG2/SG3: Program Specific Activities	Teach and train students in practical applications of program specific mathematical fundamentals.
SG3: Weekly Wage and Hour Sheets	Utilize weekly wage and hour sheets for general work-related mathematical calculations.

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SMART Goal 1

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration)	Strategies
WRS Literacy Game Plan, Schoology WRS-based and VERSO/Teacher Resource Center learning activities (Reinforcing literacy and numeracy skills)	Implement the WRS Literacy Game Plan and monitor through PLC's. Provide direct daily instruction for year-1 and 1 st year students prior to pre and post-testing. Provide targeted, pull-out instruction immediately following pre-testing and between post-testing windows.
Informal Classroom Assessments (Daily WRS Warm-Ups, knowledge and class work checks, etc.)	Complete daily activities in Schoology and utilize formative data to determine student understanding and to provide and adjust instruction on both the individual student and whole-class levels.
WRS Weekly Assessments, pre-tests and post-tests (Schoology)	Administer assessments via Schoology and utilize summative data to guide individualized student and whole-class instruction. Provide, use, and regularly reinforce test-taking/reading strategies.
Specific Student Support (SWD's and African-American males)	Collaborate with Special Education teachers and case managers as needed to provide additional support at the home schools. Base targeted pull-out instruction on 2018-19 post-test and subgroup data (year-2 students) and 2019-20 weekly assessment and pre-test and subgroup data.

State Goal: N/A				
VBCPS/Division Goal: Multiple Pathways				
SMART Goal 1: During the 2019-20 school year, ALL first-year students will show competency attainment as evidenced by their performance on the WRS assessment. (All returning students who failed the assessment (4) in 2018-19 will receive targeted, pull-out instruction from the WRS Planning Team based on student needs and competency deficiencies.)				
Action Steps (List each action step <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Administer Daily WRS Warm-ups in Schoology	Daily	Teachers	Ongoing	8/12/19- 9 -11 a.m. 2-Hour Site-Based Essential PLP Ensuring Success for All Students: Analyzed 18-19 WRS post-test and SRT data. Gaps determined, and SMART Goals and
Administer Weekly WRS Common Assessments in Schoology	Weekly	Teachers	Ongoing	
Gather, disaggregate, and analyze Daily WRS Warm-up and	Daily/Weekly	Teachers/PLC's	PLC's Meetings begin in October and will	

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Weekly Assessment data			occur monthly at minimum	Action Plans developed.
Utilize Daily WRS Warm-up and Weekly Assessment data to guide individual student and entire-class instruction, and to determine remediation needs	On-going	Teachers	Ongoing	8/27/19- 9 a.m.-2 p.m. 5-Hour Site-Based Essential PLP <i>Compass to 2020, Charting the Course, 2019-20 Strategic Action Agenda, Teaching and Learning Framework</i> were reviewed, SEL development and strategies discussed and practiced, the Formative Focus process was discussed and practiced.
Gather, disaggregate, and analyze WRS Pre/Post-Test data	19-20 Mid-Year Practice Assessment Data: Nov. 13-16, 2018 Final Practice Assessment: March 9-13, 2020 Post-Test Data: March 20-26, 2020 April 6-8, 2020 May 4-6, 2020	ILT/Teachers/PLC's	18-19 Post-test Data- August 2019	
Utilize WRS Pre/Post-Test data to guide individual student and entire-class instruction, and to conduct targeted remediation sessions	18-19 Post-test Data- September 2019 19-20 Pre/Post-test Data- March-May 2020	Teachers/PLC's	18-19 Data- August 2019- Ongoing 19-20 Pre/Post-test Data- March-May 2020	8/20/19- 9-10 a.m. 1-Hour Site-Based PLP Schoology Session 1: Participants learned to create and assign assessments, upload outside programs and resources, and use the gradebook feature. 8/21/19- 9-11:30 a.m. 2.5-Hour Site-Based PLP Schoology Session 2: Participants attended a mandatory 30-minute session on test/quiz vs. AMP, then attended 3 choice sessions offering a variety of

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				<p>topics such as accessing and creating personal resources, folder, adding links, organization, creating graded and ungraded assignments, providing student feedback, embedding videos, interactive images, third-party applications, etc.</p> <p>8/22/19- 9-10:30 a.m. 1.5-Hour Site-Based PLP Schoology Session 3: Participants learned to utilize AMP and WRS assessments.</p>
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DO	Action Plan Review Cycle:	
CHECK	Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures)	Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal)
2019-20 WRS Game Plan	10/9/19- WRS Updates: WRS Focus Weeks 1-5 Week of Sept. 9- Continuous Learning & Adaptability Week of Sept. 16- "Big Picture" Thinking Week of Sept. 23- Respect for Diversity Week of Sept. 23- Integrity Week of Oct. 7- Creativity & Innovation Virtual Learning Day- Oct. 14- Career & Life Management	<u>10/9/19</u> No changes recommended at this time.

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<p>For Year 1 & 1st-year students: Teachers followed the WRS Literacy Game Plan process. Students completed WRS daily warm-ups and weekly assessments via Schoology. Data was/is provided weekly to teachers to make adjustments in instruction.</p> <p>For 2nd-year students: A targeted remediation schedule is currently in the development stages. The four (4) returning students who failed the assessment in SY 18-19 will participate in remediation and reassessed in the spring.</p>	
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SMART Goal 2

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration)	Strategies
Quarterly Progress Report and Report Card Grades	Implement a multi-tiered system of support (Student Response Team- SRT) for struggling students (Grades below a C-, excessive absences, more than three discipline referrals for the same/similar infractions). Additionally, continue utilizing the home high school SRT's for students requiring level-3 intervention. Academic Support- Monitor grades for African-American males and SWD's that are at a C- and provide additional supports as appropriate. Refer students with grades below a C- to the Tech Center SRT.
Quarterly Discipline Data	Utilize discipline data to identify and respond to student needs and to determine trends and inequities. Refer students with three discipline referrals for the same/similar infractions to the Tech Center Student Response Team (SRT).
Bi-weekly Attendance	Utilize attendance data to identify and respond to student needs. Refer students with more than four unverified absences to the Tech Center Student Response Team (SRT).
Teacher Concerns (individual teacher concerns reported to guidance/administration)	Submit Tech Center SRT Referral forms and complete Progress Monitoring forms for struggling students to designated SRT mentors.
Student/parent reported concerns	Respond immediately to all reported concerns.
Engaging Instruction (To include daily learning target reflection and goal setting (bi-quarterly reflection and adjustment)	Implement a variety of instructional strategies and activities (5 C's, LMS/digital activities, choice, daily learning reflection, goal setting and reflection, differentiated, whole-class, small-group, etc.) that support individualized and personalized learning.

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Specific Student Support (SWD's)	Collaborate with Special Education teachers and case managers as needed to provide additional support at the home schools.
Specific Student Support (All)	Utilize student-specific personal information to aid in the development and maintenance of relationships with students.

State Goal: N/A				
VBCPS/Division Goal: High Academic Expectations/Multiple Pathways/SEL Development				
SMART Goal 2: During the 2019-20 school year, ALL students will pass their course of study.				
Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Gather, disaggregate, and analyze grade data	Twice Quarterly	SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, Home School personnel/resources	10/9/19- Quarter 1 Progress Reports 11/13/19- Quarter 1 Report Cards	Same as listed in SMART Goal 1. 12 total hours between 8/12/19-8/22/19.
Gather, disaggregate, and analyze discipline data	Twice Quarterly	Discipline Committee SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, Home School personnel/resources	10/9/19- Quarter 1 Progress Reports 11/13/19- Quarter 1 Report Cards	
Gather, disaggregate, and analyze attendance data	Weekly/Bi-weekly	Attendance Waiver Committee SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, Home School personnel/resources	9/19/19 9/23/19 10/2/19	
Submit SRT Referral and Progress Monitoring forms	As needed/On-going but monitored school-wide at each grade reporting interval	Teachers SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, Home School personnel/resources	Ongoing	
Review Daily Learning Target Log	On-going	Teachers	Ongoing/Daily	

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Reflections (<i>Students to complete daily reflections in Schoology</i>)				
Review Student Goal Setting Progress (<i>Students to utilize the Goal Setting and Reflection form in Schoology</i>)	Twice Quarterly	Teachers (Teachers will meet with students the day following a grade reporting interval.)	10/9/19- Quarter 1 Progress Reports (Week of) 11/11/19- Quarter 1 Report Cards	
Conduct Learning Walks and Formal Observations	On-going	ILT (Administrators, Counseling Chair, Special Education Teacher, LMS)	Ongoing/Daily	

DO	Action Plan Review Cycle:	
CHECK	Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures)	Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal)
2019-20-SRT Academics	<p>10/9/19- Quarter 1 Progress Reports: Three (3) students earned grades at below a C-, two (2) fewer than in SY 18-29. The breakdown was as follows:</p> <p><i>African American Males – 2</i></p> <ul style="list-style-type: none"> Both earned an E, (1 SWD) <p><i>Caucasian Males – 1</i></p> <ul style="list-style-type: none"> 1 earned an E (SWD) <p>All students are being addressed by the Tech Center SRT. Teachers are providing:</p> <ul style="list-style-type: none"> Tier 1 intervention of classroom instruction and in-class teacher assistance; and Tier 2 intervention of parent/guardian phone and/or email contact. <p>All students identified as SR, SC, or 504 were provided:</p> <ul style="list-style-type: none"> Tier 3 intervention of a referral to the Tech Center special education teacher for further intervention and collaboration with home schools. IEP meetings have been scheduled. 	<p>10/9/19 No changes recommended at this time.</p>

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	<p>African-American Males and SWD’s at a C-: Six (6) students in these special focus groups earned a C-. All happened to be SWD’s and male. The demographic data is as follows: <i>African-American Males- 2</i> <i>Asian Males- 1</i> <i>Hispanic Males- 1</i> <i>2+ Males- 2</i></p> <p>After conversations with teachers of the 6 listed above, it was determined that grades were indicative of students not submitting all assignments. The case managers of all 6 and were asked to follow-up with the students and assist with ensuring work is submitted on time.</p>	
<p>2019-20-SRT Attendance</p>	<p><u>10/9/19- Quarter 1 Progress Reports:</u> Between 9/8/19 and 10/4/17 twenty-four (24) students accrued three (3) or more unverified absences, eleven (11) fewer than in SY 18-29. Of the 24, 5 were determined to have cut class or left school grounds without permission. Conferences were held with all 24 students and their parents were notified via telephone. Nineteen of the students were determined to have been legitimately absent and document has been or is being provided. The process of obtaining absence documentation for all others is ongoing.</p> <p><u>Administrative Actions for Attendance:</u></p> <ul style="list-style-type: none"> • All students were educated on Tech Center attendance policies and procedures (Tier 1 intervention) through individual classes led by class teachers and ne student orientation assemblies led by the building Director. • Attendance reports for students with 3 or more unverified absences were generated weekly. • Constant communication between the Tech Center and home school officials, especially for those students with 4 or more unexcused all-day absences. 	<p><u>10/9/19</u> No changes recommended at this time.</p>

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	<ul style="list-style-type: none"> • 24 parent/administrator/student telephone conferences were conducted • 4 students were assigned detention for class cutting • 1 student was assigned ISS ½ day for leaving school grounds without permission • 1 student was withdrawn and returned to the home school for a full day of classes <p>Attendance will continue to be monitored weekly, parents will be notified, and home school officials and SRT's utilized.</p>	
<p>2019-20-SRT Discipline</p>	<p>10/9/19- Quarter 1 Progress Reports: Six (6) referrals were submitted, seven (7) fewer than in SY 18-19. Five were attendance related and all but were minor in nature.</p> <p>Referrals # Total Referrals-6 # Students Referred-6 # Students Referred 2+ Times- 0</p> <p>Infraction Types Class Cutting- 4 Leaving School Grounds- 1 Vandalism of School Property- 1</p> <p>Gender # Males Referred- 6 # Females Referred- 0</p> <p>Ethnicity Caucasian Females- 5 2+ Males-1</p> <p>Dispositions Intervention/Detention/Mediation- 4 ISS ½ Day - 1 OSS 3 Days- 1</p> <p>Referral Ratio (All and Unduplicated) Only 6 referrals were submitted- 4 Caucasian, 1 2+. All subgroups had a referral ratio of 0 except 2+ students were at 1.0 (1 of 66 students was referred)</p> <p>Comparison- SY 18-19 and SY 19-20 Data:</p> <ul style="list-style-type: none"> • Referrals decreased by 7 	<p>10/9/19 No changes recommended at this time.</p>

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	<ul style="list-style-type: none"> • No serious violation as compared to 1 in SY 18-19 • No student had multiple referrals, compared to 1 in SY 18-19 • Intervention/Detention were applicable to 67% of the incidents <p>Discipline will continue to be monitored for repeat offenders and trends.</p>	
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SMART Goal 3

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration)	Strategies
Preparation	Continue implementing personal interest inventories and goal setting and reflection to identify student interests and goals beyond high school. Assist students with creating a professional resume.
Employment Exposure	Continue hosting an annual career fair to learn about various career opportunities and interact with prospective employers.
Job Shadowing & Internships (Paid/Unpaid)	Identify and encourage more students to participate in internships and job shadowing experiences.
Paid Apprenticeships	Utilize guest speakers representing a variety of occupations and trade schools to present information on opportunities available to students.
Military Enlistment	Continue military recruiter visits, presentations, and demonstrations.
Business and Industry Partnerships	Identify and recruit additional partners to provide more internship/job shadowing opportunities. Continue utilizing craft advisories for information on current needs in industry as they relate to employment.
Follow-Up	Utilize exit surveys to determine what students are beyond graduation.

State Goal: N/A				
VBCPS/Division Goal: High Academic Expectations/Multiple Pathways				
SMART Goal 3: Increase by 20%, the number of program completers employed/enrolled/enlisted full-time upon graduation. (Full time employment in their career field; acceptance into any paid apprenticeship program or technical program; or enlistment in any branch of the military.)				
Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)

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Personal Interest Inventories	Sept. 3-20, 2019	Teachers	Sept 20, 2019 Review/utilization-ongoing	
Review Student Goal Setting Progress <i>(Students to utilize the Goal Setting and Reflection form in Schoology)</i>	Twice Quarterly	Teachers (Teachers will meet with students the day following a grade reporting interval.)	10/9/18- Quarter 1 Progress Reports (Week of) 11/6/18- Quarter 1 Report Cards	
Host Career Fair	February 13, 2020	Counseling Chair, Teachers		
Schedule/host military recruiter visits, presentations, and demonstrations	Begin Oct. 2019-ongoing	Counseling Chair, Administrators	Ongoing	
Schedule/host guest speaker, apprenticeship program and trade school presentations	Begin Oct. 2019-ongoing	School-to Work Advisor, Counseling Chair, Teachers	Ongoing	
Implement internship and Job-shadowing experiences	Oct.-Nov. 2019-ongoing	School-to Work Advisor, Teachers	Ongoing	
Hampton Roads Public Works Academy	Presentations to students and student selection- Sept.-Oct. 2019	School-to Work Advisor, Teachers	Ongoing	
Resume writing	Nov. 2019- ongoing	LMS, School-to Work Advisor, Teachers	Ongoing	
Business and Industry partner connections	Aug. 2019- ongoing	Partnership Coordinator/LMS, VIE Coordinator/ School-to Work Advisor, Teachers	Ongoing	
Administer Exit Surveys	May-June 2020	School-to Work Advisor, Teachers		

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DO	Action Plan Review Cycle:	
CHECK	Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures)	Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal)
2019-20-4E's	<p>Preparation:</p> <ul style="list-style-type: none"> • Teachers are continuing a review of student interest inventories to better know their students. • Student goals and action steps were reviewed with students individually during the week of 107-10/11/19. • 3 resume building sessions were held with Auto Service (2) and Medical Systems Administration. <p>Employment Exposure:</p> <ul style="list-style-type: none"> • The annual career fair is scheduled for Thursday, 2/14/19. • Representatives from Colonna's Shipyard will present to both sessions of welding students on 10/18/19. <p>Job Shadowing & Internships:</p> <ul style="list-style-type: none"> • Job shadowing an internships will begin closer to the winter break. <p>Paid Apprenticeships:</p> <ul style="list-style-type: none"> • Hampton Roads Public Works Academy (HRPWA) presentations were made in all first year Tech Center classes on 9/19-9/30/19. • Topics discussed: the definition and importance of public works and utilities; a sampling of the 32 topics presented by SME's (subject matter experts) to students in bi-weekly meetings; the wide range of jobs/careers that are available including salaries, benefits and networking opportunities; the requirements and expectations if a student is accepted as a cadet 	<p><u>10/9/19</u> No changes recommended at this time.</p>

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	<ul style="list-style-type: none"> • Applications and brochures were distributed to all interested students. With applications due on 10/2/19. • Interviews were conducted by representatives from HRPWA and HRSD (Hampton Roads Sanitation District) on 10/3/19. • 16 students were selected. • The 1st employer meeting and prostration will occur 10/11. Topic-Street operations. • The 1st field trip will occur on 10/25/19. Students will tour the Moore’s Bridge Water Treatment Plant. <p>Military Enlistment:</p> <ul style="list-style-type: none"> • 6 Military recruiter visits occurred between the start of school and 10/9/19 (3- Army, 3- US National Guard). • Recruiters set up display tables and talked with interested students. <p>Business and Industry Partnerships:</p> <ul style="list-style-type: none"> • The Together We Can Foundation has partnered with the Tech Center to assist with resume development. 	
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