


VIRGINIA BEACH TECHNICAL AND CAREER EDUCATION CENTER



2008-2009 PLAN FOR CONTINUOUS IMPROVEMENT








DEPARTMENT OF SCHOOL ADMINISTRATION	PCI FORM 4 – 1 Due annually October 31st	 VIRGINIA BEACH CITY PUBLIC SCHOOLS AHEAD OF THE CURVE
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Plan for Continuous Improvement	SCHOOL: Technical and Career Education Center	DATE: October 08
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SCHOOL MISSION STATEMENT
The Virginia Beach Technical and Career Education Center is dedicated to preparing students for quality career employment and lifelong learning.

<input type="checkbox"/> SACS <input type="checkbox"/> SOA <input type="checkbox"/> HSTW	<input type="checkbox"/> TITLE I <input type="checkbox"/> OTHER GRANT <input checked="" type="checkbox"/> Other <u>VBCPS Plan for Continuous Improvement</u>	Virginia SOA Requirements 1. Student Achievement 2. Student / staff Attendance 3. Drop-out Rate 4. Staff Development	Virginia Beach City Public Schools values Youth, Commitment, Compassion, Integrity, Positivity, Respect, Wisdom, and Work Ethic.
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VBCPS Goals for 2001 – 2007
Framework for the Future of Schools

 Expanded Instructional Opportunities Through Data-Driven Curriculum	 Effective, Efficient Use of Resources to Create Quality Educational Opportunities	 Quality Work Force: Trained and Accountable for Performance	 Recognition of Our Diversity – Respect for All People
 Safe Schools and Effective, Well-Disciplined Environment	 Technology Integrated Into Our Curriculum and Instruction	 Meaningful Involvement of Community, Parents, and Partners	

PLAN

Demographic Overview (Attach School Report Card and School Profile Sheet)

The Virginia Beach Technical and Career Education Center opened its doors in September 1972 to provide career-training opportunities for students in grades eleven and twelve. Over the past 36 years, the Tech Center has maintained focus on career preparation and employability for its students. The Tech Center serves students from all 11 comprehensive VBCPS high schools, Virginia Beach Central Academy, Open Campus High School, and some adult students who are enrolled in the Practical Nursing Program. All students are accepted for enrollment through an application process. In fall of 2007, the Tech Center became the new home of the Division's Vocational Assessment Center. Vocational assessment is a process to assist special needs and at-risk students identify and explore their unique career interests, aptitudes and skills, and formulate immediate and long-term career goals. Students participate in a comprehensive vocational assessment that may include, but is not limited to, the following elements: psychometric testing, interest testing, aptitude testing, learning style assessment, work sampling, occupational information, and career counseling. The Tech Center also serves as a centralized location for the Division's intensified ESL program.

Currently, there are 842 students enrolled in 22 Tech Center programs and ESL classes for the 2008-09 school year. Students at the Tech Center complete either a one or two-year program of study in an area of personal interest. Prior to program completion, all students are prepared to sit for industry certifications and/or licensure examinations. The Tech Center boasts an overall 2007-08 certification/licensure-exam pass rate of 78%, with a total of 1,063 certifications earned. During their Tech Center experience, most students will be prepared for a quality career through the acquisition of specific skills related to their chosen program, Workplace Readiness Skills applicable to general employment, industry certification or licensure, and participation in internal and external internships or mentorships.

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI
FORM 4 – 1
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PLAN

Demographic Overview (Attach School Report Card and School Profile Sheet)

In 2007-08, 152 Tech Center student interns worked 39,293 hours earning more than \$286,000 from 96 participating businesses. The broad combination of educational opportunities made available through the Tech Center experience provides support to students' attainment of required graduation requirements, prepares them for the ever-changing, challenging, and competitive work place, provides them with the knowledge and skills necessary to be life-long learners, and affords them every opportunity to further their education.

This past summer, renovations were made to our building so that the school Division's second Auto Body and Paint Technology Program could be relocated from Virginia Beach Central Academy to the Tech Center. This relocation was due to the construction of the Renaissance Academy, and will double the opportunities for VBCPS students to enroll in the highly sought-after program.

2007-2008 Tech Center Highlights

DATE: **October 08**

Exemplary Accomplishments

**2007-2008
 Tech Center
 Highlights**

- Our SkillsUSA students and teachers used the \$10,000 SkillsUSA/Lowe's Community Service Grant awarded last year to construct a garage for Hope Haven.
- Tech Center construction trade students and teachers began building another Education Foundation House.
- Mr. Bob Shanks and his Electricity students aided in the wiring of two Habitat for Humanity Houses.
- Our Dental Assisting Program, in conjunction with Access Partnership, Operation Blessing, and the Oral Health Improvement Coalition of South Hampton provided free dental services to the female residents of Samaritan House of Virginia Beach who have been the victims of domestic violence. Also, our Cosmetology program performed make-overs on the clients. More than \$10,000 in dental work and cosmetology services were provided.
- For the second year in a row, Tech Center students had the highest per-capita donations for high schools in this year's United Way Campaign.
- Mr. Ken Anderson served in leadership capacities for the following professional organizations: President, Virginia Association of Career & Technical Educators (VACTE); Financial Advisor, Virginia Association of Trade & Industrial Educators (VATIE); and National Contest Cluster Chair, SkillsUSA.
- Mr. Bob Shanks served as the Treasurer for Virginia Association of Trade & Industrial Educators (VATIE).
- Mr. Sid Delepine served in leadership capacities for the following professional organizations: President-elect, Virginia Association of Trade & Industrial Educators (VATIE); and District 1 Chairman, SkillsUSA.
- Mrs. Barbara Anderson was selected as the 2008 Outstanding Nursing Teacher of the Year for Region II.
- Mr. Bill Myers was selected as the 2009 Tech Center Teacher of the Year.
- The Automotive Service Mentoring Program has come full circle. Former Auto Service interns who are presently employed at local dealerships are now mentoring current automotive interns. A feature article appeared in the *Automotive Youth Educational Systems YES Press*, and the *VADA (Virginia Auto Dealers Association) June 2008* editions.

2007-2008 Tech Center Highlights

DATE: **October 08**

Curriculum and Program Improvement

- Pass rate on certifications and assessments was the highest in Tech Center history.
- **1,363** certifications and assessments were administered, the highest number ever attained
- The NOCTI Workplace Readiness Skills assessment was administered in every Tech Center program this year.
- The Tech Center had a **26% reduction** in overall discipline infractions.
- We continued with the UbD curriculum development projects with all programs completing their curricula by August of 2008.
- The Auto Body and Paint Technology program completed its first year in the AYES arena. Students in this program reaped the benefits of one-on-one instruction from Mr. Robinson, a master certified auto body collision expert.
- The Early Childhood Education program held its first Job Fair in which 24 private, military, and public preschool agencies participated.
- Our website has been said to be the very best high school site in the division.
- Tech Center teachers received numerous hours of professional development (UBD, DI, WRS, Pinnacle, etc.).
- The Career Assessment Center/Vocational Evaluation program completed its first year at the Tech Center evaluating 226 students.
- The Auto Service Technology Program prepared extensively for submitting the program for the Governor's Exemplary Standards Award. The program will be reviewed in the fall of 2008.
- The following teachers/programs posted **90% or higher** pass rates on NOCT assessments and Industry Certifications:
 - Chef Reed- Commercial Baking and Workplace Readiness Skills NOCTI assessments (100%).
 - Mr. Thomas/Outdoor Power Equipment- Air-Cooled Gas Engines NOCTI assessment (100%).
 - Mrs. Kahan/Dental Assisting- Radiology Certification (100%).
 - Mrs. Tomlin/Turf Management- Certified Crew Chief (100%).
 - Mr. Woolard/HVAC- HVAC Excellence Electrical Certification (100%).

Curriculum and Program Improvement

- The following teachers/programs posted **90% or higher** pass rates on NOCTI assessments and industry certifications
 - Mr. Maund and Mr. Champigny/Auto Service- SP2 Pollution Control and SP2 Mechanical Safety (100%).
 - Mr. Champigny/Auto Service-AYES Brakes and AYES Steering & Suspension (100%).
 - Mr. Anderson, Mr. McDaniel, Mr. Pawlowski, Mr. Pease, and Mrs. Tomlin/Construction Trades- OSHA 10 (100%).
 - Mr. Delepine/Public Safety-Career Safe/Public Safety.
 - Mrs. Miller/Early Childhood- Early Childcare & Education NOCTI assessment (96%).
- The following teachers/programs posted **80-89% pass rates** on NOCTI assessments and Industry Certifications:
 - Chef Ailstock/Culinary Arts- Commercial Foods NOCTI assessment
 - Mrs. Anderson/LPN, Mr. Champigny/Auto Service,
 - Mr. Delepine/Public Safety, Mrs. Griffin/Cosmetology,
 - Mrs. Kahan/Dental Assisting, Mr. Maund/Auto Service,
 - Mrs. Miller/Early Childhood, Mr. Pace/Electronics,
 - Mrs. Reynard/Cosmetology, Mrs. Ross-Clemmons/LPN, Mr. Thomas/Outdoor Power Equipment, and Mr. Woolard/HVAC- Workplace Readiness Skills NOCTI assessment.
 - Chef Reed and Chef Ailstock/Culinary Arts- ServSafe certification.
 - Mr. Woolard/HVAC- 608 EPA Type I, 608 EPA Type II, and 608 EPA Type III certifications.
 - Mrs. Reynard, Mrs. Griffin, and Ms. Williams/Cosmetology- Virginia Cosmetology License Exam.
- Mrs. Phillips/Legal & Medical Systems Administration has an all-time high pass rate of 65% on MOS certifications totaling 22 certifications earned.

2007-2008 Tech Center Highlights

DATE: **October 08**

Student Achievement and Recognition

- **1363** Industry certification examinations and assessments were administered at the Tech Center this year and Tech Center students earned a total of **1063** certifications or licenses.
- The pass rate for Industry Certifications was **83.91%**, an increase of **4.93 %**
- The overall pass rate on certifications and assessments **77.98%**, an increase of **3.82%**.
- **100%** of our students showed marked improvement from pre to post test on NOCTI assessments.
- The pass rate on the NOCTI Workplace Readiness Skills assessment was **73.77%**, and increase of **22.2%**
- The Tech Center average **GPA is 3.03 or "B"**
- **99.5%** of Tech Center students passed his or her course for the year.
- **All African-American male students passed their course for the year.**
- **100%** pass rates were posted on the following certifications: NOCTI Workplace Readiness Skills Assessment/Culinary Arts-Reed; NOCTI Air Cooled Gas Engines/Outdoor Power; Equipment Radiology Examination/Dental Assisting; Crew Chief Certification/Turf Management; HVAC Excellence Electrical/HVAC; OSHA 10/Construction Trades; Career Safe/Public Safety; SP2 Pollution Control/Auto Service; SP2 Mechanical Safety/Auto Service; AYES Brakes/Auto Service-Champigny; and AYES Steering and Suspension/Auto Service-Champigny.
- The pass rate on the state Cosmetology Licensure exam was **100%** on the practical assessment and **80%** on the written assessment.
- **Twenty-two** Legal and Medical Systems Administration students earned MOS Certifications, an all-time high. Shundrel G. earned 3 (Word, Excel, and PowerPoint) and Austin R. earned 2 (Word and PowerPoint).
- **Six** ASE (Automotive Service Excellence) Certifications were earned by Auto Service students with Zachary H. and John D. earning two each.
- One student earned the Student Electronics Technician Certification.
- One student earned Equipment and Engine Training Council 4 stroke Certification.

Student Achievement and Recognition

- Our internship program was extremely successful with 152 interns who worked **39,293 hours** in **96** businesses and earned a total of **\$286,080.27**.
- Tech Center students earned **\$135,744.00 in scholarships and awards**, a **\$20,477.00** increase over 2006-07.
- First-year Auto Service student Travis H., was featured on the cover of, and was recognized in, Tomorrow's Technician.
- **Fifty** students placed 1st, 2nd, or 3rd in the SkillsUSA District level competitions and 30 students placed 1st-5th in the State level competitions.
- Scott M., Alan D., Christopher P., and Luke S. will compete at the National SkillsUSA Student Leadership Conference in June.
- Brittany M. was elected Virginia State SkillsUSA Officer at Large and will be running for National Office at the National SkillsUSA Leadership Conference in June.
- **Ten** students placed in the gold, silver, and bronze levels at the FCCLA Star events.
- **Twelve** juniors and seniors were finalists in the 2007-08 C-CAP Scholarship competitions.
- The 2007-08 State FCCLA competitors earned 5 gold medals, 3 silver medals, and 1 bronze medal.
- Our Future Business Leaders of America (FBLA) chapter had a historical enrollment of **23**.
- Ashanti B. placed 1st in the FBLA Tidewater Regional Conference in the Business Procedures category.
- **Two** TV Production students were recognized for filming, editing, and producing "Best Practice Vignettes" in conjunction with the VBCPS Department of Curriculum and Instruction, Nortel LearnIT, NASA Langley, and the National Institute of Aerospace.
- **Eleven** students served on the Tech Center's Diversity Youth Ambassador's Council and were responsible for coordinating the school-wide celebration of diversity.
- Mrs. Tomlin and her Landscape Design and Turf Management students made more than **\$9,100.00** on the Pansy, Poinsettia, and spring plant sales.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: **Tech Center**

DATE: **October 08**

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(Identify gaps and list priorities)

Certifications

Year	Total	Verified Credit
2004-05	519	177
2005-06	737	328
2006-07	732	326
2007-08	1063	376

Overall Certification/Licensure Pass Rate

Year	# Tested	# Passed	% Passed
2004-05	861	519	60.28%
2005-06	1025	737	71.90%
2006-07	987	732	74.16%
2007-08	1363	1063	77.98%

Non-NOCTI Certification Testing

Year	# Tested	# Passed	% Passed
2004-05	702	436	62.11%
2005-06	850	626	73.65%
2006-07	761	601	78.98%
2007-08	726	609	83.91%

Non-NOCTI certification exams were administered to students in their last year of a two-year program and to students at the end of the year in one-year programs. Different programs offer certifications based upon what the State Board of Education recognizes for student verified credit, as well as the standards/trends in their respective industries.

During the 2007-08 school year, Tech Center students had an all-time high overall certification/licensure pass rate of nearly 78%, an increase of 3.82%. The non-NOCTI industry certifications earned increased from 601 to 609 with an all-time high pass rate of nearly 84%, a 4.9% improvement over 2006-07.

The 2008-09 school year should see even further rises in pass rates as the school's new testing process/strategy will be implemented for the second time. NOCTI assessments will be administered to every student in all subject areas available at the Tech Center. The administration of Industry certification exams will be given based on student readiness. Non-NOCTI industry certifications are no longer given across the board to whole classes, except for cosmetology and nursing. This process should continue to increase student achievement and reduce the fiscal resources needed for examination fees.

In 2007-08, 726 non-NOCTI certification/licensure exams were administered, as compared. In 2006-07, 761 exams were administered, a decrease of 35 exams which was attributed in part to the new testing process implemented in 2007-08.

Achievement Data: As evidenced in the subgroup pass rate data, achievement gaps are rapidly closing on non-NOCTI industry certifications. There were significant pass rate increases for African American students (8.88%), Asian/Pacific Islander students (10.11%), and Special Education students (11.56%). In 2007-08, 85.7% of Native American students passed his/her certification as compared to 100% in 2006-07. The difference in pass rates between African American and Caucasian students was 6.75%, a 4.8% improvement. The achievement gap between African American and Hispanic students was inversely proportionate in 2007-08 when compared to 2006-07 pass rates. In 2006-07, Hispanic students outperformed African American students by 4.35%, but in 2007-08, African American students surpassed their Hispanic classmates by 4.71%. Asian/Pacific Islander students increased their pass rate to 85.15, a 10.11% improvement over last year. The gap between Caucasian and Asian/Pacific Islander students closed by 5.31%. Asian/Pacific Islander and African American pass rates remained virtually proportional. The Special Education students had the highest pass rate increase in 2007-08. Their overall pass rate was 84.56%, an 11.56% improvement. Both male and female pass rates improve by more than 5% with males outperforming females by less than 1%.

Goals for 2008-09

Increase the overall pass rate by 3%; increase pass rates in all sub groups and monitor student achievement data to further narrow gaps among the subgroups.

Subgroup Pass Rates 06-07 07-08 %Difference

African American	71.51%	80.39%	+8.88%
Caucasian	82.34%	87.14%	+4.80%
Hispanic	75.86%	75.68%	-.18%
*Native American	100%	*87.5%	* -12.50%
Asian/Pacific Islander	75%	85.11%	+10.11%
Male	79%	84.06%	+5.06%
Female	78%	83.22%	+5.22%
Special Education	73%	84.56%	+11.56%

PLAN

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(Objective data, qualitative indicators, trends and comparisons)

NOCTI Subject Area Post-Test Assessment

Year	# Tested	# Passed	% Passed
2004-05	159	83	52.20%
2005-06	175	111	63.43%
2006-07	226	131	57.96%
2007-08	251	169	67.33%

**NOCTI Workplace Readiness Skills
Post-Test Assessment**

Year	# Tested	# Passed	% Passed
2006-07	159	83	52.20%
2007-08	385	284	73.77%

340 (2007 - 2008) NOCTI subject area Pre-Tests were administered
 251 (2007 - 2008) NOCTI subject area Post-Tests were administered
 Target passing rate on NOCTI subject area Post-Tests was 65%. 67.33% was the actual passing rate.

2007 - 08 Subgroups Pass rates (See attached spreadsheet)

- African American- 51.67%
- Caucasian- 76.40%
- Hispanic- 50.00%
- American Indian- 50.00%
- Asian- 50.00%
- Pacific Islander- 100%
- Unidentified- 100%
- Male- 60.93%
- Female- 77.00%
- Special Education- 44.00%
- LEP- NA

In a random sample of comparisons of 2007 – 2008 NOCTI subject area Post-Tests to their respective Pre-Tests:
 100.00% of all NOCTI Pre to Post Test scores improved.

Analysis

(Identify gaps and list priorities)

For the fourth year in a row, 17 NOCTI subject area pre-tests were administered to students enrolled in one of the one-year programs and first year students enrolled in fifteen (Culinary Arts had 2 subject tests) of the two-year programs. The NOCTI pre-test results provided teachers with individual student data outlining areas of suggested curricular concentration.


In 2007-08, 169 (67.33%) students passed the NOCTI subject area post-test assessment compared to 131 (57.96%) in 06-07, an increase of 9.37%. In order to determine achievement gaps, all test data was disaggregated into the following demographic subgroups: all students, number enrolled in the various programs, number tested, number passed, number failed, gender, race/ethnicity, disability status, and LEP status.

In 2007-08 the passing rate was 67.33% for all NOCTI subject area Post-Tests. One class, Electricity, had a passing rate of 20%. Nine classes had passing rates of 60% or lower. These nine programs will elevate their scores by using individual student education profiles and developing effective classroom assessments that align with NOCTI/certification assessments and examinations.

There are achievement gaps between the 2007-08 NOCTI Post-Test results between Caucasians (76.40%) and African Americans (51.6%), Caucasians (76.40%) and Hispanics (50.00%). The male/female comparison shows that female students out performed their male classmates by 16.10%. The achievement gap between Caucasians and African Americans as well as Caucasians and Hispanics is endemic throughout the school system and the nation for that matter. Given that the tests consist of multiple-choice questions, the gaps may be more of a reading comprehension variable than one of subject knowledge; therefore, Tech Center teachers will place greater emphasis on reading comprehension in their daily lessons.

The Special Education pass rate was 44.00%. Twenty-two out of 50 Special Education students passed the NOCTI Post-Test assessment. In an effort to improve performance on the NOCTI assessments, Tech Center teachers will work closely with home school resource teachers and will utilize other home school resources.

2007-2008 was the pilot year for the school wide administration of the NOCTI Virginia Workplace Readiness Skills Assessment. Four hundred seventy-seven NOCTI pre tests were administered as were 385 post tests. Two hundred eighty four of the 385 or 77.37% passed the WRS post tests. The subgroup pass rates were as follows: African Americans 64.71%, Caucasians 77.51%, Hispanics 54.71%, American Indians 66.67%, Asians 81.25%, Pacific Islanders 100% and Unidentified 100%, males 68.16%, females 78.64%, and Special Education 42.86%.

DEPARTMENT OF SCHOOL ADMINISTRATION	<h1 style="margin: 0;">PCI</h1> <h2 style="margin: 0;">FORM 4 – 1</h2> <p style="margin: 0;">Due annually October 31st</p>	 VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A HEAD OF THE CURVE</small>
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PLAN

VBCPS Plan for Continuous Improvement
Review and Analysis of Results
 School: **Tech Center**
 DATE: **October 08**

Review (Objective data, qualitative indicators, trends and comparisons)	Analysis (Identify gaps and list priorities)
<p><u>High School Recruitment</u> During the 2007-08 school year, the high school recruiting schedule consisted of a two-day per school visitation process beginning in November and concluding in February with all eleven high schools being visited. Students participating were 10th graders addressed through the PE 10 classes. This core academic group comprises about 98% of all 10th graders. A brief description of the Tech Center was given highlighting our programs and the benefits of attending the Tech Center. A DVD was shown providing information on all Tech Center programs along with the distribution of applications and brochures to interested students. The activities concluded with a question and answer session where one-on-one time was provided to the students.</p> <p>During the recruitment visits, home school guidance counselors were informed of new courses, curriculum benefits and occupational trends. Also, individual students were interviewed for possible application submittal. Brochures and applications were delivered to guidance for use. At several schools, a meeting with the counseling department added valuable information, especially to the newer counselors while all counselors were asked to listen to at least one Tech Center presentation.</p> <p>A recruitment initiative, implemented in 2006-07, was again in use. Teachers from undersubscribed Tech Center courses, visited technical education classes at the recruited high schools. Mrs. Faison accompanied the visiting teachers and added insight into Tech Center courses, and specific information regarding her area as School-to-Work Transition Coordinator. Tech Center teachers were provided contact information for every Technical and Career Education (TCE) teacher in the division. They in turn, contacted several teachers per high school to arrange presentations/workshops. Several successful workshop leaders emerged: Charlie McDaniel representing the construction technology core, and Andrea Tomlin, speaking on behalf of her two courses, landscape design and turf management along with this year's newest addition Ben Thomas, representing his outdoor power course, speaking at only one school but making an impression.</p> <p>Mr. McDaniel can once again be attributed, at least in part, with a continued resurgence of students entering the 2008-09 Construction Technology program. Mr. McDaniel spoke to several classes at various high schools, where, for the 2006-07 school year, enrolled averaged less than 15 in each of the four cores in Construction Technology. For the 2008-09 school year, we currently have an average of 20 students assigned to the four varied construction technology cores. Still several teachers from the undersubscribed programs either chose not to participate in the individual recruitment trips or failed to make contact with the home school TCE teachers. This program is of benefit and should continue with revisions regarding appropriate teacher selection as workshop leaders.</p> <p><u>Middle School Recruitment</u> Information from the 2007-08 quarterly reports reveals that no significant progress was made this year with Middle School Recruitment activities. This could be attributed to the fact that scheduling Tech Center presentations is a constant problem for middle schools. Ideally, all 8th graders should receive information on Tech Center opportunities through small group settings (classrooms) rather than an all encompassing 8th grade assembly.</p>	<p><u>High School Recruitment</u> The 2008-09 high school recruiting schedule has been established with the two-day per school visitation process beginning in November and concluding in February as all 11 high schools will be visited. Students participating are 10th graders contacted through the PE 10 classes. This core academic group comprises about 98% of all 10th graders. A brief description of the Tech Center will be given, highlighting programs and the benefits of attending the Tech Center. A DVD will be shown providing information on all Tech Center programs with applications and brochures distributed to interested students and questions being answered on a one on one basis. It is highly recommended that the present recruiting team continue as Tech Center recruiters due in large part to the continuing percentage of courses over, at or near, capacity as this past year guidance received over 1400 applications. Any change from this practice could cause a decrease in not only applications received but enrollment numbers.</p> <p>In addition to the traditional method of recruiting, teachers from our undersubscribed courses (Turf Management, Landscape Design, Plumbing, Masonry, Electricity, Carpentry, Electronics, HVAC and Outdoor Power Equipment) need to continue to participate in the home school visitations and host varied field trips to their individual classroom and lab. Furthermore, the teachers from the aforementioned courses were tasked with planning and employing at least 2 recruitment strategies of their own in an effort to increase enrollment. It is noted that the first two years of the "teacher-direct recruiting" was successful, especially in Construction Technology and Landscape Design/Turf Management. It is high recommended that we continue this program as constructed with a revision of appropriate teacher spokesmen along with the possible aid of the new School-to-Work Transition Advisor.</p> <p>Each school year, once the application process has begun, individual visits to interested high schools are conducted for "interviewing prospective students" for open courses. Four separate sets of "alternate course selections" are sent to each guidance department via e-mail and hard copy through the PONY once the selection list is sent. ALL students not selected to a first or second choice are given optional courses to consider for admission.</p> <p>On a yearly basis, several Tech Center tours are held for middle school and high school counselors and special education teachers. The tour consists of a breakfast, at which time several "Tech Center Specialists" speak to the group concerning classes, articulation, off-site externships, current building projects, new courses/curriculum matters and testing/verified credit advancements. As requested, Tech Center personnel will visit those special education departments who wish to learn more about what the Tech Center can do for their schools' special education population.</p> <p><u>Middle School Recruitment</u> GAPS Once information concerning Tech Center opportunities is presented to middle school principals, follow up for scheduling presentations is limited. Historically, the same schools are revisited each year and there has been no real growth in the number of Tech Center presentations given to 8th grade middle school students.</p>

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VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: **Tech Center**

DATE: **October 08**

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(Identify gaps and list priorities)

PRIORITIES: All 8th graders should receive detailed information on Tech Center opportunities through awareness activities/presentations.

How to's

- Attend a guidance counselors directors' meeting early in the school year and request support in promoting Tech Center awareness presentations in middle schools.
- Encourage middle school guidance counselors to facilitate in scheduling Tech Center presentations.
- Seek permission to reach all 8th graders through presentations in English classes.
- Send information packets to English teachers that include a detailed lesson plan for the Tech Center presentation.
- Reinforce that scheduling Tech Center presentations is based on the convenience for 8th grade teachers. (Presentations will be limited to 1 hour.)

*Lesson plans will be available for in- class presentations that reinforce SOL's and Virginia's Workplace Readiness Skills

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Internship Program Comparison 2005-06 through 2007-08

	2005-06	2006-07	2007-08
# of Interns	142	134	152
# Participating Businesses	72	97	96
Total Hours Worked	39,246	58,485	39,293
Average Hours/Student	280	585	259
Total Wages Earned	\$293,566.00	\$363,721.00	\$286,080.27
Average Intern Income	\$2,067.36	\$3,637.21	\$2980.00
Average Hourly Rate	\$7.48	\$6.22	\$8.14

Note: 56 of the 152 interns were in unpaid positions. The unpaid interns worked a total of 4149.36 hours resulting in an average of 74.89 hours/student. The \$8.14 average hourly rate was based on the 96 paid interns working a total of 35,143.81 hours and earning a total of \$286,080.27. Therefore, the average wages earned/student was \$2,980.00.

Internship Program

The internship program at the Tech Center operated at its highest level of performance during the 2006-07 school year, with all student data accurately recorded, clear, concise and strict guidelines outlined and implemented, multiple training sessions for teachers and students provided, and an unbelievably financially successful outcome for the students. The 2007-08 school year looked to be even more promising and began the same as the year prior. Just as the internship process began in January of 2008, the School-to-Work Transition Advisor (STWA) position was vacated for several months and the duties of that office were split among Mr. Varga, Mrs. Maund, and Ms. Van Riper. The students continued to reap the benefits of one-on-one instruction with trained professionals in their respective field of study.

The internship guidelines called for more accountability on the part of the instructor and the student with intern performance tracking linked to grades, and mandatory weekly instructor/intern meetings at the Tech Center. Also, student interns were required to pass his/her NOCTI subject area assessment in order to be eligible for an internship. Instructors and students were provided detailed orientations of the guidelines and their roles in the program. Our goal was to not only increase the number of students participating in internships but to also improve the *quality* of the internship program as a whole as well as the *quality* of the individual internship sites. During the 2007-08 school year, 152 students participated in the internship program, an increase of 13.2% over 2006-07. Although less money was earned and fewer hours were worked over all when compared to 2006-07, the program was a huge success. Tech Center interns earned **\$8.14/hour**, nearly a **\$2.00 increase/hour** over 2006-07. It was determined that Tech Center students needed to spend more time in the classroom throughout the school year so the duration of the internships was decreased to one semester as opposed to three quarters as in years past. The change in internship length resulted in a **56% decrease** in hours worked.

All internship guidelines were implemented and monitored by Mrs. Maund, Mr. Varga, and Mrs. Van Riper. The second year of the new program went extremely well, with *most* instructors adhering to the guidelines and supporting the initiative to improve the program's accountability and validity. In most cases the students responded positively to the structure and requirements by consistently being present on Mondays (and other required days of the week for some courses), consistently completing required paperwork, and generally placing more value in their work experience as they knew their grade was directly connected to it.

Goals for 2008-09

- Improve teacher compliance to the work-site visit & evaluation/grading component of process. Individual instructors will be counseled in the importance of adhering to the guidelines.
- A second overview/ orientation will be given to instructors prior to internships beginning.
- Student orientations will be held prior to the winter break to jump-start students thinking about internship participation and to provide them time to actively seek employment before the 2nd semester begins.
- Host an "Information Night" for prospective and current employers of Tech Center student interns. The information session will serve to ensure that we (instructors, students, and employers) are all "on the same page" and understand the guidelines completely. The session will be assessed based upon: employer attendance, convenience of meeting time and date, and the number questions/issues were answered/resolved, etc.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: **Tech Center**

DATE: **October 08**

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(Identify gaps and list priorities)

Exemplary Programs

Exemplary Review					
Program	03-04	04-05	05-06	06-07	07-08
Auto Body			I		
Auto Service		E			SD
Carpentry			I		
Cosmetology	P				
Culinary Arts		P			DNF
Early Childhood	P				
Electricity			I		
Electronics				A	
Finish Carpentry			I		
HVAC			I		
Landscape Design	P				
Masonry		I			
Outdoor Power Equipment					
Plumbing			I		
Practical Nursing	E				
Public Safety			A		
TV Production	P				
Welding		P			

Ratings

- (E) Exemplary**
- (A) Achieving (P) Promising**
- (I) Improving**
- (S) Struggling**
- (SD) Submittal Development**
- (DNF) Did not finish**

New education initiatives and calls for increased accountability have raised the demands on technical and career educators to develop effective Technical and Career Education (TCE) programs. In order to determine the current and future state of TCE courses in VBCPS, TCE has implemented an improvement model that analyzes programs. The comprehensive model measures program outputs and provides a basis for this analysis. All criteria reflect national legislation pertaining to TCE, such as the Carl D. Perkins Act of 1998, the National Skill Standards Act of 1994, and national reform efforts including Tech Prep and High Schools That Work. In Virginia Beach, the criteria are intended to describe the best practices of TCE programs at the secondary level.

No programs were scheduled for the 2007-08 school year; however, two programs elected to repeat the process. The Culinary Arts program chose to repeat the VBCPS Exemplary Standards model while the Auto Service Technology program began preparing for the **Governor's Exemplary Standards Award**. The Culinary teachers hoped to improve their rating from "Promising", the second highest level, to "Exemplary" status. The Auto Service teachers achieved "Exemplary" status under the VBCPS model in 2004-05 and hoped to do the same with the Governor's model.

The Culinary and Auto Service teachers attended the training sessions provided throughout the year by the TCE staff. They worked closely with TCE staff, Tech Center administrators, Tech Center guidance staff, and their colleagues who had been through the process. They regularly asked for input, advice, and suggested edits while compiling their binder information. Unfortunately, Culinary Arts had to withdraw from the process (DNF - Did Not Finish) due to the sudden resignation of one of the teachers. Losing a teacher made it extremely difficult to devote the time necessary for an exemplary submittal and to maintain a high level of instruction for the students. The Auto Service teachers were at about 90% complete with their submittal for the Governor's Exemplary Standards Award but were placed in a holding pattern because the process criteria had not been finalized.

The Governor's Exemplary Standards Award program is a continuous quality improvement process that engages K-12 and higher education, the business community and state, and regional and local officials. The opportunity to earn this distinction will create an incentive for programs to meet high academic standards and improve other measures of program quality, strengthen their partnerships and alignment with post-secondary education and industry, and demonstrate relevant and positive outcomes. Eligible applicants will include public schools, community colleges and universities. The criteria and application process was developed during the 2007-08 school year, with participation from stakeholders and partners listed above. The first planning grants will be awarded in the fall of 2008, and programs will be implemented in 2009.

The Auto Service teachers will attend training provided by the TCE staff, Tech Center administrators, and subsequent program binder reviews will monitor compliance and readiness of the Governor's Exemplary Program initiative, and submit their information in late fall. The Culinary Arts teachers will have the option of re-submitting during the 2008-09 school year or to allow one year for the new teacher to become well versed in all facets of the Culinary program before proceeding. Another possible re-submittal is the Early Childhood program, but they too have a new teacher. All other Tech Center teachers will continue to collect data for the Exemplary Standards Review binders.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: **Tech Center**

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Incident	Verbal Warning LO1	Time Out LO3B	Intervention LO3E	Restriction LO3F	Sat Det LO3G	Mediation LO3J	1/ISS LO4A	2/ISS LO4B	3/ISS LO4C	1/SS LO5A	2/SS LO5B	3/SS LO5C	5/SS LO5E	SAIP LO7Y	Totals	% of Total
Bullying							1								1	0.78%
Cell Phones							19	2		2					23	17.83%
Class Cutting	1		2		4		15	4							26	20.16%
Class Disruption							7	3							10	7.75%
Defiance/Insubordination	1	1				1	2	1							6	4.65%
Detention Refusal							2			1					3	2.33%
Disrespect							1	1		1					3	2.33%
Disruptive Demonstrations							1								1	0.78%
Fight/No Injury								2	2				2		6	4.65%
Inappropriate Personal Property	1														1	0.78%
Indecent Exposure													1		1	0.78%
Incitement/Instigation												1			1	0.78%
Leaving School Grounds							8	5							13	10.08%
Marijuana Use														1	1	0.78%
Minor Insubordination	1						1								2	1.55%
Misrepresentation							1								1	0.78%
Obscene Language/Gestures				1				1							2	1.55%
Physical Abuse/Harrassment												1			1	0.78%
Tardiness	8				9		2								19	14.73%
Threat												1			1	0.78%
Tobacco Possession							1								1	0.78%
Truancy							3								3	2.33%
Vandalism											1				1	0.78%
Violation of Use Policy	1											1			2	1.55%
Totals	13	1	2	1	13	1	64	19	2	4	1	6	1	1	129	100%
%	10.08%	0.78%	1.55%	0.78%	10.08%	0.78%	49.61%	14.73%	1.55%	3.10%	0.78%	4.65%	0.78%	0.78%		

As indicated in the 2007-08 end-of-year incident breakdown (left), discipline issues are not a deterrent to the education process at the Tech Center; however, there is always room for improvement. The following is what occurred in regard to disciplinary matters at the Tech Center during the 2007-08 school year:

Quarter 1

There were 38 total infractions, 24% fewer than in quarter one of 2006-07. 55% of the 38 were for attendance related matters. There were no major infractions that warranted a recommendation for expulsion.

Quarter 2

There were 29 total infractions, 35.6% fewer than in 2006-07. 38% of the 29 were for attendance related matters. There was only one major infraction that resulted in a referral to SAIP.

Semester 1

There were 67 total infractions, 28 fewer than at the midpoint in 2006-07, a 29.5% reduction.

Quarter 3

There were 53 total infractions, 8 more than in quarter 3 of 2006-07, a 17.8% increase. There no major infractions that warranted a recommendation for expulsion.

Quarter 4

There were 9 total infractions, 25 fewer than in quarter 4 of 2006-07, a 73.5% reduction.

End of Year

The Tech Center experienced a 25.9% reduction in overall discipline from 2006-07 (174 infractions) to 2007-08 (129 infractions). In 2007-08, attendance accounted for 48.1% of total discipline infractions as compared to 49% in 2006-07, a .9% reduction. The number of students suspended for fighting increased in 2007-08 to 6 as compared to the 2 in 2006-07. Only one major infraction occurred which resulted in a referral to SAIP. No students were recommended for expulsion this year, a 100% reduction from 2006-07.

Goal for 2008-09

We will continue employing efforts to decrease overall discipline by 5% during the 2007-08 school years.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: **Tech Center**

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07-08 End-of Year Referral Ratio by Ethnicity

Raw Numbers	# 01 Referred	# Students Referred	01 Membership	Total Membership	Referral Ratio
	27	98	217	795	1.05
Percentages	% All 01 Referrals	% 01 Membership	% Difference		
	27.55%	27.30%	0.26%		
Raw Numbers	# 02 Referred	# Students Referred	#02 Membership		
	49	98	413		
Percentages	% All 02 Referrals	% 02 Membership	% Difference		
	50.00%	51.95%	-1.95%		
Raw Numbers	# 03 Referred	# Students Referred	03 Membership		
	11	98	75	1.24	
Percentages	% All 03 Referrals	% 03 Membership	% Difference		
	11.22%	9.43%	1.79%		
Raw Numbers	# 04 Referred	# Students Referred	04 Membership		
	0	98	4	0.00	
Percentages	% All 04 Referrals	% 04 Membership	% Difference		
	0.00%	0.50%	-0.50%		
Raw Numbers	# 05 Referred	# Students Referred	05 Membership		
	8	98	67	1.01	
Percentages	% All 05 Referrals	% 05 Membership	% Difference		
	8.16%	8.43%	-0.26%		
Raw Numbers	#00 Referred	# Students Referred	00 Membership		
	3	98	19	1.33	
Percentages	% All 00 Referrals	% 00 Membership	% Difference		
	3.06%	2.39%	0.67%		

When disaggregating the total number of referrals into unduplicated referrals by ethnicity, we were able to find the referral ratio of the various ethnic groups as compared to their Caucasian classmates.

The referral rate for African-American students in 2007-08 was 1.05, virtually an unnoticeable change from the 1.03 in 2006-07. The referral ratios for the ethnic groups other than African-American and Caucasian students are difficult to analyze since so few students in each category are referred. For example, 98 total students were referred for disciplinary action with 77.65 (76 students) of those being either African-American or Caucasian. Only 22 other students from the remaining ethnic categories were referred for disciplinary action. The rate at which Hispanic, Asian, American Indian, and Unspecified students were referred for disciplinary action as compared to their Caucasian classmates was 1.33 or less. Our referral ratio fluctuated throughout the school year as outlined below:

Quarter 1- 1.03
 Quarter 2- .63
 Semester 1- 1.00
 Quarter 3- 1.00
Quarter 4- 7.63 (Only 9 total students were referred in quarter 4 of which, 4 were African-American and 1 was Caucasian. The extremely low number of referrals in quarter 4 does not provide a true reflection of the referral ratios between the various ethnic categories.)

Year's End- 1.05- The lowest of all high schools in the division.

End of Year

Our goal was to reduce overall discipline by 5%. We exceeded our goal by 20.9%. Our referral ratio was nearly unchanged from 2006-07. We had no "persistently dangerous" infractions and no students were recommended for expulsion. The Tech Center is very safe, has little to no disparity in the referral ratios, and is as close to discipline free as a school can be. We will continue to monitor student discipline to look for trends and disparity in the referral ratios. Tech Center teachers will continue developing relationships with their students and parents, and employing fair and consistent corrective action at the onset of misbehavior.

Goal for 2008-09

We will continue employing efforts to decrease overall discipline by 5% and ensure equity, fairness, and consistency in the discipline process during the 2008-09 school years.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: **Tech Center**

DATE: **October 08**

Review

(Objective data, qualitative indicators, trends and comparisons)

Students Exceeding 12 Absences

Year	Semester 1	Semester 2	Total
2006-07	41	38	79
Enrollment	798	763	
% of Population	5.14%	4.98%	
2007-08	34	35	69
Enrollment	821	795	
% of Population	4.14%	4.40%	

Attendance Waiver Summary

2006-07	# Applied	# Approved	# Denied
Semester 1	26	16	10
%	63.41%	42.11%	38.46%
Semester 2	24	14	10
%	63.16%	17.72%	41.67%
2007-08	# Applied	# Approved	# Denied
Semester 1	29	22	7
%	85.29%	75.86%	24.14%
Semester 2	31	26	5
%	88.57%	83.87%	16.13%

Analysis

(Identify gaps and list priorities)

The Attendance Waiver Committee guidelines that were implemented during both semesters in 2007-08 will be followed in 2008-09. The Attendance Waiver Committee played an instrumental role in the process, reviewing every waiver. The process employed by the committee was extremely organized, fair, and consistent. None of the 60 waivers acted upon by the committee were overturned by the Tech Center administration. One waiver was appealed to the Office of Students Services and was overturned.

The committee met at the end of both semesters to review waiver requests. In semester one, 34 (4.14% of the total population) students exceeded 12 absences and 29 (85.29% of those who exceeded 12 absences) applied for a waiver. Of those who applied for a waiver, 22 (75.86%) were approved and 7 (24.14%) were denied. In semester two, 35 (4.40% of the total population) students exceeded 12 absences and 26 (87.37% of those who exceeded 12 absences) applied for a waiver. Of those who applied for a waiver, 22 (75.86%) were approved and 5 (16.13%) were denied.

The total number of students who exceed 12 absences in both semesters combined was 69, a 12.7% reduction over 2006-07. Tech Center teachers and staff did an outstanding job monitoring student attendance and notifying parents about absences. Pinnacle attendance reports made absence tracking much easier. We will continue to follow the attendance procedures outlined below in 2008-09 in an effort to reduce the number of students exceeding the 12-day limit by 3 percent each semester.

1. Teachers will notify parents on the 4th, 8th, and 13th absences.
2. The school nurse, administration, and/or attendance office associate will follow up with parental notification after the teachers turn in the excessive absence forms to ensure that all parties understand the process.
3. Students with excessive absences will be placed on Action Plans for Improvement
4. The administration will run bi-weekly Pinnacle attendance reports and make parental notification.
5. Excessive absence failure letters will be sent home as students exceed the 8 and 12-day limits.
6. Weekly reminders to students via the PA system to turn in absence documentation.

Students with fewer than 5 excused absences will continue to be awarded attendance certificates during the Awards Day Ceremony.

PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: **Tech Center**

DATE: **October 08**

Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>Increase overall industry certification/licensure pass rate by 5% in 2008-09.</p>	<p>Increase NOCTI subject area assessment pass rate to 70% and NOCTI WRS assessment pass rate to 75% in 2008-09, and identify student achievement gaps within the certification/licensure testing process.</p> <p>Increase non-NOCTI certification/licensure pass rate to 86% in 2008-09 and identify student achievement gaps within the certification/licensure testing process.</p>	<p>NOCTI Pre-test scores NOCTI Post-test scores Certification exam scores Licensure exam scores Number of certifications earned for verified credit Marks analysis Data collection and disaggregating</p>	<p>NOCTI assessments- W. Varga Non-NOCTI certifications/licensure- D. Hall Testing Coordination/Data Collection Team Director- D. Swanger CRS- H. Van Riper</p>
<p>Meet or exceed 90% (873 students) of total Tech Center program capacity (970 students) in 2009-10.</p>	<p>Increase Tech Center programs' enrollment by 8% for the 2009-10 school year. Specifically in the early childhood, construction trades, OPE, and Landscape/Turf.</p> <p>Increase the number of program completers by 5%.</p>	<p>2009-10 projected enrollment</p> <p>2008-09 program completers 2008-09 program completer survey</p>	<p>D. Swanger, W. Varga, R. Sowala, G. Maund, D. Hall, Tech Center teachers</p> <p>S. Martin, D. Hall, teachers</p>
<p>Improve the quality of all Tech Center programs using the Exemplary Standards Review process.</p>	<p>Auto Service Technology- Governor's Exemplary Standards Award program 2008-09</p>	<p>Exemplary Program staff training Exemplary Program needs assessment Exemplary Program site visit reports Governor's Program criteria Exemplary Program Improvement Plans</p>	<p>TCE Office staff TCE General Advisory Committee D. Swanger Teachers</p>
<p>Develop consistency within the discipline process to include: data entry, referrals, suspensions, and to reduce our overall referrals by 5% in 2008-09.</p>	<p>Equity, fairness, and reduction in discipline, specifically reducing attendance related infractions by 5%.</p>	<p>Discipline report for the 2008-09 school year</p>	<p>Discipline Committee, administrative team, Office of Student Leadership</p>
<p>Reduce the number of students with excessive absences by 3% each semester in 2008-09.</p>	<p>Students exceeding the 12 absences per semester</p>	<p>SASI/Pinnacle attendance reports Number of attendance waivers per semester</p>	<p>Attendance Waiver Committee, Administrative team, teachers</p>