

Plan for Continuous Improvement (PCI)

Virginia Beach City Public Schools

Compass to 2025: Student-Centered For Student Success

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| School: Adult Learning Center | Date of Plan: 10/30/2020 |
| School Year(s): 2020/21 | |
| VBCPS Goals Compass to 2025 | <ol style="list-style-type: none"> 1. Educational Excellence (<i>literacy, core knowledge, and transferrable life skills</i>) 2. Student Well-Being (<i>physical, mental health of all students, resilient learners who are personally and socially responsible</i>) 3. Student Ownership of Learning (<i>rigorous, authentic, and students taking ownership of their learning</i>) 4. An Exemplary, Diversified Workforce (<i>fosters a climate that values and invests in a high-quality, diversified workforce</i>) 5. Mutually Supportive Partnerships (<i>family, school, the division, businesses, military, faith-based, civic and city agencies that support student well-being</i>) 6. Organizational Effectiveness & Efficiency (<i>division resources, operations, and processes to support the division's strategic goals.</i>) |
| School Mission & Vision | The mission of the Adult Learning Center is to equip adults with 21st century skills by providing rigorous and relevant learning opportunities that enable learners to compete in the global society. |

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| Recovery Plan New | <p>Our students began their year receiving virtual instruction in accordance with the guidelines in the school division's Fall 2020 Plan. Our initial plan followed the high school plan for returning students to face to face instruction. We followed the same health matrix used for high schools. Our students would return when the Eastern Virginia region went to "Green." The plan was and remains, to return to in-person instruction using a blended model in order to maintain appropriate social distancing. This was particularly important for our English Language Acquisition Program. Those classes generally have 30 students in each class. To maintain the six-foot distance required for adults we could not have more than 15 students in the classroom. In our smaller classrooms we could only accommodate 10 students.</p> <p>The blended model splits students time between in-person (face-to-face) and remote instruction. For a student taking day classes, two consecutive days will be in-person and two days will be remote. For those taking evening classes one day will be in-person and one day will be remote. Students will spend their alternate remote learning days participating in online activities that maximize DOE-approved distance education programs. (<i>i.e.</i> USA Learns, Burlington English, Kahn Academy, TABE Academy, etc.). Students may also engage in virtual technology, library media center, and counseling support sessions. Additionally, small group and/or 1:1 teacher assistant support will be available for students during the remote learning days.</p> <p>Please note for our day program, students will be engaged Monday through Thursday. Each Friday will be a staff day for both the ELA and ABE/GED day programs. This will afford the staff time to partake in professional learning activities and collaborate within PLC sessions. Staff may also utilize this time to plan as well. Our evening teachers will have time for planning, PLC and professional development participation from 6:00-6:30 p.m. on Monday and Wednesday evenings.</p> <p>We began preparing for reopening after the School Board voted on 10.27.2020, to return 12th graders to in-face instruction.</p> <p>The ALC proposed delaying the reopening until after the winter break (2nd Week of January). see below for some of the concerns that guided our request to delay the re-opening.</p> <ul style="list-style-type: none"> • Our students are adults who have ranged in age from 18 to 80. The age of many of our students put them at greater risk for contracting Coronavirus. • We have a high percentage of staff members who are 60+ with underlying conditions. |
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- Following the School Board meeting on October 27th we experienced increased calls of concern from both students and staff. All the calls were individuals who were fearful of returning to in-person learning
- Three students reported concerns with returning to in-person instruction due to auto-immune concerns.
- Our enrollment at the end of October 2020 for the ELA program was 376 (189 students in the day classes, 187 students in the evening classes.) The enrollment for the Adult Basic Education (ABE) classes was 71 (29 students in the day classes, 42 students in the evening classes).
- The ELA program was an area of concern as we prepared for re-opening. The enrollment for that program was 376 students who were taking classes virtually. When they return to school in-person there would be 30 students assigned to each class. The blended model would reduce the number of students in the classroom for any given session by 50%. Which would allow us to maintain social distancing.
- We checked with other adult learning programs within our region. Alice Graham, Region 20, Program Manager reported that the other districts in Region 20 (Norfolk, Portsmouth, Suffolk, Isle of White, South Hampton and Franklin) had not restarted in-person instruction. Ms. Graham stated, Portsmouth recently began allowing 1-5 ELA students twice a week for two hours.
- Ms. Graham recommended that the learning centers stay closed at least until after the Winter Break
- We have 75 students in our nursing and medical programs, but they are a little different from our ABE and ELA programs. I will discuss them in my reopening plan as well. Our community education programs vary in size. They are all being held virtually at this time.

Due to the concerns listed above the following revision was proposed and approved to our re-opening (recovery plan):

Revised Plan for re-opening the ALC:

proposed that the ALC remain in its current status rather than transitioning to full, in-person learning (using the blended model). We would discuss reopening upon return from Winter Break. This request to remain in virtual learning applies specifically to the ABE and ELA programs. The reasons for this proposal follow:

- Our staff and student populations have greater susceptibility to Coronavirus.
- The high travel (to home countries) of some of our student population heightens the health concerns.
- The other divisions within Region 20 have not opened for in-person instruction. These are the most similar centers for us to compare to. What should be noted is that our program is much larger than any of these other divisions.

We have several processes that we conduct which require people to come into the building. We would like to continue these:

- Registration and placement test for both the ABE and ELA programs. We began conducting these in August and September. We limit the number of participants and practice social distancing and mitigation procedures. These activities are essential for both our virtual and in-person classes.
- As an extension of the testing discussed above, we will need to add testing sessions to establish growth even if we remain virtual. We would limit the number of participants and practice social distancing and mitigation procedures.

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| | <ul style="list-style-type: none"> • Our nursing programs have hands on components to the program. We have allowed them to meet in very small groups to meet those requirements. We would continue to limit the number of participants and practice social <p>We reopened our GED test center on November 17, 2020. We had to close after thanksgiving when the cases began to spike in the Eastern region.</p> <p>Nursing Programs:</p> <ul style="list-style-type: none"> • Our nursing students are between the ages of 18 to 24. Of the 75 students 60 of them are in the LPN program housed the Career and Technical Education Center so they would follow the guidelines in place for HS students. <p>Community Education Programs:</p> <ul style="list-style-type: none"> • Our community education classes would continue in the virtual mode until the center re-opens for in-person learning <p>The matrix to be used in determining the reopening of the ALC for in-person learning.</p> <ul style="list-style-type: none"> • We would use the original health matrix used by the division to determine the reopening of the ALC. The current proposal would delay the reopening until after the winter break. The Matrix would then be reviewed to determine if the Eastern Virginia region has remained in “Green” (a positivity rate of less than 5 percent) • We would again survey the other divisions within Region 20 to see what their intentions are in regard to re-opening for in-person instruction. • We would take into consideration possible spikes within Virginia and the percentage of states in the nation experiencing spikes. • We will seek input from our students and staff. |
| <p>Social-Emotional Wellness Plan</p> <p>New</p> | <p>A narrative that identifies your plan to meet the social-emotional needs of your students and staff and support school-wide wellness.</p> <ul style="list-style-type: none"> • We will continue to use Friday as our staff day. Staff will receive professional development, conduct PLC meetings and work collaboratively on Fridays. • For those students who have difficulty with assessments in the virtual setting we will arrange for on-site proctoring with appropriate mitigation procedures. • The blended model will be used when we return to face-to-face instruction to allow for appropriate social distancing. • At the present time we are only considering a blended model. If we find a significant number of students who remain vulnerable, we will develop a virtual class. • Students will be support by administration, classroom teachers, school counselor, GED coach, media center teacher and technology (computer lab teachers. This support will be provided in both the virtual and on-site settings. |
| <p>Academic Data Summary</p> | <ul style="list-style-type: none"> • The ALC used the “College and Career Readiness Standards for Adult Education • The ALC follows the guidance outlined in the VDOE’s “Assessment Policy and Distance Education Policy for Virginia Adult Education and Literacy Programs. |

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| | <ul style="list-style-type: none"> • Data for ALC students are recorded and reported to the VDOE who uses that data in their reports to the federal government. This data is recorded on the National Reporting System (NRS). • Students are assessed as they enter the program. This data is used to determine level and to inform instruction. • Students are assessed at specific points in their program to determine growth. This data is used to determine level and to inform instruction. |
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| Student Learning Outcomes | SMART Goals |
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| | <p style="text-align: center;">Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound</p> <p>Developed to answer the question: “<i>What outcomes do we want for our students?</i>”</p> |
| Goal (academic): ABE/GED Academic Proficiency | The ALC will continue to meet or exceed performance targets for at least 4 of the 5 ABE/GED educational functioning levels in the National Reporting System (NRS) and integrate workforce readiness skills at least two (2) times per week by June 30, 2021. |
| Goal (academic): ELA Academic Proficiency | The ALC will continue to meet or exceed performance targets for at least 5 of the 6 ELA educational functioning levels in the National Reporting System (NRS) and integrate workforce readiness skills daily by June 30, 2021. |
| Goal (other): Multiple Pathways Communication and Collaboration | 95% of all students will demonstrate effective communication and collaboration skills by documenting participation in orientation, classroom activities, and at least one of the following: Monthly EL/Civics topics, Talk-a-Latte, Classroom Speakers, Health Expo, Community Resource Day, Cultural Exchanges, Transition Fair, or College/Workplace Tours by June 30, 2021. |

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

| Goal 1: (academic) ABE/GED Academic Proficiency | Strategies |
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| Compass to 2025: Educational Excellence | |
| The ALC will continue to meet or exceed performance targets for at least 4 of the 5 ABE educational functioning levels in the National Reporting System (NRS) by June 30, 2021. | <ul style="list-style-type: none"> • Conduct learning walks and observations that focus on student achievement • Teachers will follow GED/TABE aligned pacing guide. • Teachers will incorporate effective formative assessment. • Teachers will teach students resume writing and interviewing skills. |

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| Goal 2: (academic) ELA Academic Proficiency | Strategies |
| Compass to 2025: Educational Excellence | |
| The ALC will continue to meet or exceed performance targets for at least 5 of the 6 ELA educational functioning levels in the National Reporting System (NRS) by June 30, 2021. | <ul style="list-style-type: none"> • Conduct learning walks and observations that focus on student achievement. • Implement one technology resource in classes weekly. • Identify and implement common, research-based literacy strategies across level areas. • Present at least two workforce related instructional units during the year. Teachers will teach students resume writing and interviewing skills. • Guidance counselor provides quarterly support for employability skills. • Quarterly Career Pathways Spotlight |

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| Goal 3: (other) Multiple Pathways Communication and Collaboration | Strategies |
| Compass o 2025 Student Ownership of Learning | |
| 95% of all students will demonstrate effective communication and collaboration skills by documenting participation in orientation, classroom activities, and at least one of the following: Monthly EL/Civics topics, Talk-a-Latte, Classroom Speakers, Community Resource Day, Health Expo, Cultural Exchanges, Transition Fair, or College/Workplace Tours by June 30, 2021 | <ul style="list-style-type: none"> • Student participation in transition fair. • Talk-A-Latte and Read A Latte with focus on workforce readiness and employability • College and Workplace Tour Visits • Guest speaker series • Cultural Exchanges • Monthly character education topics taught |

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| Goal 1: (academic) ABE/GED Academic Proficiency | | | | |
| VBCPS/Division Goal: Compass to 2025: Educational Excellence | | | | |
| SMART Goal: The ALC will continue to meet or exceed performance targets for at least 4 of the 5 ABE educational functioning levels (EFL) in the National Reporting System (NRS) by June 30, 2021 | | | | |
| Action Steps | Timeline | Person(s) Responsible | Action Step Completed (List month and year) | Professional Development |
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| <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i> | <i>(List month and year to start addressing action step)</i> | | | <i>(Provide a brief description of PD needs)</i> |
| Initial assessment at enrollment | At registration | ABE Staff | Students must be assessed the first 6 hours of instruction Programs must administer a pre-test to any learner who does not have a valid assessment | Staff receives training on giving the required assessment. They receive an initial certification and must re-certify every two years |
| Instruction given to each student based on individual level | On-Going | ABE Staff | Student will be assessed after 40 hours of instruction to determine EFL gains | |

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| DO | Action Plan Review Cycle: | |
| CHECK | Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures) | Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal) |

| ABE/GED Academic Proficiency Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration) <i>(Add your secondary measures)</i> | Strategies |
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| Goal 2: (academic) ELA Academic Proficiency | | | | |
| VBCPS/Division Goal: Compass to 2025: Educational Excellence | | | | |
| SMART Goal: The ALC will continue to meet or exceed performance targets for at least 5 of the 6 ELA educational functioning levels in the National Reporting System (NRS) by June 30, 2021. | | | | |
| Action Steps | Timeline | Person(s) Responsible | Action Step Completed | Professional Development |

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| <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i> | <i>(List month and year to start addressing action step)</i> | | <i>(List month and year)</i> | <i>(Provide a brief description of PD needs)</i> |
| Initial assessment at enrollment | At registration | ELA Staff | Students must be assessed the first 6 hours of instruction Programs must administer a pre-test to any learner who does not have a valid assessment | Staff receives training on giving the required assessment. They receive an initial certification and must re-certify every two years |
| Instruction given to each student based on individual level | On-Going | ELA Staff | Student will be assessed after 60 (minimum) hours of instruction to determine EFL gains | |

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| DO | Action Plan Review Cycle: | |
| CHECK | Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures) | Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal) |

| ELA Academic Proficiency Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration) (Add your secondary measures) | Strategies |
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| Goal 3: (other) Multiple Pathways Communication and Collaboration |
| VBCPS/Division Goal: Compass to 2025 Student Ownership of Learning |
| SMART Goal: 95% of all students will demonstrate effective communication and collaboration skills by documenting participation in orientation, classroom activities, and at least one of the following: Monthly EL/Civics topics, Talk-a-Latte, Classroom Speakers, Community Resource Day, Health Expo, Cultural Exchanges, Transition Fair, or College/Workplace Tours by June 30, 2021 |

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| Action Steps <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i> | Timeline <i>(List month and year to start addressing action step)</i> | Person(s) Responsible | Action Step Completed <i>(List month and year)</i> | Professional Development <i>(Provide a brief description of PD needs)</i> |
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| <ul style="list-style-type: none"> • Monthly EL/Civics topics • Talk-a-Latte • Classroom Speakers • Community Resource Day • Health Expo • Cultural Exchanges • Transition Fair • College/Workplace Tours | Schedule TBD | Administration and Instructional staff | Schedule TBD | N/A |

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| DO | Action Plan Review Cycle: | |
| CHECK | Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures) | Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal) |