

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI FORM 4-2

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



VBCPS Plan for Continuous Improvement

Sheet # 1 of 2

School: Larkspur Middle School

DATE:
Sept 08

SOA Alignment: **STUDENT ACHIEVEMENT**

School Division Goal: **EXPAND INSTRUCTIONAL OPPORTUNITIES THROUGH DATA-DRIVEN CURRICULM**

School Measurable Objective: **(WRITING) to obtain an overall pass rate of 92% on the 2009 English: Writing SOL Test.**

Focus: **Edit for correct use of language, capitalization, and spelling.**

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 2008 ARS pretest data.	1. 2009 SOL test	1. To achieve a 92% pass rate on the eighth grade English: Writing SOL test	SPBQ report – by student and by team Staff development SOL blueprints 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
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	2. To achieve a 92% pass rate on the eighth grade English: Writing SOL test	Criterion materials: manila folders, editing pens, highlighters and access to technology as needed All English Vertical Team Writing Portfolio training Larkspur Middle School Writing Rubric	Language Arts Resource Teacher: Janet Faulkner
3. Use best practices to improve student learning. Share in horizontal meetings and vertical meetings to facilitate instruction of identified weakness. Best practices will include (but are not limited to): <ul style="list-style-type: none"> ▪ Writing portfolios ▪ Graphic organizers ▪ Writing conferences ▪ Criterion program ▪ Write-On school-wide program 	3. 2009 SOL test , student writing, portfolios, student Criterion tests, lesson plan reviews/classroom observations	3. To achieve a 92% pass rate on the eighth grade English: Writing SOL test	Larkspur Middle School Core Plus writing plan packet	Assistant Principal John Heft Curriculum Specialist: Sue Adcock, Tina Lenhart, and Robin Hoffman

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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%.	SPBQ report – by student and by team Staff development SOL blueprints Disaggregated data reports Criterion materials: manila folders, editing pens, highlighters and access to technology as needed	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
5. Utilize a school-wide writing rubric used by all teachers. Initiate regular reviews of student writing samples using the rubric to ensure consistent grading practices.	5. Classroom observations / administrators attendance at weekly curriculum planning sessions.	5. Students will complete the following: <ul style="list-style-type: none"> ▪ Gr 6 – Paragraph writing ▪ Gr 7 – Varied genre writing ▪ Gr 8 – Essay writing 	All English Vertical Team Writing Portfolio training Larkspur Middle School Writing Rubric Larkspur Middle School Core Plus writing plan packet	Language Arts Resource Teacher: Janet Faulkner Assistant Principal John Heft Curriculum Specialist: Sue Adcock, Tina Lenhart, and Robin Hoffman

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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SEPTEMBER

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 the Writing pre-Assessment test to determine proficiency across grade levels and within each teacher's classes.

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

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

OCTOBER

Each Grade level started Writing Across the Curriculum. This would be implemented starting October first with the start of Six Minute Solution. This is one 9 weeks earlier than last year. All grades would write during core plus across the content areas:

Grade 6- Focus on Paragraph Structure
Grade 7 Focus on Genres of Writing
Grade 8 Multi-Paragraph Writing / Writing Process

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.

SEPTEMBER

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.

OCTOBER

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.

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NOVEMBER

Based on common assessments each grade level developed a list of targeted areas to focus on for 85% pass rate achievement on the end of unit two writing assessments.

Grade 6 initiated an effort to apply the TAP strategy to focus on topic, audience and purpose in each piece of writing. Collaborative efforts generated a series of mini lessons for "character analysis" and journal writing is used daily as a critical thinking exercise. Core Plus Continues to play in role in writing across the curriculum.

Grade 7 asked for extended professional development from Sue Adcock on Writing well-developed papers. She provided a new student based approach that is being implemented collaboratively in all classes. Summarizing to answer a question is an area of focus for this nine weeks also. Core plus is also very effective in remediation and extension of writing skills.

Grade 8 is focusing on the research paper for the second nine weeks. A lesson provided by the librarians on research will be utilized as well as Kristen Fraley, the GATE, to push higher level writing models from advanced English classes. The writing process has been broken down into 6 mini-lessons designed collaboratively by the 8th grade teachers and the rubric and structure was supported with help from Sue Adcock. The 2007 Writing Assessment identified a need to focus on planning and organizing a paper and this is perfect for the informative research paper assessment. Common rubrics will be utilized. Sharing of the Unit One Creative Short story was very successful. Sue Adcock facilitated our analysis and assessment of student work.

DECEMBER

All grade levels are looking at the initial four definitions of critical thinking as it applies to the classroom. Learning walks to identify great techniques in writing are ongoing and will be finished by the end of January for the staff development at the end of the month. Teachers are also observing at least one class that is not an English class to observe rigor, and critical thinking in other curriculum areas.

Grade 6 continued to reinforce topic, audience and purpose and will test out and analyze if students reached the targeted pass rate of 85%. Remediation in Core Plus as well as extension will continue in Core Plus. New Guided reading strategies will be implemented across the curriculum and daily journal writing to allow freedom of expression and student choice over written subject matter. Journals will serve as springboards for possible essay development. Common assessment and shared lesson planning continues to be emphasized in weekly meeting. Sixth grade also emphasizes the development of well-built paragraphs to aid in a strong line of developing writing as students pass from 6th to 7th grade.

Grade 7 is building upon the staff development with Ms. Adcock on writing. New target areas developed out of common assessment are: central idea, topic sentences, supporting details, elaboration, transitions within paragraphs, word choice. These are important to make the transition to 8th grade and the 8th grade writing SOL. 7th and 8th grade teachers have collaborated to make the writing stronger as students pass from one grade level to the next. Focus on Format for new articles, magazine layouts, friendly letters were also emphasized during December. Grammar included independent / dependent clauses, compound sentences, coordinating conjunctions, apostrophes, possessives, contractions and subject-verb agreement.

Grade 8 is utilizing core Plus to emphasize text structures, such as those students have touched upon in the 7th gr. Curriculum, like magazines, news articles, op-ed letters, political cartoons,

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DECEMBER

Utilize Janet Faulkner for help in ideas for lesson extension and remediation. She is a great underused resource for help. Janet is also willing to work with students who need independent work to build on areas of weaknesses. Integrate Technology that we have all been trained to use. Continue to apply Kagan strategies in the classroom.

Focus in rigor and critical thinking and how that applies to everyday lessons.

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advertisements. We are trying to develop a continual flow and gradual development of critical analysis, rigor, and synthesis of skills as student build from 6th to 7th to 8th grade. Ms. Adcock held a staff development to add to our text structure lessons to create diversity to engage all students in the writing process. The Research paper as the common assessment was divided into 8 mini lessons created by each teacher and shared among the entire department. We also included VGLA ready materials and utilized Ms. Fraley the GATE to develop higher level rigor for Honors English classes. Common assessments will be used for analyzing our goals of improving use of commas, sentence variety, apostrophes, word choice and author's voice. These targeted areas were identified from the 2007 writing SOL in November. Remediation and extension with Skills tutor and Kagan grammar lessons continue in Core Plus.