

Good morning Chairman Edwards, Vice-Chair Brunke, School Board members, and Dr. Spence. This morning I will be providing a brief update on progress as it relates to *Compass to 2015*. I am joined by my colleagues who currently serve on the Strategic Planning Implementation Steering Committee.



Anyone who was a fan of Stephen Covey, (noted educator, author, and businessman), is likely familiar with this quote and the concepts represented by the compass and the clock. In Virginia Beach City Public Schools, our commitment to doing what is really important is reflected in the work we have engaged in under *Compass to 2015*. This represents our fifth year of providing you with an end-of-year update on progress related to the strategic plan.

Introduction

- ▶ Identified remaining priorities for 2013-2015 (July 2013)
- ▶ Incorporated School Board feedback into plans to address remaining priorities (September 2013)
- ▶ Provided updates on progress throughout 2013-2014




By way of review, when we provided the School Board with an end-of-year update at last year's 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.

Throughout this past school year, the School Board was provided updates on progress through a variety of workshops and assessment briefs.

Recap of Updates

- ▶ College and Work Readiness Assessment Results (September 2013)
- ▶ African American Male Achievement Update (January 2014)
- ▶ Standards-Based Grading Update (January 2014)



For example, in September you received a summary of the College and Work Readiness Assessment (CWRA) results from the 2012-2013 school year from the Department of Planning, Innovation, and Accountability or PIA. The summary included participation rates as well as comparisons to prior year's results.


PIA also delivered a workshop in January to provide an update on the goal of increasing the academic achievement of African American males. Achievement data were presented for nine specific objectives and included objectives focused on reading on grade level, reducing achievement gaps in reading and mathematics, and increasing passing rates and pass advanced rates on state assessments. Other objectives focused on increasing on-time graduation rates, increasing the percentage who earn advanced diplomas, decreasing the dropout rate, increasing college readiness, and increasing the percent of African American males successfully completing an advanced course.

In January, members of the Department of School Leadership provided an update on the full implementation of Standards-Based Grading at the elementary school level by highlighting successes, identifying challenges, and sharing future plans to improve the system and processes.

Recap of Updates

- ▶ Bring Your Own Device (BYOD) Update (February 2014)
- ▶ EXPLORE Results - 2013 (February 2014)*
- ▶ Science, Technology, Engineering and Math (STEM) Update (April 2014)
- ▶ Parent Engagement Survey Report (April 2014)

*Assessment Brief



In February, the Department of Teaching and Learning along with teachers at the elementary, middle, and high school levels provided an update and overview of the implementation of the Bring Your Own Device (BYOD) initiative. Teachers shared how they used BYOD in their classrooms and steps for continuing to support the initiative were outlined.

Also in February, you received an assessment brief for the 2013 administration of the EXPLORE assessment to 8th grade students. The brief included school, division, and national level comparisons for students completing the exam over the last three years.

In April, the Department of Teaching and Learning presented the division's guiding principles of and approach to STEM education. The presentation included an overview of division-level and school-level STEM programs as well as a description of the core curricular STEM or cSTEM.

Also in April, you received an overview of the results from a parent engagement survey sponsored by the Department of Media and Communications and conducted by Issues and Answers. Overall the results of the survey were positive and will be used to evaluate existing outreaches and communication strategies for the purpose of updating the action plan related to the work of creating opportunities for parents, community, and business leaders to fulfill their essential roles as actively engaged partners.

Recap of Updates

- ▶ Compass to 2015 Mid-Year Update (January 2014)
 - Blended Learning
 - Literacy
 - Supporting Balanced Assessment
 - Responding to Student Needs - Student Transitions
 - Community Engagement
 - Evaluation
 - Professional Learning Opportunities and Resources



All of the updates I just highlighted were in addition to the mid-year update on *Compass to 2015* that the School Board received in January. At that point, we provided you with updates related to the items you see listed on this slide. I will not recap the mid-year update, but I do want to mention that the word document you received that we call the Blue Master reflects the cumulative work of each Strategic Objective Action Team for the 2013-2014 school year. However, the remainder of this presentation will focus on the work accomplished since the mid-year update or any of the other updates you have already received this year.

Additional Updates on Key Priority Areas for 2013-2015

- ▶ Literacy
 - Revised and updated K-12 Comprehensive Literacy Initiative
 - Definition, vision statement, and philosophy
 - Goals and objectives
 - Template for site-based plans
 - Division resources to support the plan
 - ▶ Data
 - ▶ Professional learning links
 - ▶ Literacy Tiers of Interventions
 - ▶ Principal training and support (Summer 2014)

At the mid-year update, we indicated that work was ongoing to review, refine, and refocus the school division's definition and vision for the role of literacy.

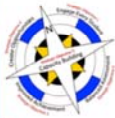
The Strategic Objective 1 Action Team worked with a subcommittee, consisting of teachers and school administrators, to revise and update the division's K-12 Comprehensive Literacy Initiative (also known as the Division's Literacy Plan). Time was spent ensuring a clear and concise definition of literacy as well as a vision statement and philosophy of literacy that would resonate with staff and lead to a common understanding of literacy and the outcomes desired for VBCPS students. In addition, the goals and objectives of the VBCPS Comprehensive Literacy Initiative were updated to ensure we are providing appropriately challenging literacy instruction for students across the curriculum.

To support the division's literacy initiative, the Strategic Objective 1 Action Team worked with the Department of School Leadership to create a template for site-based literacy plans. This site-based template aligns directly to the goals and objectives outlined in the division literacy initiative documents. The site-based literacy plan template provides schools not only with a common language regarding literacy to use when working with their site-based literacy teams, but with clear alignment to the literacy goals and objectives common to the division.

Division resources such as data points, professional learning links, and Literacy tiers of interventions are available through live links on the site-based documents. The literacy tiers of intervention represent a collaborative effort between Strategic Objective 1 and Strategic Objective 3 and represent how schools are to respond to individual student needs through effective literacy instruction. Along with these valuable resources, principals will receive training and support throughout the summer and fall as they prepare their site's literacy plan.

Additional Updates on Key Priority Areas for 2013-2015

- ▶ Supporting Balanced Assessment
 - Readiness Assessment to replace EXPLORE
 - Developed by College Board
 - Knowledge and skills needed to be on track for success in high school and college
 - Will be administered to 8th graders in October 2014
 - Implementation plan will be shared with middle school principals in August



At the mid-year update on the strategic plan, we informed you that ACT was discontinuing the EXPLORE assessment in 2014. As a result, the Strategic Objective 2 Action Team, in conjunction with PIA, investigated alternative assessments to replace the EXPLORE Assessment, and after garnering feedback from a variety of stakeholders, the Readiness Assessment was recommended as the replacement for use in the fall of 2014.

Readiness, developed by the College Board in 2010, aligns with the PSAT and SAT and is intended to measure the knowledge and skills students need to be on track for success in high school and college. Readiness will be administered to grade 8 students in October of 2014. Students and staff will receive reports during the winter of 2015 which will include student performance data in the areas of reading, writing, and math. In addition, Readiness includes a College and Career Readiness Benchmark for grade 8 students, which can be utilized by middle school staff immediately to make course selections and high school staff in the future as the students plan for graduation.

To prepare for the fall administration of the assessment, the Strategic Objective 2 Action Team is working with the departments of School Leadership, PIA, and Teaching and Learning, as well as the Office of Programs for Exceptional Children to develop an implementation plan for the assessment. The plan is designed to support schools with the initial assessment, utilization of data, and instructional implications of the Readiness assessment.

Additional Updates on Key Priority Areas for 2013-2015

► Supporting Balanced Assessment (Continued)

- CWRA+ results available (Fall 2014)
- Organization for Economic Co-operation and Development (OECD) Test for Schools (Fall 2014)
- Standards-Based Grading Survey Results (Fall 2014)



This fall the School Board will receive updates on the most recent administration of the CWRA+ as well as the results from the OECD Test for Schools based on the PISA, which was administered at all of the high schools this year, except Ocean Lakes. Also, as you may recall, as part of the standards-based grading update you received in January, the plan to survey parents and teachers at the end of the school year to assess their perceptions of standards-based grading after completing the year. The survey has been conducted, and the representatives from the Department of School Leadership will be presenting the results of the survey in the fall of 2014.

Additional Updates on Key Priority Areas for 2013-2015

▶ Responding to Student Needs - Student Transitions

- Beach Girls Rock!
 - Empowerment Seminars for Girls (Grades 8 and 9)
 - More than 400 students and 100 parents
 - Focused on Career Pathways and Academics



As of the mid-year update, the Office of Equity Affairs had kicked off its first seminar series of “Beach Girls Rock” at Bayside High School for girls from across the division in grades 8 and 9. Beach Girls Rock! is an empowerment series of seminars collaboratively designed by secondary administrators and the Office of Equity Affairs to support the schools’ efforts in the successful transition of middle and high school students. During the 2013-2014 school year, more than 400 students and 100 parents participated in one of four events that took place at Bayside, Kempsville, Ocean Lakes, and Frank W. Cox high schools. Successful graduates of VBCPS who are current professionals and community leaders were keynote speakers with educators and community volunteers as presenters of topics pertinent to development of adolescents regarding successful career pathways and academic endeavors. Four more events are being planned for next year at four different high schools on a variety of topics.

Additional Updates on Key Priority Areas for 2013-2015

▶ Responding to Student Needs - Student Transitions

- African American Male Summit
 - Effective Teacher Study - focus groups of effective teachers identified through a multi-step process



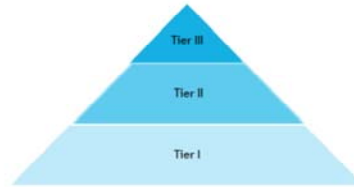
As part of this end-of-year update, we also wanted to highlight work that developed out of the Annual African American Male Summit that was held at Bayside High School this past January. A town hall meeting of VBCPS employees was held as part of the summit to examine relevant data and increase awareness of student achievement gaps. Attendees also made recommendations for moving the work forward, and as a result of the recommendations, PIA and the departments of School Leadership and Teaching and Learning initiated a research study focused on identifying effective teachers, particularly those with a record of success with African American Males.

Effective teachers were identified using a multi-step process. First, principals were asked to help identify their most effective teachers in terms of reaching students and fostering student success. Second, African American male students at middle and high schools were asked to provide a list of two to three teachers who were most effective. Third, academic data including standardized test results were reviewed for the recommended teachers. Following this process, a group of teachers was selected to participate in a focus group for each school level. The intent is to use the results of the study to inform professional learning opportunities in 2014-2015 for principals and teachers.

Additional Updates on Key Priority Areas for 2013-2015

▶ Responding to Student Needs - Positive Behavioral Supports

- Positive Behavioral Interventions and Support (PBIS) Grant
 - Strawbridge Elementary, Plaza Middle, Green Run High, Kempsville High, Cox High
 - Social/Behavioral Pyramid of Tiered Interventions



The Strategic Objective 3 Steering Action Team and Resource Team members have launched a cohort of five schools in their work with positive behavioral supports sponsored by a Virginia Department of Education Grant of \$32,000.00. As a result of this work, several resources have been created that will be helpful in guiding schools in Responding to Student Needs. One such resource is a *social/behavioral pyramid of tiered interventions* that was developed collaboratively with Psychological Services and the Office of Student Leadership. The tool was further refined by the PBIS facilitators and grant recipients.

Additional Updates on Key Priority Areas for 2013-2015

▶ Community Engagement

- Continuing to update the parent engagement plan based on survey results
 - Recalibrating Parent Connection offerings
 - Increasing awareness and use of the Parent Support and Information Center
 - Investigating digital component of Apple-A-Day
 - Implementing a text messaging feature for AlertNow
 - Hosting social media training for school staff
 - Working with schools to improve school websites



As you heard at the April 2014 workshop focused on the recent parent engagement survey results, work is under way to update the parent engagement action plan. Updates include recalibrating the Parent Connection offerings, developing a plan to increase awareness and use of the Parent Support and Information Center among target audiences, investigating the feasibility of implementing a digital component to the Apple-A-Day parent newsletter, implementing a text messaging feature for AlertNow, hosting social media training for school system staffs, and working with schools to improve their web sites.

Additional Updates on Key Priority Areas for 2013-2015

► Evaluation

- Principal and assistant principal evaluation system implemented
- Secondary principals received training related to providing teachers with effective feedback
 - Similar training planned for all assistant principals and elementary principals



With respect to the area of evaluation, the evaluation system and instrument for principals and assistant principals were implemented during the 2013-2014 school year. In addition, this past year, the departments of Human Resources and School Leadership collaborated to provide secondary principals with training related to providing teachers with effective feedback, and all assistant principals and elementary principals will receive similar training at the annual administrators' conference in August 2014. The departments of School Leadership and Human Resources will continue to work in collaboration to support the implementation of the various evaluation systems.

Additional Updates on Key Priority Areas for 2013-2015

► Professional Learning Opportunities and Resources

- LEAD Virginia Beach
- Data analysis video series available in the VBCPS Dynamic Video Library
- Professional learning for non-instructional staff
- Learning opportunities to support key priorities



In terms of the key priority area of professional learning opportunities and resources, the 2013-2014 school year represented the first full year of the LEAD Virginia Beach program. LEAD Virginia Beach, the professional learning program for aspiring and current administrators, provided more than 30 professional learning opportunities to aspiring and current administrators throughout the 2013-2014 school year. In addition, two summer institutes were recently held for administrators and aspiring administrators to support their work with the Professional Learning Community process and deepen their knowledge of organizational management.

We continue to provide resources through our Collaborative Learning Culture framework. For example, as a result of feedback from principals, the Department of Planning, Innovation, and Accountability worked with the Office of Student Assessment and the Center for Teacher Leadership to create a series of data analysis videos designed to help schools access results using various sites, hear from colleagues whose schools performed well in the area of focus, and to promote the effective use of data to plan for instructional improvement.

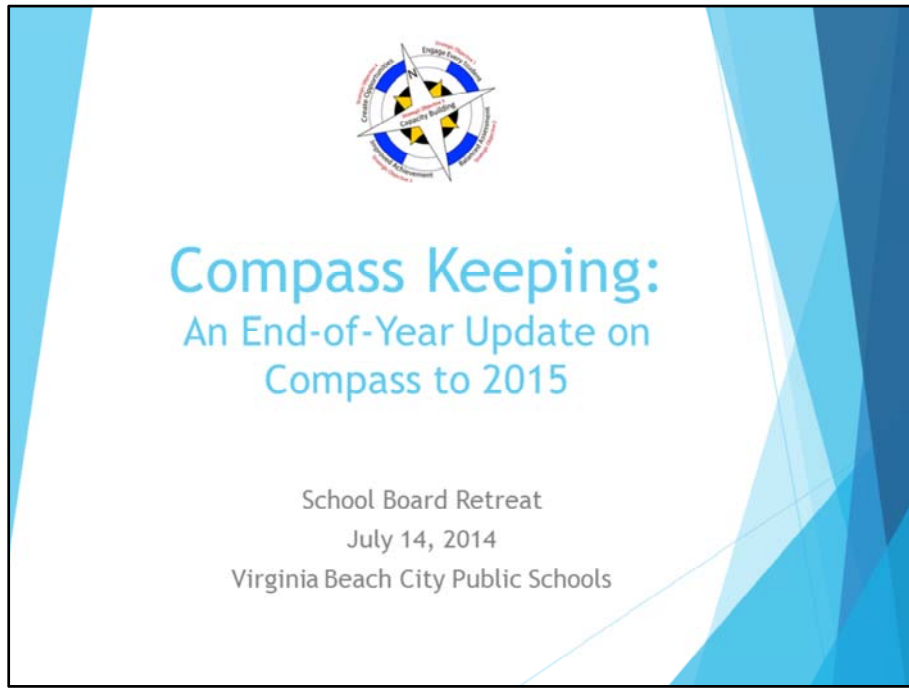
In developing a program designed to build the capacity of classified employees, a matrix that lists the types of training offered to non-instructional employees has been created by the Department of Human Resources. This matrix will assist in determining additional training needed for classified employees. The planning is ongoing at this time.

And finally, as you heard throughout this presentation and the updates you received throughout the year, we will continue to provide staff with learning opportunities to support key initiatives such as BYOD, standards-based grading, and upcoming assessments like REDIStep, just to name a few.

Next Steps

- ▶ Implement a transition plan between *Compass to 2015* and the next strategic plan
- ▶ Continue to provide updates on key priorities
- ▶ November Showcase Event

In the coming weeks and months, we will begin to implement a transition plan between *Compass to 2015* and the next strategic plan. We will also continue to provide the School Board with updates on key priorities associated with *Compass to 2015*. We are looking to the November Showcase event as an opportunity to demonstrate how teaching and learning has changed under *Compass to 2015*.



At this point, my colleagues from the Strategic Plan Implementation Steering Committee and I are available to address any questions you may have.