

DEPARTMENT OF SCHOOL ADMINISTRATION

**PCI
FORM 4-1**

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



Plan for Continuous Improvement

SCHOOL: **Larkspur Middle School**

DATE: **September 2008**

SCHOOL MISSION STATEMENT

In partnership with family and community, the mission of Larkspur Middle School is to provide all students with a foundation for lifelong learning by creating a safe and supportive environment, where they are prepared to meet the challenges of tomorrow.

- SACS
- SOA
- HSTW
- TITLE I
- OTHER GRANT
- Other _____

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 Goals for 2003 – 2009
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)

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Larkspur Middle School

DATE: Sept 2008

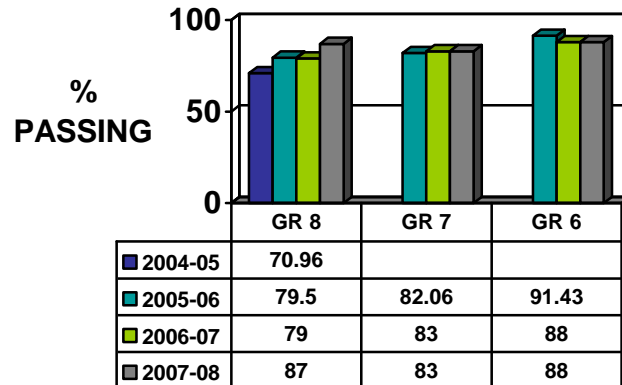
Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

LKMS PASS PERCENTAGES
ENGLISH: READING



- Grade 8 reading scores were on a steady decline from spring testing 2000 through 2003; however, scores increased significantly over the last four years.
- SOL scores in English reading eight have increased 19% points since 2004.
- SOL scores in English reading seven increased from 2006 to 2008 by nearly 1% point.
- SOL scores in English reading six maintained an 88% pass rate from 2007 to 2008.
- Sixth grade students show an 88% pass rate, seventh grade an 83% pass rate, and eighth grade a 79% pass rate.

2007-08 READING	# TESTED	# PASSED	% PASSING	ADVANCED
English 6	538	476	88.0%	153 / 28%
English 7	511	421	83.0%	134 / 26%
English 8	553	483	87.0%	161 / 29%
English 6, 7, 8	1602	1380	86.0%	448 / 28%

PLAN

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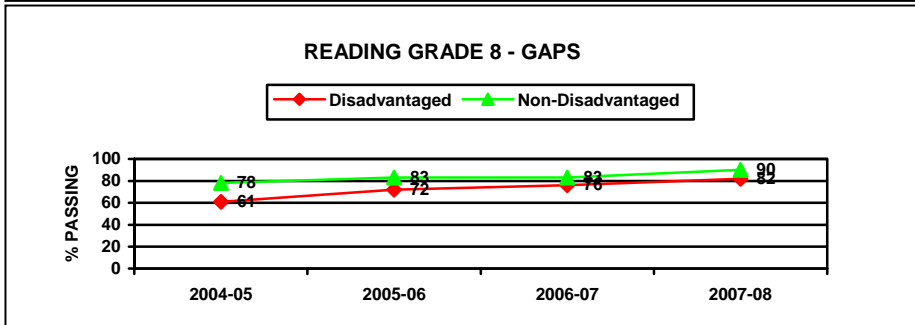
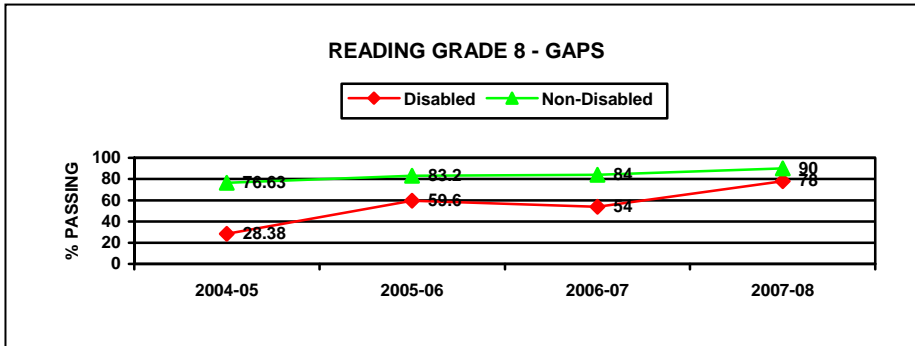
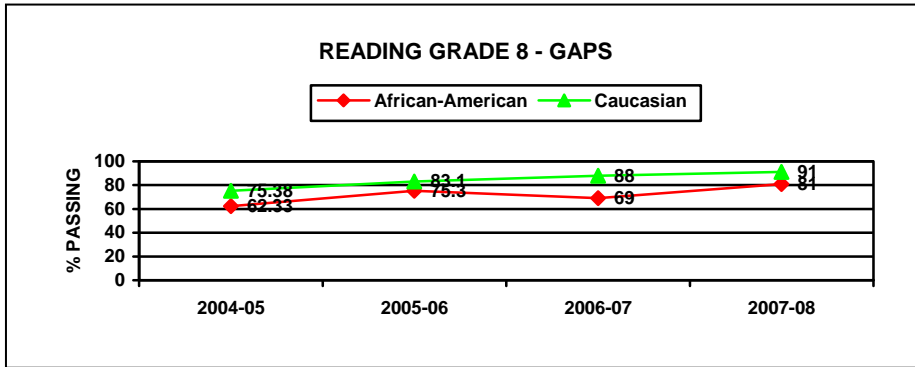
Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

DATA IS BASED ON GRADE 8 READING ONLY



- There are gaps in scores between African-American and Caucasian students.
 - In 2005, the difference decreased to 13.05%.
 - In 2006, the difference decreased to 7.8% - nearly diminishing the gap by 50% the preceding year.
 - In 2007, the difference increased to 19%.
 - In 2008, the difference decreased up to 10%.

- There are gaps in scores between disabled and non-disabled students.
 - In 2005, the gap increased to 48.25%.
 - In 2006, the gap decreased to 23.6%.
 - In 2007, the gap increased to 30%.
 - In 2008, the gap decreased to 12%.

- Larkspur shows significant gains in diminishing the gaps between these two subgroups; disabled students showed a 24% increase in pass percentage, thus creating a smaller gap (12%) between subgroups.

- There are gaps in scores between disadvantaged and non-disadvantaged students.
 - In 2005, the gap increased to 17%.
 - In 2006, the gap decreased to 9%.
 - In 2007, the gap decreased to 7%.
 - In 2008, the gap increased to 8%.

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PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Larkspur Middle School

DATE: Sept 2008

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
<p>To increase the overall pass rate on the 2009 English: Reading/Literature and Research SOL for:</p> <ul style="list-style-type: none"> ▪ Eighth Grade to 92% ▪ Seventh Grade to 92% ▪ Sixth Grade to 92% 	<ol style="list-style-type: none"> 1. Reading – Understand elements of literature and understand a variety of printed materials/resource materials. 2. Decrease the achievement gap between Caucasian and African-American students to 10%. 3. Decrease the achievement gap between disabled and non-disabled students 15%. 4. Maintain an achievement gap between male and female students below 5%. 5. Increase pass advanced percentages for: <ul style="list-style-type: none"> ▪ Eighth Grade to 35%, ▪ Seventh Grade to 35%, and ▪ Sixth Grade to 20%. 6. Obtain 95% participation rate on the SOL test. 	<p>2008-2009 English: Reading/Literature & Research SOL test, VGLA test, and VAAP test</p>	<p>English Vertical Team, English Coordinator, Assistant Principal, VBCPS English Specialist, and Special Education Department</p>

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PCI FORM 4-2

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VBCPS Plan for Continuous Improvement

Sheet # 1 of 2

School: Larkspur Middle School

DATE:
Sept 08SOA Alignment: **STUDENT ACHIEVEMENT**School Division Goal: **EXPAND INSTRUCTIONAL OPPORTUNITIES THROUGH DATA-DRIVEN CURRICULM**School Measurable Objective: **(READING) to obtain an overall pass rate of 92% (6th), 92% (7th), and 92% (8th) on the English: Reading/Literature and Research 2009 SOL Test.**Focus: **Understand a variety of printed materials/resource materials and understand elements of literature**

PLAN

Strategies/Procedures (Describe briefly what will be done to accomplish the goal.)	Assessment (How will progress be measured?)	Targets / Projections (What is the outcome of implementing this strategy?)	Critical Resources Needed (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	Point Person or Action Team (List of people who oversee this plan)
1. Analyze 2007 and 2008 Student Performance by Question (SPBQ) reports and locate areas of weakness over two years; compare the list of weakness with 08-09 ARS pretest data.	1. 2009 SOL test	1. To achieve a 92% pass rate on the English: RLR SOL tests in all three grade levels.	SPBQ report – by student and by team ARS pre/post test data Staff development SOL blueprints	English Coordinator: Theresa MacCall Grade Level Leaders: 6 – C. Edwards and D. Grimstead 7 – C. Guisto and J. Resch 8 – J. Smith and S. Boehmer
2. Compare/Contrast SOL data collected from #1 with SOL blueprint and curriculum framework to develop lesson plans and guide weekly horizontal meetings.	2. 2009 SOL test and lesson plan reviews	2. To achieve a 92% pass rate on the English: RLR SOL tests in all three grade levels.	Curriculum Framework Disaggregated data reports 6-minute solution materials	Language Arts Resource Teacher: Janet Faulkner Assistant Principal: John Heft
3. Use best practices to improve student learning in instruction. These will be shared among staff in weekly horizontal meetings to facilitate instruction of identified weaknesses.	3. 2009 SOL test and classroom observations	3. To achieve a 92% pass rate on the English: RLR SOL tests in all three grade levels.		Curriculum Specialist: Sue Adcock, Tina Lenhart, and Robin Hoffman

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Strategies/Procedures (Describe briefly what will be done to accomplish the goal.)	Assessment (How will progress be measured?)	Targets / Projections (What is the outcome of implementing this strategy?)	Critical Resources Needed (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	Point Person or Action Team (List of people who oversee this plan)
4. Analyze subgroup data from disaggregated 2008 SOL results to identify achievement gaps. Utilize differentiation and Kagan strategies to specialize instruction in order to reduce achievement gaps. Subgroups to specify: <ul style="list-style-type: none"> ▪ African American/Caucasian ▪ Economically Disadvantaged/Non-Econ. ▪ Disabled/Non-Disabled 	4. 2009 SOL test and classroom observations	4. Reduce the achievement gap by 50%.	SPBO report – by student and by team ARS pre/post test data Staff development SOL blueprints Curriculum Framework Disaggregated data reports	English Coordinator: Theresa MacCall Grade Level Leaders: 6 – C. Edwards and D. Grimstead 7 – C. Guisto and J. Resch 8 – J. Smith and S. Boehmer Language Arts Resource Teacher: Janet Faulkner
5. Distribute a monthly newsletter to all teachers featuring one reading strategy; sample lessons will be video recorded and shared with all teachers via television broadcast.	5. Classroom observations	5. Reduce the achievement gap by 50%.	6-minute solution materials	Assistant Principal John Heft Curriculum Specialist: Sue Adcock, Tina Lenhart, and Robin Hoffman
6. Continue Six-Minute Solution program during Core Plus.	6. Six Minute Solution data	6. Increase the amount of students reading on grade level (beginning of year – end of year).		
7. Utilize ongoing common assessments / compare to others on grade level for trends	7. Released 2008 SOL tests	7. Increase at least fifty percentage points from baseline administration.		

DO

Review Cycle: Weekly Bi-weekly Monthly Bi-monthly Quarterly Semi-annually

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DO	Review Cycle: <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Bi-monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-annually
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CHECK Resulting Data	ACT Adjustments or Improvements
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Analysis of Pre-test data by 6-8th grade to determine a targeted list of staff development necessary to build weaknesses.

Each grade Level created a targeted list based on SPBQ from the pre-Assessment test to determine proficiency across grade levels and within each teacher's classes.

Seventh grade passed up their end of the year assessment to 8th grade for current 8th grade students to help complete the 8th grade student profile of strengths' and weaknesses.

6th grade passed up their end of the year assessments to current 7th grade teachers to be compiled into data analysis for a more comprehensive profile of their current 7th grade students.

Each Grade level started Writing Across the Curriculum. This would be implemented starting October first with the start of Six Minute Solution.

Common Planning happens every week along with common units and common Assessments in order to aid sharing of student work at weekly meetings. Each grade level meets twice weekly. One meeting to share out student work and discussion of best practices to draw upon for building better skill sets. The second meeting is for common planning and common assessment analysis.

November: The 2007 Released Reading Test was given across the board to determine item by item the tools needed for future use.

Grade 6 will focus on active reading strategies to engage students in the text. Clarifying, predicting, questioning will be used to create active readers.

Grade 7 will focus on applying knowledge of prefixes, context clues to determine meaning of words, recognizing author's purpose, main idea and supporting details as well as, same, best and not questions that require students to revisit the text to find the answer.

Grade 8 is focusing on the analysis of the various text structures of non-fiction to be utilized in the research paper. Analysis of text structures to create maximum understanding. Identifying a primary and secondary source and how to read for note-taking from a variety of sources.

Grades 6-8 are participating in learning walks to clarify and finalize the English department definition of critical thinking and how it is observed and expressed in an English class. All English teachers have four working definitions and a list of words that are associated with critical thinking culled from the end of first term vertical meeting. Learning walks are taking place to observe English and non-English classrooms. Teachers will meet at the end of second term to report and share out on the experience and observations.

Based on the Rising 6th and 7th grade data we were able to make a more complete assessment of the students areas of strengths' and weaknesses this year. This enables us to have a stronger start with best practices.

Differentiated Six Minute Solution Rooms were established based on the Six Minute Testing Analysis. This year Old novel sets were utilized in the silent reading rooms with plot summaries to record progress. This provides a more structured reading program for Six Minute solution with High, Medium and lower level readers differentiated out into different rooms across the eight man team.

Common Planning enables us to work with Special Education teachers to create VGLA lessons which are also best practices for students with lower proficiency. Common Assessment allowed us to differentiate the writing assignments in Core Plus as we start the first Core Plus writing across the curriculum. Below Proficient, Basic proficiency and proficient writing rooms were established out of the common writing assessment analysis.

November: Learning walks will provide us with a better perspective into critical thinking across the curriculum. Teachers are enjoying the experience of sharing and observing and relating the interconnectedness of English as students move from 6th to 7th to 8th grade.