

Plan for Continuous Improvement (PCI)

Virginia Beach City Public Schools

Compass to 2020: Charting the Course

School: Frank W. Cox High School Year(s): 2016-2017	Date of Plan: November 3, 2016
VBCPS Goals Compass to 2020	<ol style="list-style-type: none"> 1. High Academic Expectations (literacy and numeracy; content knowledge; globally competitive skills) 2. Multiple Pathways (personalized learning & leveraging technology) 3. Social – Emotional Development (SE learning strategies, RSN behavior, school/community activities, learning environments) 4. Culture of Growth & Excellence (Building capacity, partnerships with stakeholders, culture of respect)
School Mission	The mission of the Frank W. Cox High School community is to empower everyone to become a lifelong learner and responsible, productive citizen of a global society.

Data Summary	<ul style="list-style-type: none"> • General Demographic Data <ul style="list-style-type: none"> ○ Caucasian – 73.3% ○ Black – 9.8% ○ Hispanic 7.2% ○ SPED – 12.8% ○ Econ – 20.5% ○ Attendance – 93.4% • Literacy Data (SOL writing) <ul style="list-style-type: none"> ○ 2015-2016 Writing Pass rate – 89% ○ Caucasian – 87% ○ Black – 77% ○ Hispanic – 81% ○ Asian – 100% ○ SWD – 48% ○ Econ – 76% • Numeracy Data <ul style="list-style-type: none"> ○ 2015-2016 SOL math pass rates ○ Algebra I – 84% ○ Geometry – 85% ○ Algebra II – 91% ○ Total Math for AMO – 87% • On Time Graduation <ul style="list-style-type: none"> ○ 2015-2016 – 94.0% (up from 89.1% in 2015) ○ VBCPS and VA 2015-2016 – 91.3% 	<ul style="list-style-type: none"> • Literacy Data (SOL Reading) <ul style="list-style-type: none"> ○ 2015-2016 Writing Pass rate – 95% ○ Caucasian – 96% ○ Black – 88% ○ Hispanic – 97% ○ Asian – 93% ○ SWD – 70% ○ Econ – 84% • 2016-2017 English Benchmark Pre-test Data <ul style="list-style-type: none"> ○ Grade 9 <ul style="list-style-type: none"> ▪ Reading – 17.8% Proficient ▪ Writing – 57.6% Proficient ○ Grade 10 <ul style="list-style-type: none"> ▪ Reading – 1.0% Proficient ▪ Writing – 10.4% Proficient ○ Grade 11 <ul style="list-style-type: none"> ▪ Reading – 0% Proficient ▪ Writing – 21.7 Proficient
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Student Learning Outcomes	<p style="text-align: center;">SMART Goals</p> Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound Developed to answer the question: " <i>What outcomes do we want for our students?</i> "
Literacy <i>(specific focus on AMO if applicable)</i>	Based on the English common benchmark assessment given by grade level, each student will show at least a 70% increase in both writing and reading from the pre-test to the post-test.
Numeracy <i>(specific focus on AMO if applicable)</i>	Based on the common benchmark assessment given by course, each student will show at least a 70% increase from the pre-test to the post-test in Algebra I, Geometry, and Algebra II.
Choice	Increase the Virginia On-Time Graduation Rate for all students in the 2017 cohort to 97% for the 2016-2017 school year.

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Literacy: Intermediate Measures	Strategies
Goal Based on the English common benchmark assessment given by grade level, each student will show a 70% increase in both writing and reading from the pre-test to the post-test.	When reviewing learning plans during observations, administrators will count the number of plans that include at least one literacy strategy (focused on either reading comprehension or writing).
	Add the topic of literacy strategies to all PLC meetings. Teachers will present taught literacy strategies and samples of student work to colleagues.
	Create a digital warehouse of sample lessons and student exemplars.
	All English teachers will utilize common assessments for pre-, mid-, and post-testing in 2016-2017.
	Teachers will utilize the Student Response Team (SRT) model to identify achievement gaps and create interventions for targeted students.

Numeracy: Intermediate Measures	Strategies
Goal: Based on the common benchmark assessment given by course, each student will show at least a 70% increase from the pre-test to the post-test in Algebra I, Geometry, and Algebra II.	Continue the practice of providing a lab class for Algebra I series students taught by their Algebra teacher.
	Focus SOL tutoring money to provide assistance in Algebra I and Geometry.
	Use ARDT funds to provide small group tutoring for students in Algebra I series classes.
	Use Cox At-risk Spreadsheet to identify students who need interventions, then address those interventions.
	All mathematics teachers will utilize common pre-, mid-, and post-assessments in 2016-2017.
	Teachers will utilize the Student Response Team (SRT) model to identify achievement gaps and create interventions for targeted students.

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Choice: Intermediate Measures	Strategies
Goal: Increase the Virginia On-Time Graduation Rate for all students for the 2017 cohort to 97% in the 2016-2017 school year.	Monitor each student on the 2017 OTG cohort list to determine graduation eligibility.
	Implement the Cox At-risk Spreadsheet to track all students at risk of not graduating on time.
	Specifically review students who receive special education services who are enrolled at Cox.
	Teachers will utilize the Student Response Team (SRT) model to identify achievement gaps and create interventions for targeted students.

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SMART Goal Based on the English common benchmark assessment given by grade level, each student will show a 70% increase in both writing and reading from the pre-test to the post-test.				
Action Steps (List each action step <i>List each action step on a separate line; steps taken to reach the SMART goal</i>)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Review of Learning Plans	November, January, April, June	Administrators, SIS		Teachers new to Cox HS will need professional learning in literacy strategies for Reading and writing. SAM-R Achieve 3000 Learning Targets Design Thinking Google Classroom
Inform department chairs of PLC meeting requirement.	October 2016	Principal	October 2016	
Collect PLC meeting minutes and student samples from each department.	monthly	SIS	ongoing	
Teachers will administer common pre-, mid-, and post-assessments	Sept-October, January, April-May	Teachers ITS		

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)

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SMART Goal Based on the common benchmark assessment given by course, each student will show at least a 70% increase from the pre-test to the post-test in Algebra I, Geometry, and Algebra II.				
Action Steps (List each action step <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Hire two part-time tutors	August	Principal, AP, SIS	August 2016	Learning Targets Design Thinking Google Classroom Khan Academy
Identify students who are in need of a math SOL for graduation requirements.	Sept 2016	SIS	Sept 2016	
Identify students in Algebra I series classes who begin the class "at risk."	Sept 2016	Algebra teachers SIS	Sept 2016	
Students identified in both groups listed above meet with tutors according to schedule	Ongoing	Tutors, math teachers		
Teachers will administer pre-, mid-, and post- common assessments.	Sept, Jan, April-May	Teachers ITS		

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Action Steps (List each action step <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Develop "Cox At-Risk" spreadsheet	Sept 2016	SIS	Sept 2016	SRT Training
Identify students who are SPED who are pursuing a standard or advanced diploma	Sept-pNov 2016	SIS, Guidance, AP over SPED, case managers		
Identify all students who are at risk of not graduating on time due to attendance, grades, discipline, SOL scores	monthly	SIS Administrators Guidance		
Implement individual interventions for students as needed	Ongoing	Administrators, SIS, teachers, Guidance		

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)