

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<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>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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.

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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.

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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.

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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	

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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 Year-2 Round 1- Dec. 2020 Post-Test Year-2 Round 2- March 2021 Post-Test Year-2 Round 2- April-May 2021 Post-Test Year-1/1st - Year Round 1- March 2021 Post-Test Year-1/1st - Year Rounds 2 & 3- April-May 2021	

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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	<p>6/15/21- Final WRS Testing Data- 1st-Year/1-Year students & 2nd-Year students: All WRS testing has occurred. Results are as follows:</p> <p>1st- Year & 1-Year Pass Rate- 295 tested, 269 passed- 91.2% pass rate Year-2 Pass Rate- 194 tested, 173 passed- 89.2% pass rate Overall Pass Rate- 489 students tested, 442 passed- 90.4% pass rate</p> <p>Below are highlights: <u>1st- Year & 1-Year Student Pass Rates</u> 26 students (22 SWD's) did not pass the WRS assessment after 3 attempts and targeted remediation. Those that return for SY 21-22 will receive targeted remediation and will have 3 attempts to pass the assessment. Female Pass Rate- 140/149- 94% Male Pass Rate- 129/146- 88.4% SWD- 55/77- 71.4% <u>Subgroup Pass Rates</u> <u>Female</u> African-American- 46/52- 88.5% Caucasian- 56/62- 95.2% Hispanic- 14/14- 100% Native American – N/A Asian- 10/10- 100% 2+- 11/11- 100% SWD- 19/28- 67.9%</p> <u>Male</u> African-American- 20/28- 71.4% Caucasian- 71/85- 92.6% Hispanic- 14/16- 87.5% Native American – N/A Asian- 8/8- 100% 2+- 12/13- 92.3% SWD- 36/49- 73.5% <u>Year- 2 Student Pass Rates</u>	<p>6/15/21- Final WRS Testing Data- 1st-Year/1-Year students & 2nd-Year students: Our goal was that 100% of students would pass the WRS assessment. After numerous targeted remediation sessions and 3 testing attempts for those who failed, 489 students were tested and 442 passed, 47 students short of our goal. A 90.4% overall pass rate is remarkable considering the abrupt shutdown in March of 2020 and the three phases of instruction in (remote-only, hybrid/concurrent, in-person) in SY 20-21. Teachers and our WRS Team worked tirelessly to ensure all students were prepared for the assessment. We considered these results to be a huge accomplishment considering all the challenges presented. Our hope is that SY 21-22 will allow for a sense of normalcy with full in-person instruction and normal implementation of the WRS curriculum.</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>21 students (16 SWD's) did not pass the WRS assessment after 3 attempts and targeted remediation. Female Pass Rate- 77/80- 96.3% Male Pass Rate- 96/114- 84.2% SWD- 41/57- 71.9% <u>Subgroup Pass Rates</u> <u>Female</u> African-American- 23/24- 95.8% Caucasian- 31/32- 96.9% Hispanic- 5/6- 83.3% Native American – N/A Asian- 8/8- 100% 2+- 10/10- 100% SWD- 10/12- 83.3%</p> <p><u>Male</u> African-American- 27/34- 79.4% Caucasian- 53/56- 94.6% Hispanic- 6/11- 54.5% Native American- 1/1- 100% Asian- 4/5- 80% 2+- 5/7- 71.4% SWD- 31/45- 68.9%</p> <p><u>Overall Student Pass Rates</u> 47 students (38 SWD's) did not pass the WRS assessment after 3 attempts and targeted remediation. Female Pass Rate- 217/229- 94.8% Male Pass Rate- 225/260- 86.5% SWD- 96/134- 71.6% <u>Subgroup Pass Rates</u> <u>Female</u> African-American- 69/76- 90.8% Caucasian- 90/94- 95.7% Hispanic- 19/20- 95% Native American – N/A Asian- 18/18- 100% 2+- 21/21- 100% SWD- 29/40- 72.5%</p> <p><u>Male</u> African-American- 47/62- 75.8% Caucasian- 128/137- 93.4% Hispanic- 20/27- 74.1% Native American- 1/1- 100% Asian- 12/13- 92.3%</p>	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>2+- 17/20- 85% SWD- 67/94- 71.3%</p> <p>4/14/21- Close of Quarter 3: During quarter 3, teachers continued to follow the WRS pacing calendar. Teachers provided daily instruction and students completed warm-up activities, weekly assessments and practice assessments. Year-1 and 1st-year students also participated in round 1 of certification testing. Results of round 1 testing are as follows:</p> <p># Tested- 294 # Passed- 233 Round 1 Pass Rate- 79.3% Female Pass Rate- 62/76- 81.9% Male Pass Rate- 71/105- 76.6% SWD- 30/55- 57.9% <u>Subgroup Pass Rates</u> <u>Female</u> African-American- 36/52- 69.2% Caucasian- 54/62- 87.1% Hispanic- 12/14- 85.7% Native American – N/A Asian- 10/10- 100% 2+- 10/11- 90.9% SWD- 17/28- 60.7%</p> <p><u>Male</u> African-American- 15/27- 55.6% Caucasian- 65/81- 80.2% Hispanic- 12/16- 75% Native American – N/A Asian- 8/8- 100% 2+- 11/13- 84.6% SWD- 27/48- 56.3%</p> <p>2nd-year students: The 2nd round of WRS testing occurred in March, both virtually and in-person (as needed). The overall year-2 pass rate increased by 10% from 73.5% to 83.5%. Cumulative year-2 results are: # Tested- 194 # Passed- 162 Pass Rate- 83.5% Female Pass Rate- 73/81- 90.1% Male Pass Rate- 89/113- 78.8%</p>	<p>4/14/21- Close of Quarter 3: Post testing will continue until all students have had 3 opportunities to take the assessment. Year-2 round 3 will occur based on learner readiness.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>SWD- 36/57- 63.2% <u>Subgroup Pass Rates</u> Female African-American- 21/24- 87.5% Caucasian- 30/32- 93.8% Hispanic- 5/7- 71.4% Native American – N/A Asian- 8/8- 100% 2+- 9/10- 90% SWD- 7/11- 63.6%</p> <p>Male African-American- 24/34- 70.6% Caucasian- 51/56- 91.1% Hispanic- 5/10- 50% Native American – 1/1- 100% Asian- 3/5- 60% 2+- 5/7- 71.40% SWD- 29/46- 63%</p> <p>Targeted remediation is ongoing for those who failed the assessment. Round 2 of testing for year-1 and 1st-year students will occur on April 21-23. Year-2 round 3 will occur based on learner readiness. Final data will be reported upon completion of testing (3 total rounds).</p> <p>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.</p> <p><u>WRS Focus by Weeks (Year 1 and 1-Year Programs)</u> 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</p>	<p>1/29/21- Close of Quarter 2/Semester 1: WRS We will continue to test remotely until students return to in-person learning.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>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> <u>Female</u> 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% <u>Male</u> 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> <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><u>11/10/20- Quarter 1: WRS</u> <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</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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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>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>	
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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

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	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 (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)
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 4/14/21- Quarter 3 Report Cards 6/14/21- Final 20-21 grade reports	11/17/20- 5-hour SB- Review of Compass to 2025, Strategic Action Agenda, PCI Review/Development 8/31/20- 2.5-hour SB- Student and Staff SEL
Gather, disaggregate, and analyze discipline data	Quarterly	Discipline Committee SRT- Administrators, Counseling Chair, Special Education	11/10/20- Quarter 1 Report Cards 1/29/21- Quarter 2 Report Cards	8/31/20- 1.5-hour SB- Schoology Set-up

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

		Teacher, School Nurse, <i>Home School personnel/resources</i>	4/14/21- Quarter 3 Report Cards 6/11/21- Final day with students in 20-21	9/1/20- 1-hour SB- Strategic Moves for Virtual Learning Part 1
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 bi-weekly with daily reviews Quarter 3- Occurred bi-weekly with daily reviews Quarter 4- Occurred bi-weekly with daily reviews	9/4/20- .5-hour SB- Introduction to Securly and .5-hour SB- ClassLink Overview 9/14/20- 1-hour SB- Strategic Moves for Virtual Learning Part 2 and 1-hour SB- Organizing Google Drive
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	9/21/20- 1-hour SB- ICEV, CareerSafe, & S/P2 Training 9/24/20- 1-hour SB- Concurrent F2F Training
Review Daily Learning Target Log Reflections (<i>Students to complete daily reflections in Schoology</i>)	On-going	Teachers	Ongoing/Daily	9/25/20-11/2/20- Individual Concurrent F2F Training 10/5/20- 1-hour SB- How to use JamBoard and 1-hour SB- In-depth look at Securly
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 (Week of) 4/19/21- End of Quarter 3 End of Quarter 4 (Week of 6/7/21)	10/19/20- 1-hour SB- Using Kahoots in the Classroom and 1-hour SB- Using GimKits in the Classroom
Conduct Walk-throughs and Formal Observations	On-going	ILT (Administrators, Counseling Chair, Special Education Teacher, LMS)	Ongoing	10/26/20- .5-hour SB- Creating Progress Reports in Synergy

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

				11/2/20- 1-hour SB-Concurrent F2F Refresher 11/9/20- 1-hour SB-Concurrent F2F Refresher
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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>6/15/21- Quarter 4: SY 20-21 Quarter 4 academic outcomes are below:</p> <ul style="list-style-type: none"> • Quarter 4 GPA- 3.5 • All subgroups had GPA's above a 3.07 • African-American males had a 3.17 GPA • The achievement gap between African-American/Caucasian males was .41 points • Academic Failures- 7 <p>Quarter 4 Subgroups GPAs: All subgroup GPA's were 3.07 and higher. Some GPA's to note:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.36</i> • <i>Self-Contained- 3.07</i> • <i>Section 504- 3.64</i> • <i>African-American Females- 3.38</i> • <i>African-American Males- 3.17</i> • <i>Asian Females- 3.60</i> • <i>Asian Males- 3.36</i> • <i>Caucasian Females- 3.64</i> • <i>Caucasian Males- 3.58</i> • <i>Hispanic Females-3.51</i> • <i>Hispanic Males- 3.64</i> • <i>Native American Males- 4.0 (1 student)</i> • <i>2+ Females- 3.43</i> 	<p>6/15/21- Quarter 4/Semester 2/ EOY:</p> <p>At the close of quarter 3 we had 20 students who could have potentially failed their courses for the year. Through our SRT efforts, bringing numerous back 4 days/week prior to everyone returning, and most of the students buckling down, we reduced that number to 2 (1 Jr/1 Sr). The senior did not need our course to graduate but did pass his core subjects and will graduate with a standard diploma. We pulled out as many stops as we could and exercised extreme grace for the junior, but it simply didn't work out. Given the most difficult circumstances this year presented I am proud of the efforts put forth by my staff and the students. While I am disappointed that we had two not make it, these are results phenomenal given the year.</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<ul style="list-style-type: none"> • <i>2+ Males- 3.40</i> <p><i>Students remain very successful regarding making good grades in Tech Center programs with 65.9% earning an A- or better, 89.6% earning a B- or better, and 97% earning a C- or better.</i></p> <p>6/15/21- Semester 2 Outcomes: SY 20-21 Semester 2 academic outcomes are below:</p> <ul style="list-style-type: none"> • Semester 2 GPA- 3.57 • All subgroups had GPA's above a 3.12 • African-American males had a 3.23 GPA • The achievement gap between African-American/Caucasian males was .40 points • Academic Failures- 3 <p>Semester 2 Subgroups GPAs: All subgroup GPA's were 3.12 and higher. Some GPA's to note:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.44</i> • <i>Self-Contained- 3.12</i> • <i>Section 504- 3.65</i> • <i>African-American Females- 3.50</i> • <i>African-American Males- 3.23</i> • <i>Asian Females- 3.64</i> • <i>Asian Males- 3.38</i> • <i>Caucasian Females- 3.71</i> • <i>Caucasian Males- 3.63</i> • <i>Hispanic Females-3.55</i> • <i>Hispanic Males- 3.74</i> • <i>Native American Males- 4.0 (1 student)</i> • <i>2+ Females- 3.58</i> • <i>2+ Males- 3.45</i> <p>Other Points:</p> <ul style="list-style-type: none"> • 99.5% of students passed the semester • 68% of students earned an A- or better • 91.8% of students earned a B- or better • 98.2% of students earned a C- or better. • 95.8% of African-American male students earned a C- or better 	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<ul style="list-style-type: none"> • <i>75% of African-American male students earned a B- or better</i> • <i>98.2% of SWD's earned a C- or better</i> • <i>97.6% of SWD's earned a B- or better</i> <p>6/12/19- Year-End Outcomes: SY 20-21 Year-End academic outcomes are below:</p> <ul style="list-style-type: none"> • 20-21 GPA- 3.63 • All subgroups had GPA's above a 3.24 • African-American males had a 3.33 GPA • The achievement gap between African-American/Caucasian males was .33 points • Academic Failures- 2 <p>Year-End Subgroups GPAs: All subgroup GPA's were 3.24 and higher. Some GPA's to note:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.50</i> • <i>Self-Contained- 3.24</i> • <i>Section 504- 3.68</i> • <i>African-American Females- 3.60</i> • <i>African-American Males- 3.33</i> • <i>Asian Females- 3.77</i> • <i>Asian Males- 3.59</i> • <i>Caucasian Females- 3.76</i> • <i>Caucasian Males- 3.66</i> • <i>Hispanic Females-3.62</i> • <i>Hispanic Males- 3.80</i> • <i>Native American Males- 4.0 (1 student)</i> • <i>2+ Females- 3.66</i> • <i>2+ Males- 3.47</i> <p>Other Points:</p> <ul style="list-style-type: none"> • <i>99.7% of students passed for the year</i> • <i>71.6% of students earned an A- or better</i> • <i>93.4% of students earned a B- or better</i> • <i>99.2% of students earned a C- or better.</i> • <i>93% of African-American male students earned a C- or better</i> • <i>87.5% of African-American male students earned a B- or better</i> • <i>98.2% of SWD's earned a C- or better</i> 	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<ul style="list-style-type: none"> • <i>90.6% of SWD's earned a B- or better</i> <p>4/14/21- Close of Quarter 3: Potential Year Failures: In early March, teachers were asked with submitting names of students who could potentially fail their course for the year. Twenty (20) students were identified as potential failures. This is an extremely high number for the Tech Center; however, teachers were being very cautious when submitting names to ensure we had time to help students improve to passing.</p> <p>To help students improve their academic standing, the following interventions were employed:</p> <ul style="list-style-type: none"> • All 20 parents were called and informed of the potential for year failure. • All 20 parents received a potential year failure letter. • All school counselors and principals were informed of potential year failures and that students were also failing core subjects. • Requests were made of principals to allow students to return to school 4 days/week. • 13 students were offered in-person instruction 4 days/week. • 9 parents accepted 4 days/week; 4 declined. • Beginning the week of March 22, 9 students returned 4 days/week. <p>Of the 20 potential failures:</p> <ul style="list-style-type: none"> • 2 improved an E to a B+/B- • 6 improved from and E or D to C/C- • 5 improved from an E to a D/D+ • 4 are given failures as they have not attended school at all for most of the year and failed quarter 3 (1 withdrew on 4/16/21.) • 3 were given Incompletes as they were still submitting work. 	<p>4/14/21- Close of Quarter 3: No adjustments at this time.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>These students will remain on weekly monitor status and will continue to receive interventions for the remainder of the year.</p> <p>4/14/21- Close of Quarter 3: At the close of quarter 3, sixteen (16) students earned grades below a C-. They, along with 5 other students with incomplete grades for the quarter will receive interventions through the SRT process. Those outcomes were:</p> <p><i>African-American Females- 3</i></p> <ul style="list-style-type: none"> • 3 earned a D <p><i>African-American Males- 5 (2 -I'S)</i></p> <ul style="list-style-type: none"> • 3 failed (3 SWD) • 3 earned a D (3 SWD) • 2 received an Incomplete for quarter 3 (1 SWD) <p><i>Asian Females- 1</i></p> <ul style="list-style-type: none"> • 1 earned a D <p><i>Asian Males- 2</i></p> <ul style="list-style-type: none"> • 1 earned a D+ • 1 failed <p><i>Caucasian Females- 2</i></p> <ul style="list-style-type: none"> • 1 earned a D • 1 failed <p><i>Caucasian Males- 2 (1- I)</i></p> <ul style="list-style-type: none"> • 2 failed • 1- received an Incomplete for quarter 3 (1 SWD) <p><i>Hispanic Females- (1-I)</i></p> <ul style="list-style-type: none"> • 1- received an Incomplete for quarter 3 (1 SWD) <p><i>2+ Females- (1-I)</i></p> <ul style="list-style-type: none"> • 1- received an Incomplete for quarter 3 <p>African-American Males and SWD's at a C-: At the close of quarter 3, four (4) students (in addition to the list above) in these special focus groups earned a C-. The breakdown is:</p> <p><i>African-American Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a C- <p><i>Caucasian Males- 2</i></p> <ul style="list-style-type: none"> • 2 earned a C- (2- SWD) <p><i>2+ Males- 1</i></p> <ul style="list-style-type: none"> • 1 earned a C- (SWD) <p>Teachers are monitoring student progress and implementing appropriate interventions.</p>	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>All students will be 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 will occur.</p> <p><u>Quarter 3 GPA- 3.52</u> <i>Due to school closure in March of 2020 and how grades were calculated at that time, we will not compare quarterly grades with SY 20-21. Below is SY 20-21 quarter 3 grade data:</i> Quarter 3 GPA</p> <ul style="list-style-type: none"> • 7 Academic Failures- All 7 failed 1 or all core subjects. • Overall Quarter 3 GPA was 3.53 • Overall SWD GPA was 3.40 <p>Quarter 3 Subgroups GPAs: All subgroup GPA's were 3.14 and higher. Some GPA's to note:</p> <ul style="list-style-type: none"> • <i>Special Resource- 3.34</i> • <i>Self-Contained- 3.18</i> • <i>Section 504- 3.54</i> • <i>African-American Females- 3.51</i> • <i>African-American Males- 3.14</i> • <i>Asian Females- 3.67</i> • <i>Asian Males- 3.34</i> • <i>Caucasian Females- 3.70</i> • <i>Caucasian Males- 3.57</i> • <i>Hispanic Females-3.61</i> • <i>Hispanic Males- 3.74</i> • <i>Native American Males- 4.0 (1 student)</i> • <i>2+ Females- 3.59</i> • <i>2+ Males- 3.33</i> <p><i>Students remain very successful regarding making good grades in Tech Center programs with 68% earning an A- or better, 91% earning a B- or better, and 97.4% earning a C- or better.</i></p> <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,</p>	<p>1/29/21- Close of Quarter 2 Semester 1: No adjustments at this time.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>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><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</p>	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>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> <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>	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<ul style="list-style-type: none"> • 1 earned a D+ for quarter 2 and a C+ for semester 1 (SWD) <p>Hispanic Males- 1</p> <ul style="list-style-type: none"> • 1 failed quarter 2 and earned a D+ for semester 1 <p>2+ Females- 1</p> <ul style="list-style-type: none"> • 1 failed quarter 2 and earned a D for semester 1 (SWD) <p>2+ Males- 1</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>2+ Males- 1</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> 	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<ul style="list-style-type: none"> • <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> <ul style="list-style-type: none"> • <i>5 Academic Failures- All five failed all subjects.</i> <p><i>Comparison- SY 2020-21 and SY 2019-20</i></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- 3.39</i> • <i>Self-Contained- 3.36</i> • <i>Section 504- 3.69</i> • <i>African-American Females- 3.68</i> • <i>African-American Males- 3.30</i> • <i>Asian Females- 3.88</i> • <i>Asian Males- 3.69</i> • <i>Caucasian Females- 3.77</i> • <i>Caucasian Males- 3.57</i> • <i>Hispanic Females-3.61</i> • <i>Hispanic Males- 3.58</i> • <i>Native American Males- 4.0 (1 student)</i> • <i>2+ Females- 3.62</i> • <i>2+ Males- 3.40</i> <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>	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<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><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>	<p>11/10/20- Quarter 1: SRT Academics No adjustments at this time.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<ul style="list-style-type: none"> • Tier 1 intervention of classroom instruction and in-class teacher assistance; • Tier 2 intervention of parent/guardian phone and/or email contact; and • Those identified as SR, SC, or 504, further Tier 3 interventions through the Tech Center Special Education teacher and collaboration with home schools IEP teams. <p>African-American Males and SWD's at a C-: At quarter 1 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>	
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>2020-21 SRT Attendance</p>	<p>6/11/19- Semester 2 Outcomes: Below are the outcomes for semester 2:</p> <ul style="list-style-type: none"> • 31 students exceeded the attendance policy • 31 students were granted waivers • 3 students failed both academically and by attendance • 20 students withdrew for various reasons (relocation, 15 consecutive absences, returned to the home high school to focus on courses needed for graduation, quit school, etc. <p>4/14/21 Quarter 3: Attendance continued to be monitored weekly and attendance reviews were made daily. During quarter 3, there were 19 students with excessive absences, 10 more students than at the close of the semester.</p> <ul style="list-style-type: none"> • 5 students simply do not attend school period regardless of interventions (1 student in this group had legitimate reason for being absent). • 2 of the 5 students withdrew after the close of quarter 3. • We have, and are, making every effort to obtain absence notes/documentation. • The home high schools are having the same issues with these students not attending regularly and we are working together as best we can to get these students to attend. • Beginning March 23, daily announcements have been made reminding students to submit absence notes/documentation. • The attendance office is contacting parents daily and requesting absence notes/documentation. <p>Withdrawals: Nine (9) students withdrew during quarter 3 bringing our total to 59 since the start of school. The reasons are varied (Alternative placement, relocation, ISAEP, failing courses required for graduation, returned to home high school, etc.). We will</p>	<p>6/15/21- Quarter 4:/Semester 2 EOY: SY 20-21 was an extremely difficult year to track attendance as we transitioned between three phases of instruction: remote only, hybrid/concurrent, and in-person. The attendance tracking methods also varied with each phase of instruction. Between the close of quarter 3 and the year, students, parents, and home school officials continued to be informed about absenteeism and the need proper absence documentation. Follow-up calls to parents/guardians were made by teachers, our school counselor, and our attendance office associate.</p> <p>4/14/21 Quarter 3: No adjustments at this time.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

<p>continue to monitor attendance for correct coding, excessive absenteeism and absence notes/documentation.</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 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 	<p>1/29/21 Semester 1: No adjustments at this time.</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>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<ul style="list-style-type: none"> • 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>	
2020-21 SRT Discipline	<p>6/15/21- Quarter 4/Semester 2/EOY Outcomes: Between March 13, 2020 and June 11, 2021, only one student was referred for disciplinary action. That lone offense was marijuana use. The student, a senior, was assigned to SAIP. He successfully completed SAIP, returned to school, and graduated.</p> <p>4/14/21- Quarter 3: No students had been referred for disciplinary reasons.</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>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.</p>	<p>6/15/21- Quarter 4/Semester 2/EOY: Our efforts in supporting the social-emotional needs of students, fostering relationships, providing high quality instruction, and the students' good nature and desire to come to school and really learn were all contributing factors to the near non-existence of discipline infractions. The Tech Center continues to be an extremely safe and welcoming environment in which to teacher, learn and work.</p> <p>4/14/21- Quarter 3: No adjustments at this time.</p> <p>1/29/21- Quarter 2/Semester 1: No adjustments at this time.</p> <p>11/10/20- Quarter 1: SRT Discipline No adjustments at this time.</p>

SMART Goal 3

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration)	Strategies
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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	
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	

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

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>6/15/21- Quarter 4/End of Year Outcomes: Below are some highlights for the year: Preparation</p> <ul style="list-style-type: none"> • All students in 1-Year and 2nd-Year programs created a professional resume and portfolio. Resume and portfolio development were led by the Tech Center Portfolio Team and our 20-21 Model Partner, the Together We Can Foundation. • UTI, Lincoln Tech, ECPI, CIV, and TCC were a few of the post-secondary schools who presented to students. • 110 seniors indicated that had been accepted into a 2 or 4-year college of 	<p>6/15/21- Quarter 4/End of Year: Preparation Despite the restrictions and setbacks caused by COVID-19, the school year was highly productive and our efforts highly effective regarding students being employed, enrolled, or enlisted upon high school graduation.</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>university and would be attending in the fall.</p> <p>4/14/21- Quarter 3: <u>Preparation:</u> During quarter 3, the following employment preparation activities were conducted: <u>Trade/Technical Schools and TCC Visits</u></p> <ul style="list-style-type: none"> • 2/4/12- Escoffier Culinary School- All culinary students participated in a virtual/interactive presentation with school representatives. • 3/12/21- Virginia Cooperative Extension- Legal and Medical Systems Administration students participated in a reality financial simulation. <p>1/29/21- Quarter 2: <u>Preparation:</u> During quarter 2, employment preparation continued to be 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"> • During quarter 2, all 2nd-year classes and the 1-year programs of Legal & Medical Systems Administration, Pharmacy Technician, and Landscape Design/Turf Management completed the resume sessions with the Together We Can Foundation, Mr. Marlin, Mrs. Gatz, and Mrs. Hall. • 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 	<p>4/14/21- Quarter 3: Preparation No changes at this time.</p> <p>1/29/21- Quarter 2: Preparation No changes at this time.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>Technology classes about program opportunities and careers in the automotive field.</p> <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:</p> <p><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> 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></p>	<p>11/10/20- Quarter 1: Preparation No changes at this time.</p>
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Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>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>6/15/21- Quarter 4/End of Year Outcomes: Below are some highlights for the year: <u>Employment Exposure:</u></p> <ul style="list-style-type: none"> • All Tech Center students were provided the opportunity to meet with representatives from numerous local businesses, industry, colleges, trade schools, apprenticeship programs, and the military. Due to the limitations caused by COVID-19, these events were all virtual through our Career Fair Series. • 29 seniors indicated they had secured full-time employment in their field of study upon graduating in June. • As of June 15, 2021, 6 students were employed full-time. • As of June 15, 2021, 138 students were employed in part-time jobs. <p>4/14/21- Quarter 3: <u>Employment Exposure:</u> During quarter 3, virtual employment exposure activities occurred through our counseling Career Fair Series and the School-to Work office. The following employers met with interested students/classes (participation ranged from 9-75 students each):</p> <ul style="list-style-type: none"> • 3/4/21- Virginia Beach Summer Youth Employment Program • 3/9/21- U.S. National Guard • 3/10/21- DidLake • 3/11/21- NAFAC- Navy Facilities Command 	<p>6/15/21- Quarter 4/End of Year: <u>Employment Exposure</u> Despite the restrictions and setbacks caused by COVID-19, the school year was highly productive and our efforts highly effective regarding students being employed, enrolled, or enlisted upon high school graduation.</p> <p>4/14/21- Quarter 3: <u>Employment Exposure</u> Continue providing opportunities.</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<ul style="list-style-type: none"> • 3/12- Defense Distribution Logistics Agency • 3/23/21- U.S. Army • 4/15/21- Huntington Ingalls- Newport News Apprentice School <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; however, planning for virtual experiences are underway.</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 prior to the close of semester/term 1. The HRPWA will ensue upon the return to in-person learning.</p>
<p>2020-21 Job Shadowing & Internships</p>	<p>6/15/21- Quarter 4/End of Year Outcomes: Below are some highlights for the year: <u>Job Shadowing & Internships:</u></p> <ul style="list-style-type: none"> • Total # of interns: 21 (13 paid/8 unpaid) • Total # of hours worked: 3,547 (3,067 hours worked by paid interns/480 worked by unpaid interns); • Average # of hours per intern (480- paid, 60- unpaid) • Total wages earned by interns: \$38,816 • Average hourly wage: \$12.66 • Total number of businesses to hire interns: 14 <p>4/14/21- Quarter 3: <u>Job Shadowing & Internships:</u> Seven (7) students were placed in paid internships:</p> <ul style="list-style-type: none"> • HVAC- 3 students were employed at Hutchinson Mechanical, R.E. Michael, 	<p>6/15/21- Quarter 4/End of Year: <u>Job Shadowing & Internships</u> Despite the restrictions and setbacks caused by COVID-19, the school year was highly productive and our efforts highly effective regarding students being employed, enrolled, or enlisted upon high school graduation.</p> <p>4/14/21- Quarter 2 Job Shadowing & Internships: We hope to provide more internship opportunities.</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>and Absolute Comfort. Several more will be placed soon.</p> <ul style="list-style-type: none"> • Electricity- 2 students were employed at Stillman Electric and Independent Lighting. • Welding- 2 students were employed at Q.E.D. and Colonial Welding & Fabrication. <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>
<p>2020-21 Paid Apprenticeships</p>	<p>6/15/21- Quarter 4/End of Year Outcomes: Below are some highlights for the year: <u>Paid Apprenticeships:</u></p>	<p>6/15/21- Quarter 4/End of Year: <u>Paid Apprenticeships</u></p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<ul style="list-style-type: none"> • 20 students will be enrolled in either an apprenticeship program or trade school upon graduating in June. • 4 1st-year HRPWA students were hired in full-time paid summer apprenticeships which could lead to full-time employment upon competition. • 3 Graduating seniors have been hired back by HRSD. <p>4/14/21- Quarter 3: <u>Paid Apprenticeships:</u> No activities during quarter 3.</p> <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>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>Despite the restrictions and setbacks caused by COVID-19, the school year was highly productive and our efforts highly effective regarding students being employed, enrolled, or enlisted upon high school graduation.</p> <p>4/14/21- Quarter 2: Paid Internships We hope to provide more internship opportunities.</p> <p>1/29/21- Quarter 2: Paid Internships We hope to provide internship opportunities when students return to in-person instruction.</p> <p>11/10/20- Quarter 1: Paid Internships</p>
<p>2020-21 Military Enlistment</p>	<p>6/15/21- Quarter 4/End of Year Outcomes: Below are some highlights for the year: <u>Military Enlistment:</u></p> <ul style="list-style-type: none"> • As of June 15, 2021, 13 students have enlisted in the military (Army-7; Navy-3; Marines- 1, Coast Guard-2) • As of June 15, 2021- 7 students have enlisted in the military reserves/National Guard (Army-4; Navy-1; Marines-1) with 3 more indicating they are intending on enlisting. <p>4/14/21- Quarter 3: <u>Military Enlistment:</u></p>	<p>6/15/21- Quarter 4/End of Year: <u>Military Enlistment</u></p> <p>Despite the restrictions and setbacks caused by COVID-19, the school year was highly productive and our efforts highly effective regarding students being employed, enrolled, or enlisted upon high school graduation.</p> <p>4/14/21- Quarter 2: Military Recruitment No changes at this time.</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>Military recruiters held virtual meetings with interested students in quarter 3 through the Career Fair Series:</p> <ul style="list-style-type: none"> • 3/9/21- U.S. National Guard • 3/23/21- U.S. Army <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>6/15/21- Quarter 4/End of Year Outcomes: Below are some highlights for the year: <u>Business and Industry Partnerships:</u></p> <ul style="list-style-type: none"> • 20-21 Model Partner- The Together We Can Foundation • Local Business who hired interns: Absolute Comfort; Colonial Welding & Fabrication; Commune; Fair's Auto Repair; Home Depot; Hutchinson Mechanical; Independent Lighting; Mechanical Services; Premier Plumbing; Q-E-D Systems; R.E. Michel Co.; Stillman Electric; Ted's Automotive; Sentara VB General; Chesapeake Regional <p>4/14/21- Quarter 3: <u>Business and Industry Partnerships:</u> Model Partnership- Together We Can Foundation was nominated for, and selected as, our Model Partner in Education for 2021. The virtual awards ceremony is scheduled for 6:00 p.m. on May 20, 2021.</p> <p>1/29/21- Quarter 2: Again, during quarter 2, our most active partner has been the Together We</p>	<p>6/15/21- Quarter 4/End of Year: <u>Business and Industry Partnerships</u> Despite the restrictions and setbacks caused by COVID-19, the school year was highly productive and our efforts highly effective regarding students being employed, enrolled, or enlisted upon high school graduation.</p> <p>4/14/21- Quarter 2: Business & Industry Partnerships No changes at this time.</p> <p>1/29/21- Quarter 2: Business & Industry Partnerships</p>

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2025: Student-Centered For Student Success

	<p>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>No changes at this time.</p> <p>11/10/20- Quarter 1: Business & Industry Partnerships No changes at this time.</p>
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