

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI

Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction



VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Plan for Continuous Improvement

SCHOOL: **Advanced Technology Center**

DATE: **10/31/09**

SCHOOL MISSION STATEMENT

The mission of the Advanced Technology Center is to serve as a primary source for instruction and training for Information Technology, Telecommunications, High Performance Engineering/Manufacturing, Marketing Education in Hotel and Retail Operations/Management workforce development, and to be a significant contributor to city, regional and statewide workforce development initiatives in the aforementioned areas.

- SACS
- SOA
- HSTW
- TITLE I
- OTHER GRANT
- Other : VDOE CTE Requirements

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.

**VBCPS Compass to 2015
A Strategic Plan for Student Success**

- S01. All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
- S02. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- S03. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- S04. VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
- S05. VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goal and outcomes for student success.

PLAN

Demographic Overview

The Advanced Technology Center (ATC) is the result of a partnership between Tidewater Community College, Virginia Beach City Public Schools and the City of Virginia Beach. This facility is unique among educational institutions as it offers secondary and post-secondary students the highly technical training demanded to achieve success in today's global economy.

Located on the Virginia Beach Campus of Tidewater Community College, adjacent to the Virginia Beach Higher Education Center operated by Old Dominion University and Norfolk State University, and across the street from Virginia Beach's Landstown High School and Technology Academy and the Sentara Health Systems Health Campus; these adjoining facilities create what city officials and the education community are calling an academic village for Virginia Beach.

Opening in 2002, the ATC current enrollment includes 406 students selected from each of Virginia Beach's Public High Schools; participating in 14 advanced programs. The ATC's demographics in many ways reflect that of the Virginia Beach City Public Schools as a whole.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: ATC

DATE: 10/31/09

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)

• **ATC Program Enrollment Capacity**

Year	# of Programs	Program Capacity	Enrollment	Percentage of Capacity
Sept. 30, 2008	14	512	363	71%
Sept. 30, 2009	14	512	406	79%

• **Demographic Enrollment Data**

- Ethnic/Gender Distribution

September 2008

Gender	African American	Caucasian	Hispanic	Native American	Asian	Pacific Islander	Non Disclosed	Total	Division %
Females	30	49	5	0	6	1	3	94/25.9%	n/a
Males	53	167	18	0	19	5	7	269/74.1%	n/a
ATC %	83/22.9%	216/59.5%	23/6.3%	0/0%	25/6.9%	6/1.7%	10/2.8%	363/100%	
Div. %	27.3%	55.8%	6%	.4%	5.7%	.8%	4%	69,735/100%	

September 2009

Gender	African American	Caucasian	Hispanic	Native American	Asian	Pacific Islander	Non Disclosed	Total	Division %
Females	32	54	4	0	9	1	1	101/24.9%	n/a
Males	69	177	17	1	26	3	12	305/75.1%	n/a
ATC %	101/25%	231/57%	21/5.2%	1/.25%	35/9%	4/1%	13/.32%	406/100%	
Div. %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

• **Special Needs Enrollment**

Year	Enrollment	Raw # of Students	ATC %	VBCPS %
Sept. 2008	363	39	10.7%	11.5%
Sept. 2009	406	40	9.9%	n/a

• **Volunteers and Registered Partners in Education**

- **Volunteers = 63**
- **Partners in Education = 49**

- Today's economy demands that our educational system produce citizens capable of competing for jobs that require knowledge of advanced technological systems. The ATC provides students with the foundational knowledge needed to enter into these highly technical careers, and or, post-secondary educational institutions. ATC programs continue to be under-utilized, and increases in student enrollment remain a high priority.

- Analysis of 2009 data indicates that minority enrollment in ATC programs is similar to that of VBCPS as a whole in 2008. Continued progress needs to be made in addressing discrepancies in the enrollment of non-traditional (female) students. The development of strategies to address these gaps continues to be an area of focus.

- The enrollment of special needs students has declined across the school division over the last two years. Analysis of initial 2009 data shows that a slightly higher than average percentage of special needs students enrolled in ATC programs this year.

- 63 individual volunteered 247 hours of assistance working in support of the ATC's mission
- The ATC maintained 49 registered partnership in 08-09; one of which was recognized as a Model Partnership.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: ATC

DATE: 10/31/09

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)

• **ATC Achievement Data**

• 2007-2008 Industry Certification/Assessment Data – Ethnically Disaggregated

Ethnicity	AA/M	CAUC/M	HIS P	NA	ASIA N	NH/PI	UNSP	TOTAL
Tests Taken	99/90	238/192	18	0	33	7	7	402
Passed	72/68	183/145	15	0	26	5	4	305
%	78.9/73.3	77.3/78.1	72.2	N/A	81.8	71.4	57.1	75.9

• 2008-2009 Industry Certification/Assessment Data – Ethnically Disaggregated

Ethnicity	AA/M	CAUC/M	HISP	NA	ASIAN	NH/PI	UNSP	TOTAL
Tests Taken	75/40	190/147	21	0	31	4	9	323
Passed	47/20	142/117	20	0	29	4	5	247
%	62.7/67.5	74.7/79.6	95	N/A	93.6	100	55.6	74.3

• **Student Competency Attainment Data**

Program	2007-2008		
	June enrollment	Students scoring 1, 2, or 3	Pass Rate
93.47% of students must score 1, 2, or 3 on 80% of the essential course competencies (1 = top score)			
ATC Results	** 336	313	93.15%
	2008-2009		
	360	347	96.39%

- Student attainment of industry certifications is a federal, state, and local area of emphasis. Analysis of the past two years worth of data provides evidence of both gains and declines in performance.
- The pass rate for those students participating in certification testing in the spring of 2008 decreased by 1.6% over that of 2009, while the total number of assessment taken by students fell by 79. The attainment of industry certifications represents TCE's "SOL's", and remains one of the ATC's highest achievement goals.
- It is important to note that the majority of industry certifications are designed to be administered to adults who are either preparing to enter or are already working in a related industry. ATC students have performed exceptionally well, however there are some areas of concern when the data is ethnically disaggregated. Narrowing these achievement gaps will be an instructional priority. It should be noted, however, that the national pass rate for these certifications tends to be under 60%. All of our student groups exceed this level of performance
- Every Career & Technical Education (CTE/TCE) course across the Commonwealth of Virginia is designed around a competency based education format. It is a requirement that student proficiency in the identified essential competencies in each course is tracked by the instructor. Historically this data has been tracked on a student by student basis, using a paper and pen format, without any entry into a viable database. VBCPS and school divisions across the Commonwealth report the data to VDOE by correlating individual student grades in each course to student competency attainment. Although there may be a relationship between student competency and grades, one cannot accurately report individual competency attainment rates in this manner. Instructors at the ATC track and report actual individual competency data exactly as required by VDOE.
- Analysis of 2008-2009 data indicates that the ATC made significant progress in this area; exceeding VDOE minimum standards.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: ATC

DATE: 10/31/09

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)


• **21st Century Skills for Workplace Success 2009 Post-test Data by TCE Program**

Program Area	Business Information Technology (BE)		Marketing Education (ME)		Trade and Industrial Education (TI)		SCHOOL TOTAL/AVG		DIVISION TOTAL/AVG	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
% Passed	n/a	19/86.4%	n/a	9/90.0%	n/a	130/84.4%	112/59.9%	158/84.9%	1261/47.8%	1539/64.6%
Avg. Score	n/a	85.2	n/a	85.2	n/a	84.6	78.4	84.7	73.5	78.7
Skill Area										
Reading		83.6		82.0		84.0	80.9	83.9	75.4	79.6
Math		79.3		77.8		82.1	73.4	81.6	67.5	72.5
Writing		84.7		80.0		86.2	79.9	85.7	74.2	78.7
Speaking		76.1		88.8		78.7	71.9	79.0	71.2	74.7
Computer Literacy		77.3		66.7		74.5	66.6	74.4	58.7	63.0
Problem Solving		83.8		78.6		82.5	76.4	82.5	70.5	76.5
Big Picture		82.6		85.0		86.8	79.9	86.2	73.8	78.9
Work Ethic		91.7		95.0		90.2	86.1	91.2	81.9	87.1
Positive Attitude		93.2		96.3		90.2	85.9	90.9	82.3	86.8
Independence		89.8		90.0		85.1	79.4	86.0	73.7	80.0
Self Presentation		89.5		88.5		88.7	81.8	88.7	76.2	83.2
Attendance		96.2		98.3		93.6	88.3	94.2	84.7	90.6
Team work		80.5		76.0		77.4	72.2	77.7	67.3	72.1

Skill Area	AAM – Pre/Post Test		Division– Pre/Post Test		WHM = Pre/Post Test		Division– Pre/Post Test	
Overall Pass %	40.0%	61.3%	27.2%	43.5%	59.9%	86.0%	57.0%	71.2%
Total Avg. Score	71.5	78.9	64.5	65.5	81.2	79.1	73.4	73.6
Reading	74.3	79.4	69.9	73.5	83.9	85.1	75.4	82.0
Math	67.9	72.3	58.3	62.7	78.5	86.8	67.5	78.3
Writing	70.7	78.2	64.6	72.0	83.2	87.5	74.2	81.3
Speaking	67.9	80.6	64.7	69.2	72.7	78.3	71.2	75.6
Computer Literacy	60.0	68.3	52.7	58.3	71.1	76.9	58.7	66.7
Problem Solving	72.2	75.6	61.7	67.0	79.3	84.5	70.5	79.2
Big Picture	71.9	76.9	65.2	71.6	83.1	89.5	73.8	82.2
Work Ethic	77.1	84.4	70.3	79.8	87.2	92.8	81.9	87.0
Positive Attitude	80.0	87.5	72.9	79.7	88.3	90.6	82.3	87.2
Independence	72.1	77.0	63.3	72.3	82.6	87.9	73.7	81.3
Self Presentation	70.1	82.4	64.2	74.8	84.7	89.7	76.2	83.8
Attendance	83.3	93.0	74.4	84.7	88.6	94.0	84.7	90.4
Team work	68.6	71.7	60.8	71.4	74.6	86.3	67.3	80.5

- Virginia's CTE/TCE instructors are also required to teach Virginia's Workplace Readiness Skills (WRS), identified as essential by employers from across the Commonwealth. The VBCPS TCE Office, through a grant from Opportunity Incorporated has developed a curriculum to address this State requirement. In addition, the National Occupational Competency Testing Institute (NOCTI) has developed the 21st Century Skills for Success pre and post test assessments which are aligned with the curriculum. The assessments are used to evaluate the success of our TCE programs in teaching these essential skills.
- Only those students enrolled in a one year, or the second of a two year program participate in WRS assessment. The passing score for the assessment for 2008-2009 was 79. This resulted in 158/84.9% pass rate for ATC students in spring 2009; the highest pass rate in the school division.
 - The average total student score increased 6.3 points between the pre and post assessment sessions with the average ATC post-assessment score of 84.7 signifying a 2.7 point gain over that reported in 2008. The overall pass rate increased .5% to 84.9%
 - Of particular concern, is continued under performance by students in the area of "Computer Literacy", Analysis of this area appears to indicate a focus on the students' ability to use common computer applications, and not on the technical aspects of computer operations that are the focus of many ATC programs.
 - Another concern is the poor post-assessment performance of students in the area of:
 - Teamwork
 - ATC African American males scored 24.7% lower than their Caucasian male counterparts on this assessment. This compares to a 27.7% gap at the Division level.

PLAN			
<i>VBCPS Plan for Continuous Improvement</i>		Measurable Objectives	School: ATC
		DATE: 10/31/08	
Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Areas of Focus (Specific sub-category areas that need attention)	Performance Measures (What public information is available to measure the objective)	Assigned Action Team
<ul style="list-style-type: none"> • <u>Increase student enrollment by 4% for 2010-2011.</u> • <u>77% Certification/Industry Assessment Pass Rate</u> • <u>96.89% of all ATC students will rate a "1", "2", or "3" on 80% of the essential course competencies.</u> • <u>Reduce the performance gap that currently exists between African American males and their Caucasian counterparts on Virginia's Workplace Readiness Skills assessment.</u> • <u>86% of all ATC program completers will exhibit competency in Virginia's Workplace Readiness Skills.</u> • <u>Increase opportunities for parents' community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and the outcomes for student success.</u> • <u>Ensure the balanced assessment of all ATC students</u> 	<ul style="list-style-type: none"> • Raise student enrollment to 82% of program capacity. Particular emphasis will be placed on increasing female representation in ATC programs. • Enhanced Professional Development Activities which support the: <ul style="list-style-type: none"> ○ Development and use of Understanding by Design Learning Plans ○ Increased use of Differentiated Instruction strategies ○ Development of a Professional Learning Community at the ATC • Insure implementation of WPRS curriculum with specific emphasis on those lessons addressing Computer Literacy, Teamwork, and Speaking & Listening skills. • Increase the number of students participating in work-based learning experiences. • Increase the number of volunteers and business partners supporting the objectives of the ATC PCI • All ATC instructors will ensure a performance based assessment for each unit of study. 	<ul style="list-style-type: none"> • September 30, 2010 enrollment = or > than 422. • Individual industry certification/assessment pass/fail scores of those students who sit for an certification or assessment • 96.89% of students will rate a "1", "2", or "3" on 80% of the essential course competencies. • The current gap stands at 24.7% • NOCTI WPRS assessment cut score = 72%. • Students in WBE (08-09) = 6 • Volunteers (08-09) = 63 (247 hrs.) • Registered partners (08-09) = 49 • The number of performance based assessments in each course will be = or > the number of curricular units in said course 	<ul style="list-style-type: none"> • Administrative Team, Administrative Advisory Committee, ATC Faculty • TCE Office, Director, ATC Professional Learning Community • TCE Office, Director, ATC Professional Learning Community • TCE Office, ATC Director, Assistant Director • ATC Faculty

DEPARTMENT OF SCHOOL ADMINISTRATION		<h2 style="text-align: center;">PCI Form 4-2</h2> <p style="text-align: center;">Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction</p>		 VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A HEAD OF THE CURVE</small>	
VBCPS Plan for Continuous Improvement		Sheet # 6	o f 12	School: Advanced Technology Center	DATE: 10/31/09
Alignment to School Division Objective:	<input checked="" type="checkbox"/> SO #1 <input type="checkbox"/> SO #2 <input type="checkbox"/> SO #3 <input checked="" type="checkbox"/> SO #4 <input type="checkbox"/> SO #5				
School Focus:	Raise student enrollment to 82% of program capacity. Particular emphasis will be placed on increasing female representation in ATC programs.				
School Measurable Objective:	Increase student enrollment by 4% for 2010-2011				
PLAN					
Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>	
<ul style="list-style-type: none"> • <u>Collaborate with ATC staff and students to develop and implement productive marketing strategies.</u> • <u>Analyze data gained from 2009-2010 VBCPS student focus groups whose purpose was to evaluate the effectiveness of ATC marketing efforts, attractiveness of ATC programs, and to implement strategies developed through that analysis for improving the programs and the processes used to recruit students.</u> • <u>Emphasize gender and ethnically diverse student body in all marketing materials and multi-media presentations</u> • <u>Promote WOW experience within the ATC of student/graduate accomplishments</u> <ul style="list-style-type: none"> • Update alumni success stories on ATC flat panel TV • Update hall bulletin boards regarding student/program activities/accomplishments • Display student accomplishments/projects in office, trophy case, conference rooms to name a few. • <u>Encourage faculty/staff to submit information to the media liaison regarding the good news of the ATC</u> • <u>Submit articles regularly to Apple-A-Day, Kaleidoscope, Partnership Pipeline, Beacon, and the TCE Newsletter.</u> 	Review of September 30, 2010 ATC Enrollment Report	<ul style="list-style-type: none"> • Student enrollment as of September 30, 2010 should equal to or > 422 students 	<ul style="list-style-type: none"> • Keep students informed of all ATC course offerings and encourage students to become ATC ambassadors and to participate in the "R2" program. • Keep VBCPS, businesses, and the Virginia Beach community informed of ATC good news. • "Advance Your Thinking II" recruitment video, which emphasizes a gender and ethnically diverse student body • Revised Middle School and High School Open House and recruitment PowerPoint presentations which emphasize a gender and ethnically diverse student body • Revised ATC brochure which includes a detachable application • Revised and regularly updated www.vbatc.com Web site which provides program information and access to a downloadable application. • Support from middle and high school principals to include ATC open house information on their Web sites, newsletters, and including ATC posters in their schools. • Support from guidance counselors in informing students about the ATC programs and opportunities. 	<ul style="list-style-type: none"> • Administrative Team, Administrative Advisory Committee, ATC Faculty, Web Master 	

<ul style="list-style-type: none"> • <u>Publish ATC newsletter</u> • <u>Work with faculty to communicate to their students about the various programs offered at the ATC</u> <ul style="list-style-type: none"> • <u>Encourage</u> students to become an ATC ambassador and participate in the "R2" student referral program, requesting each ATC student to solicit the application of two fellow students to the ATC for 2010-2011. • <u>Provide ATC posters all VBCPS buildings and all middle and high school principals for their schools to display</u> • <u>High School Recruiting Activities</u> <ul style="list-style-type: none"> • Utilize recruitment video • Update recruiting PowerPoint • Conduct recruitment presentations to all sophomores during their H&PE classes over the course of the 2009-2010 school year. (Nov. 09 – Jan. 10) • Allow students and ATC instructors to take part in on-site school recruiting visits. • Distribute brochures and open house information • Talk with key school representatives • Design and post ATC recruitment banners at TCC entrances • <u>Open Houses</u> <ul style="list-style-type: none"> • Conduct one open house (December 9, 2009) for middle and high school students, and include Planning Ahead sessions for prospective students and their parents. • Advertise in Apple-A-Day, Beacon, VBTv, ATC Newsletter, vbschools.com, Parent Calendar Connection, vbatc.com, My School Mail, request middle and high school principals to include information in their Web sites and electronic newsletters. • Utilize AlertNow system to promote Open House • <u>Mailers</u> <ul style="list-style-type: none"> • Mail the December Open House invitation to the families of middle and high school students fall 2009 				
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<ul style="list-style-type: none"> • Mail brochure/application to every 9th, 10th, and 11th grade student (Dec. 09) • Mail Marketing Education marketing piece (Retail Operations/Management and Hotel Operations/Management) to all 10th and 11th grade students in November with a December Open House invitation to promote awareness and enrollment of the two programs and the connection with the ATC. • <u>Middle School Career Day</u> ATC Career Day for 120 8th graders from three different middle schools. Opportunity for students to participate in hands-on career related activities, as well as, plan ahead for potential ATC enrollment in the future. • <u>Tours/ Field Trips/Shadow</u> <ul style="list-style-type: none"> • Conduct High School & Middle School Guidance Counselor Breakfast and tour at the ATC and Classroom on the Mall. (August 09) • Provide ATC tours to middle and high school students. • Provide the opportunity for prospective students to shadow classes at a mutually agreed upon time with instructor(s) • <u>Conduct Summer Camp for rising 9th grade students (Aug. 2010)</u> <ul style="list-style-type: none"> • Provide buffet of technology/marketing activities • Provide tours and class information for campers and their parents • <u>Continue to submit regular press releases and article submissions promoting ATC activities</u> 						
DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input checked="" type="checkbox"/>	Semi-annually <input type="checkbox"/>

PCI Form 4-2

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VBCPS Plan for Continuous Improvement

Sheet # **10** of **12**

School: **Advanced Technology Center**

DATE: **10/31/09**

Alignment to School Division Objective:

SO #1
 SO #2
 SO #3
 SO #4
 SO #5

School Focus:

Enhanced Professional Development Activities

School Measurable Objectives:

- 80% Certification/Industry Assessment Pass Rate
- 96.89% of all ATC students will rate a “1”, “2”, or “3” on 80% of the essential course competencies.
- Reduce the achievement gap that currently exists between African American males and their Caucasian counterparts on Virginia’s Workplace Readiness Skills assessment.
- Insure implementation of WPRS curriculum with specific emphasis on those lessons addressing Computer Literacy, Teamwork, and Speaking & Listening skills.

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>
<ul style="list-style-type: none"> • Implement ASCD PD InFocus Online Professional Development tool to enhance staff understanding and use of: <ul style="list-style-type: none"> ○ Understanding by Design Learning Plans ○ Differentiated Instruction strategies ○ Professional Learning Communities 	<ul style="list-style-type: none"> • Individual industry certification/assessment pass/fail scores of those students who sit for an certification or assessment • Students will rate a “1”, “2”, or “3” on 80% of the essential course competencies as identified by VDOE and the instructor. • Virginia’s Workplace Readiness Skills assessment. 	<ul style="list-style-type: none"> • 77% Individual industry certification/assessment pass rate • 96.89% of students will meet the VDOE requirement. • 86% of all ATC program completers will exhibit competency in Virginia’s Workplace Readiness Skills. (passing score = 79) • Reduce the performance gap that currently exists between African American males and their Caucasian counterparts on Virginia’s Workplace Readiness Skills assessment. (gap =24.7%) 	<ul style="list-style-type: none"> • ASCD PD InFocus • Faculty training in the use of “Protocols”. • Opportunity Inc. WRS Curriculum Guide 	<ul style="list-style-type: none"> • TCE, Office, Administrative Team, Administrative Advisory Committee, ATC Faculty

DO Review Cycle:

Weekly

Bi-weekly

Monthly

Bi-monthly

Quarterly

Semi-annually

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VBCPS Plan for Continuous Improvement	Sheet #	11	of	12	School: Advanced Technology Center	DATE: 10/31/09
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Alignment to School Division Objective:	<input type="checkbox"/> SO #1	<input checked="" type="checkbox"/> SO #2	<input type="checkbox"/> SO #3	<input checked="" type="checkbox"/> SO #4	<input type="checkbox"/> SO #5
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School Focus:	<ul style="list-style-type: none"> Increase the number of students participating in work-based learning experiences. Increase the number of volunteers and business partners supporting the objectives of the ATC PCI All ATC instructors will ensure a performance based assessment for each unit of study.
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School Measurable Objective:	
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PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>	
<ul style="list-style-type: none"> Implement SEVA-PORT Initiative Work Based Experience Grant funded by Opportunity Inc. 	<ul style="list-style-type: none"> Document the number of Work Based Experience opportunities completed by students. 	<ul style="list-style-type: none"> Coordinate a 10 week WBE for 14 ATC HPME strand students 	<ul style="list-style-type: none"> SEVA-PORT Grant Funding Business partners willing to participate in the grant, and in support of the ATC's mission 	<ul style="list-style-type: none"> ATC Assistant Director and Director 	
<ul style="list-style-type: none"> Take steps to refresh contact with the 49 registered ATC business partners, and reach out to additional groups that have the potential to support the ATC and its mission. 	<ul style="list-style-type: none"> Document the number of active registered ATC Partners in Education 	<ul style="list-style-type: none"> Gather at least 1 new registered partner, and increase collaboration with current registered partners. 			<ul style="list-style-type: none"> ATC Assistant Director and Director
<ul style="list-style-type: none"> ATC instructors, in collaboration with ATC and TCE administration will develop performance based assessments for all ATC courses. 	<ul style="list-style-type: none"> ATC administration will review ATC Unit plans for the inclusion of performance based assessments. 	<ul style="list-style-type: none"> The number of performance based assessments in each course will be = or > the number of curricular units in said course 			<ul style="list-style-type: none"> TCE, Office, Administrative Team, Administrative Advisory Committee, ATC Faculty

DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input checked="" type="checkbox"/>	Semi-annually <input type="checkbox"/>
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