

Kempsville High School Plan for Continuous Improvement, 2017-2018 (Year 1 of 2)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

Student Learning Outcomes / Compass 2020 Goals	2017-2018 SMART Goals
<p>All students will be challenged and supported to achieve a high standard of academic performance and growth, gaps between these expectations and the realities for our student subgroups will be addressed.</p>	<p>Goal 1 (academic):</p> <ul style="list-style-type: none"> • Increase the pass rate to meet or exceed 75% passing for all EOC SOLs. • Increase the overall pass rate for 2017 EOC SOLs by 5% of the 16-17 pass rate for all EOC SOLs below 90%, and will increase the pass rate by 2% of the 16-17 pass rate for any EOC SOLs at 90% or higher. • Increase the pass rate to 75% or higher in courses where the pass rate is below 75% or by 2% in courses where the pass rate is at or above 75% in all EOC SOLs for each subgroup: <ul style="list-style-type: none"> • African-American students • Economically Disadvantaged Students • Students with Disabilities
<p>All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.</p>	<p>Goal 2 (academic):</p> <ul style="list-style-type: none"> • Achieve a 95% promotion rate for students in grades 9, 10, & 11. • Improve the overall on-time graduation rate to 90%. • Increase on-time graduation rate to 90% for: <ul style="list-style-type: none"> • African-American students • Students with Disabilities • Increase on-time graduation rate to 95% for: <ul style="list-style-type: none"> • Economically Disadvantaged Students • Decrease the cohort dropout rate by 3% by the end of the 2018 SY.
<p>All students will benefit from an educational experience that fosters their social and emotional development.</p>	<p>Goal 3 (other):</p> <ul style="list-style-type: none"> • Kempsville High School will decrease the overall suspension rate by 10% of the 16-17 suspension rate. • Kempsville High School will decrease the suspension rate for African-American students by 10% from the 16-17 suspension rates.

Kempsville High School Plan for Continuous Improvement, 2017-2018 (Year 1 of 2)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

Goal 1: (academic)	Strategies
Learning Plans	<ul style="list-style-type: none"> • Teachers align daily detailed learning plans to the Virginia Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive level. • Teachers will consistently communicate learning targets to students, including the behaviors student will exhibit to show learning and the conditions under which students will exhibit the behaviors in the daily learning plans. • Teachers will include criteria used to determine whether learners have met the objective. • Teachers will be provided descriptive feedback regarding learning plans to address the alignment of the written, taught, and tested curriculum. • Teachers will plan for differentiated strategies based on data gathered from formative assessments to address the needs of all students. • Academic Reviews for World History I and Earth Science are planned for the beginning of the school year.
Common Quarterly Summative Assessments	<ul style="list-style-type: none"> • Assess students using a balanced assessment system that accurately reflects student demonstration and mastery of the Essential Knowledge and Skills from Virginia’s Curriculum Frameworks. • All departments use division and/or site-based Common Quarterly Assessments aligned with the Essential Knowledge and Skills following the established sequence of dates. • Teachers will identify individual students with D’s and E’s on the Common Quarterly Assessments using the PLC data tool. • Teachers will provide remediation for all identified students following the established sequence of dates. • All Common Quarterly Data will be summarized on a standardized form and uploaded to subject area folders in the PLC folder located in the Kempsville Team Drive
Strategic Monitoring	<ul style="list-style-type: none"> • Identify and monitor all students in need of intervention. • Identify and monitor at-risk individual students who have three or more at-risk warning indicators • Involve the following: guidance, attendance secretary, graduation coach, data tech, special education compliance, AP, school social worker, student support specialist, school improvement specialist, principal • School counselors share strategic monitoring discussions with teachers of students at-risk and/or in need of intervention • Review quarterly attendance reports and identify students with excessive absences and place on attendance contract. • Refer students for SRT meetings to address attendance/grades
Instructional Use of Digital Tools	<ul style="list-style-type: none"> • Engage all students using a variety of digital tools and teaching strategies to enhance learning. • Engage all students using digital tools to personalize the learning experience. • Teachers/PLCs should utilize the services of the ITS’s, LMS’s and/or members of the Digital Learning Leadership Team • All courses will use the devices daily.

Kempsville High School Plan for Continuous Improvement, 2017-2018 (Year 1 of 2)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

Goal 2: (academic)	Strategies
Intervention Protocols	<ul style="list-style-type: none"> • Implement KHS Intervention Protocols to address the specific needs of students
Dropout Task Force	<ul style="list-style-type: none"> • Early tracking of no-shows to ensure data accuracy • School counselors and graduation coach will meet with identified students. • Quarterly report to teachers to make them aware of at-risk students • Sign at-risk students up for Credit Recovery courses.
Student Response Team (SRT)	<ul style="list-style-type: none"> • Update and share our Resource Map of available supports, tutorials and interventions. • Increase the number of SRT meetings to address student behaviors that may contribute to the dropout rate and involve the different parties that would have a direct impact on the student performance. • Sign at-risk students up for Credit Recovery courses (any student is eligible to enroll in a second semester credit recovery class).
SOL Preparation and Participation	<ul style="list-style-type: none"> • Identify and monitor attendance of students for SOL tutoring. • Decrease the number of students not participating in SOL testing by communicating with students, parents and counselors • Work with school counselors to identify, remediate, and test juniors and seniors lacking verified credits.
Strategic Monitoring	<ul style="list-style-type: none"> • Identify and monitor all students in need of intervention. • Identify and monitor at-risk individual students who have three or more at-risk warning indicators • Involve the following: school counselors, attendance secretary, graduation coach, data technician, special education compliance specialist, assistant principals, school social worker, student support specialists, school improvement specialist, and principal. • School counselors and graduation coach share strategic monitoring discussions with teachers of students at-risk and/or in need of intervention • Review quarterly attendance reports and identify students with excessive absences and place on attendance contract. • Refer students for SRT meetings to address attendance/grades
Tribe Time and Advisories	<ul style="list-style-type: none"> • Refine Tribe Time student-to-student mentor program in grade nine. • Develop and implement an advisory program for students in grades 10, 11 and 12

Goal 3: (other)	Strategies
Interventions and Supports	<ul style="list-style-type: none"> • Implement PBIS schoolwide to address behavior. • Develop guidelines for teachers to increase the frequency of referring students to school counselors. • Parent Teacher Conferences • Administrative follow-up with teachers regarding the disposition of referrals • Structured purpose for timeout in ISS • Develop a Structure in ISS that Focuses on Restoration. • Maximize the Student Support Specialists to intervene with students demonstrating repeat behavior • Student Contracts: Administration will use contracts to address: <ul style="list-style-type: none"> • Attendance

Kempsville High School Plan for Continuous Improvement, 2017-2018 (Year 1 of 2)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

	<ul style="list-style-type: none"> • Tardiness • Other behaviors as deemed necessary <ul style="list-style-type: none"> • Student Response Team (SRT) Meetings: refer students for SRT meetings to address repeated behavior.
Revise and Follow Discipline Matrix	<ul style="list-style-type: none"> • Revised the discipline matrix to identify the key discipline infractions and the different levels of response to ensure consistency throughout administration in responding to student behavior. • Restorative justice and mediation included in the discipline matrix

ACTION PLANS

VBCPS/Division Goal: All students will be challenged and supported to achieve a high standard of academic performance and growth, gaps between these expectations and the realities for our student subgroups will be addressed.				
Goal 1:				
<ul style="list-style-type: none"> • Increase the pass rate to meet or exceed 75% passing for all EOC SOLs. • Increase the overall pass rate for 2017 EOC SOLs by 5% of the 16-17 pass rate for all EOC SOLs below 90%, and will increase the pass rate by 2% of the 16-17 pass rate for any EOC SOLs at 90% or higher. • Increase the pass rate to 75% or higher in courses where the pass rate is below 75% or by 2% in courses where the pass rate is at or above 75% in all EOC SOLs for each subgroup: <ul style="list-style-type: none"> • African-American students • Economically Disadvantaged Students • Students with Disabilities 				
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)
Collaborative Planning Sessions for all Special Education teachers.	October 2017, February 2018	Administration and Compliance Specialists	February 2018	<ul style="list-style-type: none"> • One day per semester, special education teachers will work with T&L, OPEC and site-based to analyze data and set goals in order to develop strategies to enhance learning for their students. • Conduct learning walks off-site with select special educators & general education teachers in science and history.
Written, taught, and assessed curriculum is aligned to the Virginia Curriculum Frameworks	September 2017	Teachers	Weekly for the 2017-2018 school year	<ul style="list-style-type: none"> • World History I and Earth Science – Academic Review workshop with specialists. • Collaborative sessions for all PLCs
Provide feedback on learning plans	September 2017	Administration	May 2018	<ul style="list-style-type: none"> • PD on the Before-During-After learning framework for teachers. • Learning plan review calibration for administrators.
Strategic Monitoring	September 2017	Brad Barbour	June 2018	<ul style="list-style-type: none"> • None

Kempsville High School Plan for Continuous Improvement, 2017-2018 (Year 1 of 2)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

Digital Learning Professional Development	September 2017	Digital Learning Leadership Team (DLLT)	April 2018	<ul style="list-style-type: none"> DLLT will provide trainings and support for teachers on Schoology and the effective use of instructional technology.
Tutoring (SOL, ARDT, APEX)	October 2017	SIS	June 2018	<ul style="list-style-type: none"> None
Common Quarterly Assessments	November 2017, February 2018, April 2018	SIS and PLC Leaders	April 2018	<ul style="list-style-type: none"> SIS will provide assistance to PLCs as data is collected, reviewed, and reported to administration.

VBCPS/Division Goal: All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.

Goal 2 (academic):

- Achieve a 95% promotion rate for students in grades 9, 10, & 11.
- Improve the overall on-time graduation rate to 90%.
- Increase on-time graduation rate to 90% for:
 - African-American students
 - Students with Disabilities
- Increase on-time graduation rate to 95% for:
 - Economically Disadvantaged Students
- Decrease the cohort dropout rate by 3% by the end of the 2018 SY.

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)
Individual Student Four Year Graduation Plan	November 2017	Administrator and Guidance	June 2018	<ul style="list-style-type: none"> None
Dropout Task Force	September 2017	Brad Barbour	June 2018	<ul style="list-style-type: none"> None
Strategic Monitoring	September 2017	Brad Barbour	June 2018	<ul style="list-style-type: none"> None
Student Response Team (SRT) Meetings	September 2017	Administration and Guidance	June 2018	<ul style="list-style-type: none"> None
2018 Senior SOL Needs	September 2017	SIS and Guidance	June 2018	<ul style="list-style-type: none"> None
Tutoring (SOL, ARDT, APEX)	October 2017	SIS	June 2018	<ul style="list-style-type: none"> None

Kempsville High School Plan for Continuous Improvement, 2017-2018 (Year 1 of 2)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

VBCPS/Division Goal: All students will benefit from an educational experience that fosters their social and emotional development.

Goal 3 (other):

- Kempsville High School will decrease the overall suspension rate by 10% of the 16-17 suspension rate.
- Kempsville High School will decrease the suspension rate for African-American students by 10% from the 16-17 suspension rates.

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)
Interventions and Supports	September 2017	Teachers, School Counselors, Specialists and Administration	June 2018	<ul style="list-style-type: none"> • Continue training for PBIS team. • PBIS team provides follow-up training to staff on: <ul style="list-style-type: none"> • Prevention Techniques • De-escalation Techniques • Effective Alternatives to Traditional Consequences (e.g. lunch detention)
Revise and Follow Discipline Matrix	September 2017	Administration	Revision: Oct. 2017 June 2018	<ul style="list-style-type: none"> • None