

Compass to 2015 Update

**A Report of Progress on
Priorities for 2013 - 2015**

**School Board Workshop
January 21, 2014**



Good afternoon Chairman Edwards, Vice-Chair Brunke, members of the School Board, and Dr. Magula. In today's workshop, I will be providing a brief update on progress as it relates to our work on the strategic plan. I am joined by my colleagues who currently serve on the Strategic Planning Implementation Steering Committee, which we refer to as SPISC.

Strategic Planning Implementation Steering Committee

- Strategic Objective Co-Chairs
 - Objective 1: Amy Cashwell, Daniel Smith
 - Objective 2: George Parker, Lesley Hughes
 - Objective 3: Jobynia Caldwell, Lavern Chatman, Sean Walker
 - Objective 4: Kathy O'Hara, Larry Ames
 - Objective 5: Shirann Lewis, Daniel Keever, Brian Matney
- Additional Members
 - Sheila Magula, Donald Robertson, Heather Allen, Lisa Banicky

Underlined text denotes new co-chairs.

At this point, I want to take just a moment to introduce some of the members of the team because as you will see by the underlined text on this slide, half of our co-chairs are new to SPISC this year. For the sake of time I will only introduce the new members of the team.

Objective 1 – which focuses on teachers engaging students in meaningful and rigorous work through innovative instructional practices and supportive technologies, is co-chaired by Amy Cashwell, chief academic officer from the Department of Teaching and Learning, and Daniel Smith, principal of Princess Anne High School.

Objective 2 – which focuses on developing and implementing a balanced assessment system is now co-chaired by Lesley Hughes, principal of New Castle Elementary.

Objective 3 – which focuses on improving achievement for all students while closing achievement gaps for identified groups, has added Sean Walker, principal of Alanton Elementary as a co-chair, and

Objective 5 – which focuses on developing essential leaders, teacher, and staff competencies has added two co-chairs, Daniel Keever, principal of Salem High School and Brian Matney, principal of Landstown High School.

Role of SPISC

- Identify and oversee implementation of key strategies to achieve the objectives outlined in *Compass to 2015*
- Meet monthly to monitor progress and make adjustments as needed
- Report progress at the middle and end of each school year

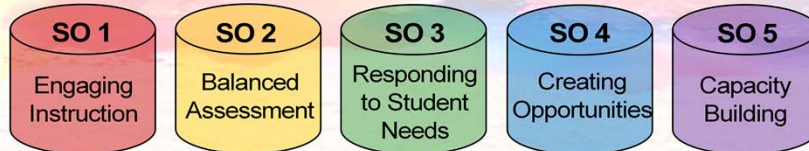
This is the team responsible for identifying and overseeing the implementation of key strategies associated with the strategic objectives that are part of *Compass to 2015*.

The SPISC members meet monthly throughout the school year and over the summer to monitor progress and make adjustments as needed. Apart from these monthly meetings, the co-chairs meet with the action teams comprised of central office administrators as well as building administrators, teachers, and specialists. Membership of the teams depends on the issue or issues being addressed by the Strategic Objective Action Team.

We provide the School Board with regular updates in the middle and after the end of the school year.

Introduction

- Identified priorities for 2013-2015 (July 2013)
- Incorporated School Board feedback into future plans (September 2013)
- Updates have and will occur throughout the school year
- Presentations typically provide an overview by strategic objective

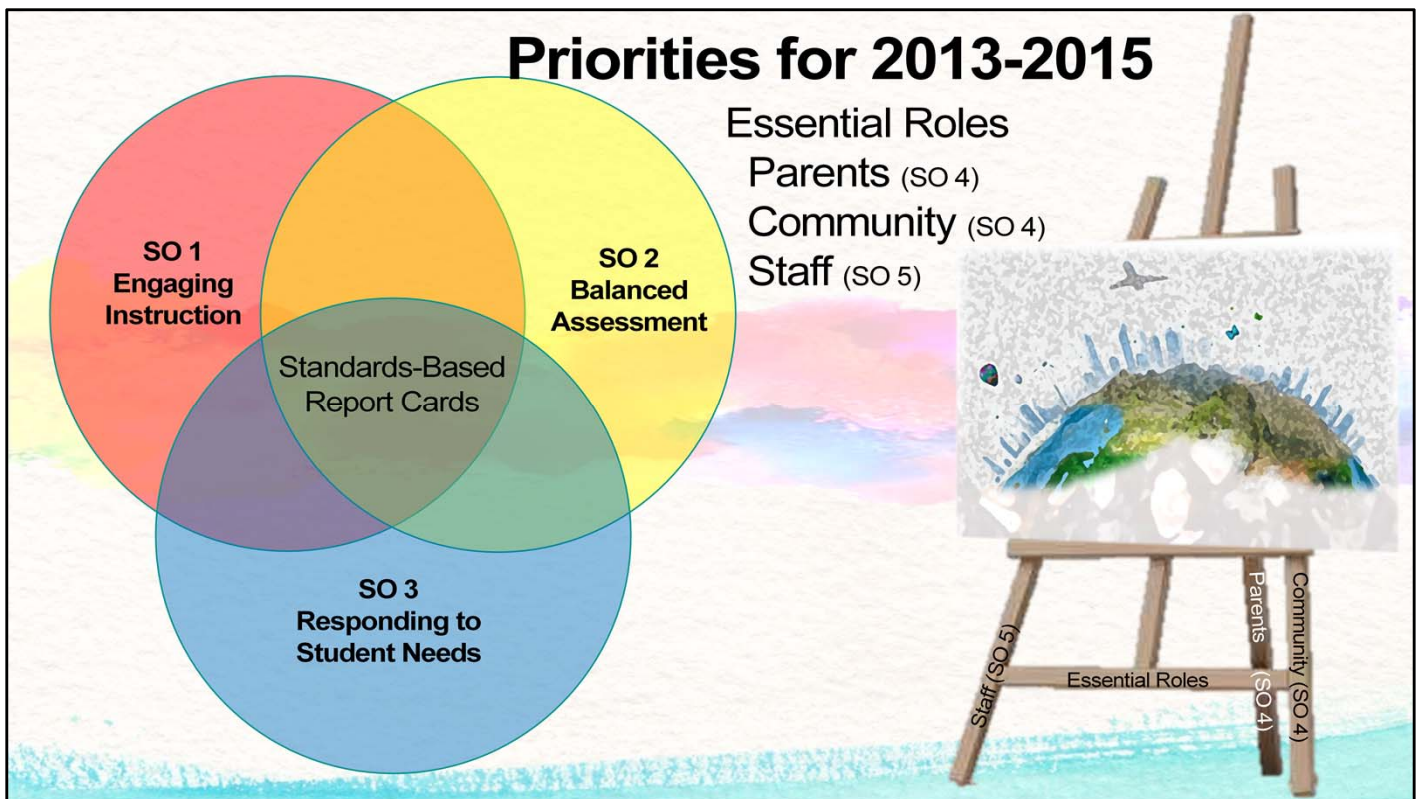


- Dashboard document provides detailed progress by Strategic Objective and Key Strategies

By way of review, when we provided the School Board with an end-of-year update at the July retreat, we identified priorities for the two remaining years under the current strategic plan. You provided us with feedback on those priorities, and we incorporated your feedback into our plans for 2013 through 2015.

We have already provided you with updates on some of our identified priorities as part of workshops you received this fall, and additional updates are scheduled as part of subsequent workshops you will receive in the coming months.

Because we identified priorities over a longer range of time, and because you have or will receive separate updates on some of the identified priorities, today's presentation will be a little different. We have generally taken the approach of reporting by Strategic Objective for the purposes of management and accountability, but doing so does not provide a picture of the interrelatedness of the work we do in support of accomplishing the outcomes identified in *Compass to 2015*. Today's presentation will provide updates on some of the key priorities identified for 2013-2015. However, we have also provided you with a document, the Blue Master, that contains additional details about our progress by Strategic Objective so as not to stray too far from the updates the School Board is accustomed to receiving.



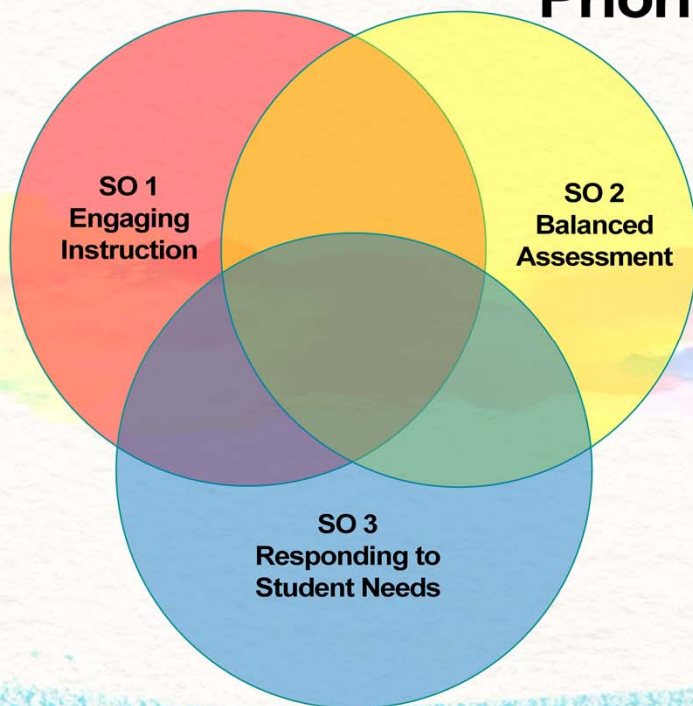
As we prepared for this update and thought about how to represent the interplay between the strategic objectives, one of the visual images to emerge was a series of overlapping circles of varying colors.

Some of the priorities we identified for 2013-2015 fall within a single circle or objective, but many fall within an area of overlap. When visualized in this manner, it is easy to see how something like standards-based report cards represent the blending of instruction, assessment, and responsiveness to student needs.

When we thought about the role of Strategic Objective 4 and Strategic Objective 5, both focused on creating and providing opportunities for parents and the community, as well as staff, to fulfill their essential roles in supporting student achievement, the image to emerge was that of an easel. They **are** the supporting structure for our school division's vision represented in *Compass to 2015*.

On the slides that follow, I will be providing a brief update on key priorities that have meaningful updates to provide at this time.

Priorities Update



Blended Learning

- Developing a VBCPS definition and philosophy
- Using Desire2Learn for subcommittee communication
- Gathering suggestions for professional learning to support implementation

Literacy

- Refining and refocusing VBCPS vision for literacy
- Designing a three-year plan with differentiated professional learning for site-based literacy teams

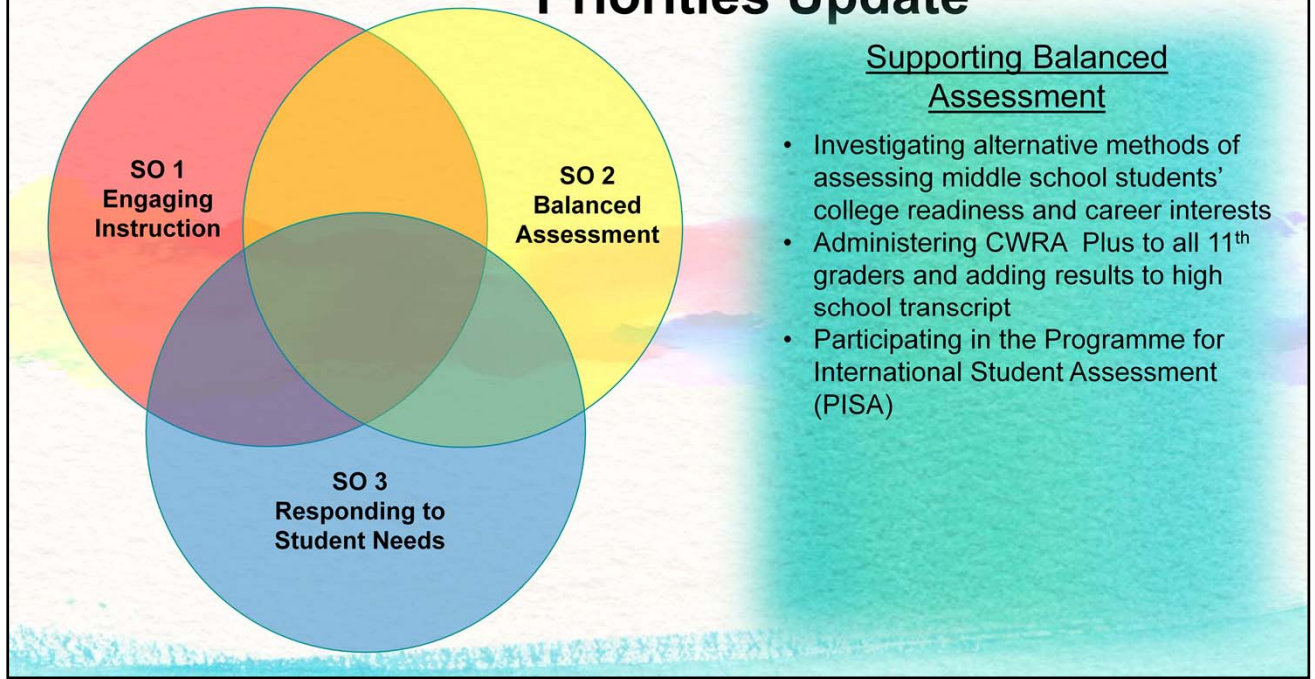
Recall that one of our priorities over the next two years is to ensure ample opportunities for students to participate in virtual learning experiences and utilize supportive technologies.

One way we are addressing this priority is by developing and recommending a VBCPS definition/philosophy statement of what blended learning means for teaching and learning in Virginia Beach City Public Schools. Included in this work has been the use of Desire2Learn, the online platform used by VBCPS, as a communication vehicle for subcommittee members, as well as a development of suggestions for professional learning that will prepare teachers for instructing in a blended learning environment.

Another priority is to develop a comprehensive divisionwide literacy plan and provide differentiated support for the site-based literacy plans.

We are working to review, refine, and refocus the school division's definition and vision for the role of literacy. Our group is also working to develop and recommend a three-year plan for moving forward that will allow multiple entry points for professional learning by site-based literacy teams based on the needs of the students and staff.

Priorities Update



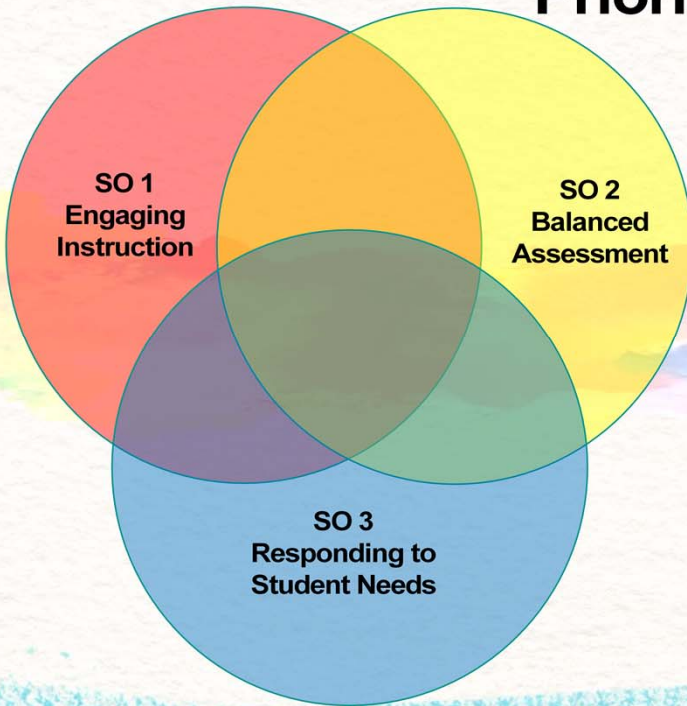
One of our biggest overarching priorities is maintaining a balanced assessment system that helps to inform instruction and our stakeholders of progress.

We want to make you aware that ACT is discontinuing the EXPLORE assessment in 2014 and is replacing it with a new assessment, ACT ASPIRE. The S02 committee has recommended that we investigate alternative methods of assessing middle school students' college readiness and career interests instead of implementing ASPIRE.

This spring, the CWRA Plus will be administered to all high school juniors, and for the first time, the results of the CWRA will be included on the high school transcript.

With your support we have expanded our assessment system to include an assessment that will allow for international comparisons. With the exception of Ocean Lakes High School, all high schools will take the Programme for International Student Assessment (PISA) in spring 2014. The PISA tests critical thinking in math, science, and reading and requires students to draw on knowledge of real-world problem-solving skills.

Priorities Update



Student Transitions

- Seventh Annual African American Male Summit at Bayside High School
- Beach Girls Rock! held at Bayside High School, upcoming events at three additional high schools

Another key priority identified for 2013-2015 is to be responsive to student needs by providing them with transition programming like the African American Male Summit and specially designed student seminars.

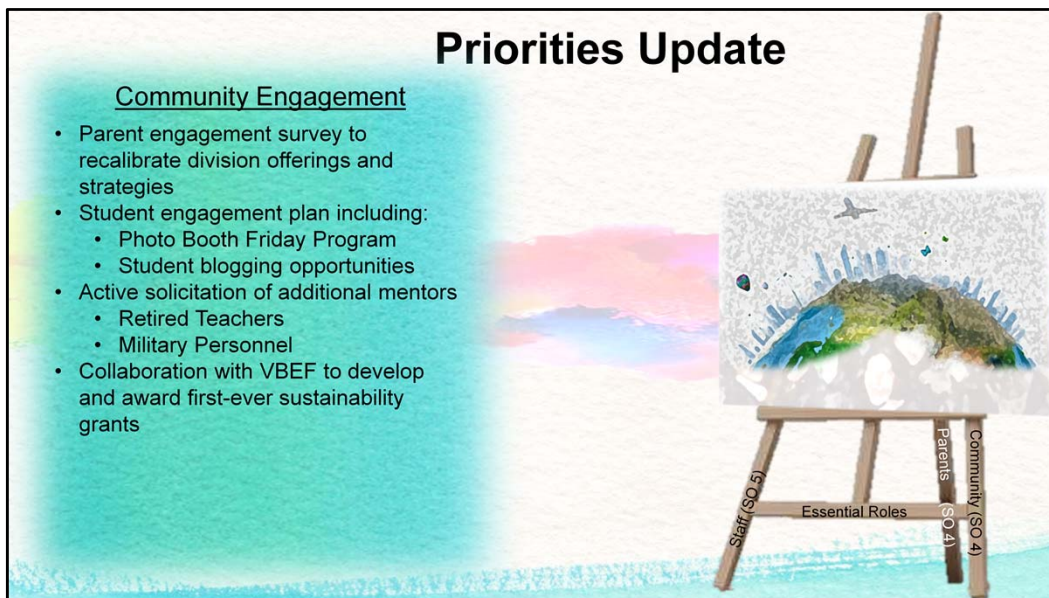
Recently, the 7th Annual African American Male Summit was held at Bayside High School to assist students as they transition from middle to high school and high school to post secondary experiences. At the summit, students were engaged in a service project, Beach Bags, to celebrate the legacy of Dr. Martin Luther King, Jr. and the national holiday.

Beach Girls Rock!, a transitional activity for middle and high school female students, was held at Bayside High School, November 14, 2013. Three more events during the school year have been scheduled at Kempsville High School, Ocean Lakes High School, and Frank W. Cox High School.

Priorities Update

Community Engagement

- Parent engagement survey to recalibrate division offerings and strategies
- Student engagement plan including:
 - Photo Booth Friday Program
 - Student blogging opportunities
- Active solicitation of additional mentors
 - Retired Teachers
 - Military Personnel
- Collaboration with VBEF to develop and award first-ever sustainability grants



As you know, in VBCPS, we are constantly looking for meaningful ways to engage our community in the work of our schools and the division.

To support this work, the Department of Media and Communications is launching a parental engagement survey this month. The telephone survey of 500 randomly selected parents will focus on parent perception of engagement, communication, and barriers to parent involvement. You will be receiving additional information about this survey in an upcoming presentation.

The Department of Media and Communications has also developed a student engagement plan that has to date included the Photo Booth Friday program where a mobile backdrop and props are provided at home football games to allow students, staff, and guests to have their picture taken and posted to the VBCPS Facebook page. The student engagement plan also provides student blogging opportunities. Two students in the Global Studies Academy at Tallwood High School wrote blog posts for our online newsletter, The Core, while they were traveling in a school field trip in Israel.

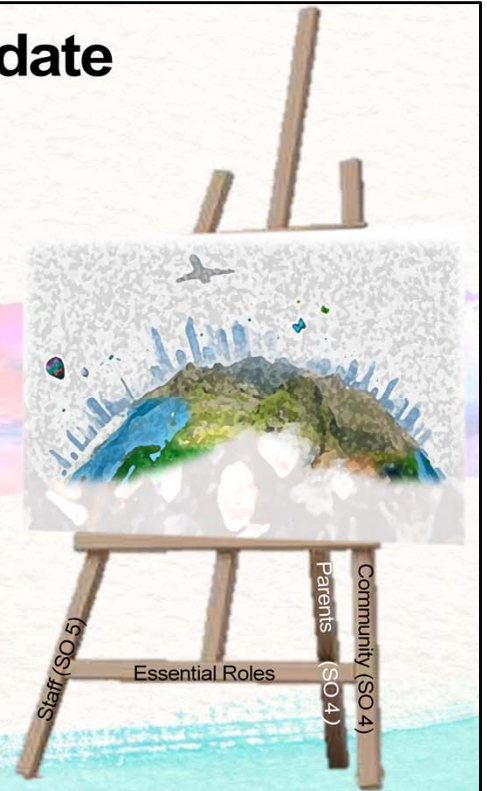
There has also been work to expand the Virginia Beach Education Association (VBEA) partnership allowing a greater number of retired teachers to serve as mentors in classrooms and schools. The number of mentors is also increasing by enlisting military personnel to serve as mentors for teams participating in STEM Robotics Challenges.

Finally, the department of Media and Communications has collaborated with the Virginia Beach Education Foundation to develop and award sustainability grants. The approved projects require schools to work with a community organization to reduce waste which negatively impacts our local watershed.

Priorities Update

Evaluation

- Principal and Assistant Principal Evaluation system fully implemented
- Ongoing support for the evaluation system provided by the departments of Human Resources and School Leadership



In addition to community engagement, the work of *Compass to 2015* is supported by ensuring we are building the capacity of our school administrators.

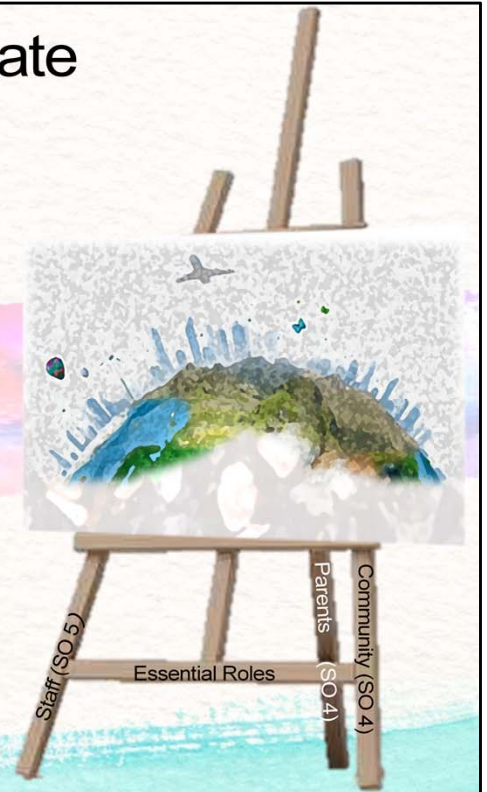
As of this past fall, the new principal and assistant principal evaluation system has been fully implemented. All principals and assistant principals were trained in the evaluation system.

The departments of Human Resources and School Leadership continue to work in collaboration to support the evaluation process for administrators.

Priorities Update

Professional Learning Opportunities and Resources

- Professional learning offering for special education and kindergarten teacher assistants focused on autism spectrum disorder
- MyLearningPlan implemented for all staff (Fall 2013)
- Professional learning program for aspiring and current administrators (LEAD Virginia Beach) launched (Fall 2013)
- Administrative coaching in 12 schools (elementary, middle, and high)



Other ways that we are working to build the capacity of staff members in the school division include providing all special education and kindergarten teacher assistants with a two-day workshop entitled *Autism Spectrum Disorder Training for Teacher Assistants: Providing Effective Instruction and Supports*.

In addition, MyLearningPlan, a web-based tracking, registration, and management program for professional learning, has been implemented for all staff this fall. MyLearningPlan allows for staff to have a comprehensive view of their professional learning records and increased functionality for those who are planning and developing activities.

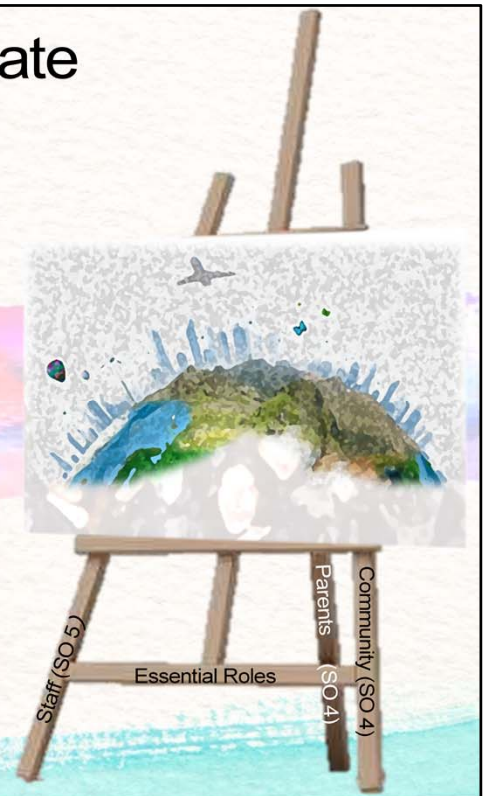
LEAD Virginia Beach, the professional learning program for aspiring and current administrators was launched in the fall of the 2013-14 school year. All professional learning for aspiring and current administrators is a part of LEAD.

And finally, principals and assistant principals in 12 of our schools are learning how to create coaching conversations that cause teachers to self-assess, reflect, and more effectively plan for student learning.

Priorities Update

Professional Learning Opportunities and Resources

- Supporting Balanced Assessment
 - Teacher training on the Data-Driven Improvement Planning Process (DDIPP) to assist with scoring the Fall Integrated Performance Task (IPT)
 - Soon to be released video on the use of formative assessments
 - Informational video on standards-based grading for teachers and parents
 - Schoolnet training for teachers and administrators focused on divisionwide assessments



Our priorities also include providing professional learning opportunities and resources to support a balanced assessment system.

For example, teachers were provided with the opportunity to receive training on the Data-Driven Improvement Planning Process or the DDIPP. The DDIPP protocol enables teachers to analyze student assessment results to inform instruction. When the Integrated Performance Task (IPT) was administered this past fall, schools were provided the option of scoring a sample of tests using the (DDIPP).

In addition, the departments of Planning, Innovation and Accountability and Media and Communications created an informational video on the use of formative assessment that will become part of a series of videos used to educate teachers and parents on the use of a variety of assessment practices.

The departments of School Leadership and Media and Communications also developed an informational video on standards-based grading for parents and teachers that is available on the school division website.

Select teachers and administrators were also provided with Schoolnet training during the summer and fall to enable them to report and monitor student performance on VBCPS divisionwide assessments.

Priorities Update

Professional Learning Opportunities and Resources

- Supporting the Responsiveness to Student Needs Model (RSNM)
 - Training modules focused on Student Response Teams
 - Grant-funded professional learning focused on Positive Behavioral Instructional Supports (PBIS) for five participating schools
 - Differentiated Candid Conversations About Race (CCR) meetings focused on grading practices
 - Parent Institute and Town Hall for educators to examine and address achievement gaps



We are supporting the responsiveness to student needs model by offering a variety of professional learning opportunities and resources.

Modules have been developed to assist school leaders as they transform Student Support Teams to Student Response Teams. Customized professional learning opportunities have been provided at several schools.

Also, five of our schools are participating in professional learning from a state grant for Positive Behavioral Instructional Supports, an instructional model for behavioral prevention.

Candid Conversations About Race is offered at a host of schools and has been differentiated by level for teachers: novice and advanced. The focus of the CCR meetings this year is on grading practices that support standards-based grading.

Finally, we continue to keep a focus on closing the achievement gap and have held a Parent Institute at the African-American Male Summit and a Town Hall meeting for educators to examine achievement data.

Compass to 2015 Update

- See the Dashboard Document for additional details
- Upcoming Updates:
 - ✓ BYOD (February)
 - ✓ EXPLORE (February)
 - ✓ End-of-Year Update



We work for that part of our vision which is uncompleted.

Fredrick Sommer

These are just some of the ways we are working to make the goal and student learning outcomes of *Compass to 2015* a reality. As I stated at the beginning of the presentation, you can find additional details about the work to date this year in the Blue Master document provided. You can expect to hear separate updates on some of our key priorities in upcoming workshops including tonight's workshop on standards-based grading, and two workshops in February focused on BYOD and the EXPLORE assessment.

The next formal report of progress will be scheduled for the end of the year and will include updates on the priority areas identified for 2013 through 2015.

I will close by saying that I and the other members of SPISC share the sentiment of the quote you see listed on this slide.

At this time we will open the presentation up for any questions that you may have. Either myself or representatives of the various strategic objectives will be happy to answer your questions.

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