

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

School: Landstown HS School Year(s):2015-2017		Date of Plan: Oct 27, 2015
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 Landstown High School, in partnership with family and community, is to provide a balanced and diverse educational experience, through the integration of academics, electives, and technology to allow students to discover and develop their full potential for performance and success.	

Student Learning Outcomes	SMART Goals Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound Developed to answer the question: <i>“What outcomes do we want for our students?”</i>
Literacy <i>(specific focus on AMO if applicable)</i>	By June 16, 2017, LHS’ EOC SOL English Reading scores will increase as follows: <ol style="list-style-type: none"> a) Overall pass rate (all students) will increase to 96.48% b) Pass rate for African American students (gap group 2) will increase to 90% c) Pass rate for SWD will increase to 70%
Numeracy <i>(specific focus on AMO if applicable)</i>	By June 16, 2017, LHS will increase pass rates in mathematics as follows: <ol style="list-style-type: none"> a) Algebra I scores will increase to 75% b) Algebra II scores will increase to 90% c) Geometry scores will increase to 75% Additionally, pass rates for all SWD taking mathematics SOL tests will increase as follows by June 16, 2017: Alg 1 = 68%, Alg 2 =74%, Geom = 45%)
Choice	By August 31, 2017, the On-time Gradation (OTG) rate for LHS will increase to 95%. Additionally, we will reduce by 10% the number of students with disabilities who do not graduate with a standard or advanced diploma.

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

Literacy: Intermediate Measures (i.e. Reading Quarterly Assessments, DRA, SRI)	Strategies
SRI, CWRA, PSAT8/9/PSAT/SAT	Achieve 3k to provide non-fiction support
Quarterly grades , division benchmark assessments	Data disaggregation (SOL, common, benchmark)
Tutoring attendance	Literacy lab
	AVID literacy toolkit strategies, word walls,
	SRT, vertical team planning/PLC

Numeracy: Intermediate Measures (i.e. Math Quarterly Assessments, Exemplars, SMI)	Strategies
SMI, PSAT8/9/PSAT/SAT	IXL
Quarterly grades, division benchmark assessments	Data disaggregation (SOL, common, benchmark)
Tutoring attendance	Algebra lab, ARDT
	SRT

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration)	Strategies
Drop Out Task Force, Attendance data	Term Graduate tracking chart to identify students in danger of not graduating due to missing verified credits
Quarterly grades, SOL scores	SRT meetings
Tutoring attendance	SDP to identify 11 th grade students not meeting graduation requirements

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State Goal: Students will meet or exceed the SOL pass rate of 75% for English Reading.				
VBCPS/Division Goal: High Academic Expectations (Goal 1)				
SMART Goal: By June 16, 2017, LHS' EOC SOL English Reading scores will increase as follows: a) Overall pass rate (all students) will increase to 96.48% b) Pass rate for African American students (gap group 2) will increase to 90% c) Pass rate for SWD will increase to 70%				
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>
Create PLC for PCI goal 1. This team of professionals will spearhead the development and implementation of action steps.	10/2015	Principal Assistant principal SIS Teachers, guidance counselors, support staff	10/2015 (ongoing)	
Implement Achieve 3000 to provide non-fiction reading support in English and history classes; secure and implement Achieve 3K for sped resource classes	8/2015	Principal Teachers ITs	9/2015 (ongoing)	Training re: Achieve 3000 program and implementation
4x4 credit recovery class for English 11/12	8/2015	Principal Assistant principal English teacher(s) Sped inclusion teacher(s) Guidance counselors	8/2015	
Read 180 class to provide literacy support to students identified as needing such	8/2015	Principal Assistant principal Read 180 teacher Guidance counselors	8/2015	
Implement AVID toolkit literacy strategies in all classes	8/2015	AVID teachers Department chairs teachers	8/2015	
Differentiated assignments based on interest and/or ability (addresses AA component)	8/2015	English teachers Inclusion teams GRT	9/2015 (ongoing)	
Action Steps	Timeline	Person(s) Responsible	Action Step Completed	Professional Development

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<i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>	<i>(List month and year to start addressing action step)</i>		<i>(List month and year)</i>	<i>(Provide a brief description of PD needs)</i>
SMART sessions, during- and after-school tutoring	9/2015	SIS English teachers Tutors (outside hires)	10/2015 (ongoing)	
Learning walks, observations	10/2015	Principal Assistant principals Teachers	Ongoing	
Disaggregation of assessment data to help guide and inform instruction (to include SRI, SOL, CWRA, common assessments, benchmark assessment)	9/2015	Teachers SIS Principal Assistant principal	8/2015, 2/2016	
Utilize available technology such as Weebly, Twitter, SchoolWay Planner, Google Drive & Docs, etc.	8/2015	ITs Teachers	9/2015 (ongoing)	
Utilize Educator Online Access and Instructional Planning components of collegereadiness.collegeboard.org to identify areas of need and provide instructional support and personalized prep programming for students (addresses multiple pathways)	11/2015	Guidance counselor Teachers		
Administrative PLC support – attendance at all PLC meetings to disaggregate data and check progress of plan implementation	8/2015	Principal Assistant Principal SIS Instructional Specialist (as needed)	9/2015 (ongoing)	

DO	Action Plan Review Cycle:	
CHECK	Findings Based on Review of the Action Plan See benchmark and SOL data, pg. 3	Adjustments or Improvements Increase buy-in for Achieve 3k; teachers are continuing to determine who best to utilize this valuable resource.

State Goal: Students will meet or exceed the SOL pass rate of 70% for mathematics.
VBCPS/Division Goal: High Academic Expectations (Goal 1)

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<p>SMART Goal: By June 16, 2017, LHS will increase pass rates in mathematics as follows:</p> <ul style="list-style-type: none"> a) Algebra I scores will increase to 75% (Proficiency Level Counts; Gender/Ethnicity report) b) Algebra II scores will increase to 90% c) Geometry scores will increase to 75% <p>Additionally, pass rates for all SWD taking mathematics SOL tests will increase as follows by June 16, 2017: Alg 1 = 68%, Alg 2 =74%, Geom = 45%)</p>				
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>
Create PLC for PCI goal 2. This team of professionals will spearhead the development and implementation of action steps.	10/2015	Principal Assistant principal SIS Teachers, guidance counselors, support staff	10/2015 (ongoing)	
Learning walks/observations of comparison schools math classes	10/2015	Principal Assistant principal(s) Teachers Math DC	Ongoing	Using QR codes
Disaggregation of data to help guide and inform instruction (SOL SDBQ, SMI, division benchmark assessments, common assessments, etc.)	8/2015	Teachers SIS	8/2015, 2/2016	
Implement IXL program	8/2015	Math teachers ITs	9/2015	
Create and populate Algebra labs with students identified as needing additional mathematics support	8/2015	Principal Assistant principal (master schedule) Guidance counselors Math teachers	8/2015, ongoing	
ARDT and tutoring (to include Khan Academy access)	8/2015	Principal Assistant principal Guidance counselors SIS Tutors (outside hires)	9/2015, ongoing	
Scheduling students for appropriate coursework (AFDA vs alg 2, etc)	8/2015	Principal Assistant principal Guidance counselors Math teachers	9/2015, 2/2016 course verification	
SRT referrals/meetings to identify students needing assistance and	8/2015	Teachers/parents Guidance counselors AP	Ongoing	

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develop personalized support plans		School social worker SIS		
Utilize available technology such as Weebly, Twitter, SchoolWay Planner, Google Drive & Docs, etc.	8/2015	ITs Teachers	Ongoing	
Utilize Educator Online Access and Instructional Planning components of collegereadiness.collegeboard.org to identify areas of need and provide instructional support and personalized prep programming for students (addresses multiple pathways)	11/2015	Guidance counselor Teachers	Ongoing	
Administrative PLC support – attendance at all PLC meetings to disaggregate data and check progress of plan implementation	8/2015	Principal Assistant principal SIS Instructional specialist (as needed)	8/2015, ongoing	
Provide professional development on the implementation of new computer software to increase and make more efficient the formative assessment process to increase the educational outcomes for all students	8/2015	Teachers Instructional specialists (T&L)	Ongoing	

DO	Action Plan Review Cycle:	
CHECK	Findings Based on Review of the Action Plan See benchmark and SOL data, pg. 3	Adjustments or Improvements Math department devoted extra time to making recommendations and checking course verifications to ensure appropriate placement for next year. Issues with SMI technology reported to T&L and DOT

State Goal: Schools will meet the annual objectives for the percentage of students who graduate with a Standard or Advanced diploma. The AMO for the FGI is 80% (all subgroups).

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VBCPS/Division Goal: Multiple Pathways (Goal 2)				
SMART Goal: By August 31, 2017, the On-time Graduation (OTG) rate for LHS will increase to 95%. By August 31, 2017, we will reduce by 10% the number of students with disabilities who do not graduate with a standard or advanced diploma.				
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>
Create PLC for PCI goal 3. This team of professionals will spearhead the development and implementation of action steps.	10/2015	Principal Assistant principal SIS Teachers, guidance counselors, support staff	10/2015, ongoing	
Term Grad tracking list to track the SOL verified credit requirements for senior students intending to graduate by Aug 2016	8/2015	Principal Assistant principal Guidance counselors SIS	10/2015, ongoing	SOL practice materials for Resource lab
Academic support classes: ARDT, algebra & geometry labs, Read 180, literacy lab (to include hand-scheduled dedicated sped math labs)	8/2015	Principal Assistant principal(s) (master schedule + sped) Guidance counselors	9/2015	
4x4 credit recovery classes to allow students to recoup missing credits in English and math	8/2015	Principal Assistant principal (master schedule) English/mathematics teachers Guidance counselors	8/2015	Continued prof devlpmt for inclusion teams
Apex Tutorials (once available)	Anticipated 12/2016	Principal T&L SIS Guidance counselors Graduation coach Teachers, case managers		
SCA Mentor program (FRESH Start) will pair upperclassmen with	8/2015	Principal Assistant principal (freshman class)	8/2015, ongoing	

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incoming freshmen to establish and encourage student involvement and provide peer support as students transition from middle school to high school		SCA sponsor(s)		
SMART sessions, during- and after-school tutoring will provide academic support to students who are struggling with coursework	10/2015	SIS Teachers Guidance counselors Tutors (outside hires)	10/2015, ongoing	
SOL corner in resource lab will provide SWD an opportunity to remediate areas of weakness while practicing SOL material	9/2015	Assistant principal (sped) Sped DC Resource teachers SIS	10/2015	
SRT referrals/meetings	9/2015	Guidance counselors AP (SRT) SIS Teachers/parents School social worker Graduation coach	Ongoing	
Drop Out Task Force	10/2015	Principal AP (DOTF) Guidance counselors SIS Graduation coach	Ongoing	
Targeted, focused emphasis on inclusion and co-teaching teams to provide scaffolded/differentiated instruction for students	11/2015	Principal AP (sped) Sped DC	Ongoing	
Create common planning time for teachers/inclusion teams	8/2015	Principal Assistant principal(s) (master sched + Sped) Department chairs Teachers	8/2015	
Student Data Profile will allow identification of students missing verified	10/2015	SIS Guidance counselors	9/2015, 2/2016	

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credits at each grade level.				
Monitor and maintain SOL retake list – mailing letters and registration forms directly to students will help ensure students/parents are made aware of retake opportunities.	8/2015	Guidance counselors SIS Sped case managers Graduation coach	Ongoing	
SDBQ performance reports will be shared and discussed with case managers and resource teachers to help pinpoint SOL remediation efforts	8/2015	SIS Sped case managers Sped resource Teachers	9/2015, 2/2016	

DO	Action Plan Review Cycle:	
CHECK	Findings Based on Review of the Action Plan See benchmark and SOL data, pg 3	Adjustments or Improvements Guidance counselors have been helpful in going through the retake list and the term grad list. Will discuss whether this should be something that is done monthly in order to keep the list as up-to-date and concise as possible. Create a system of checks-and-balances to make sure students with outstanding requirements are not allowed early release/late arrival until grad requirements have been satisfied.