

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: 9/26/18
School Year(s): 2018-19		
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. WRS's 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's acquisition through direct instruction, modeling, and most importantly, through the prism of literacy. <i>Lastly, passing this assessment satisfies the VDOE industry credential graduation requirement.</i> Data will be WRS pre and post-test results.</p> <p><u>2018-19</u> 2017-18 school-wide and individual student pre and post-test data was disaggregated and analyzed in August 2018. All returning students who failed the assessment (8) in 2017-18 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 daily activities and resources will be accesses in Schoology. Weekly common assessments and the mid-point and final practice assessments will be administered in SchoolNet. Post-test testing will occur: March 18-22, 2019; April 8-11, 2019; and April 29- May 1, 2019.</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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	<p>2018-19 Students will be provided a multi-tiered support system through the Tech Center Student Response Team (SRT). Below are the measures and check points that will determine the need for a SRT referral:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Additional Formative Data will be reviewed by teachers as their students reflect on daily learning by completing a Daily Learning Target Log in Schoology. Students will also set SMART Goals and list initial action steps, then meet with teachers, reflect on progress, and make adjustments twice per quarter at progress report and report card intervals.</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>	2018-19 SMART Goal: <i>During the 2018-19 school year, ALL first-year students will show competency attainment as evidenced by their performance on the WRS assessment.</i>
Numeracy <i>(specific focus on AMO if applicable)</i>	Incorporated in goal above.
Choice	<i>During the 2018-19 school year, <u>ALL</u> students will pass their course of study.</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
Daily WRS Warm-Ups	Provide daily introduction of WRS vocabulary, concepts, and real-world connections. All daily activities will be completed in Schoology.
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.
Program Specific Activities	Teach and train students in practical applications of program specific theory and best practices.

Numeracy: Intermediate Measures (i.e. Math Quarterly Assessments, Exemplars, SMI)	Strategies
Daily WRS Warm-Ups	Provide daily introduction of math-based WRS fundamentals.
Program Specific Activities	Teach and train students in practical applications of program specific mathematical fundamentals.

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 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 (SchoolNet)	Administer assessments via SchoolNet 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)	Collaborate with Special Education teachers and case managers as needed to provide additional support at the home schools. Base targeted pull-out instruction on 2017-18 post-test and subgroup data (year-2 students) and 2018-19 Weekly Assessment and pre-test and subgroup data.

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State Goal: N/A				
VBCPS/Division Goal: Multiple Pathways				
2018-19 SMART Goal: <i>During the 2018-19 school year, ALL first-year students will show competency attainment as evidenced by their performance on the WRS assessment.</i>				
Action Steps (List each action step (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)
Administer Daily WRS Warm-ups in Schoology	Daily	Teachers	Ongoing	8/9/18- 9 -11 a.m. 2-Hour Site-Based Essential PLP Charting our Course: 2017-18 WRS post-test data and SRT data was analyzed, gaps determined, and SMART Goals and Action Plans developed. <i>Compass to 2020, Charting the Course, the Teaching and Learning Framework, and the WRS Literacy Game Plan</i> were reviewed. 8/16/18- 8-9 a.m. 1-Hour Site-Based PLP Schoology Session 1: Intro to Chromebooks Participants enhanced their path on the journey to transformational learning with a Chromebook. This hands-on workshop highlighted the most important features of using Chromebooks for learning, communication and
Administer Weekly WRS Common Assessments in SchoolNet	Weekly	Teachers	Ongoing	
Gather, disaggregate, and analyze Daily WRS Warm-up and Weekly Assessment data	Daily/Weekly	Teachers/PLC's	PLC's Meetings began in October and will occur monthly at minimum	
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	18-19 Mid-Year Practice Assessment Data: Nov. 13-16, 2018 Final Practice Assessment: March 4-8, 2019 Post-Test Data: March 18-22, 2019 April 8-11, 2019 April 29-May 1, 2019	ILT/Teachers/PLC's	17-18 Post-test Data- August 2018 18-19 Mid-Course Assessment Data- December 2018 Final Practice Assessment: March 4-8, 2019 Post-Test Data: March 18-22, 2019	
Utilize WRS Pre/Post-Test data to guide individual student	17-18 Post-test Data- September 2018	Teachers/PLC's	17-18 Data- August 2018- Ongoing	

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<p>and entire-class instruction, and to conduct targeted remediation sessions</p>	<p>18-19 Pre-test Data- November-May 2019</p>		<p>Remediation- Began March 25, 2019</p>	<p>collaboration. Differences between Windows devices and Chromebooks, useful apps and extensions, and tips for shortcuts were the focus.</p> <p>8/20/18- 8-9 a.m. 1-Hour Site-Based PLP Schoology Session 2: Intro to Schoology Participants explored the complex landscape of Schoology with a team of experienced Schoology guides. Participants will learn about the most useful functions of Schoology that can be applied immediately and increase a digital presence in the classroom.</p> <p>8/23/18- 8-9 a.m. 1-Hour Site-Based PLP Schoology Session 3: Exploring Schoology Participants were provided a deeper exploration of Schoology. After sampling Schoology features in session 2, participants applied skills in this hands-on, practical session. Participants will transition to the next level of the digital</p>
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				<p>transformation and uncover a clear view of the learning possibilities through the use of Schoology.</p> <p>10/8/18- 8-9 a.m. 1-Hour Site-Based PLP Schoology Session 4: Prior to this session, participants provided a list of concerns and issues related to various Schoology features. During this session, participants gained clarification on those concerns.</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)
2018-19 WRS Game Plan	<p>5/16/19- Final WRS Testing Data- 1st-Year, 1-Year, & Completer Students: All WRS testing has occurred. Final results are as follows:</p> <p>1st- Year & 1-Year Pass Rate- 349 tested, 341 passed- 97.71% pass rate Overall Pass Rate- 357 students tested, 349 passed- 97.76% pass rate Program Completer Pass Rate- 329 tested, 327 passed- 99.39% pass rate Below are highlights: <u>1st- Year & 1-Year Student Pass Rates</u></p> <ul style="list-style-type: none"> • 8 students did not pass the WRS assessment after 3 attempts and 	<p>5/16/19- Final WRS Testing Data- 1st-Year, 1-Year, & Completer Students: Our goal was that 100% of 1st-year students would pass the WRS assessment. We fell 8 students short, 3 fewer than the previous year. After numerous targeted remediation sessions and 3 testing attempts for those who failed, scores ranged from 41-71. Remarkable gains occurred across the board, and overall, the achievement gap between African-American/Caucasian males was 6.21% and our special learners/regular education students was 6.6%. This data indicates that our <i>WRS Literacy Game Plan</i> was highly effective.</p>

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<p>targeted remediation. All 8 were SWD's, and had scores ranging from 41-71.</p> <ul style="list-style-type: none"> • African-American males- 90.7% passed, only a 6.21% deficit from Caucasian males. • 2+ and Asian males- 100% • All females passed • SWD's- 91.11% • Special Education males- 88.89% • Special Education females- 100% <p><u>Program Completer Pass Rates</u></p> <ul style="list-style-type: none"> • Gains were made in every subgroup • 329 tested, 327 passed- 99.39% • African-American males- 95% • The achievement gap between African-American and Caucasian males was 5% • All females passed • Overall Special Education- 97.62%, a 3.11% increase • Overall regular education- 100%, a 1.5% increase • Overall males- 98.71%, a 1.5% increase <p><u>Overall 2018-19 Pass Rates</u></p> <ul style="list-style-type: none"> • Gains were made in every category except SWD's and African-American males. • 357 tested, 349 passed- 97.76% • African-American males- 91.49%, a 2.45% decline (40/44 passed) • The achievement gap between African-American and Caucasian males was 7% • All females passed • Overall Special Education- 91.49%, a .88% decline • Overall regular education- 99.6% • Overall males- 95.77% <p>3/26/19- WRS Testing: Round 1 of WRS testing occurred 3/18/19-3/22/19. Final results and a comparison to SY 17-18 for round 1 are as follows:</p>	<p>3/26/19- WRS Testing: Targeted remediationsessions began on March 25, 2019, for the 30 students who failed the assessment in round 1</p>
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<p>Overall Pass Rate- 355 students tested, 325 passed- 91.5% passed (<i>no change</i>)</p> <p>Female Subgroup Data (Tested/Passed)</p> <p><i>African-American- 54/51- 94.4% (no change)</i></p> <p><i>Caucasian- 64/63 – 98.4% (.5% increase)</i></p> <p><i>Hispanic- 23/23 - 100% (no change)</i></p> <p><i>Asian- 7/7 - 100% (no change)</i></p> <p><i>2+- 20/19 - 95% (5% decline but only 1 failure)</i></p> <p><i>Special Education- 18/16 – 88.9% (6% decline)</i></p> <p>Male Subgroup Data</p> <p><i>African-American – 43/30- 69.8% (16.1% decline)</i></p> <p><i>Caucasian- 99/89- 89.9% (no change)</i></p> <p><i>Hispanic- 16/14 – 87.5% (6% decline but only 2 failures)</i></p> <p><i>Asian- 13/13 - 100% (no change)</i></p> <p><i>2+-16/16 passed- 100% (7.7% increase)</i></p> <p><i>Special Education- 57/42 passed- 73.7% (.5% increase)</i></p> <p>Data indicates that our overall pass rate after round 1 was identical to SY 17-18 at 91.5%. Pass rates by subgroup were virtually unchanged or showed minor increases/decreases except in the case for African-American males, female SWD's, 2+ females, and Hispanic males. The aforementioned subgroups showed declines as listed above; however, in most cases, the number of students testing were small in these groups. Data has been disaggregated and students still needing to pass are receiving targeted pull-out instruction until the round 2 of testing 4/8/19-4/11/19.</p> <p>3/5/19- Quarter 3 Progress Reports: <u>WRS Focus Weeks 20-25 (through quarter 3 progress reports)</u></p> <p>Teachers covered the final WRS modules and began special daily reviews in preparation for the final practice assessment to be administered during the week of March 4. Final preparations for the credential testing will take place during the week of March 11 and actual WRS credential testing will begin the week of March 18. The WRS Planning Team and</p>	<p>of testing. The sessions will continue through round 2 of testing.</p> <p>3/5/19- Quarter 3 Progress Reports: SchoolNet was down division-wide on March 4, so the 100 question final practice assessment will be administered starting on March 5.</p>
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<p>teachers conducted review sessions in the form of game shows and competitions between classes. The game show results were: <i>Cosmetology- Mrs. Reynard- 1st place</i> <i>Auto Service- Mr. Champigny- 2nd place</i></p> <p>Week of Feb. 4- Reading & Writing Week of Feb. 11- Positive Work Ethic Week of Feb. 18- Technology Part 2</p> <ul style="list-style-type: none"> • Job Specific • Telecommunications <p>Week of Feb. 25- Special Daily Reviews</p> <ul style="list-style-type: none"> • Lifelong Learning • Creativity • Mathematics • Critical Thinking • Open session review <p>Week of March 4- Final WRS practice assessment Week of March 11- WRS credential final preparations, remediation and review Week of March 18- WRS credential testing begins</p> <p>2nd-year students: Targeted remediation takes place weekly for the eight (8) returning students who failed the assessment in SY 17-18.</p> <p>2/5/19- Close of Quarter 2/Semester 1: Between quarter 2 progress reports and the close of the grading period, teachers continued to follow the WRS pacing calendar. Teachers provided daily instruction and students completed warm-up activities and weekly assessments. WRS assignments were provided for year-1 students on the February 1 virtual learning day.</p> <p><u>WRS Focus Weeks 15-19 (through close of quarter 2/semester1)</u> Week of Jan. 2- Health & Safety Week of Jan. 7- Workplace Math Week of Jan. 14- Workplace Math Week of Jan. 21- Diversity Awareness Week of Jan. 28- Reading & Writing (VLD assignments included)</p>	<p>2/5/19- Close of Quarter 2/Semester 1: No changes are recommended at this time.</p>
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<p><u>WRS Focus Weeks 20-25 (through quarter 3 progress reports)</u></p> <p>Teachers will cover the final WRS modules and begin special daily reviews in preparation for the final practice assessment to be administered during the week of March 4. Final preparations for the credential testing will take place during the week of March 11 and actual WRS credential testing will begin the week of March 18.</p> <p>Week of Feb. 4- Reading & Writing Week of Feb. 11- Positive Work Ethic Week of Feb. 18- Technology Part 2</p> <ul style="list-style-type: none"> • Job Specific • Telecommunications <p>Week of Feb. 25- Special Daily Reviews</p> <ul style="list-style-type: none"> • Lifelong Learning • Creativity • Mathematics • Critical Thinking • Open session review <p>Week of March 4- Final WRS practice assessment Week of March 11- WRS credential final preparations, remediation and review Week of March 18- WRS credential testing begins</p> <p>2nd-year students: Targeted remediation takes place weekly for the eight (8) returning students who failed the assessment in SY 17-18.</p> <p>12/21/18- Quarter 2 Progress Reports: Between 11/13/28 and 11/19/18, teachers held review sessions and administered the mid-course assessment. School wide data showed that 87.4% of students were proficient (a 54.4% improvement over SY 17-18), 6.2% basic (a 34.8% improvement over SY 17-18) and 27% below basic (same as in SY 17-18). Results indicate a vast improvement of mid-course testing last year.</p>	<p>12/21/18- Quarter 2 Progress Reports: No changes are recommended at this time.</p>
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<p><u>WRS Focus Weeks 15-21</u> Week of Jan. 2- Health & Safety Week of Jan. 7- Workplace Math Week of Jan. 14- Workplace Math Week of Jan. 21- Diversity Awareness Week of Jan. 28- Reading & Writing Week of Feb. 4- Reading & Writing Week of Feb. 11- Positive Work Ethic</p> <p>For 2nd-year students: Targeted remediation is underway for the eight (8) returning students who failed the assessment in SY 17-18.</p> <p>11/6/18- Close of Quarter 1: <u>WRS Focus Weeks 6-11</u> Week of Oct. 15- Job Acquisition and Advancement Week of Oct. 22- Critical Thinking & Problem Solving/ Test-taking Strategies Week of Oct. 29- Time, Task, and Resource Management Week of Nov. 5- Speaking & Listening (<i>Virtual Learning day on 11/6/18</i>) Week of Nov. 13- Review and Mid-Course Assessing via SchoolNet (<i>scheduled holiday- 11/12/18</i>) Week of Nov. 19- Mid-Course Assessment Review and Make-ups</p> <p><u>WRS Focus Weeks 12-18</u> Week of Nov. 26- customer Service Week of Dec. 3- Teamwork Week of Dec. 10- Self-Representation Week of Jan. 2- Health & Safety Week of Jan. 7- Workplace Math Week of Jan. 14- Workplace Math Week of Jan. 21- Diversity Awareness</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. All WRS daily warm-ups were assigned via Schoology and weekly assessments via SchoolNet. Data was reviewed through PLC's and adjustments in instruction made based on that data.</p>	<p>11/6/18- Close of Quarter 1: No changes are recommended at this time.</p>
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<p>For 2nd-year students: Targeted remediation will begin in early December for the eight (8) returning students who failed the assessment in SY 17-18.</p> <p>10/8/18- Quarter 1 Progress Reports: <u>WRS Focus Weeks 1-5</u> Week of Sept. 10- Life-long Learning Week of Sept. 17- Organizations, Systems & Climates Week of Sept. 24- Information Technology; Internet Use & Security Week of Oct. 1- Integrity Week of Oct. 8- Creativity & Resourcefulness <i>(Virtual Learning day on 10/8/18)</i></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. All WRS daily warm-ups were assigned via Schoology and weekly assessments via SchoolNet. Data was reviewed through PLC's and adjustments in instruction made based on that data.</p> <p>For 2nd-year students: A targeted remediation schedule is currently in the development stages. The eight (8) returning students who failed the assessment in SY 17-18 will participate in remediation and will be reassessed in the spring.</p> <p><u>WRS Focus Weeks 6-11</u> Week of Oct. 15- Job Acquisition and Advancement Week of Oct. 22- Critical Thinking & Problem Solving/ Test-taking Strategies Week of Oct. 29- Time, Task, and Resource Management Week of Nov. 5- Speaking & Listening <i>(Virtual Learning day on 11/6/18)</i> Week of Nov. 13- Review and Mid-Course Assessing via SchoolNet <i>(scheduled holiday- 11/12/18)</i></p>	<p>10/8/18- Quarter 1 Progress Reports: Although several days of school were canceled in September due to hurricane Florence, staff and students were able to maintain pace through the use of Schoology. There are no recommended adjustments at this time; however, the WRS processes will be monitored and adjustments made as necessary.</p>
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	Week of Nov. 19- Mid-Course Assessment Review and Make-ups	
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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 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- Refer students with grades below a C- to the Tech Center Student Response Team (SRT).
Quarterly Discipline Data	Utilize discipline data to identify and respond to student needs and to determine trends and inequities. Refer students with three discipline referrals for the same/similar infractions to the Tech Center Student Response Team (SRT).
Bi-weekly Attendance	Utilize attendance data to identify and respond to student needs. Refer students with more than four unverified absences to the Tech Center Student Response Team (SRT).
Teacher Concerns (individual teacher concerns reported to guidance/administration)	Submit Tech Center SRT Referral forms and complete Progress Monitoring forms for struggling students to designated SRT mentors.
Student/parent reported concerns	Respond immediately to all reported concerns.
Engaging Instruction (To include daily learning target reflection and goal setting (bi-quarterly reflection and adjustment)	Implement a variety of instructional strategies and activities (5 C's, LMS/digital activities, choice, daily learning reflection, goal setting and reflection, differentiated, whole-class, small-group, etc.) that support individualized and personalized learning. Utilize the "Student Engagement Look-fors" to determine the level of student engagement.
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.

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State Goal: N/A				
VBCPS/Division Goal: High Academic Expectations/Multiple Pathways				
2018-19 SMART Goal: <i>During the 2018-19 school year, ALL students will pass their course of study.</i>				
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, Guidance Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	10/8/18- Quarter 1 Progress Reports 11/6/18- Quarter 1 Report Cards 11/15/18- Quarter 2 Progress Reports 3/5/19- Quarter 3 Progress Reports	8/9/18- 9 -11 a.m. 2-Hour Site-Based Essential PLP <i>Charting our Course:</i> (See under Goal 1) 8/16, 20, & 23/18- 8-9 a.m.
Gather, disaggregate, and analyze discipline data	Twice Quarterly	Discipline Committee SRT- Administrators, Guidance Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	10/8/18- Quarter 1 Progress Reports 11/6/18- Quarter 1 Report Cards 11/15/18- Quarter 2 Progress Reports 2/1/19- Quarter 2/Semester 1 Report Cards 3/5/19- Quarter 3 Progress Reports 3/29/19- Close of Quarter 3 5/15/19- Quarter 4 Progress Reports 6/12/19- End of Year	3, 1-Hour Site-Based PLP <i>Schoology Session 1:</i> See under Goal 1) 8/28/18- 9 -11 a.m.-2:00 p.m. 5-Hour Site-Based Essential PLP Ensuring the Success of all Students: The Tech Center's Plan for Strategic Action: Participants reflected on personalized learning, reviewed and gained an understanding of the VBCPS Strategic Action Agenda, reviewed and reflected on the Transformational Learning Student and Teacher-Teach dispositions, discussed and reflected on the What, Why and How of Personalized
Gather, disaggregate, and analyze attendance data	Weekly/Bi-weekly	Attendance Waiver Committee SRT- Administrators, Guidance Chair, Special Education Teacher, School Nurse, <i>Home School personnel/resources</i>	9/19/18 9/25/18 10/4/18 10/18/18 10/22/18 11/2/18 11/17/18 11/27/18 12/12/18 12/19/18 1/25/19 1/30/19 1/31/19 2/1/19	

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			2/11/19 2/27/19 3/19/19 3/26/19 4/30/19 May through close of school	Learning, student engagement and student agency. During a working lunch, participants added three assignments to their courses in Schoology that support personal pathways, engagement and agency. After lunch, participants learned about the expectations for professional growth, how to determine their learning focus, and the new formative process in TalentEd.
Submit SRT Referral and Progress Monitoring forms	As needed/On-going but monitored school-wide at each grade reporting interval	Teachers SRT- Administrators, Guidance 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	10/9/18- Quarter 1 Progress Reports (Week of) 11/6/18- Quarter 1 Report Cards 11/15/18- Quarter 2 Progress Reports Week of February 4, 2019 3/5/19- Quarter 3 Progress Reports 3/29/19- Close of Quarter 3 5/15/19- Quarter 4 Progress Reports 6/12/19- End of Year	Teachers will meet with students the day following a grade reporting interval.
Conduct Learning Walks and Formal Observations (Utilize	On-going	ILT (Administrators, Guidance Chair,	Ongoing/Daily	Conduct Learning Walks and Formal Observations (Utilize

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the “Student Engagement Look-fors”)		Special Education Teacher)	the “Student Engagement Look-fors”)
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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)
SRT Academics	<p>6/12/19- Quarter 4 Outcomes: Below is a comparison of SY 17-18 and SY 18-19 quarter 4 academic outcomes.</p> <ul style="list-style-type: none"> • Quarter 4 GPA- SY 18-19- 3.45, SY 17-18- 3.42 • All subgroups but SC students had GPA’s above a 3.0 • African-American males had a 3.14 GPA • The achievement gap between African-American/Caucasian males was .41 points • Failures remained the same at 4 <p>All subgroups had increases in GPA except for:</p> <ul style="list-style-type: none"> • African-American males – 3.14 GPA, a .16 point decline • Caucasian males- 3.55 GPA, a .04 point decline • 504 students- 3.44 GPA, a .04 point decline • SC students- 2.85 GPA, a .05 point decline <p>As previously stated, all other subgroups had increases in GPA. Some to note are:</p> <ul style="list-style-type: none"> • 2+ females- 3.36 GPA, a .38 point increase • Hispanic males- 3.57 GPA, a .27 point increase • SWD’s- 3.26 GPA, a .08 point increase <p>6/12/19- Semester 2 Outcomes: Below is a comparison of SY 17-18 and SY 18-19 semester 2 academic outcomes.</p> <ul style="list-style-type: none"> • 7 students failed the semester, up from 2 in SY 17-18 (<i>all were related to excessive absenteeism</i>) • Semester 2 GPA- 3.47, a .02 point increase over SY 17-18 • All subgroups except SC students had GPA’s at 3.0 or greater, they were at 2.85 <p>Subgroups having slight declines in GPA were:</p>	<p>6/12/19- Quarter 4, Semester 2, and Year-end Outcomes: During SY 17-18, every student earning grades less than a C- at any point in the year was identified. Tech Center teachers, guidance, and administrators in combination with home school personnel, worked tirelessly to ensure student success.</p>

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- **African-American males-** 3.24 GPA, a .06 point decline
 - **Caucasian males-** 3.56 GPA, a .04 point decline
 - **2+ females-** 3.48 GPA, a .08 point decline
 - **SC students-** 2.85 GPA, a .05 point decline
- Subgroups with notable increases in GPA were:
- **Native-American females-** 3.7 GPA, a .55 point increase (*only 1 student in this subgroup*)
 - **2+ males-** 3.43 GPA, a .37 increase
 - **Hispanic males-** 3.56 GPA, a .12 point increase
 - **SR students-** 3.24 GPA, a .12 point increase
 - **SWD's-** 3.27 GPA, a .08 point increase

Other

- **98.9%** of students passed the semester
- **3** attendance failures (*1 attendance waiver denied, 2 not submitted*)
- **4** academic failures (*students simply stopped attending at both schools*)
- **98.8%** of all students earned a C- or better.
- **97.4%** of SWD's earned a C- or better
- **97.7%** of African-American male students earned a C- or better
- **91.5%** of all students earned a B- or better
- **87%** of SWD's earned a B- or better
- **83%** of African-American male students earned a B- or better
- The GPA achievement gap between African-American/Caucasian males was **.32 points**

6/12/19- Year-End Outcomes:

SMART Goal was: *During the 2018-19 school year, ALL students will pass their course of study.*

During SY 17-18, every student earning grades less than a C- at any point in the year was identified. Tech Center teachers, guidance, and administrators in combination with home school personnel, worked tirelessly to ensure student success. Year-end grade data indicates **666 or (99.7%)** passed his/her course.

The two student who failed would have passed if they did not quit school. Year-end data is below:

At year's end, 2 students failed.

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<p>Below is a comparison of SY 17-18 and SY 18-19 year-end academic outcomes.</p> <ul style="list-style-type: none"> • SY 17-18 GPA- 3.49, a .05 point increase <p>Subgroups with slight declines in GPA:</p> <ul style="list-style-type: none"> • SC students- 2.86 GPA, a .12 point decline • African-American males- 3.23 GPA, a .10 point decline • Caucasian females- 3.58 GPA, a .07 point decline • Asian males- 3.42 GPA, a .05 point decline • 2+ Females- 3.39 GPA, a .03 point decline • Caucasian males- 3.62 GPA, a .02 point decline <p>As previously stated, all other subgroups had increases in GPA. Some to note are:</p> <ul style="list-style-type: none"> • 2+ males- 3.5 GPA, a .30 point increase • Asian females- 3.88 GPA, a .20 point increase • Native-American females- 3.7 GPA, a .20 point increase (<i>only 1 student in this subgroup</i>) • Hispanic females- 3.43 GPA, a .13 point increase • SR students- 3.24 GPA, a .12 point increase • Hispanic males- 3.48 GPA, a .11 point increase • SWD's- 3.28 GPA, a .08 point increase • African-American females- 3.35 GPA, a .07 point increase <p>Other</p> <ul style="list-style-type: none"> • 99.3% of all students earned a C- or better • 97.7% of African-American male students earned a C or better • 97.9% of ALL African-American students earned a C- or better • 87.4% of African-American male students earned a B- or better • 92.2% of all students earned a B- or better • 97.9% of SWD's earned a C- or better • 85.4% of SWD's earned a B- or better • The GPA achievement gap between African-American/Caucasian males was .39 points <p>3/29/19- Quarter 3 Progress Reports: As of 3/8/19, 12 students had grades below a C-. The outcomes of interventions for those 12 students through the close of quarter 3 are as follows: <i>All 12 students improved grades to a C- or better with the only exceptions being:</i></p>	<p>3/29/19- Quarter 3 Progress Reports: No changes recommended at this time.</p>
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	<ul style="list-style-type: none"> • 1- African-American male who remained a D+ • 1 Caucasian male who withdrew <p>Close of Quarter 3: At the close of quarter 3, 2 students earned grades below a C- and no students were failing. Also, 1 student received an “incomplete.” The breakdown is as follows: <i>African-American Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (SWD) <p><i>African-American Males – 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (SWD) <p><i>Caucasian Females – 1</i></p> <ul style="list-style-type: none"> • 1 received an “incomplete” and is currently making up missed assignments <p>These students will receive appropriately tiered interventions. Grades and progress will be monitored.</p> <p>Quarter 3 GPA- 3.46, a .04 point increase over SY 17-18. All subgroups but 2 either increased or remained the same when comparing grades to quarter 3 in SY 17-18.</p> <p>Subgroups with Gains: <i>African-American Females- +.03 to a 3.30</i> <i>African-American Males- +.05 to a 3.29</i> <i>American Indian Females- +.50 to a 4.0 (only 1 student in this subgroup)</i> <i>Asian Females- +.10 to a 3.73</i> <i>Asian Males- +.18 to a 3.56</i> <i>Caucasian Males- +.02 to a 3.56</i> <i>Hispanic Females- +.17 to a 3.48</i> <i>Hispanic Males- +.04 to a 3.44</i> <i>2+ Females- +.14 to a 3.44</i> <i>2+ Males- +.33 to a 3.43</i> <i>Regular Education- +.01 to a 3.54</i> <i>SR- +.40 to a 3.20</i> <i>504- +.20 to a 3.55</i> <i>Over All SWD- +.10 to a 3.23</i></p> <p>Subgroups with No Change: <i>American Indian Males- -4.0 (only 1 student in this subgroup)</i></p> <p>Subgroups with Declines: <i>Caucasian Females- -.02 to a 3.29</i> <i>SC- -.06 to a 2.98</i></p> <p>Although these subgroups experienced slight declines, <u>all GPA’s were at a 2.98 or better.</u></p>	
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<p>3/5/19- Quarter 3 Progress Reports: At the close quarter 2/semester 1, 6 students earned grades below a C-, failed the semester due to excessive absenteeism, or received an incomplete. Students received supports and interventions. The quarter 3 progress report outcomes for the students are as follows:</p> <p><i>African American Males – 3</i></p> <ul style="list-style-type: none"> • 1 earned a B-. While he failed semester 1 due to excessive absenteeism, he has attended every day during quarter 3. • 1 who earned a C for quarter 2 but failed the semester due to excessive absenteeism (SWD), was alternatively placed and was withdrawn. • 1 earned a C- <p><i>Caucasian Males – 2</i></p> <ul style="list-style-type: none"> • 1 withdrew to be to be home schooled. • The Home Bound was withdrawn due to extenuating circumstances. <p><i>Caucasian Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned a C <p>3/8/19- Quarter 3 Progress Reports: At the quarter 3 progress reports, 4 students received incompletes, and 16 students earned grades below a C-. As of 3/8/19, 7 of those students had grades improve to a C- or better, and 1 withdrew due to extenuating circumstances. As of 3/8/19, 12 students will receive the necessary interventions to improve grades. The breakdown is as follows:</p> <p><i>African American Males – 5</i></p> <ul style="list-style-type: none"> • 1 earned an E • 1 earned a D • 3 earned a D+ (2- SWD's) <p><i>African American Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned a D, (SWD) <p><i>Asian Males- 1</i></p> <ul style="list-style-type: none"> • earned a D+ <p><i>Caucasian Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned an E (SWD) <p><i>Hispanic Females- 1</i></p> <ul style="list-style-type: none"> • 1 earned an E <p><i>2+ Males – 2</i></p> <ul style="list-style-type: none"> • 1 earned an E • 1 received an I (currently in SAIP) <p><i>2+ Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned an D 	<p>3/5/19- Quarter 3 Progress Reports: No changes recommended at this time.</p>
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	<p>The academic issues are related to students not submitting assignments as opposed to not understanding course content. These students are receiving appropriately tiered interventions. Grades and progress will be monitored for these students and support adjustments made as necessary.</p> <p>2/1/19- Close of Quarter 2/Semester 1: At quarter 2 progress reports, 13 students had earned grades below a C-, 2 more than at the same period in SY 17-18. 2 students had incompletes. Grades were monitored for all of the students and they received applicable interventions. The results at the close of quarter 2 are as follows:</p> <p><i>African-American Females- 3</i></p> <ul style="list-style-type: none"> • All 3 improved to a C- <p><i>Caucasian Females – 4</i></p> <ul style="list-style-type: none"> • 2 improved to a C- and a C+ • 1 remained at a D+ and will remain on the quarter 3 SRT List • 1 withdrew from VBCPS <p><i>Caucasian Males – 1</i></p> <ul style="list-style-type: none"> • 1 improved to a C- <p><i>Hispanic Females- 2</i></p> <ul style="list-style-type: none"> • Both improved to a B- <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 improved to a C- <p><i>2+ Females – 2</i></p> <ul style="list-style-type: none"> • Both improved to a C <p><i>Students with Incompletes</i></p> <ul style="list-style-type: none"> • 1 earned a D+ and will remain on the quarter 3 SRT List • 1 earned a B+ <p>At the close quarter 2/semester 1, 6 students earned grades below a C-, failed the semester due to excessive absenteeism, or received an incomplete. The breakdown is as follows:</p> <p><i>African American Males – 3</i></p> <ul style="list-style-type: none"> • 1 earned a B for quarter 2 but failed the semester due to excessive absenteeism (SWD) • 1 earned a C for quarter 2 but failed the semester due to excessive absenteeism (SWD) • 1 earned a C- for quarter 2 and a D+ for semester 1 (SWD) 	<p>2/1/19- Close of Quarter 2/Semester 1: No changes recommended at this time.</p>
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<p><i>Caucasian Males – 3</i></p> <ul style="list-style-type: none"> • 1 earned a D+ for quarter 2 and semester 1. • 1 is on Home Bound Instruction, had not completed his work, and received an incomplete. <p><i>Caucasian Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ for quarter 2 and semester 1 <p>All students are being addressed through the Tech Center SRT. All students are being provided Tier 1 and 2 interventions at the Tech Center. Those in need of Tier 3 will be referred to the home school SRT's. Grades and attendance will be monitored for these students and adjustments in support made as necessary.</p> <p><u>Quarter 2 GPA- 3.41</u></p> <p><i>Comparison- SY 2018-19 and SY 2017-18</i></p> <ul style="list-style-type: none"> • Overall Quarter 2 GPA increased from 3.40 to 3.41, basically identical • Overall Students with Disabilities GPA was 3.18, up slightly from 3.14 <p>Quarter 2 Subgroups GPAs:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.11 GPA, up .57 points</i> • <i>Self-Contained- 2.94 GPA, down .08 points</i> • <i>Section 504- 3.42 GPA, up .11 points</i> • <i>African-American Females- 3.36 GPA, up .04 points</i> • <i>African-American Males- 3.14 GPA, down .07 points</i> • <i>Asian Females- 3.81 GPA, up .12 points (only 12 students)</i> • <i>Asian Males- 3.36 GPA, down .36 points (only 15 student)</i> • <i>2+ Females- 3.17 GPA, down .26 points (only 33 students)</i> • <i>2+ Males- 3.36 GPA, up .19 points (only 28 students)</i> • <i>Hispanic Females-3.48 GPA, up .11 points</i> • <i>Hispanic Males- 3.29 GPA, down .08 points</i> • <i>Caucasian Females- 3.52 GPA, no change</i> • <i>Caucasian Males- 3.51 GPA, up .05 points</i> • <i>American Indian Females- 3.7 GPA, up .2 points (only 1 student)</i> • <i>American Indian Males- 4.0 GPA, no change (only 1 student)</i> 	
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<p>Semester 1 GPA- 3.48</p> <ul style="list-style-type: none"> • NO Academic Failures for Semester 1 <p>Comparison- SY 2018-19 and SY 2017-18</p> <ul style="list-style-type: none"> • Overall Semester 1 GPA was 3.49, nearly identical to 3.48 SY 17-18 • Students with Disabilities was 3.23, no change from SY 17-18 • The achievement gap between African-American males and Caucasian males increased slightly to .44 points, .21 points higher than in SY 17-18 • All subgroups except, African-American males, Hispanic males, 2+ females, and SC students saw gains in GPA ranging from .01- .21 points <p>Semester 1 Subgroups GPAs:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.15 GPA, up .01 points</i> • <i>Self-Contained- 2.97 GPA, down .11 points</i> • <i>Section 504- 3.48 GPA, up .07 points</i> • <i>African-American Females- 3.45 GPA, up .07 points</i> • <i>African-American Males- 3.13 GPA, down .17 points</i> • <i>Asian Females- 3.86 GPA, down .21 points (only 12 students)</i> • <i>Asian Males- 3.49 GPA, up .10 points (only 15 students)</i> • <i>2+ Females- 3.34 GPA, down .24 points (only 33 students)</i> • <i>2+ Males- 3.46 GPA, up .17 points (only 28 students)</i> • <i>Hispanic Females-3.57 GPA, up .07 points</i> • <i>Hispanic Males- 3.39 GPA, down .08 points</i> • <i>Caucasian Females- 3.60 GPA, up .02 points</i> • <i>Caucasian Males- 3.59 GPA, up .05 points</i> • <i>American Indian Females- 3.70 GPA, down .15 points (only 1 student)</i> • <i>American Indian Males- 4.0 GPA, no change (only 1 student)</i> <p><i>Students remain very successful in regard to making good grades in Tech Center programs with 57% earning an A- or better, 92.3% earning a B- or better, and 99.4% earning a C- or better.</i></p>	
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<p>12/21/18- Quarter 2 Progress Reports: At the close of quarter 1, 6 students earned grades below a C, 1 more than at quarter 1 progress reports. Also, 4 students received “incompletes.” Results of SRT processes for those students at quarter 2 progress reports are as follows:</p> <p><i>Incompletes- 4</i></p> <ul style="list-style-type: none"> • 1 withdrew prior to grade reporting and returned to the home high school to focus on core subjects • 1 withdrew after grade reporting. The student is graduating in January and decided to not continue with the program. Her grade improved to a B. • 2 students improved grades to an A <p><i>Of those students earning grades below a C- at the close of quarter 1:</i></p> <ul style="list-style-type: none"> • 1 withdrew to return to the home high school for a different placement • 4 improved grades to a C- or better • 1 remained at a D and will remain on the quarter 2 SRT list to receive appropriate interventions. <p>At quarter 2 progress reports, 13 students had earned grades below a C-, 2 more than at the same period in SY 17-18. 2 students had incompletes. Conversations with teachers indicate that the low grades are due to incomplete work. Students are in the process of making-up the missing assignments. The breakdown was as follows:</p> <p><i>African-American Females- 3</i></p> <ul style="list-style-type: none"> • 2 earned an E (1 is a SWD) • 1 earned a D (SWD) <p><i>Caucasian Females – 4</i></p> <ul style="list-style-type: none"> • 1 earned an E (SWD) • 3 earned a D <p><i>Caucasian Males – 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (504) <p><i>Hispanic Females- 2</i></p> <ul style="list-style-type: none"> • 1 earned a D+ • 1 earned a D <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ (SWD) 	<p>12/21/18- Close of Quarter 1 Outcomes: No changes recommended at this time.</p>
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<p><i>2+ Females – 2</i></p> <ul style="list-style-type: none"> • 1 student earned an E • 1 earned a D (SWD) <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>11/6/18- Close of Quarter 1: At the close of quarter 1, 6 students earned grades below a C-, 1 more than at quarter 1 progress report time. Also, 4 students received "incompletes." The breakdown was as follows: <i>African American Females – 1</i></p> <ul style="list-style-type: none"> • 1 earned an E, and is a SWD <p><i>African American Males –2</i></p> <ul style="list-style-type: none"> • 2 earned a D, and are SWD's <p><i>Hispanic Females- 1</i></p> <ul style="list-style-type: none"> • 1 earned an E <p><i>Hispanic Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a D+ <p><i>2+ Females-1</i></p> <ul style="list-style-type: none"> • 1 earned a D and has a Section 504 Plan <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>The School Counselor is providing:</p> <ul style="list-style-type: none"> • Tier 2 intervention of 1:1 counseling with the student. A review of the detailed progress reports will take place with each student and teacher to identify the scope of the individual issues. <p>All students identified as SR, SC, or 504 are being provided:</p> <ul style="list-style-type: none"> • Tier 2 intervention of a referral to the Tech Center special education teacher for further 	<p>11/6/18- Close of Quarter 1: No changes recommended at this time.</p>
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	<p>intervention and collaboration with home schools.</p> <ul style="list-style-type: none"> As applicable, a Tier 3 intervention of IEP progress meetings to further address these student's needs. <p>Quarter 1 GPA- 3.52 (Virtually unchanged from the 3.50 GPA in SY 17-18)</p> <p>Subgroups with Greatest Gains: <i>Asian Females-</i> +.24 to a 3.89 <i>2+ Males-</i> +.16 to a 3.55 <i>Section 504-</i> +.10 to a 3.50 <i>Hispanic Females-</i> +.07 to a 3.45 <i>SC-</i> +.06 to a 3.16 <i>Regular Education-</i> +.06 to a 3.63</p> <p>Subgroups with Declines: All other subgroups declined between .01 and .24; however, all GPA's were at a 3.16 or better. Other GPA's were as follows: <i>African American Females-</i> 3.45 <i>African American Males-</i> 3.27 <i>Caucasian Females-</i> 3.61 <i>Caucasian Males-</i> 3.55 <i>American Indian Females-</i> 3.7 (only 1 student in this subgroup) <i>American Indian Males-</i> 4.0 (only 1 student in this subgroup) <i>Asian Males-</i> 3.47 <i>2+ Females-</i> 3.39 <i>SR-</i> 3.17</p> <p>10/8/18- Quarter 1 Progress Reports: Five (5) students earned grades at below a C-, two (2) fewer than in SY 17-18. The breakdown was as follows: <i>African American Females</i> – 1 <ul style="list-style-type: none"> 1 earned an E, and is a SWD <i>African American Males</i> – 2 <ul style="list-style-type: none"> 1 earned a D, and is a SWD 1 earned a D+ and is a SWD <i>Caucasian Males</i> – 1 <ul style="list-style-type: none"> 1 earned a D. His grade is being impacted by poor attendance. The student is 18, independent, and is providing excuse notes. Home high school administrators are aware of this matter. </p>	<p>10/8/18- Quarter 1 Progress Reports: No changes recommended at this time.</p>
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	<p><i>Hispanic Females- 1</i></p> <ul style="list-style-type: none"> • 1 earned an E <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>The School Counselor is providing:</p> <ul style="list-style-type: none"> • Tier 2 intervention of 1:1 counseling with the student. A review of the detailed progress reports will take place with each student and teacher to identify the scope of the individual issues. <p>All students identified as SR, SC, or 504 were provided:</p> <ul style="list-style-type: none"> • Tier 2 intervention of a referral to the Tech Center special education teacher for further intervention and collaboration with home schools. • As applicable, a Tier 3 intervention of IEP progress meetings to further address these student’s needs. 	
<p>SRT Attendance</p>	<p>6/12/19- End of Quarter 4: Between quarter 4 progress reports and the close of the grading period, students and parents continued to be informed about absenteeism and the need proper absence documentation. Follow-up calls to parents/guardians were made, as well as calls to school counselors and administrators as needed. Once again, the SOL testing window and the year-end senior class activities made attendance tracking extremely difficult. Only 2 (1 tardiness and 1 class cutting) students were disciplined for attendance related infractions.</p> <p>6/11/19- Semester 2 Outcomes: Throughout the semester, students, parents/guardians, counselors, social workers, case managers, and administrators were kept informed of student absenteeism. As previously stated, the SOL testing window and the year-end senior class activities made attendance tracking extremely difficult. Below are the attendance outcomes for semester 2:</p>	<p>6/12/19- Quarter 4, Semester 2, and Year-end Outcomes: We will review our processes to determine changes in our approach to student attendance.</p>

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	<ul style="list-style-type: none"> • 48 students exceeded the attendance policy, 3 fewer than in SY 17-18 • 41 students were granted waivers • 2 students did not submit a waiver • 1 waiver was denied • 4 students failed both academically and by attendance • 15 students withdrew for various reasons (relocation, 15 consecutive absences, quit school, enrollment in alternative or GED programs, etc.) <p>6/13/18- Year-End Outcomes: Monitoring attendance for students attending classes at two separate sites continues to be an extremely time consuming and very difficult process. More times than not, Tech Center students will have good attendance at the center, but fail to attend home school classes on a regular basis. We continued generating bi-weekly attendance reports; communicating with parents and home school counselors and administrators; holding individual meetings and conferences with students and parents; sending written notification to parents; utilizing home school SRT's; implementing probationary contracts; etc. Our data on students exceeding the attendance policy in a given semester indicated a decrease of 6 over SY 17-18.</p> <p>3/29/19- Close of Quarter 3: The attendance office associate continued to work with students and parents daily to obtain absence documentation. She also kept administrators and guidance abreast of matters involving students being consistently absent with no word from the parent or cutting classes.</p> <ul style="list-style-type: none"> • Between the quarter 3 progress reports and the close of the grading period, 31 students had 6 or more unverified absences. • Parents were informed via telephone and/or written correspondence, and absence documentation has been received or is the process of being received. • 2 students were withdrawn. 	
		<p>3/29/19- Close of Quarter 3: No changes recommended at this time</p>

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	<p>Updates are as follows for the 6 remaining students being monitored for excessive absenteeism in semester 1:</p> <ul style="list-style-type: none"> • 1 withdrew from school • 3 are making-up missed time by arriving early or staying late • The 19 year-old continues to be absent from both schools, but his attendance is improving as compared to semester 1 • The remaining two monitored students have missed time sparingly and submitted appropriate documentation <p>3/5/19- Quarter 3 Progress Reports: The attendance office associate continues to work daily with students, parents, teachers and administrators to obtain absence documentation and provides administrators information on consistently absent students.</p> <p>11 students who had excessive absences in semester 1 have been monitored through quarter 3 progress reports.</p> <ul style="list-style-type: none"> • 5 students withdrew for various reasons (home schooling, employment, relocation, alternative placement, 15 consecutive, etc.) • 2 are currently being counseled about the need of making up time by arriving early or staying late • 1 will be withdrawn for extenuating circumstances and will remain on homebound for core subjects • 1 is 19 years old, and is not attending regularly at either school. A conference is scheduled with the student on 3/5/19 to discuss the need for regular attendance and other options. • The remaining two monitored students have missed time sparingly and submitted appropriate documentation <p>Between the close of semester 1 and quarter three progress reports, 19 students, some of which are included in the aforementioned list, exceeded 3 unverified absences. Currently:</p> <ul style="list-style-type: none"> • 1 student has been class cutting, will participate in a parent/student/administrator 	<p>3/5/19- Quarter 3 Progress Reports: No changes recommended at this time</p>
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	<p>conference, and be placed on a Tech Center probationary attendance contract</p> <ul style="list-style-type: none"> • Another 18 year-old student, who continues to be absent, and is on an attendance contract, has been referred to his home school administrator. <p>All parents have been notified and are in the process of submitting absence documentation.</p> <p>2/1/19- Semester 1 Summary: Monitoring attendance is very challenging when working with students from 11 different high schools. We continued to follow our process for running reports, notifying parents, and intervening as necessary. At the close of semester 1:</p> <ul style="list-style-type: none"> • 43 students exceed 12 absences and required an Attendance Waiver, 5 fewer than in SY 17-18 • 41 students provided appropriate documentation and received approved waivers • No waivers were denied • 2 students failed to submit a waiver, with 1 whose parents said they were not submitting one • 2 total students failed semester 1 due to excessive absenteeism, 1 fewer than in SY 17-18 • 5 students were referred to the home school SRT's • 6 parent/student conferences were held to discuss attendance • 6 students were placed on Tech Center probationary contracts for attendance <p>It is our hope that in addition to our daily AlertNow attendance calls and mailing of excessive absence letters, the continuous telephone calls from teachers will keep parents abreast of absence issues and will increase our receipt of appropriate absence documentation.</p> <p>12/21/18- Quarter 2 Progress Reports: At quarter 2 progress reports, the total for students accruing 6 or more unverified absences was 44.</p>	<p>2/1/19- Semester 1 Summary: No changes recommended at this time</p> <p>12/21/18- Quarter 2 Progress Reports: No changes recommended at this time</p>
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	<ul style="list-style-type: none"> • 35 individual student conferences were held to discuss attendance and to obtain absence documentation • Numerous telephone calls to parents and home school officials were made to determine reasons for absences and SRT referrals • 4 students withdrew for reasons including, but not limited to: relocating; transferring to a private school; withdrawing from the home high school; and returning to the home high schools to focus on core subjects • 30 of the students submitted absence documentation prior to the winter break • 3 students were placed on Tech Center Probationary Contracts • 2 students were referred to the home school SRT's <p>We continue to reach out to parents and home school officials obtain absence information and documentation.</p> <p>11/6/18- Close of Quarter 1: At the close of quarter 1, 11 students accrued 7 or more unverified absences, 38 fewer than in SY 2017-18.</p> <ul style="list-style-type: none"> • All students were educated on Tech Center attendance policies and procedures (Tier 1 intervention) through individual classes led by class teachers and ne student orientation assemblies led by the building Director. • Attendance reports for students with 3 or more unverified absences were generated weekly. • Constant communication between the Tech Center and home school officials, especially for those students with 4 or more unexcused all day absences. • 4 parent/administrator/student/administrator conferences was conducted • 2 students were referred to the home school SRT • 3 were placed on Tech Center Probationary Contracts 	<p>11/6/18- Close of Quarter 1: No changes recommended at this time; however, we will continue providing absence list to teachers so they can call parents.</p>
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	<ul style="list-style-type: none"> Teachers are being provided attendance reports for students with absences and are calling parents. <p>Attendance will continue to be monitored weekly, parents will be notified, and home school officials and SRT's utilized.</p> <p>10/8/18- Quarter 1 Progress Reports: Between 9/19/18 and 10/4/18, thirty-five (35) students accrued three (3) or more unverified absences, a seventeen (17) fewer than in SY 17-18. Of the 35, 4 were determined to have cut class. Conferences were held with the 4 students and their parents, and Tech Center Probationary Contracts were completed. The process of obtaining absence documentation for all others is ongoing.</p> <p><u>Administrative Actions for Attendance:</u></p> <ul style="list-style-type: none"> All students were educated on Tech Center attendance policies and procedures (Tier 1 intervention) through individual classes led by class teachers and ne student orientation assemblies led by the building Director. Attendance reports for students with 3 or more unverified absences were generated weekly. Constant communication between the Tech Center and home school officials, especially for those students with 4 or more unexcused all day absences. 4 parent/administrator/student/administrator conferences was conducted 1 student was referred to the home school SRT 3 were placed on Tech Center Probationary Contracts <p>Attendance will continue to be monitored weekly, parents will be notified, and home school officials and SRT's utilized.</p>	<p>10/8/18- Quarter 1 Progress Reports: No changes recommended at this time.</p>
<p>SRT Discipline</p>	<p>6/12/19- Quarter 4 Outcomes: Quarter 4 discipline data were gathered, disaggregated, and analyzed. During quarter 4, 12 incidents involving 11 students occurred. That data is below: Data: Referrals</p>	<p>6/12/19- Quarter 4, Semester 2, and Year-end Outcomes: SRT: All process, procedures and data will be reviewed, and adjustments will be made prior to the start of SY 19-20.</p>

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<p># Total Referrals-12 # Students Referred- 11 (1 referred twice) # Students Referred 3+ Times- 0</p> <p>Infraction Types Attendance- 2 Disrespect/Defiance/Disruption- 4 Obscene Language/Gestures- 1 Offensive Touching- 1 Physical Abuse/Harassment- 1 Bringing a Knife School- 1 Mace & Devices- 2</p> <p>Gender # Males Referred- 5 # Females Referred- 6 (1 referred twice)</p> <p>Ethnicity African-American- 2 Caucasian- 7 2+- 2</p> <p>Dispositions Intervention/Detention- 1 Timeout- 1 ISS ½ Day SpEd- 1 ISS 2 Days SpEd- 1 OSS 1 Day- 1 OSS 3 Days-3 OSS 5 Days- 1 Long-term/Expulsion- 1 (waived to 5 days OSS) Revocation of Privilege- 2</p> <p>When comparing Quarter 4 discipline to SY 17-18, the data indicates a decrease of:</p> <ul style="list-style-type: none"> • 11 offenses • 10 fewer students referred • 1 fewer serious offenses (2 in SY 17-18) <p>In quarter 4, only 12 referrals were submitted, and the enrollment in subgroups varies greatly with some being extremely low. The “All Referrals” and “Unduplicated Referrals” referral ratios for each ethnicity was as follows:</p> <p>All Referrals:</p> <ul style="list-style-type: none"> ○ African-American- .75 ○ Hispanic- 0 ○ Native-American- 0 ○ Asian/Pacific Islander- 0 ○ 2+- 1.68 	
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<p>Unduplicated Referrals:</p> <ul style="list-style-type: none"> ○ African-American- .50 ○ Hispanic- 0 ○ Native-American- 0 ○ Asian/Pacific Islander- 0 ○ 2+- 1.68 <p>Upon review of referral ratios and discipline data, it was determined that there was no disparity discovered between infractions and assigned consequences. Meaning, regardless of the student or administrator assigning discipline, every student who committed an infraction received the same or similar disciplinary action.</p> <p>6/12/19- Semester 2 Outcomes:</p> <p>Referrals # Total Referrals- 30 (14 fewer than in SY 17-18) # Students Referred- 27 (15 fewer than in SY 17-18) # Students Referred 3+ Times- 0 (3 referred twice)</p> <p>Infraction Types The infraction types for each reporting period are listed throughout this document. In an effort to reduce redundancy, they are not being reported again in this section. Please review all previous SRT Discipline reports for this information.</p> <p>Gender # Males Referred- 16 (1 referred twice) # Females Referred- 11 (2 referred twice)</p> <p>Ethnicity African-American- 5 Caucasian- 13 Asian- 2 2+- 7</p> <p>Dispositions The disposition type types for each reporting period are listed throughout this document. In an effort to reduce redundancy, they are not being reported again in this section. Please review all previous SRT Discipline reports for this information.</p> <p>In Semester 2, 30 referrals (27 unduplicated) were submitted. The “All Referrals” and “Unduplicated Referrals” referral ratios for each ethnicity was as follows:</p> <p>All Referrals:</p> <ul style="list-style-type: none"> ○ African-American- .70 	
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	<ul style="list-style-type: none"> ○ Hispanic- 0 ○ Native-American- 0 ○ Asian/Pacific Islander- .1.68 ○ 2+- 2.75 <p>Unduplicated Referrals:</p> <ul style="list-style-type: none"> ○ African-American- .68 ○ Hispanic- 0 ○ Native-American- 0 ○ Asian/Pacific Islander- 1.94 ○ 2+- 3.17 <p>Again, upon analyzing the infractions and assigned consequences, there was no disparity discovered. Meaning, regardless of the student or administrator assigning discipline, every student who committed an infraction received the same or similar disciplinary action.</p> <p>6/12/19- Year-End Outcomes:</p> <p>In SY 18-19, the Tech Center had a total of 65 referrals, 30 fewer than in SY 17-18. Most infractions were one-time affairs and generally minor in severity falling into the realm of classroom disruption/disrespect/defiance or attendance. There 2 serious incidents (13 fewer than in SY 17-18), i.e.: threat to school and bringing a knife to school. Also, 3 fewer incidents (3) involving physical aggression (fighting, physical abuse, minor altercation, and incitement and instigation) occurred as compared to 6 in SY 17-18.</p> <p>Below are discipline data points for SY 18-19:</p> <ul style="list-style-type: none"> ● 65 incidents occurred, 30 fewer than in SY 17-18 ● 8 students had multiple infractions, 6 fewer than in SY 17-18 ● 6 students were referred twice, 5 fewer than in SY 17-18 ● 2 students were referred 3 times, 1 fewer than in SY 17-18 ● 0 students were referred 4 times, no change from SY 17-18 ● By far the most prolific infractions involved attendance (23 or 35.4%) and disruption/defiance/disrespect (19 or 29.2%), similar results were noted in SY 17-18; however, attendance was the number 1 issue this year. 	
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<ul style="list-style-type: none"> • 2 students were referred for fighting, no change from SY 17-18 • 3 students were referred for physical abuse, 1 more than in SY 17-18 • 1 student was referred for drug/alcohol-related infractions, 7 fewer in SY 17-18, and this year's offences was for OTC medication. • 1 student brought a weapon to school (a knife) 2 fewer than in SY 17-18 • THERE WAS A DECREASE OF 13 SERIOUS OFFENSES IN SY 18-19. <p>Referral Ratios- Due to the fluidity of our student body, the September 30 membership (overall and by ethnicity) was used as the constant variable related to student enrollment. Although our data may reflect a slight disparity in referral rates for various subgroups throughout the course of the year, when compared to Caucasian students, there was absolutely no disparity in the assigned discipline for similar incidents. Our discipline disposition data reflects near perfect consistency regarding the disciplinary action a student received for a similar offense regardless of his/her ethnicity. *Note- The referral ratio data may not directly align with that provided by PIA due to differences in data collection and disaggregation; however, it will be very close. The referral ratios by ethnicity were as follows:</p> <p><u>All Referrals</u> African-American- .73 Hispanic- .28 Native-American- 0 Asian/Pacific Islander- 1.05 2+- 1.47</p> <p><u>Unduplicated</u> African-American- .88 Hispanic- .36 Native-American- 0 Asian/Pacific Islander- 1.35 2+- 1.68</p> <p>As previously mentioned, discipline remains much less of an issue at the Tech Center when compared to a comprehensive setting. The decrease in serious incidents over the past school year is extremely</p>	
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<p>positive. We attribute the decline in discipline positive relationships, clear communication of expectations and outcomes for behavior, and high student engagement. The Tech Center continues to be an extremely secure and stable environment for learning. Safety is paramount and precludes all else.</p> <p>3/29/19- Close of Quarter 3: 6 incidents occurred between quarter 3 progress reports and the close of the grading period, 12 fewer than in SY 17-18. There were 18 total incidents in quarter 3, 3 fewer than in SY 17-18. 100% percent of all infractions during quarter 3 were minor in nature as compared to having 3 serious infractions in SY 17-18. Referral data is below:</p> <p>Referrals # Total Referrals- 18 # Students Referred- 18 # Students Referred 2+ Times- 0</p> <p>Infraction Types Attendance- 7 Disrespect, Disruption- 3 Cell Phones- 3 E- Cigarette Use- 1 Misrepresentation- 1 Obscene Language- 1 Tobacco Possession- 1 OTC Medication- 1</p> <p>Gender # Males Referred- 12 # Females Referred- 6</p> <p>Ethnicity Asian Male- 2 African-American Females- 1 African-American Males- 2 Caucasian Females- 3 Caucasian Males- 5 2+ Females- 2 2+Males- 3</p> <p>Dispositions Verbal Warning- 1 Conference- 2 Intervention/Detention- 3 ISS ½ Day- 5 ISS ½ Day SpEd- 1 ISS 1 Day- 4</p>	<p>3/29/19- Close of Quarter 3: No changes recommended at this time</p>
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<p>ISS 2 Days- 1 OSS 1 Day- 1</p> <p>The “All Referrals” and “Unduplicated Referrals” referral ratios were identical as no students were referred more than 1 time. The referral ratio for each ethnicity is as follows:</p> <ul style="list-style-type: none"> ○ African-American- .66 ○ Hispanic- 0 ○ American Indian- 0 ○ Asian/Pacific Islander- 3.15 (2/28 students) ○ 2+- 5.88 (5/60 students) <ul style="list-style-type: none"> ● Upon analyzing the infractions and assigned consequences, there was absolutely no disparity discovered. Meaning, regardless of the student or administrator assigning discipline, every student who committed an infraction received the exact same disciplinary action. <p>Discipline will continue to be monitored for repeat offenders and trends.</p> <p>3/5/19- Quarter 3 Progress Reports: Ten (10) referrals were submitted between the close of semester 1 and quarter 3 progress reports as compared to 3 incidents in SY 17-18. All 10 referrals were for different students and were for minor infractions. To date, total discipline continues to be on a decline. As of quarter 3 progress reports this year, 45 referrals have been processed as compared to 54 in SY 17-18. The greatest decline is found in serious offenses. This year, no serious offenses have occurred as compared to 12 in SY 17-18. Quarter 3 progress reports referral data is below:</p> <p>Referrals # Total Referrals- 10 # Students Referred- 10 # Students Referred 2+ Times- 0</p> <p>Infraction Types Cell Phones- 2 Class Cutting- 3 Disrespect- 2 Misrepresentation-1 Electronic Cigarettes- 1</p>	<p>3/5/19- Quarter 3 Progress Reports: No changes recommended at this time</p>
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<p>OTC Medication- 1 Gender # Males Referred- 5 # Females Referred- 5 Ethnicity African- American Females- 1 African-American Males- 1 Caucasian Females- 2 Caucasian Males- 2 2+ Females-2 2+ Males- 1 Dispositions Conference- 1 Detention-3 ISS ½ Day- 4 ISS ½ Day SpEd- 1 ISS 2 Days-1</p> <p>2/1/19- Close of Quarter 2: Between the quarter 2 progress reports and the close of quarter 2, 7 referrals were submitted, an increase of 1 when compared to SY 17-18. Other than a fight involving 2 students, discipline infractions were minor in nature. Discipline data for quarter 2 is as follows:</p> <ul style="list-style-type: none"> • 17 referrals were submitted, 9 fewer than in SY 17-18 • Only 1 student was referred twice, same as in SY 17-18 • 1 fight occurred, compared to none in SY 17-18 • 1 serious infraction (resulting in recommendations for long-term suspension or expulsion), 5 fewer than in SY 17-18 <p>Referrals # Total Referrals- 17 # Students Referred- 16 # Students Referred 2+ Times- 1 Infraction Types Cell Phones- 1 Disrespect, Disruption, Defiance- 6 Fight w/Injuries- 2 Incitement/Instigation-1 Leaving School Grounds- 1 Physical Abuse/Harassment- 1 Offensive Touching-1 Unauthorized Area- 4 Gender</p>	<p>2/1/19- Close of Quarter 2: No changes recommended at this time</p>
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<p># Males Referred- 11 # Females Referred- 5 (one twice) Ethnicity African-American Females- 2 African-American Males- 6 Caucasian Females- 3 Caucasian Males- 3 Hispanic Males- 1 2+ Males- 1 Dispositions Detention-2 Revocation of Privilege- 1 ISS ½ Day- 2 ISS ½ Day SpEd- 1 ISS 1 Day SpEd- 2 ISS 2 Days- 1 ISS 2 Days SpEd- 1 ISS 3 Days- 1 OSS 3 Days- 4 OSS 5 Days- 2</p> <p>With the exception of 1 serious incident, and 1 fight, all other infractions were minor in nature. Discipline incidents occurred at rate of about one incident every three days. Discipline will continue to be monitored for repeat offenders and trends.</p> <p>2/1/19- Semester 1 Summary: Semester 1 discipline infractions were varied, and the majority were for general misbehavior. As reported in quarter 1 and 2 discipline summaries, there was only 1 instance where a student was referred for an infraction resulting in recommendations for long-term suspension/expulsion. That number represents less than 1% of our overall discipline for the semester, and is a 14.5% reduction from SY 17-18. Below are some key points pertaining to semester 1 discipline:</p> <ul style="list-style-type: none"> • 35 total referrals were submitted, 16 fewer than in SY 17-18 • 5 students were referred multiple times (4 twice and 1 three times), 2 fewer than in SY 17-18 • For the first time in 3 years, a fight occurred at the Tech Center. • Males accounted for 76% of total discipline as compared to 24% for females. 	
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<ul style="list-style-type: none"> • The “All Referrals” referral ratio was as follows for each ethnicity: <ul style="list-style-type: none"> ○ African-American- .75 ○ Hispanic- .47 ○ American Indian- 0 ○ Asian/Pacific Islander- .60 (<i>only 28 students in this subgroup with 1 student referred</i>) ○ 2+- .56 • The “Unduplicated Referrals” referral ratio was as follows for each ethnicity: <ul style="list-style-type: none"> ○ African-American- .99 ○ Hispanic- .31 ○ American Indian- 0 ○ Asian/Pacific Islander- .79 (<i>only 28 students in this subgroup with 1 student referred</i>) ○ 2+- .37 • The referral ratio for every ethnicity, was less than 1.0. The data indicates no disparity. • Upon analyzing the infractions and assigned consequences, there was absolutely no disparity discovered. Meaning, regardless of the student or administrator assigning discipline, every student who committed an infraction received the exact same disciplinary action. <p>Discipline will continue to be monitored for students with multiple referrals, out-of-school suspensions, and equitable practices.</p> <p>12/21/18- Quarter2 Progress Reports: At quarter 2 progress reports, 10 referrals were submitted, 9 fewer than at the same time in SY 17-18. 9 students were referred with 1 being referred twice. There were no serious incidents during this period, compared to 4 at the same time in SY 17-18. Referral data is below:</p> <p>Referrals # Total Referrals- 10 # Students Referred- 9 # Students Referred 2+ Times- 1</p> <p>Infraction Types Defiance/Insubordination- 2 Disruption- 2</p>	<p>12/21/18- Quarter2 Progress Reports: No changes recommended at this time</p>
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<p>Leaving School Grounds- 1 Physical Abuse- 1 Unauthorized Area- 4 Gender # Males Referred- 6 # Females Referred- 3 (1 referred twice) Ethnicity African-American Males- 4 African-American Females- 2 Caucasian Males- 1 Caucasian Females- 1 (referred twice) Hispanic Males- 1 Dispositions Intervention/Detention/Mediation- 2 Revocation of Privilege- 1 ISS 1 Day SpEd- 2 ISS 2 Days SpEd- 1 ISS 3 Days- 1 OSS 3 Days- 3 Comparison- SY 17-18 and SY 18-19 Data:</p> <ul style="list-style-type: none"> • Referrals decreased by 9 • No serious violations, a decrease of 4 • 3 females were referred, a decrease of 1 • 1 student had multiple referrals, the same as in SY 17-18 <p>Discipline appears to be on a decline in SY 18-19, and fewer serious infractions are being committed. Discipline will continue to be monitored for repeat offenders and trends.</p> <p>11/6/18- Close of Quarter 1: At the close of quarter 1, we had 9 fewer referrals than in quarter 1 of SY 17-18. Referral data is below:</p> <p>Referrals # Total Referrals- 17 # Students Referred- 16 # Students Referred 2+ Times- 1</p> <p>Infraction Types Attendance- 6 Cell Phones- 2 Disrespect, Disruption- 2 Physical Abuse/Harassment-1 Threat to School-1 Tobacco/E- Cigarette Possession- 5</p> <p>Gender</p>	<p>11/6/18- Close of Quarter 1: No changes recommended at this time</p>
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<p># Males Referred- 14 # Females Referred- 2</p> <p>Ethnicity Asian Male- 1 African-American Males- 1 Caucasian Males- 11 (actually 10- 1 referred twice) Caucasian Females-1 Hispanic Females- 1 Hispanic Males- 1 2+ Males-1</p> <p>Dispositions Intervention/Detention- 4 Conference- 3 ISS ½ Day SpEd- 2 ISS 1 Day- 4 ISS 2 Days SpEd- 1 Revocation of Privilege- 1 Expulsion Recommendation -2 (1 Manifestation determined)</p> <p>Referral Ratio (Unduplicated) African-American students- .15 Asian/PI- 1.5 (1 of 28 students was referred) Hispanic- .41 (only 1 of 74 students was referred) 2+ students- .49 (1 of 60 students was referred)</p> <p>Comparison- SY 2017-18 and SY 2018-19</p> <p>Data:</p> <ul style="list-style-type: none"> • 9 fewer referrals in SY 2018-19 • Serious violations decreased by 1 over SY 2017-18 • Females accounted for 12.5% of referrals as opposed to 28% on SY 2017-18 • 1 student had multiple referrals, there were 0 in SY 2017-18 • 2 students were referral for disruptive behavior as compared to 9 in SY 2017-18 • Tobacco and electronic cigarette violations increased by 4 in SY 18-19 • 1 incident of physical abuse occurred in quarter 1 as compared to 3 in SY 2017-18 <p>Discipline infractions declined over SY 2017-18. Eighty-two percent (82%) of all infractions during quarter 1 were minor in nature. Between progress reports and the close of quarter 1, four students were referred for disciplinary action bringing the quarter total to 17. Actually 16 students were referred with 1 being referred twice. The majority of infractions were minor</p>	
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	<p>in nature. The Tech Center continues to an extremely safe and inviting environment in which to learn, teach and work. Discipline will continue to be monitored for repeat offenders and trends.</p> <p>10/8/18- Quarter 1 Progress Reports:Thirteen (13) referrals were submitted, two (2) fewer than in SY 17-18. All but one (1) infraction were minor in nature.</p> <p>Referrals # Total Referrals- 13 # Students Referred- 12 # Students Referred 2+ Times- 1 (referred twice for attendance concerns)</p> <p>Infraction Types Attendance- 6 Cell Phones- 2 Classroom Disruption- 1 E- Cigarette Possession- 2 E- Cigarette Use- 1 Physical Abuse- 1</p> <p>Gender # Males Referred- 11 # Females Referred- 1</p> <p>Ethnicity Caucasian Females- 1 African-American Males- 1 Asian Males- 1 Caucasian Males- 8 2+ Males-1</p> <p>Dispositions Intervention/Detention/Mediation- 6 ISS ½ Day Sped- 2 ISS 1 Day- 2 ISS 2 Days Sped- 1 Manifestation Found- 1 Revocation of Privilege- 1</p> <p>Referral Ratio (Unduplicated) African-American students- .20 Asian/PI- 1.4 (1 of 28 students was referred) 2+ students- .65 (1 Of 60 students was referred)</p> <p>Comparison- SY 2017-18 and SY 2018-19</p> <p>Data:</p> <ul style="list-style-type: none"> • Referrals decreased by 2 • Only 1 serious violation as compared to 2 in SY 17-18 	<p>10/8/18- Quarter 1 Progress Reports: No changes recommended at this time.</p>
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	<ul style="list-style-type: none">• 1 student had multiple referrals, 1 more than in SY 17-18• Mediation and/or interventions were applicable to 58% of the incidents <p>Discipline will continue to be monitored for repeat offenders and trends.</p>	
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