

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

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 11/18/19-11/27/19- Mid-Year Practice Assessment	
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 11/18/19-11/27/19- Mid-Year Practice Assessment 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	12/11/19- Quarter 2 Progress Reports- Between 11/18/19 and 11/27/19, teachers held review sessions and administered the mid-course assessment. School wide data showed that 72% of students were proficient (scored 75% or higher), 12.4% basic (scored 70%-74%) and 19% below basic (scored 20%-69%). Results indicate a 12% decline in proficiency, 6.2% increase in basic, and 8% fewer students scoring below basic when compared to SY 18-19. Teachers were provided their individual	<u>12/11/19</u> No changes recommended at this time.

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<p>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</p> <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).

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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.
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, <i>Home School personnel/resources</i>	10/9/19- Quarter 1 Progress Reports 11/5/19- Quarter 1 Report Cards 12/12/19- Quarter 2 Progress Reports	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, <i>Home School personnel/resources</i>	10/9/19- Quarter 1 Progress Reports 11/5/19- Quarter 1 Report Cards 12/12/19- Quarter 2 Progress Reports	
Gather, disaggregate, and analyze attendance data	Weekly/Bi-weekly	Attendance Waiver Committee SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	9/19/19 9/23/19 10/2/19 10/10/19 10/24/19 10/30/19 11/8/19 11/22/19	

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			12/4/19	
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, <i>Home School personnel/resources</i>	Ongoing	
Review Daily Learning Target Log Reflections (<i>Students to complete daily reflections in Schoology</i>)	On-going	Teachers	Ongoing/Daily	
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) 11/5/19- Quarter 1 Report Cards (Week of) 12/13/19- 12/20/19 Quarter 2 Progress Reports	
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	12/11/19- Close of Quarter 1 Outcomes: At the close of quarter 1, 6 students (all male) earned grades below a C-. Results of SRT	12/11/19 No changes recommended at this time.

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<p>processes for those students at quarter 2 progress reports are as follows:</p> <p><i>African American Males –1</i></p> <ul style="list-style-type: none"> • 1 Improved to a D+ (SWD) <p><i>Caucasian Males- 3</i></p> <ul style="list-style-type: none"> • 1 w/d and enrolled in ISAEP • 1 remained at an E (SWD) • 1 declined from a D+ to an E (SWD) <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 improved to a C (SWD) <p><i>2+ Males-1</i></p> <ul style="list-style-type: none"> • 1 improved to a C- (SWD) <p>African-American Males and SWD’s at a C-: At the close of quarter 1 progress reports, five (5) students (all from the SRT listed above) in these special focus groups earned a C- or less. Quarter 2 progress reports outcomes are the same as listed above except for the one student who withdrew to enter ISAEP.</p> <p>12/11/19- Quarter 2 Progress Reports: At quarter 2 progress reports, six (6) students (all male) earned grades below a C-, eleven (11) than at the same period in SY 18-19. One (1) student had an incomplete. The breakdown was as follows:</p> <p><i>African-American Males-4</i></p> <ul style="list-style-type: none"> • All 4 earned a D+ (all SWD) <p><i>Caucasian Males – 2</i></p> <ul style="list-style-type: none"> • Both earned an E (both SWD) <p><i>The single student who received an Incomplete is a Hispanic male, SWD. He is in the process of making up missing work.</i></p> <p>African-American Males and SWD’s at a C-: In addition to the students list above, six (6) students in these special focus groups earned a C- or less. The breakdown was as follows:</p> <p><i>African-American Males-</i></p> <ul style="list-style-type: none"> • Both earned a C- (both SWD) <p><i>Caucasian Males – 3</i></p> <ul style="list-style-type: none"> • All earned a C- (1-504/2-SWD) <p><i>2+ Males-1</i></p> <ul style="list-style-type: none"> • earned a C- (SWD) 	
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<p>Students are working with their teachers to make up missing assignments and grades will be monitored. Appropriately tiered interventions will be employed for all students. The Tech Center special education teacher will work closely with all SWD's and collaborate with Tech Center teachers and home school case managers and teachers.</p> <p>11/5/19- Quarter 1 Report Cards: At quarter 1 progress reports, three (3) students earned grades at below a C-. Their quarter 1 outcomes were as follows:</p> <p><i>African American Males – 2</i></p> <ul style="list-style-type: none"> • 1 earned a C- for quarter 1, and one failed 1, (1 SWD) <p><i>Caucasian Males – 1</i></p> <ul style="list-style-type: none"> • Failed quarter 1 (SWD) <p>All students were addressed by the Tech Center SRT, and through home school support (counselors, case manager, etc.). Multiple interventions including, but not limited to, IEP meetings for lack of progress and assistance from home school case managers in academic support blocks, were ineffective. Students will continue to receive:</p> <ul style="list-style-type: none"> • Tier 1 intervention of classroom instruction and in-class teacher assistance; • Tier 2 intervention of parent/guardian phone and/or email contact; and • Those identified as SR, SC, or 504, further Tier 3 interventions through the Tech Center Special Education teacher and collaboration with home schools IEP teams. <p>African-American Males and SWD's at a C-: At quarter 1 progress reports, six (6) students (in addition to the list above) in these special focus groups earned a C-. Quarter 1 outcomes were as follows:</p> <p><i>African-American Males- 2:</i> 1 improved to a C- and the other remained at a C-. Both will remain on monitor status though quarter 2 progress reports.</p>	<p>11/5/19 No changes recommended at this time.</p>
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<p><i>Asian Males- 1:</i> Earned a B-</p> <p><i>Hispanic Males- 1:</i> Declined to a D+ and has been added to the quarter 2 progress reports SRT list.</p> <p><i>2+ Males- 2:</i> 1 earned a B- and 1 declined to a D+ and has been added to the quarter 2 progress reports SRT list. (Both SWD's)</p> <p>Close of Quarter 1: At the close of quarter 1, 6 students (all male) earned grades below a C-. The breakdown was as follows:</p> <p><i>African American Males –1</i></p> <ul style="list-style-type: none"> • 1 earned an E (SWD) <p><i>Caucasian Males- 3</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (SWD) • 2 earned an E (1 SWD) <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (SWD) <p><i>2+ Males-1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (SWD) <p>All students will be addressed by the Tech Center SRT. Appropriately tiered interventions will be implemented. The two students returning to the SRT List from quarter 1 progress reports will continue to receive the appropriate Tier 3 interventions.</p> <p>Quarter 1 GPA- 3.59 a slight increase over SY 18-19)</p> <p>Subgroups with Greatest Gains:</p> <p><i>2+ Females-</i> +.33 to a 3.72</p> <p><i>Asian Males-</i> +.28 to a 3.75</p> <p><i>SR-</i> +.21 to a 3.38</p> <p><i>African-American Females-</i> +.18 to a 3.63</p> <p><i>Hispanic Females-</i> +.11 to a 3.66</p> <p><i>Overall SWD-</i> +.11 to a 3.36</p> <p><i>Asian Females-</i> +.09 to a 3.81</p> <p><i>Caucasian Females-</i> +.09 to a 3.69</p> <p><i>African-American Males-</i> +.04 to a 3.31</p> <p>Additional Subgroup GPA's:</p> <p>Except for SC students, all other subgroups had GPA's at 3.31 or higher. Additional GPA's were as follows:</p>	
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<p>SC- 2.9 (-.26) Caucasian Males- 3.58 (-.03) Hispanic Males- 3.44 (-.03) 2+ Males- 3.54 (-.01) Native-American Males- 4.0 (only 1 student in this subgroup) Regular Education- +.04 to a 3.67 Section 504- +.04 to a 3.54</p> <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: African American Males – 2</p> <ul style="list-style-type: none"> • Both earned an E, (1 SWD) <p>Caucasian Males – 1</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>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: African-American Males- 2 Asian Males- 1 Hispanic Males- 1 2+ Males- 2</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</p>	<p>10/9/19 No changes recommended at this time.</p>
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<ul style="list-style-type: none"> • 2 total students were assigned ISS ½ day for leaving school grounds without permission • 3 students were recommended for expulsion by their home schools • 1 student returned after 14 consecutive absences and will attend school until enrolled in ISAEP • 1 student was referred to the home school IEP team to determine level of interest in attending the Tech Center • Continued communication between the Tech Center and home school officials <p>Attendance will continue to be monitored weekly, parents will be notified, and home school officials and SRT's utilized.</p> <p>10/9/19- Quarter 1 Progress Reports: 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, 	<p><u>10/9/19</u> No changes recommended at this time.</p>
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	<p>especially for those students with 4 or more unexcused all-day absences.</p> <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>12/11/19- Quarter2 Progress Reports: At quarter 2 progress reports, 10 referrals were submitted, the same as in SY 18-19. 9 students were referred with 1 being referred twice. Referral data is below:</p> <p>Referrals # Total Referrals- 10 # Students Referred- 10 # Students Referred 2+ Times- 0</p> <p>Infraction Types Defiance/Insubordination- 1 Disrespect-1 Disruption- 1 Harassment- 1 Physical Abuse- 1 E-Cigarette Use/Possession- 3 Leaving School Grounds- 1 Posturing 1</p> <p>Gender # Males Referred- 9 # Females Referred- 1</p> <p>Ethnicity African-American Males- 4 Asian Males- 1 Caucasian Males- 4 Caucasian Females- 1</p> <p>Dispositions Intervention/Detention - 1 ISS ½ Day SpEd- 2</p>	<p><u>12/11/19</u> No changes recommended at this time.</p>

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<p>ISS 2 Days SpEd- 1 OSS 1 Days- 5 OSS 3 Days- 1 Comparison- SY 18-19 and SY 19-20 Data:</p> <ul style="list-style-type: none"> • Referrals were the same- 10 • Again, serious violations • 1 female was referred, a decrease of 2 • No students had multiple referrals, a decrease of 1 • 3 E-cigarette violations, an increase of 3 <p>Discipline appears to be on a decline in SY 19-20, with only 19 referrals total to date, and serious violations are being committed. Discipline will continue to be monitored for repeat offenders and trends.</p> <p>11/5/19- Quarter 1 Report Cards: At the close of quarter 1, we had 10 fewer referrals than in quarter 1 of SY 18-19. Six were attendance related and all but were minor in nature. Referral data is below:</p> <p>Referrals # Total Referrals-8 # Students Referred-1 # Students Referred 2+ Times- 1 (twice)</p> <p>Infraction Types Class Cutting- 3 Class Disruption- 1 Detention Refusal- 1 Leaving School Grounds- 2 Vandalism of School Property- 1</p> <p>Gender # Males Referred- 7 # Females Referred- 0</p> <p>Ethnicity Caucasian Females- 6 2+ Males-1</p> <p>Dispositions Intervention/Detention/Mediation- 4 ISS ½ Day – 2 ISS ½ Day SpEd- 1 OSS 3 Days- 1</p> <p>Referral Ratio (All and Unduplicated)</p>	<p>11/5/19 No changes recommended at this time.</p>
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<p>Only 8 referrals were submitted- 7 Caucasian, 1- 2+. All subgroups had a referral ratio of 0 except 2+ students (subgroup of 66 students). Ratios were as follows:</p> <ul style="list-style-type: none"> • Duplicated- .84 • Unduplicated- .72 <p>Comparison- SY 18-19 and SY 19-20</p> <p>Data:</p> <ul style="list-style-type: none"> • Referrals decreased by 10 • No serious violations as compared to 2 in SY 18-19 • 1 student had multiple referrals, same as in SY 18-19 • Intervention/Detention were applicable to 50% of the incidents • No E-cigarette or tobacco violations noted thus far in SY 19-20 as compared to 4 at the same time in SY 18-19. <p>Discipline will continue to be monitored for repeat offenders and trends.</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</p> <p># Total Referrals-6 # Students Referred-6 # Students Referred 2+ Times- 0</p> <p>Infraction Types</p> <p>Class Cutting- 4 Leaving School Grounds- 1 Vandalism of School Property- 1</p> <p>Gender</p> <p># Males Referred- 6 # Females Referred- 0</p> <p>Ethnicity</p> <p>Caucasian Females- 5 2+ Males-1</p> <p>Dispositions</p> <p>Intervention/Detention/Mediation- 4 ISS ½ Day - 1 OSS 3 Days- 1</p> <p>Referral Ratio (All and Unduplicated)</p>	<p>10/9/19 No changes recommended at this time.</p>
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<p>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</p> <p>Data:</p> <ul style="list-style-type: none"> • Referrals decreased by 7 • 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

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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)
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.)	10/9/19- Quarter 1 Progress Reports (Week of) 11/5/19- Quarter 1 Report Cards (Week of) 12/13/19- 12/20/19 Quarter 2 Progress Reports	
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-	Ongoing	

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		to Work Advisor, Teachers		
Administer Exit Surveys	May-June 2020	School-to Work Advisor, Teachers		

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> <p>12/11/19- Quarter 2 Progress Reports</p> <ul style="list-style-type: none"> • Between 11/26/19 and 12/11/19, Together We Can worked with Carpentry, Cosmetology, Electricity, Plumbing, Masonry, and HVAC on resume development and portfolio pictures. Follow-up sessions are scheduled on 12/12/19 and 12/17/19. • 12/2/19- Representative from Universal Technical Institute spoke to Auto Service and Auto Body classes. • 12/3/19- Representatives from Lincoln Tech spoke to Auto Service and Auto Body classes. • 12/4/19- TCC Outreach Advisor, Kelsey Warren, met with student interested in attending TCC. • A Resume Workshop was held on 12/12/19 for morning session seniors in Culinary, HVAC, Nursing, and Carpentry. <p>11/5/19- Quarter 1 Report Cards:</p> <ul style="list-style-type: none"> • Between 10/9/19 and 11/5/19, 10 second-year classes participated in the 	<p>12/11/19 No changes recommended at this time.</p> <p>Quarter 1 No changes recommended at this time.</p>

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	<p>resume building sessions: Automotive Service, Public Safety, Welding, Dental Assisting, Outdoor Power Equipment, Electronics/Robotics, TV Production, Auto Body & Paint, Early Childhood Education, and Culinary Arts.</p> <ul style="list-style-type: none"> • Together We Can worked with Cosmetology and the Legal & Medical Systems Administration classes on resume building and took professional portfolio pictures. • TCC Outreach Advisor, Kelsey Warren, submitted her calendar to meet with students. She is scheduled to be available to students on 12/4/19, 2/12/20, and 4/30/20. She met with students 1 time in late October. • ECPI held program information sessions with Public Safety students on 11/6/19. <p>10/9/19- Quarter 1 Progress Reports:</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 10/7-10/11/19. • 3 resume building sessions were held with Auto Service (2) and Medical Systems Administration. <p>Employment Exposure:</p> <p>12/11/19- Quarter 2 Progress Reports</p> <ul style="list-style-type: none"> • Representatives from BAE Systems held employment engagement sessions with Welding students on 11/18/19. • 11/26/19- Representatives from Auto Bell Car Wash met with students to discuss employment opportunities. • Representatives from Bay Metals & Fabrication scheduled employment engagement sessions with Welding students for 12/19/19. 	
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<p>11/5/19- Quarter 1 Report Cards:</p> <ul style="list-style-type: none"> • Representatives from BAE Systems scheduled employment engagement sessions with Welding students on 11/18/19. <p>10/9/19- Quarter 1 Progress Reports:</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> <p>12/11/19- Quarter 2 Progress Reports</p> <ul style="list-style-type: none"> • 10 additional internship placements were made between 11/5/19 and 12/12/19, bringing the total of interns to 19. <ul style="list-style-type: none"> ○ Auto Service- 2 paid ○ Auto Body & Paint- 2 paid ○ HVAC- 3 paid ○ Early Childhood- 2 unpaid <p>11/5/19- Quarter 1 Report Cards:</p> <ul style="list-style-type: none"> • 9 students began internships, 3 paid and 4 unpaid. <ul style="list-style-type: none"> ○ Auto Service- 3 paid ○ Auto Body & Paint- 1 paid ○ TV Production- 4 unpaid ○ Medical Systems Administration- 1 unpaid <p>10/9/19- Quarter 1 Progress Reports:</p> <ul style="list-style-type: none"> • Job shadowing an internships will begin closer to the winter break. <p>Paid Apprenticeships:</p> <p>12/11/19- Quarter 2 Progress Reports</p> <ul style="list-style-type: none"> • HRPWA meetings were held and topics covered were as follows: 11/8/19 – Distracted Driving; 11/22/19 – CDL License; and 12/8/19 – Inspections. <p>11/5/19- Quarter 1 Report Cards:</p>	
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	<ul style="list-style-type: none"> • HRPWA students will toured the Moore’s Bridge Water Treatment Plant on 10/12/19. • The 2nd employer meeting and presentation will occur 11/8/19. Topic- Distracted driving. <p>10/9/19- Quarter 1 Progress Reports:</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 • 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 presentation 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> <p>12/11/19- Quarter 2 Progress Reports</p> <ul style="list-style-type: none"> • 11/14/19-Dental and HVAC students toured the USS Kearsarge to hear presentations pertaining to on-the-job 	
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	<p>training/career development and opportunities in US Navy. Students also toured ship’s HVAC system and dental lab.</p> <ul style="list-style-type: none"> • ASVAB testing occurred on 11/14/19-11/15/19. • 12/4 US National Guard Class Presentations • 12/5 US Army Recruiting Visit • 12/6 US Coast Guard Recruiting Visit <p>11/5/19- Quarter 1 Report Cards:</p> <ul style="list-style-type: none"> • Between 10/9/19 and 11/5/19, students signed-up to take the ASVAB test which is scheduled to be administered on 11/14-11/15/19. • SSgt. A. Zavala from the VA Air National Guard is scheduled to visit and share information with students on 11/12/19. <p>10/9/19- Quarter 1 Progress Reports:</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> <p>12/11/19- Quarter 2 Progress Reports</p> <ul style="list-style-type: none"> • Between 11/26/19 and 12/11/19, Together We Can worked with Carpentry, Cosmetology, Electricity, Plumbing, Masonry, and HVAC on resume development and portfolio pictures. Follow-up sessions are scheduled on 12/12/19 and 12/17/19. • Discount Tire and Taylor Automotive partnered with Auto Service to place 2 paid interns. • London Bridge Motor Co. and Body Man’s Auto Body partnered with Auto Body & Paint to place 2 paid interns. 	
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	<ul style="list-style-type: none"> • Baja Heating & Cooling, I Medical, and Absolute Comfort partnered with HVAC to place 3 paid interns. • BBG partnered with Electronics/Robotics to place 1 paid intern. • Rosemont Forrest and N. Landing Elementary Schools partnered with Early Childhood to place 2 unpaid interns. <p>11/5/19- Quarter 1 Report Cards:</p> <ul style="list-style-type: none"> • City of VA. Beach Parks & Rec. Dept. partnered with TV Production to place 4 unpaid interns. • Discount Tire, Pungo Off Road, and Tidewater Import, partnered with Automotive Service to place 3 paid interns. • Take 5 partnered with Auto Body & Paint to place 1 paid intern. • CHKD partnered with Medical Systems Administration to place 1 unpaid intern. • Dr. Abolahrari from the VBDPH Dental Clinic began her Monday rotations in our Dental Assisting lab. She and dental students have been seeing student patients. • Together We Can worked with Cosmetology and the Legal & Medical Systems Administration classes on resume building and took professional portfolio pictures. Also, have agreed to attend the Partnership Expo with us on Saturday, 2/22/20. • A FBI Special Agent, guest spoke on 10/21/19 on bureau employment requirements in the Public Safety classes. <p>10/9/19- Quarter 1 Progress Reports:</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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