

Plan for Continuous Improvement (PCI)

Virginia Beach City Public Schools

Compass to 2025: Student-Centered For Student Success

School: Virginia Beach Technical & Career Education Center		Date of Plan: September 2020 (December)
School Year(s): 2020-2021		
VBCPS Goals Compass to 2025	<ol style="list-style-type: none"> 1. Educational Excellence (<i>literacy, core knowledge, and transferrable life skills</i>) 2. Student Well-Being (<i>physical, mental health of all students, resilient learners who are personally and socially responsible</i>) 3. Student Ownership of Learning (<i>rigorous, authentic, and students taking ownership of their learning</i>) 4. An Exemplary, Diversified Workforce (<i>fosters a climate that values and invests in a high-quality, diversified workforce</i>) 5. Mutually Supportive Partnerships (<i>family, school, the division, businesses, military, faith-based, civic and city agencies that support student well-being</i>) 6. Organizational Effectiveness & Efficiency (<i>division resources, operations, and processes to support the division's strategic goals.</i>) 	
School Mission & Vision	<p><u>Mission</u> 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. • The student will learn to work in teams and develop leadership skills. <p><u>Vision</u> Through industry-driven curriculum and community partnerships, Virginia Beach Technical and Career Education Center students will gain real-world skills to become successful in their chosen fields.</p>	

Recovery Plan New	<p>The focus of our learning recovery is the returning students who were adversely affected by school closure in March 2020. There are 16 different 2-year programs with returning students. With such a varied number of curriculums each teacher has been tasked with:</p> <ul style="list-style-type: none"> • Reviewing year-1 course competencies to determine which essential competencies were not adequately covered between March and June 2020; • Creating learning plans and experiences that supported attainment of these competencies; and • Integrating the lessons and activities in their year-2 curriculum. <p>Additionally, year-2 students were unable to take the Workplace Readiness Skills (WRS) credential exam in 2020. Recovery efforts for year-2 WRS are:</p> <ul style="list-style-type: none"> • Administer the final practice assessments in late September 2020; • Review class and individual assessment student data to determine WRS foci; • Deliver daily WRS instruction as needed, utilizing the WRS Game Plan Resources (lessons, presentations, daily warm-ups, weekly assessment, and mid/final
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	<p>practice assessments) to refresh and prepare students for the credentialing exam in December 2020 (and subsequent testing opportunities).</p> <ul style="list-style-type: none"> • Utilize post-test data to remediate for those who were not successful in each round of testing
<p>Social-Emotional Wellness Plan</p> <p>New</p>	<p>The focus of our social-emotional (SE) wellness plan for students is to implement daily wellness checks at the beginning of every class/session. The first, and most critical aspect of the plan is developing teacher-student relationships. Our strategies include:</p> <ul style="list-style-type: none"> • Having students complete a personal interest inventory during the first few weeks of school and use that information to better know the students; • Conducting simple SE wellness checks at the beginning of each class/session (Thumbs up/down, horizontal, down, emojis on daily warm-ups, etc.); • Dedicating time for a weekly SE session to allow students time to share how they are feeling or to discuss topics of interest (Teen-Talk Tuesdays, Feelings Fridays, What's Going on Wednesdays, etc.); • Recognizing and celebrating accomplishments; • Meeting with individual students who are expressing a need for help, who seem to be struggling personally, academically or socially; • Contacting parents as needed; and • Reporting all concerns to the school counselor or administrators. <p>The focus for staff is very similar. Strategies include:</p> <ul style="list-style-type: none"> • Beginning each meeting with a welcome and time to share; • Recognition and celebration; • Flexing time as allowable to meeting home/work demands; • Remaining mindful of change/pivots/demands, and streamlining tasks; • Providing clear and constant communication to alleviate feelings of uncertainty; • Randomly reaching out to individual staff to simply talk about things; • Meeting with individual staff or groups who may be who need support; and • Administrators remaining available to all staff.
<p>Academic Data Summary</p>	<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>2020-2021</u></p> <p>The abrupt school closure in March 2019 due to COVID-19, resulted in no WRS testing for our first-year students. Therefore, all students will take the WRS assessment in 2020-2021.</p> <p>All students will receive daily instruction from classroom teachers. WRS Literacy Game Plan resources, daily activities and assessments will be accessed in Schoology.</p>

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For year-1 students, teachers will utilize weekly assessment data to adjust instruction based on whole-group and individual student needs. Students will take mid-point and final practice assessments in preparation for post-testing rounds between January and May 2021.

Returning students will take a practice assessment in late September 2020 and teachers will utilize performance data to adjust instruction based on whole-group and individual student needs. Round 1 of 3 post-testing for these students will occur in December 2020 with the remaining post-testing opportunities to occur in January and May 2021.

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.

2020-2021

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 participate in daily SEL activities (Morning/Afternoon Meetings, Teen-Talk Tuesdays, etc.) and 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 quarterly.

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 an SRT referral:

School-wide and individual student grades- Data will be gathered, disaggregated and analyzed quarterly. 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 monthly. Students having excessive unverified absences will be 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.

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2020-2021

As undeniably outlined in the two previous 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

2019-20 data does not adequately indicate progress due to the COVID-19 school closure in March 2020. Additionally, 2020-2021 data will be significantly impacted by school starting in the virtual realm. Therefore, until we can return to face-to-face instruction, our focus will be assisting all students with resume/portfolio development, and as many virtual employer engagement opportunities as possible. When we return to face-to-face instruction, we will resume, as allowed, in-person learning experiences and internship opportunities.

Internships

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.

Apprenticeships

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.

Military Enlistment

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.

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Student Learning Outcomes	<p style="text-align: center;">SMART Goals</p> <p style="text-align: center;">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></p>
Literacy	<p><i>SMART Goal 1: During the 2020-2021 school year, <u>ALL</u> students will show competency attainment as evidenced by their performance on the WRS assessment.</i></p>
Numeracy	<p>Incorporated in goal above.</p>
Choice	<p><i>SMART Goal 2: During the 2020-2021 school year, <u>ALL</u> students will pass their course of study.</i></p> <p><i>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.)</i></p>

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

Literacy: Intermediate Measures, i.e. PALS (K-2), RI (3-9) DSA (Developmental Spelling Assessment 4-5) TOPA (Test of Phonological Awareness K-2) PAST (Phonological Awareness Screening Test K-5)	Strategies
SG1: Daily WRS Warm-Ups	Provide daily introduction of WRS vocabulary, concepts, and real-world connections
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. 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. VKRP- for kindergarten, Problem Solving Tasks, Exemplars	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 all 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 2020-21 post-test and subgroup data (year-2 students) and 2020-2021 weekly assessment and pre-test and subgroup data (year-1 students).

State Goal: N/A				
VBCPS/Division Goal: Educational Excellence				
SMART Goal 1: During the 2020-2021 school year, ALL students will show competency attainment as evidenced by their performance on the WRS assessment.				
Action Steps <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>	Timeline <i>(List month and year to start addressing action step)</i>	Person(s) Responsible	Action Step Completed <i>(List month and year)</i>	Professional Development <i>(Provide a brief description of PD needs)</i>
Administer Daily WRS Warm-ups in Schoology	Daily	Teachers	Ongoing	9/1/20- 1-hour SB-WRS & Schoology
Administer Weekly WRS Common Assessments in Schoology	Weekly	Teachers	Ongoing	<i>(Additional 22.5 hours of SB training listed under SMART Goal 2)</i>
Gather, disaggregate, and analyze Daily WRS Warm-up and Weekly Assessment data	Daily/Weekly	Teachers/PLC's	PLC's Meetings begin in Oct. and will occur monthly at minimum	

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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	
Gather, disaggregate, and analyze WRS Pre/Post-Test data	Year-2 Final Practice Assessment- Sept. 28-Oct. 2 Year-1 Mid-Year Practice Assessment- Nov. 23-25 Year-1 Final Practice Assessment- March 8-18 Post-Testing- Dec.- May	ILT/Teachers/PLC's	Year-2 Final Practice Assessment- Sept. 28-Oct. 2	
Utilize WRS Pre/Post-Test data to guide individual student and entire-class instruction, and to conduct targeted remediation sessions	Pre/Post-Test data- December-May	Teachers/PLC's	Year-2 Final Practice Assessment- Sept. 28-Oct. 2 Post-Test Round 1- Dec. 18	

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)
2020-21 WRS	1/29/21- Close of Quarter 2/Semester 1- During quarter 2, teachers continued to follow the WRS pacing calendar. Teachers provided daily instruction and students completed warm-up activities, weekly assessments and the mid-course assessment. <u>WRS Focus by Weeks (Year 1 and 1-Year Programs)</u>	1/29/21- Close of Quarter 2/Semester 1: WRS We will continue to test remotely until students return to in-person learning.

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<p>Week of Nov. 16- Demonstrate Customer Service Week of Nov. 23- Mid-course Assessment Week of Nov. 30- Mid-course Assessment Make-ups 7 Answer Review Week of Dec. 7- Math Week of Dec. 14- Math Week of Dec. 21- Conflict Resolution Week of Jan. 4- Workplace Safety Week of Jan. 11- Demonstrate Teamwork Skills Week of Jan. 18- Demonstrate Professionalism Week of Jan. 25- Information Security & Literacy</p> <p>2nd-year students: The 1st round of WRS testing occurred on 12/18/20 (remotely). The process for remote testing was almost seamless. 48 total students failed and 4 could not test due to technical difficulties. Those who had technical issues will test in-person when students return. Those who failed will receive targeted remediation and will retest the week of February 8. First-round results were: # Tested- 181 # Passed- 133 Round 1 Pass Rate- 73.5% Female Pass Rate- 62/76- 81.6% Male Pass Rate- 71/105- 67.6% SWD- 30/55- 54.5% <u>Subgroup Pass Rates</u> Female African-American- 15/20- 75% Caucasian- 26/31- 83.9% Hispanic- 5/6- 83.3% Native American – N/A Asian- 8/9- 88.9% 2+- 8/10- 80% Male African-American- 18/31- 56.3% Caucasian- 46/54- 85.2% Hispanic- 4/10- 40% Native American – 1/1- 100% Asian- 0/3- 0% 2+- 2/5- 40%</p>	
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<p>Targeted remediation is ongoing for those who failed the assessment in December. Final data will be reported upon completion of testing (3 total rounds).</p> <p>11/10/20- Quarter 1: WRS <u>WRS Focus by Weeks (Year 1 and 1-Year Programs)</u> Week of Sept. 14- Continuous Learning & Adaptability Week of Sept. 21- “Big Picture” Thinking Week of Sept. 28- Respect for Diversity Week of Oct. 5- Integrity Week of Oct. 12- Creativity & Innovation Week of Oct. 19- Career & Life Management Week of Oct. 26- Critical Thinking & Problem Solving/ Test-taking Strategies Week of Nov. 2- Efficiency & Productivity Week of Nov. 9- Listening & Speaking</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 adjust instruction.</p> <p>For 2nd-year students: Since year-2 students did not test in SY 19-20 due to school closure, the teachers developed their own review and remediation plan to prepare students for the first round of post-testing, which is currently slated for the week of 12/14/20. To determine student readiness for post-testing and remediation, all year-2 students sat for the final practice assessment during the last week of September. Teachers and the WRS Team, reviewed student data and adjusted instruction as needed.</p>	<p>11/10/20- Quarter 1: WRS Our post-testing of year-2 students is currently in the planning phases. As of this entry, we are only allowed to test students in-person. Students returned to the building on a hybrid schedule on Nov. 12-13, and the division had to revert to all remote learning due to health metrics. We are investigating testing options.</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 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).
Monthly Attendance	Utilize attendance data to identify and respond to student needs. Refer students with more excessive 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 SEL activities, learning target reflection and goal setting (bi-quarterly reflection and adjustment)	Implement a variety of instructional strategies and activities (5 C's, virtual activities, choice, daily SEL activities, daily learning reflection, goal setting and reflection, differentiated, whole-class, small-group, etc.) that support individualized and personalized learning.
Specific Student Support (SWD's)	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.
Specific Student Support (All)	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).

State Goal: N/A				
VBCPS/Division Goal: Educational Excellence/Student Well-Being/ Student Ownership of Learning				
SMART Goal 2: During the 2020-2021 school year, ALL students will pass their course of study.				
Action Steps <i>(List each action step on a separate</i>	Timeline	Person(s) Responsible	Action Step Completed <i>(List month and year)</i>	Professional Development

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<i>line; steps taken to reach the SMART goal)</i>	(List month and year to start addressing action step)			(Provide a brief description of PD needs)
Gather, disaggregate, and analyze grade data	Quarterly	SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	11/10/20- Quarter 1 Report Cards 1/29/21- Quarter 2 Report Cards	11/17/20- 5-hour SB- Review of Compass to 2025, Strategic Action Agenda, PCI Review/Development
Gather, disaggregate, and analyze discipline data	Quarterly	Discipline Committee SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	11/10/20- Quarter 1 Report Cards 1/29/21- Quarter 2 Report Cards	8/31/20- 2.5-hour SB- Student and Staff SEL 8/31/20- 1.5-hour SB- Schoology Set-up
Gather, disaggregate, and analyze attendance data	Monthly	Attendance Waiver Committee SRT- Administrators, Counseling Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	9/15/20 9/21/20 10/15/20 11/10/20 Quarter 2- Occurred weekly with daily reviews	9/1/20- 1-hour SB- Strategic Moves for Virtual Learning Part 1 9/4/20- .5-hour SB- Introduction to Securly and .5-hour SB- ClassLink Overview
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	9/14/20- 1-hour SB- Strategic Moves for Virtual Learning Part 2 and 1-hour SB- Organizing Google Drive
Review Daily Learning Target Log Reflections (<i>Students to complete daily reflections in Schoology</i>)	On-going	Teachers	Ongoing/Daily	9/21/20- 1-hour SB- ICEV, CareerSafe, & S/P2 Training 9/24/20- 1-hour SB- Concurrent F2F Training
Review Student Goal Setting Progress (<i>Students to utilize the Goal Setting and Reflection form in Schoology</i>)	Quarterly	Teachers	(Week of) 11/12/20- End of Quarter 1 (Week of) 2/1/21- End of Quarter 2	9/25/20-11/2/20- Individual Concurrent F2F Training

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Conduct Walk-throughs and Formal Observations	On-going	ILT (Administrators, Counseling Chair, Special Education Teacher, LMS)	Ongoing	<p>10/5/20- 1-hour SB- How to use JamBoard and 1-hour SB- In-depth look at Securly</p> <p>10/19/20- 1-hour SB- Using Kahoots in the Classroom and 1-hour SB- Using GimKits in the Classroom</p> <p>10/26/20- .5-hour SB- Creating Progress Reports in Synergy</p> <p>11/2/20- 1-hour SB- Concurrent F2F Refresher</p> <p>11/9/20- 1-hour SB- Concurrent F2F Refresher</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)
2020-21 SRT Academics	<p>1/29/21- Close of Quarter 2 Semester 1: At the close of quarter 1 report cards, eleven (11) students earned grades below a C-. They, along with 4 other students whose grades either dropped below a C- during quarter 2 or transitioned from the SRT Monitor List strictly to SRT, received interventions through the SRT process. Those outcomes were:</p> <p><i>African-American Females- 2</i></p> <ul style="list-style-type: none"> • 1 failed (all subjects) • 1 withdrew and returned to the home high school fulltime 	<p>1/29/21- Close of Quarter 2 Semester 1: No adjustments at this time.</p>

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<p><i>African-American Males- 5</i></p> <ul style="list-style-type: none"> • 3 failed quarter 2, semester 1, and all core subjects (3 SWD) • 1 failed quarter 2, earned a C for semester 1, failed History (SWD) • 1 received an Incomplete for quarter 2 and semester 1 and is currently making up missed work (SWD) <p><i>Asian Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a B- for quarter 2 and a C- for semester 1 <p><i>Caucasian Males- 4</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2, earned a C for semester 1, and failed all core subjects (SWD) • 1 earned a D+ for quarter 2, a C- for semester 1, and failed Oceanography (SWD) • 1 earned a D+ for quarter 2, a D for semester 1, and failed English 11 (SWD) • 1 withdrew and returned to the home high school fulltime <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 failed quarter 1, earned a D+ for semester 1, and failed all core subjects <p><i>2+ Females- 2</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2, earned a D for semester 1, and failed all core subjects (SWD) • 1 withdrew and returned to the home high school fulltime <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, were ineffective in most cases. Every student who failed their Tech Center course for the semester failed 1 or all core subjects at their home high schools. 3 students withdrew to retake course required for graduation.</p>	
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<p>Quarter 3 SRT Academics: At the close of quarter 2/semester 1, 18 students earned grades below a C-, and have been added to the SRT List. These students will receive the appropriate interventions to hopefully improve their grades to acceptable levels. The quarter 3 SRT breakdown is:</p> <p><i>African-American Females- 1</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2, earned a C- for semester 1 <p><i>African-American Males- 7</i></p> <ul style="list-style-type: none"> • 1 received an Incomplete for quarter2/semester 1 (SWD) • 2 failed quarter 2/semester 1 (2 SWD) • 1 failed quarter 2 and earned a C for semester 1 (SWD) • 1 earned a D+ in quarter 2 and a B for semester 1 • 1 earned a D+ in quarter 2 and a C- for semester 1 • 1 earned a C in quarter 2 and a D for semester 1 (SWD) <p><i>Caucasian Female- 1</i></p> <ul style="list-style-type: none"> • 1 received an incomplete for quarter 2/semester 1 <p><i>Caucasian Males- 5</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2 and earned a C for semester 1 (SWD) • 1 earned a D for quarter 2 and a C- for semester 1 (SWD) • 1 earned a D for quarter 2 and a C for semester 1 • 1 earned a D+ for quarter 2 and a C- for semester 1 (SWD) • 1 earned a D+ for quarter 2 and a C for semester 1 (SWD) <p><i>Hispanic Females- 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ for quarter 2 and a C+ for semester 1 (SWD) <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2 and earned a D+ for semester 1 <p><i>2+ Females- 1</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2 and earned a D for semester 1 (SWD) 	
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<p><i>2+ Males- 1</i></p> <ul style="list-style-type: none"> • 1 failed quarter 2/semester 1 <p>African-American Males and SWD's at a C-: At the close of quarter 2/semester 1, five (5) students (in addition to the list above) in these special focus groups earned a C- for either quarter 2 or semester 1. Those outcomes are:</p> <p><i>African-American Males- 2</i></p> <ul style="list-style-type: none"> • Both earned a C- for quarter 2 <p><i>Caucasian Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a C- for quarter 2 (SWD) <p><i>2+ Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a C- for quarter 2/semester 1 (SWD) • 1 earned a C- for semester 1 (SWD) <p>Teachers are monitoring student progress and implementing appropriate interventions.</p> <p><u>Quarter 2 GPA- 3.52</u></p> <p><i>Comparison- SY 2020-21 and SY 2019-20</i></p> <ul style="list-style-type: none"> • Overall Quarter 2 GPA was 3.52, up.11 points • Overall SWD GPA was 3.44, up .29 points <p>Quarter 2 Subgroups GPAs: All subgroup GPA's were 3.15 and higher. Some GPA's to note:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.28</i> • <i>Self-Contained- 3.35</i> • <i>Section 504- 3.92</i> • <i>African-American Females- 3.54</i> • <i>African-American Males- 3.15</i> • <i>Asian Females- 3.81</i> • <i>Asian Males- 3.63</i> • <i>Caucasian Females- 3.72</i> • <i>Caucasian Males- 3.51</i> • <i>Hispanic Females-3.49</i> • <i>Hispanic Males- 3.47</i> • <i>Native American Males- 4.0 (1 student)</i> • <i>2+ Females- 3.5</i> • <i>2+ Males- 3.38</i> <p><u>Semester 1 GPA- 3.61</u></p>	
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<ul style="list-style-type: none"> • 5 Academic Failures- All five failed all subjects. <p>Comparison- SY 2020-21 and SY 2019-20</p> <ul style="list-style-type: none"> • Overall Semester 1 GPA was 3.61, an increase of .11 points from SY 19-20 • SWD GPA was 3.48, an increase of .21 points from SY 19-20 • The achievement gap between African-American males and Caucasian males decreased to .27 points, .07 points lower than in SY 19-20 • All subgroups had GPA's at 3.30 or higher. <p>Semester 1 Subgroups GPAs:</p> <ul style="list-style-type: none"> • <i>Special Resource-</i> 3.39 • <i>Self-Contained-</i> 3.36 • <i>Section 504-</i> 3.69 • <i>African-American Females-</i> 3.68 • <i>African-American Males-</i> 3.30 • <i>Asian Females-</i> 3.88 • <i>Asian Males-</i> 3.69 • <i>Caucasian Females-</i> 3.77 • <i>Caucasian Males-</i> 3.57 • <i>Hispanic Females-</i>3.61 • <i>Hispanic Males-</i> 3.58 • <i>Native American Males-</i> 4.0 (1 student) • <i>2+ Females-</i> 3.62 • <i>2+ Males-</i> 3.40 <p><i>Students remain very successful regarding making good grades in Tech Center programs with 72% earning an A- or better, 91% earning a B- or better, and 98.7% earning a C- or better.</i></p> <p>11/10/20- Quarter 1: At quarter 1 report cards, eleven (11) students earned grades below a C-. Their quarter 1 outcomes were as follows:</p> <p><i>African American Females – 2</i></p> <ul style="list-style-type: none"> • 1 earned a D+ • 1 failed (SWD) <p><i>African American Males – 3</i></p> <ul style="list-style-type: none"> • 3 failed (3 SWD) 	<p>11/10/20- Quarter 1: SRT Academics No adjustments at this time.</p>
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<p><i>Asian Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a D <p><i>Caucasian Males – 3</i></p> <ul style="list-style-type: none"> • 1 earned a D+ • 1 earned a D (SWD) • 1 failed <p><i>2+ Females- 2</i></p> <ul style="list-style-type: none"> • 1 earned a D • 1 failed (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, were ineffective in a few cases. Several of the students are simply struggling with virtual instruction, and in one case, a student is having connectivity issues (resolution in progress). Three failing students are currently working with their teacher and our resource teacher to make up missed assignments.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • 4 SRT meetings were held for students not passing core subjects at the home high school. • 4 SRT meetings were held for students struggling in Tech Center courses. • 3 Grad Coaching meetings were held with students failing core subjects needed to graduate. <p>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. 	
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	<p>African-American Males and SWD's at a C-: At quarter 1 report cards, four (4) students (in addition to the list above) in these special focus groups earned a C-. Quarter 1 outcomes were as follows: <i>African-American Males- 2</i></p> <ul style="list-style-type: none"> • Both earned a C- (1 SWD) <p><i>Caucasian Males- 2</i></p> <ul style="list-style-type: none"> • Both earned a C- (2 SWD) <p>Teachers are monitoring student progress and implementing appropriate interventions.</p> <p>Quarter 1 GPA- 3.58 (a .01 point declined from over SY 19-20 which was 3.59) Subgroups with Gains or no Change: <i>SC- +.51/3.41</i> <i>Section 504- +.21/3.75</i> <i>Hispanic Males- +.10/3.54</i> <i>Overall SWD- +.09/3.45</i> <i>Caucasian Females- +.07/3.76</i> <i>African-American Males- +.03/3.34</i> <i>Hispanic Females- +.03/3.69</i> <i>African-American Females- +.02/3.65</i> <i>Asian Females- No change/3.81</i></p> <p>Additional Subgroup GPA's: <i>2+ Males- -.16/3.38</i> <i>Asian Males- -.14/3.53</i> <i>2+ Females- -.10/3.62</i> <i>Caucasian Males- -.05/3.53</i> <i>SR- -.05/3.33</i> <i>Regular Education- -.03/3.64</i> <i>Native-American Males- 3.30</i> (only 1 student in this subgroup)</p>	
<p>2020-21 SRT Attendance</p>	<p>1/29/21 Semester 1 Summary: Attendance continued to be monitored weekly and attendance reviews were made daily. At the end of quarter 1, there were 22 students with 12 or more absences. Due to excellent attendance taking practices by teachers, and the collaboration with the attendance office, that number was reduced to a total of 9 students for the semester, 43 fewer than in SY 19-20. Since the start of school, 50 students withdrew from the Tech Center and/or VBCPS 14 more than in SY 19-20. The</p>	<p>1/29/21 Semester 1: No adjustments at this time.</p>

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	<p>reasons are varied (Alternative placement, relocation, ISAEP, failing courses required for graduation, returned to home high school, etc.)</p> <p>11/10/20- Quarter 1: Attendance has been monitored weekly. The process for attendance taking is much different during virtual learning realm. Students may be marked present if they attend class as scheduled, tardy excused if they do not attend class but access/complete work or communicate with the teacher, and absent if they do neither of the two. However, a student has three days in which to make that effort to access/complete work and contact the teacher and then their absence may be changed by the teacher to tardy excused.</p> <p>This procedure requires teachers to constantly go back and review dates of student access and submission of work and is quite cumbersome. To make every effort for accurate recording, the attendance office associate follows up with teachers daily for those students who are accruing high numbers of absences. During quarter 1:</p> <ul style="list-style-type: none"> • 21 students accrue 7 or more absences, 21 fewer than in SY 19-20 • Parents have been consistently notified of absenteeism • Absence documentation has been submitted for nearly all students • Communication with home school officials has been consistent <p>Attendance will continue to be monitored weekly, parents will be notified, and home school officials and SRT's utilized.</p>	<p>11/10/20- Quarter 1: SRT Attendance Following up on students with excessive absences is becoming more difficult as parents/guardians will not respond to calls and emails. Also, when reviewing the students with excessive absences, we find their attendance is even worse at the home high schools, who are also struggling with contacting parents. We will continue to our efforts and monitor through the close of semester/term 1.</p>
<p>2020-21 SRT Discipline</p>	<p>1/29/21- Quarter 2/Semester 1 Summary: No students had been referred for disciplinary reasons. All students were learning in the virtual setting except for two days, 11/12-11/13/20. Discipline will continue to be monitored.</p>	<p>1/29/21- Quarter 2/Semester 1: No adjustments at this time.</p>

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11/10/20- Quarter 1: At the close of quarter 1, no students had been referred for disciplinary reasons. All students were learning in the virtual setting except for two days, 11/12-11/13/20. Discipline will continue to be monitored.	11/10/20- Quarter 1: SRT Discipline No adjustments at this time.
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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/portfolio.
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: Student Ownership of Learning				
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; steps taken to reach the SMART goal)	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. 9-30	Teachers	Review/Utilization-Ongoing	
Review Student Goal Setting Progress (Students to utilize the Goal Setting and Reflection form in Schoology)	Quarterly	Teachers	(Week of) 11/12/20-End of Quarter 1	

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Host Career Fair	Feb. 11 (Event and potential format TBD)	Counseling Chair, Teachers	
Schedule/host military recruiter visits, presentations, and demonstrations	Oct.-June	Counseling Chair, Administrators	Ongoing
Schedule/host guest speaker, apprenticeship program and trade school presentations	Oct.-June	School-to Work Advisor, Counseling Chair, Teachers	Ongoing
Implement internship and Job-shadowing experiences	Currently on-hold Typically, Oct.-June	School-to Work Advisor, Teachers	Ongoing
Hampton Roads Public Works Academy	Currently on-hold	School-to Work Advisor, Teachers	Ongoing
Resume writing	Oct.-Jan.	LMS, School-to Work Advisor, Teachers	Ongoing
Business and Industry partner connections	Ongoing	Partnership Coordinator/LMS, VIE Coordinator/ School-to Work Advisor, Teachers	Ongoing
Administer Exit Surveys	May-June	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)
2020-21 Preparation	<p>1/29/21- Quarter 2: Preparation:</p> <p>During quarter 2, employment preparation continued to be very productive. Below are the activities completed thus far or are currently in progress:</p> <p>Resume Building</p> <ul style="list-style-type: none"> During quarter 2, all 2nd-year classes and the 1-year programs of Legal & Medical Systems Administration, Pharmacy Technician, and Landscape Design/Turf 	<p>1/29/21- Quarter 2: Preparation</p> <p>No changes at this time.</p>

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<p>Management completed the resume sessions with the Together We Can Foundation, Mr. Marlin, Mrs. Gatz, and Mrs. Hall.</p> <ul style="list-style-type: none"> All year-2 and 1-year program students (300) now have a professional resume/portfolio. <p><u>Trade/Technical Schools and TCC Visits</u> Virtual trade and technical school and TCC visits/presentations took place in quarter 2:</p> <ul style="list-style-type: none"> Lincoln Tech- Automotive Service Technology/Auto Body & Paint Technology and Electronics/Robotics for a second time. TCC Automotive Department- Presented to Automotive Service Technology classes about program opportunities and careers in the automotive field. <p>11/10/20- Quarter 1: During quarter 1, employment preparation has been very productive. Below are the activities completed thus far or are currently in progress: <u>Resume Building</u></p> <ul style="list-style-type: none"> 13 classes completed initial resume sessions the Together We Can Foundation, Mr. Marlin, Mrs. Gatz, and Mrs. Hall. The remainder of classes to be completed by the end of November <p><u>Senior Post-grad Prep Talks:</u></p> <ul style="list-style-type: none"> Seven (7) full-class sessions were held by Mr. Marlin. He discussed with students: college prep; military entry; scholarships and financial aid; and how to get directly into the workforce in their trade. Two (2) more classes are scheduled with the goal of meeting with all classes by the end of semester 1. Additionally, individual student meetings have occurred and will continue throughout the year. <p><u>TCC Advisor Meetings</u></p>	<p>11/10/20- Quarter 1: Preparation No changes at this time.</p>
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	<p>Students have been provided contact information for two (2) TCC academic advisors to schedule appointments on how to apply to TCC and academic counseling. The advisory counseling sessions will begin on an individual student basis on 11/12/20. Advisors are broken down by high schools as follows:</p> <ul style="list-style-type: none"> • Kelsey Warren - kwarren@tcc.edu, Salem, Tallwood, Kellam, Landstown, Kempsville, Renaissance - www.calendly.com/kelseywarren • Tyler Powers - jpowers@tcc.edu, Ocean Lakes, Green Run, Cox, First Colonial, Bayside, Princess Anne - www.calendly.com/mrpowers <p><u>Trade/Technical School Visits</u> Virtual trade school visits/presentations took place in quarter 1:</p> <ul style="list-style-type: none"> • Culinary Institute of America - Culinary Arts- Chef Ausderau (AM & PM) • UTI- Automotive Service Technology/Auto Body & Paint Technology- Mr. Bruce, Mr. Champigny, and Mr. Wilson (AM and PM) <p>Lincoln Tech- Automotive Service Technology/Auto Body & Paint Technology- Mr. Champigny and Mr. Wilson (AM and PM)</p>	
<p>2020-21 Employment Exposure</p>	<p>1/29/21- Quarter 2: The following virtual employment exposure activities occurred in quarter 2:</p> <ul style="list-style-type: none"> • Angela Avent- Corporate Attorney for Liberty Mutual, spoke to Legal Systems Administration class about law school, legal careers. • Pat Sudac- Regional Toyota Service Representative spoke to Auto Service classes about careers, opportunities with Toyota. <p>11/10/20- Quarter 1: Employer exposure opportunities through the Welding Pre-Apprenticeship program, and Hampton Roads Public Works Academy are currently on hold;</p>	<p>1/29/21- Quarter 2: Employment Exposure Continue providing opportunities.</p> <p>11/10/20- Quarter 1: Employment Exposure The welding pre-apprenticeship organizers are in the process of developing virtual employer exposure opportunities which will hopefully begin</p>

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	however, planning for virtual experiences are underway.	prior to the close of semester/term 1. The HRPWA will ensue upon the return to in-person learning.
2020-21 Job Shadowing & Internships	<p>1/29/21- Quarter 2: Two virtual internship speaker panels occurred during quarter 2. Students in Carpentry, Masonry, Plumbing, Electricity, HVAC and Welding participated:</p> <ul style="list-style-type: none"> • 12/10/21- Maritime Internship Speaker Panel featuring: BAE Systems, VA Ship Repair, Fairland, Newport News Ship Building, General Dynamics, Shipyard Staffing, Coastal Mechanical Systems, and Tidewater Staffing spoke to students about maritime industry needs, careers and the employment process. • 1/27/21- Construction Industries Internship Speaker Panel featuring: TST Construction, Miles Roofing, Hiller Systems, Macsons, and the Ainslie Group spoke to students about construction industry needs, careers and the employment process. <p>11/10/20- Quarter 1: Our internship program is temporarily “on hold” due to the COVID-19 pandemic. It is our hope that the health metrics improve so we may begin placing students in internships and job-shadowing experiences. As we receive calls from potential employers, their information is forwarded to the appropriate Tech Center teacher, who at this time, attempt to place 2020 graduates that are seeking employment.</p> <p>Over the summer, ten students were employed in full-time positions with HRSD through the Hampton Roads Public Works Academy.</p>	<p>1/29/21- Quarter 2 Job Shadowing & Internships: We hope to provide internship opportunities when students return to in-person instruction.</p> <p>11/10/20- Quarter 1: Shadowing & Internships Currently we are unable to participate in these activities outside of school; however, the Office of TCE is in the process of scheduling several virtual work-based learning experiences for our trades programs.</p>
2020-21 Paid Internships	<p>1/29/21- Quarter 2: The following virtual apprenticeship presentation occurred during quarter 2:</p> <ul style="list-style-type: none"> • Rick Brooks - Va. Dept. of Labor, Division of Registered Apprenticeships, spoke to HVAC and Plumbing classes about the benefits of the registered apprenticeship program. 	<p>1/29/21- Quarter 2: Paid Internships We hope to provide internship opportunities when students return to in-person instruction.</p>

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	<p>11/10/20- Quarter 1: Four 2020 HVAC program completers who were placed as high school seniors with two companies (Southeastern Mechanical Inc. & BRR Refrigeration) through our collaboration with the Youth Registered Apprenticeship and the Virginia Department of Labor, remain employed and continue pursuing completion of their employer industry certification.</p>	<p>11/10/20- Quarter 1: Paid Internships</p>
<p>2020-21 Military Enlistment</p>	<p>1/29/21- Quarter 2: Military recruiters held a virtual meeting with interested students in quarter 2:</p> <ul style="list-style-type: none"> • US Army: 1/12/21 (31 students participated) <p>11/10/20- Quarter 1: Military recruiters held virtual meetings with interested students on three occasions in quarter 1:</p> <ul style="list-style-type: none"> • US Marines: 10/13 (47 students participated) • US National Guard: 10/16 (57 students participated) • US Army: 10/21 (42 students participated) 	<p>1/29/21- Quarter 2: Military Recruitment No changes at this time.</p> <p>11/10/20- Quarter 1: Military Enlistment No changes at this time.</p>
<p>2020-21 Business & Industry Partnerships</p>	<p>1/29/21- Quarter 2: Again, during quarter 2, our most active partner has been the Together We Can Foundation, who completed a series of 5 portfolio develop sessions with each Tech Center 2nd-year and 1-year program. Approximately 300 students now have professional resumes and portfolios.</p> <p>11/10/20- Quarter 1: During quarter 1, our most active partner has been the Together We Can Foundation, who has been meeting with all Tech Center classes to assist students in resume and portfolio development.</p>	<p>1/29/21- Quarter 2: Business & Industry Partnerships No changes at this time.</p> <p>11/10/20- Quarter 1: Business & Industry Partnerships No changes at this time.</p>