



Plan for Continuous Improvement

SCHOOL: Frank W. Cox High School

DATE: 10/31/09

VBCPS MISSION: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

SCHOOL MISSION STATEMENT:

Dedicated to ExcellenceStriving for Perfection

VBCPS STRATEGIC GOAL – Compass to 2015: Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.

<input type="checkbox"/> SACS <input type="checkbox"/> SOA <input type="checkbox"/> HSTW <input type="checkbox"/> TITLE I <input type="checkbox"/> OTHER GRANT <input type="checkbox"/> Other	<p align="center">VIRGINIA SOA REQUIREMENTS</p> <ol style="list-style-type: none"> Student Achievement Student / staff Attendance Drop-out Rate Staff Development 	<p align="center">VBCPS OUTCOME FOR STUDENT SUCCESS</p> <p>Our primary focus is on teaching and assessing those skills our students need to thrive as 21st century learners, workers, and citizens. All VBCPS students will be:</p> <ul style="list-style-type: none"> Academically proficient; Effective communicators and collaborators; Globally aware, independent, responsible learners and citizens; and Critical and creative thinkers, innovators and problem solvers.
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VBCPS Strategic Objectives

- S01. All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
- S02. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- S03. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- S04. VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
- S05. VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goal and outcomes for student success.

PLAN

Demographic Overview (Briefly summarize background information for understanding the context of the educational process within with in your community. Attach School Report Card for Demographic information)

Frank W. Cox was the first fully accredited high school in the area and met full accreditation standards for the ninth consecutive year. Students scored an SOL accreditation pass rate of at least 92% in math, English, history and social studies. Sixty seven percent of the students who took Advanced Placement exams scored a three or better, and the Critical Reading, Math and Writing SAT scores were above the division and the national average.

Frank W. Cox High School houses a population of approximately 1,900 students. The student body is 79% Caucasian and 28% African American. 20% of the students are classified as gifted, 10% are Special Education students, and 12% qualify for free and reduced lunch. Two thirds of the diplomas awarded are Advanced Diplomas, which require a more vigorous program of studies. The instructional staff has an average of almost 16 years teaching experience and 57.9% hold graduate degrees. Three teachers are Nationally Board Certified Teachers.

Two and a half million dollars in scholarship money was awarded to the graduating seniors in 2009, and 50% of the senior class graduated with honors. Of these, 12% had a GPA of 4.0 or higher. Newsweek Magazine named the school one of the top 3 percent in the nation, and Cox was awarded the Wachovia Cup for the eleventh time for the 2008-2009 school year.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School:

DATE:

Review of Data

(Qualitative and quantitative data)

	Cox Pass	Cox Pass Advanced	Division Pass
English Reading	97.10	58	94.61
English Writing	96.92	49	95.52
Algebra I	97.61	24	91.27
Algebra II	88.71	20	89.39
Geometry	91.22	34	85.82
Earth Science	87.98	13	77.95
Biology	91.34	18	89.22
Chemistry	87.67	9	90.68
World Geography	92.85	57	83.57
World History I	95.50	34	91.73
World History II	95.39	42	92.54
VA/US History	97.99	38	94.81

	AP	Dual Enrollment
English		
English 12	X	X
English 11	X	
Science		
Biology	X	
Chemistry	X	
Physics	X	
Environmental	X	
Social Studies		
Human Geography	X	
VA/US History	X	
Government	X	
Comparative Governments	X	
European History	X	
Psychology	X	
Mathematics		
Calculus AB	X	
Calculus BC	X	
Statistics	X	
Computer Science	X	

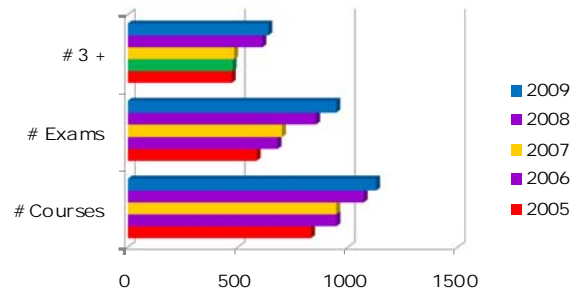
Analysis and Interpretation of Data

(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

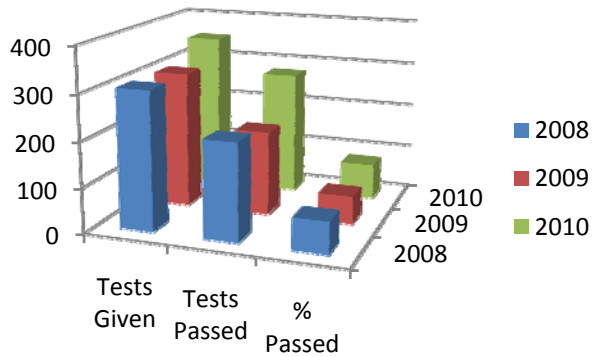
In all but 3 subjects, the Cox SOL scores were above 90%, and although the Earth Science score was 88%, the Cox score was the highest in the division for that subject. The scores for the English Reading, Algebra I and World History I SOL tests were the second highest in the division, and the scores for Geometry, Earth Science, World Geography and VA/US History were at the top of the division. In addition, in 7 of 12 subjects, one third of the students scored Pass Advanced. All subjects, except Algebra II and Chemistry, exceeded the SOL scores for the division. Algebra II and Chemistry draw from the same population, and this group of students needs to be targeted. Opportunities exist for collaborative efforts between the two subject areas, supporting city-wide Strategic Objective 6.

Currently, students who want to take higher level courses but do not want to take AP courses, have only one opportunity to take a dual enrollment course. In addition, 65 incoming ninth grade students have completed Geometry. By the end of the 11th grade, they will have taken all of the sequential course offerings. In the 12th grade, they will not be able to take the next sequential course because it is not offered. Opportunities exist for additional dual enrollment course offerings, supporting city-wide Strategic Objective 1.

AP DATA



In 2005, 832 AP courses were completed, and in 2009, that number was 1,128. This increase in number signals student interest in higher level, more rigorous course offerings, supporting city-wide Strategic Objective 1.



	2008	2009
Industry Certification Tests Given at Cox	305	302
Industry Certification Tests Passed at Cox	213	186
% of Industry Certification Tests Passed	69.8	61.6

The number of industry certification tests has remained fairly constant, but the number of students taking the tests has dropped 8 points. Opportunities exist for increasing the number of students taking the tests as well as the number of students passing the tests, supporting city-wide Strategic Objective 1.

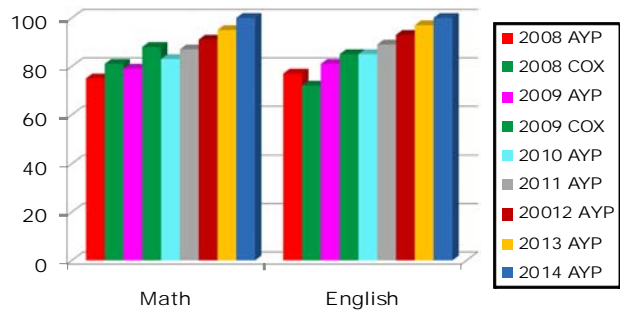


Subgroups

	School	Division
Free/Reduced Lunch	11.5%	21.6%
Gifted	20.1%	15.2%
Limited English	1.0%	1.1%
Special Education	9.6%	11.5%

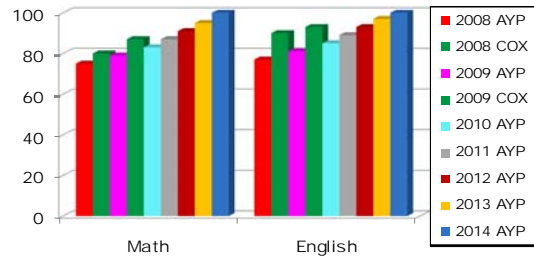
The percentage of students who qualify for free/reduced lunch and the special education population is lower than the division average, and the percentage of students identified as gifted is above the division average. The limited English population is within .1% of the division average.

Students with Disabilities AYP Projections



The Students with Disabilities subgroup meets or exceeds the 2010 AYP target for both English and mathematics. By 2011, this subgroup will fall short of the AYP target in English, and by 2012, it will fall short in both English and mathematics. Opportunities exist for continued efforts to close the achievement gap for this subgroup, supporting city-wide Strategic Objective 3.

African American Subgroup AYP Projections



The African American subgroup meets or exceeds the 2011 AYP target for in both English and mathematics. By 2012, this subgroup will fall short of the projected AYP target in math, and by 2013, it will fall short in both English and math. Opportunities exist for continued efforts to close the achievement gap for this subgroup, supporting city-wide Strategic Objective 3.

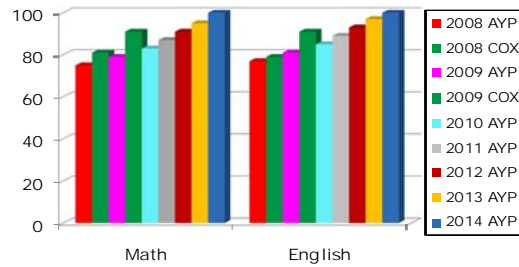
GRADUATION RATE



Graduation Rate	Cox 06-07	Division 06-07	Cox 07-08	Division 07 - 08
All Students	90%	83%	88%	83%
African American	82%	75%	77%	78%
Caucasian	91%	85%	90%	85%
Hispanic	100%	81%	81%	81%

The 2007-2008 graduation rate for the African American population was 13 percentage below the pass rate for the Caucasian population and was below the division pass rate. Opportunities exist for continued attention to this subgroup, supporting city-wide Strategic Objective 3.

Disadvantaged Subgroup AYP Projections



# Students	1862
# Military Students	331
% Military Students	18%
% Living On Base	34%
% Living Off Base	66%

The Economically Disadvantaged subgroup meets or exceeds the 2011 AYP target for both English and mathematics. By 2012, this subgroup will fall short of the projected AYP target in English, and by 2013, it will fall short in both English and mathematics. Opportunities exist for continued efforts to close the achievement gap for this subgroup, supporting city-wide Strategic Objective 3.

Eighteen percent of the school population is military, with 1/3 of the families living on base and 2/3 living off base. For the 2009-2010 school year, baseline data will be collected indicating the GPA and number of behavioral incidents for the student military population. Opportunities exist for easing the transition of these students to Cox High School, supporting city-wide Strategic Objective 4.

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DEPARTMENT OF SCHOOL ADMINISTRATION

Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction



IRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Frank W. Cox High

DATE: 10-31-09

<p>Focus (Innovation and refinement of needs)</p>	<p>Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p>	<p>Performance Measures (What quantitative and qualitative measures will demonstrate the objectives are being met?)</p>	<p>Assigned Action Team</p>
<p>1. Strategic Objective #1 All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.</p> <p>2. Strategic Objective #1 All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.</p> <p>3. Strategic Objective #2 VBCPS will develop and implement a balanced assessment system that accurately reflects students' demonstration and mastery of VBCPS outcomes for student success.</p> <p>4. Strategic Objective #3 Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American Males</p>	<p>1. Supporting Strategic Objective #1 Increase by two per core area, the number of post-secondary academic opportunities. (e.g. dual enrollment, etc.)</p> <p>2. Provide opportunities for Career Skill Development and post-secondary school opportunities.</p> <p>3. Implement, no later than 2011, an interdisciplinary senior project based on an essential question to which there is no easy answer.</p> <p>4. Implement an adult mentorship program for underachieving students, including identified student subgroups, so as to increase the number enrolled in rigorous upper level courses.</p>	<p>1. Increase in the number of post-secondary academic offerings.</p> <p>2. Number of internships; number of students who go on to vocational training or who enter the job force directly after graduation.</p> <p>3. Project is implemented.</p> <p>4. Increase in GPA as well as increase in enrollment in upper-level courses; decrease in disciplinary referrals.</p>	<p>Core Area Department Chair Elective Area Department Chairs Teacher representatives Gifted Resource Specialist School Improvement Specialist Reading Teacher Assistant Principal</p> <p>Elective Area Department Chairs Teacher representatives Gifted Resource Specialist Computer Resource Specialist School Improvement Specialist Reading Teacher Assistant Principal</p> <p>Core Area Department Chair Elective Area Department Chairs HSTW coordinator Teacher representatives Gifted Resource Specialist School Improvement Specialist Reading Teacher Assistant Principal</p> <p>Core Area Department Chair Elective Area Department Chairs Guidance Director Teacher representatives Gifted Resource Specialist School Improvement Specialist Reading Teacher Assistant Principal</p>

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI Form 4-1, page 3

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Frank W. Cox High School

DATE: 10-31-09

Focus (Innovation and refinement of needs)	Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Performance Measures (What quantitative and qualitative measures will demonstrate the objectives are being met?)	Assigned Action Team
5. Strategic Objective #4 VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.	5. Increase the involvement of all community resources in facilitating the transition of military-dependent students to Cox High School.	5. No significant drop in academic achievement upon arrival at Cox.	Core Area Department Chair Elective Area Department Chairs Guidance Director Teacher representatives School Improvement Specialist Reading Teacher Assistant Principal PTSA Military Representative
6. Strategic Objective #5 VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goal and outcomes for student success.	6. Implementation of Professional Learning Communities. These teacher-led groups will focus on topics relating to rigor, relevance, and relationships (e.g. higher order thinking skills in the classroom).	6. Teachers report efficacy in subject area/teaching methods; new research-based technologies and methods utilized in the classroom.	Core Area Department Chair Elective Area Department Chairs Teacher representatives Gifted Resource Specialist School Improvement Specialist Reading Teacher Assistant Principal

PCI Form 4-2

DEPARTMENT OF SCHOOL ADMINISTRATION

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a copy to the Department of Curriculum & Instruction*




VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

VBCPS Plan for Continuous Improvement	Sheet #	of	School:	DATE:	
Alignment to School Division Objective:	<input type="checkbox"/> SO #1	<input type="checkbox"/> SO #2	<input type="checkbox"/> SO #3	<input type="checkbox"/> SO #4	<input type="checkbox"/> SO #5
School Focus:					
School Measurable Objective:					

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>

DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Semi-annually <input type="checkbox"/>
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DEPARTMENT OF SCHOOL ADMINISTRATION		PCI Form 4-3 <i>Updated and available for review at the school</i>			 VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A H E A D O F T H E C U R V E</small>		
VBCPS Plan for Continuous Improvement		Sheet #	of	School:	DATE:		
DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Semi-annually <input type="checkbox"/>	
CHECK	Resulting Data (What quantitative and qualitative measures will demonstrate the objectives are being met?)			ACT	Adjustments or Improvements		