

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

Revised Working Copy 9-1-15

School: Bayside High School School Year(s):2015-2017 (2-year plan)	Date of Plan: November 2015
VBCPS Goals Compass to 2020	<ol style="list-style-type: none"> 1. High Academic Expectations (Literacy and Numeracy) 2. Multiple Pathways (Approach to personalized learning) 3. Social – Emotional Development (SE learning strategies, RSN behavior) 4. Culture of Growth & Excellence (Build capacity of staff)
School Mission	We are empowering all students to become lifelong learners and responsible, productive citizens in a global society.

Data Summary	<p>Describe in detail the items selected for inclusion (Reading, Math, Discipline, Graduation Rate, Academics, Attendance, etc...)</p> <p>Goal 1: Graduation Rate On-Time Graduation and Drop Out Data: See chart at the end of this document. VDOE State AMO Detail Report: See chart at the end of this document.</p> <p>Bayside High School continues to face some tough obstacles in regards to our on time four-year graduation rate for students with disabilities, economically disadvantage, limited English proficient, Gap Group 1 and Gap Group 2. Based on the school-level cohort report produced on October 1, 2015, the four-year rate for the class of 2015 is 87.4% with a 7.8% dropout rate. According to the VDOE State AMO Detail Report Bayside is not meeting the four year Federal Graduation Index AMO rate. Particular areas of concern are based on the school's population, extremely high mobility rate and close proximity to other school districts. In order to increase the graduation rate and test scores, the students need to attend school regularly, maintain continuous enrollment and earn good grades. Our teachers, counselors, administrators, school social worker, special education case managers and other specialists will work closely with our students to ensure we have more students graduate in four years.</p> <p>Goal 2: Earth Science SOL scores Bayside High School continues to fall short of the 70% goal for Earth Science SOLs. We have faced several obstacles in the past two years with regards to our Earth Science scores. Beginning in September of 2015, we implemented several new strategies to assist our teachers and students in obtaining the 70% goal.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">TEST</th> <th style="width: 25%;">PASS 2012-2013</th> <th style="width: 25%;">PASS 2013-2014</th> <th style="width: 25%;">PASS 2014-2015</th> <th style="width: 10%;">Change</th> </tr> </thead> <tbody> <tr> <td>Earth Science</td> <td style="text-align: center;">62</td> <td style="text-align: center;">61</td> <td style="text-align: center;">62</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Goal 3: World History II SOL scores Last year our World History II scores declined by 5%. Our goal for 2015-16 school year is bring our scores back up to 81% and then work to increase our pass rate to 85% for the 2016-17 school year. We will implement several new strategies to assist our teachers and students in obtaining this goal.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">TEST</th> <th style="width: 25%;">PASS 2012-2013</th> <th style="width: 25%;">PASS 2013-2014</th> <th style="width: 25%;">PASS 2014-2015</th> <th style="width: 10%;">Change</th> </tr> </thead> <tbody> <tr> <td>World History II</td> <td style="text-align: center;">83</td> <td style="text-align: center;">81</td> <td style="text-align: center;">76</td> <td style="text-align: center;">-5</td> </tr> </tbody> </table> <p>Goal 4: Geometry SOL scores Over the past two years Bayside has made significant gains in our overall math SOL scores, however, Geometry continues to score just at or below the 70% mark. We will continue to focus our efforts on improving the Geometry scores to be in line with the Algebra I and Algebra II SOL results.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">TEST</th> <th style="width: 25%;">PASS 2012-2013</th> <th style="width: 25%;">PASS 2013-2014</th> <th style="width: 25%;">PASS 2014-2015</th> <th style="width: 10%;">Change</th> </tr> </thead> <tbody> <tr> <td>Geometry</td> <td style="text-align: center;">64</td> <td style="text-align: center;">64</td> <td style="text-align: center;">70</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>Goal 5: Approach to personalized learning</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td colspan="3" style="text-align: center;">Bayside High School Teachers with 1:1 Devices</td> </tr> <tr> <td colspan="3" style="text-align: center;">Self-evaluation Based on VBCPS Technology Integration Continuum</td> </tr> <tr> <td style="width: 33%; text-align: center;">Emerge</td> <td style="width: 33%; text-align: center;">Extend</td> <td style="width: 33%; text-align: center;">Empower</td> </tr> <tr> <td style="text-align: center;">28</td> <td style="text-align: center;">42</td> <td style="text-align: center;">5</td> </tr> </table>	TEST	PASS 2012-2013	PASS 2013-2014	PASS 2014-2015	Change	Earth Science	62	61	62	1	TEST	PASS 2012-2013	PASS 2013-2014	PASS 2014-2015	Change	World History II	83	81	76	-5	TEST	PASS 2012-2013	PASS 2013-2014	PASS 2014-2015	Change	Geometry	64	64	70	6	Bayside High School Teachers with 1:1 Devices			Self-evaluation Based on VBCPS Technology Integration Continuum			Emerge	Extend	Empower	28	42	5
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Student Learning Outcomes / Compass 2020 Goals	SMART Goals
Goal 1 (academic):	By August 2016, 90% of the current senior class will graduate with an advanced or standard diploma. Senior enrollment as of October 2, 2015 is 433 seniors.
Goal 2 (academic):	Bayside High School will increase the SOL pass rate in Earth Science to 70% prior to expedited testing, as measured by the 2016 SOL data.
Goal 3 (academic):	Bayside will increase the SOL pass rate in World History II to 81% prior to expedited testing as measured by the 2016 SOL data.
Goal 4 (academic):	Bayside High School will increase the SOL pass rate in Geometry to 75% prior to expedited as measured by the 2016 SOL data.
Goal 5 (other, multiple pathways):	By the end of 2015-16 school year, with the incorporation of the 1:1 initiative, teachers will transform their lessons to include digital learning experiences and increase blended learning opportunities for all students as measured by the frequency of use reported through teacher’s learning plans and observations.

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

Goal 1: (academic) Graduation Rate	Strategies
Senior SOL List for June and August graduates	<p>Create and maintain a senior SOL list.</p> <ul style="list-style-type: none"> • Guidance counselors will identify all students scheduled to graduate in June or August and list the SOL needed for graduation • This list will be used to create tutoring sessions for seniors
Senior Watch List	<p>Create and maintain a senior watch list.</p> <ul style="list-style-type: none"> • Guidance counselors will identify all student scheduled to graduate in June or August and list any obstacles that may impact graduation. • This is will be used to monitor student progress and address specific strategies as a response to student need.
Dropout Task Force Committee	The dropout task force committee consisting of principal, assistant principals, guidance counselors, social worker, school improvement

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	specialist, and registrar will meet quarterly to discuss students currently on the dropout list and the status of students on the senior watch list.
D & E Report	<p>Quarterly D&E Reports will be used to identify students in jeopardy of failing a course. Distribute the list to the following groups for use in developing strategies in response to student needs.</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Guidance Counselors • School Social Worker
Student Data Profile	The student data profile report will be update quarterly and provided to administration for use in developing strategies in response to student needs.
Attendance Reports	<p>Bimonthly attendance reports will be queried in Synergy and distributed to the following staff member who will complete the necessary process as required for the absences:</p> <ul style="list-style-type: none"> • Parent/Student Conference • SST • Attendance Contract (All should be up to date) • Referral to Mr. Ball • Truancy Letters (Mrs. S. Dorsett) • Referral to Graduation Coach (TBA) • Letter of Extensive Absences (Mrs. S. Dorsett) • Complete drop requests (Mrs. M. J. Dorsett)

Goal 2: (academic) Earth Science SOL pass rate 70%.	Strategies
VBCPS Qtr. Assessments in Earth Science	<ul style="list-style-type: none"> • Implement the VBCPS Teaching and Learning Framework • Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction • Develop/Use common formative and summative assessments • Provide PLC time for data analysis and collaborative planning
Earth Science study block tutoring	<ul style="list-style-type: none"> • Hire a certified science teacher to provide tutoring during study blocks • Identify students in need of Earth Science tutoring • Monitor the attendance and progress of students attending tutoring
Data Collection and Analysis	<ul style="list-style-type: none"> • Analyze data to make sound and effective instructional decisions

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	<ul style="list-style-type: none"> ○ SOL ○ Quarterly Assessments ○ D & E Reports ○ Green, Yellow and Red lists
Academic Detentions	Students with missing assignments may be assigned Academic Detentions. Prior to attending the Wednesday detentions, students will be allowed to turn in missing assignments. The primary purpose for Wednesday Academic Detentions is to encourage students to complete missing assignments.
Master Schedule	<ul style="list-style-type: none"> ● Develop a master schedule allowing Earth Science teachers no more than 2 preps ● Develop the master schedule to provide Earth Science teachers with a common planning time ● Monitor the number of students enrolled in Earth Science classes and make adjustments when necessary ● Request additional instructional staff if necessary

Goal 3: World History II SOL pass rate.	Strategies
VBCPS Qtr. Assessments in World History II	<ul style="list-style-type: none"> ● Implement the VBCPS Teaching and Learning Framework ● Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction ● Develop/Use common formative and summative assessments ● Provide PLC time for data analysis and collaborative planning
Master Schedule	<ul style="list-style-type: none"> ● Move stronger teachers into the World History II positions ● Increase the number of World Geography course and move students from World History II into World Geography
Data Collection and Analysis	<ul style="list-style-type: none"> ● Analyze data to make sound and effective instructional decisions <ul style="list-style-type: none"> ○ SOL ○ Quarterly Assessments ○ D & E Reports ○ Green, Yellow and Red lists
Academic Detentions	Students with missing assignments may be assigned Academic Detentions. Prior to attending the Wednesday detentions, students will be allowed to turn in missing assignments. The primary purpose for Wednesday Academic Detentions is to encourage students to complete missing assignments.

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Goal 4: Geometry SOL pass rate.	Strategies
VBCPS Qtr. Assessments in Geometry	<ul style="list-style-type: none"> • Implement the VBCPS Teaching and Learning Framework • Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction • Develop/Use common formative and summative assessments • Provide PLC time for data analysis and collaborative planning • Scholastic Math Inventory
Math Specialist	<ul style="list-style-type: none"> • Classroom observation • Data Analysis • Peer Coaching • Assist SIS with remediation schedule
Data Collection and Analysis	<ul style="list-style-type: none"> • Analyze data to make sound and effective instructional decisions <ul style="list-style-type: none"> ○ SMI ○ SOL ○ Quarterly Assessments ○ D & E Reports ○ Green, Yellow and Red lists
Academic Detentions	<p>Students with missing assignments may be assigned Academic Detentions. Prior to attending the Wednesday detentions, students will be allowed to turn in missing assignments. The primary purpose for Wednesday Academic Detentions is to encourage students to complete missing assignments.</p>
Master Scheduling	<p>Collaborative Planning</p> <ul style="list-style-type: none"> • Design the master schedule providing Geometry teachers with a common planning time during the school day for collaboration <p>Academic Support Blocks</p> <ul style="list-style-type: none"> • Design the master schedule to allow a geometry teacher an academic support block that will allow for tutoring • Geometry Labs for students <p>Shift teaching responsibilities to move stronger teachers into the geometry sections</p>

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Goal 5: Digital Learning	Strategies
Blended Learning PLPs	Instructional Technology Specialists (ITS) will offer a variety of PLPs related to blended learning <ul style="list-style-type: none"> • Igeneration Book study • Tpack Model • SAMR Model • STEM • Achieve 3000
Digital Learning PLPs	ITS will offer a variety of PLPs related to digital learning <ul style="list-style-type: none"> • Edmodo • D&E Reporting • Weebly • Zip Grade • Active Inspire • Google Classroom • Kahoot • One Note Classroom • Heads Up • Nearpod
One-on-one Coaching	ITS will offer one-on-one coaching based on teacher need and/or subject specific.
VBCPS Technology Integration Continuum Rubric Learning Walks	Use the VBCPS Technology Integration Continuum Rubric during learning walks. Information gathered will be used to guide future student and faculty professional development.
Student Orientation to devices	Distribute devices through English classes Provide orientation to specific devices
Digital Instruction for students	ITS and LMS will provide digital instruction to students based on a response to student needs. Instruction will be provided during academic study blocks.
Technology Committee	Principal, Assistant Principals, ITS, TST, and teachers will meet quarterly to discuss equitable distribution of and use of BHS technology.

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State Goal: Graduation and Completion Index 85 points. AMO 80%				
VBCPS/Division Goal: High Academic Expectations				
SMART Goal: By August 2016, 90% of the current senior class will graduate with an advanced or standard diploma. Senior enrollment as of October 2, 2015 is 433 seniors.				
Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Create and maintain the Senior SOL watch list. This list will be updated as students enroll, transfer and complete SOL requirements.	September 2015	Guidance counselors and SIS	Initial list completed September 2015. Ongoing updates.	August and September 2015: Strategic monitoring spreadsheet October 2015: D&E Reporting
Create and maintain the Senior SOL watch list. This list will be update enroll, transfer and complete SOL requirements.	October 2015	Guidance counselors	Initial list completed, October 2015. Ongoing updates	
All seniors needing a math or science SOL for graduation will meet with the math specialist and/or SIS to identify tutoring opportunities.	September and October 2015	Math Specialist and SIS	Initial meeting September and October 2015. Monitor and update monthly.	
Meet with all seniors to discuss individual graduation requirements and overall expectations. Provided students with the SOL testing schedule and discussed tutoring opportunities	September 21 and 22	Principal, SIS and Guidance counselors	September 21 and 22, 2015. March 2016.	
D & E Reports: Each teacher will submit a D&E Report	October, November	Teachers, Cluster Leaders, AP's and SIS	November, January, April and June.	

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identifying students currently receiving D's and E's in class and the interventions in place to support these students				
Dropout Task Force Meetings	November 4, 2015	Principal, APs, Guidance Counselors, registrar, School Social Worker and SIS	Quarterly meeting	
Identify seniors in need of the reading SOL for graduation and develop intervention strategies.	September 2015	Reading Specialists, SIS, Guidance Director, AP in charge of master schedule	November 4, 2015	
Full Day Absence Reports	September - June	Dr. Nickerson	Bimonthly full day absence reports will be queried and distributed to selected staff.	

State Goal (academic review): Students will meet or exceed the SOL pass rate of 70% for Earth Science.				
VBCPS/Division Goal: High Academic Expectations (Literacy and Numeracy)				
SMART Goal: Bayside High School will increase the SOL pass rate in Earth Science to 70%, as measured by the 2016 SOL data.				
Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Data Collection and Analysis	Quarterly	Earth Science teachers and Subject Area Administrator	September, November, February, April	
Green, Yellow, Red List	Quarterly	Earth Science teachers, Subject Area Administrator, SIS	November, February, April	
Earth Science Tutoring	October	SIS, Earth Science Teachers	Ongoing based on student need	
Develop common formative and summative	September	Earth Science teachers and Subject Area Administrator	Monthly at the PLC meeting	

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assessments and collaborative planning				
Learning Walks	September	Principal and Subject Area Administrator	Monthly	
Master Schedule	July-September	Principal, Subject Area Administrator, AP in charge of master schedule	As needed	

State Goal (academic review): Students will meet or exceed the SOL pass rate of 70% for World History II.

VBCPS/Division Goal: High Academic Expectations (Literacy and Numeracy)

SMART Goal: Bayside will increase the SOL pass rate in World History II to 70% as measured by the 2016 SOL data.

Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
Data Collection and Analysis	Quarterly	World History II teachers and Subject Area Administrator	September, November, February, April	
Green, Yellow, Red List and D&E Reports	Quarterly	World History II teachers, Subject Area Administrator, SIS	November, February, April/May	
Develop common formative and summative assessments and collaborative planning	September	World History II teachers and Subject Area Administrator	Monthly at the PLC meeting	
Learning Walks	September	Principal and Subject Area Administrator	Monthly	
Master Schedule	July-September	Principal, Subject Area Administrator, AP in charge of master schedule	As needed	

State Goal (academic review): Students will meet or exceed the SOL pass rate of 70% for geometry.

VBCPS/Division Goal: High Academic Expectations (Literacy and Numeracy)

Bayside High School will increase the SOL pass rate in Geometry to 70%, as measured by the 2016 SOL data.

Action Steps	Timeline	Person(s) Responsible	Action Step Completed	Professional Development
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(List each action step on a separate line)	(List month and year to start addressing action step)		(List month and year)	(Provide a brief description of PD needs)
Scholastic Math Inventory (SMI)	3 times per year	Subject Area Administrators. Math Specialist, Lead teachers	September 2015	
Math Specialist	Ongoing throughout the school year	Principal Subject area administrator		
Data Collection and Analysis	Quarterly	Subject area administrator, Math Specialist, Geometry teachers	September, November, February, April	
Green, Yellow, Red List and D&E Reports	Quarterly	Geometry teachers, Subject Area Administrator, SIS	November, February, April	
Geometry Tutoring	September	Geometry teachers, Math Specialist, Subject Area Administrator, SIS, and Math Tutors	Ongoing	
Develop common formative and summative assessments and collaborative planning	September	Geometry teachers and Subject Area Administrator	Weekly – common planning time Monthly -- PLC meeting	
Learning Walks	September	Principal, Subject Area Administrator, Math Specialists	Weekly	
Master Schedule	July-September	Principal, Subject Area Administrator, AP in charge of master schedule	As needed	

State Goal (academic review):				
VBCPS/Division Goal: Multiple Pathways				
SMART Goal: By the end of 2015-16 school year, with the incorporation of the 1:1 initiative, teachers will transform their lessons to include digital learning experiences and increase blended learning opportunities for all students as measured by the frequency of use reported through teacher’s learning plans and observations.				
Action Steps	Timeline	Person(s) Responsible	Action Step Completed	Professional Development

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(List each action step on a separate line)	(List month and year to start addressing action step)		(List month and year)	(Provide a brief description of PD needs)
Professional Development	September	Instructional Technology Specialist	Ongoing	
Student Digital Learning	September	Instructional Technology Specialist, Library Media Specialist, Technology Support Technician	Ongoing	
Learning Walks	September	Principal, Assistant Principals, Instructional Technology Specialist	Ongoing	
Technology Meeting	September	Principal, Assistant Principals, ITS, TST, committee members	Quarterly meeting	

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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VDOE State AMO Detail Report

FGI 4 Year Rate

	2014 Rate	AMO	2015 Rate
All Students	76.14	80	73.45
Gap Group 1	65.9	80	67.41
Gap Group 2	70.21	80	68.58
Gap Group 3	72.72	80	66.66
Asian	86.2	80	94.28
Economically Disadvantaged	68.58	80	70.71
Limited English Proficient	66.66	80	71.42
Students with Disabilities	36.84	80	28.57
White	80.79	80	73.72

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On-Time Graduation and Dropout Data

Subgroup	Cohort	Advanced Studies Diploma	Standard Diploma	Modified Standard Diploma	Special Diploma	General Achievement Diploma	Virginia On-Time Graduation Rate	GED	Certificate of Completion	Cohort Completion Rate	Total Completers	Still Enrolled	Dropouts	Dropout Rate
All Students	477	214	179	<	22	0	87.4	<	0	88.9	424	16	37	7.8
Female	249	134	83	<	<	0	91.2	<	0	92.4	230	<	13	5.2
Male	228	80	96	0	14	0	83.3	<	0	85.1	194	10	24	10.5
Black	207	66	95	0	<	0	82.1	<	0	83.6	173	14	20	9.7
Hispanic	54	24	19	<	<	0	87	0	0	87	47	<	<	11.1
White	145	73	51	<	<	0	90.3	<	0	93.1	135	0	10	6.9
Asian	29	23	<	0	<	0	100	0	0	100	29	0	0	0
Students with Disabilities	65	<	22	<	22	0	78.5	0	0	78.5	51	n/a	14	21.5
Economically Disadvantaged	216	83	99	<	14	0	91.2	<	0	92.6	200	11	<	2.3
Limited English Proficient	<	0	<	0	0	0	<	0	0	<	<	n/a	<	<
Homeless anytime	13	<	<	<	<	0	69.2	<	0	76.9	10	<	<	15.4