

# Plan for Continuous Improvement (PCI) Virginia Beach City Public Schools *Compass to 2020: Charting the Course*

School: Landstown Middle School School Year(s): 2015-2016	Date of Plan: September 17, 2015
<b>VBCPS Goals Compass to 2020</b>	<ol style="list-style-type: none"> <li>1. High Academic Expectations (Literacy and Numeracy)</li> <li>2. Multiple Pathways (Approach to personalized learning)</li> <li>3. Social – Emotional Development (SE learning strategies, RSN behavior)</li> <li>4. Culture of Growth &amp; Excellence (Build capacity of staff)</li> </ol>
<b>School Mission</b>	Landstown Middle School is committed to a results oriented culture focused on leading students to become effective communicators from multiple perspectives. Students’ academic needs and socio-emotional development are nurtured, empowering them to become life-long learners.

<b>Data Summary</b>	<p><b>Describe in detail the items selected for inclusion</b> (Reading, Math, Discipline, Graduation Rate, Academics, Attendance, etc...)</p> <p><b>2014 – 2015 SOL DATA:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>ALL STUDENTS</th> <th>AFRICAN AMERICAN</th> <th>HISPANIC</th> <th>CAUCASIAN</th> <th>STUDENTS W/ DISABILITIES</th> <th>ECONOM DISADV</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>81.2</td> <td>70.2</td> <td>81.5</td> <td>88.2</td> <td>44.9</td> <td>70.2</td> </tr> <tr> <td>WRITING</td> <td>72.1</td> <td>54.9</td> <td>72.9</td> <td>80.1</td> <td>21.1</td> <td>56.7</td> </tr> <tr> <td>MATH</td> <td>83.6</td> <td>71.9</td> <td>85.3</td> <td>88.3</td> <td>44.2</td> <td>72.6</td> </tr> </tbody> </table> <p><b>2014-15 Discipline Data:</b> <b>Total Number of Office Disciplinary Referrals (excluding bus): 623</b></p>		ALL STUDENTS	AFRICAN AMERICAN	HISPANIC	CAUCASIAN	STUDENTS W/ DISABILITIES	ECONOM DISADV	READING	81.2	70.2	81.5	88.2	44.9	70.2	WRITING	72.1	54.9	72.9	80.1	21.1	56.7	MATH	83.6	71.9	85.3	88.3	44.2	72.6
	ALL STUDENTS	AFRICAN AMERICAN	HISPANIC	CAUCASIAN	STUDENTS W/ DISABILITIES	ECONOM DISADV																							
READING	81.2	70.2	81.5	88.2	44.9	70.2																							
WRITING	72.1	54.9	72.9	80.1	21.1	56.7																							
MATH	83.6	71.9	85.3	88.3	44.2	72.6																							

Student Learning Outcomes / Compass 2020 Goals	SMART Goals
Goal 1 (academic):	<p>By the end of June of 2016, Landstown Middle will increase the SOL Math pass rate from 83.67% to 87% based on accountability calculations. (Goal 1 High Academic Expectations)</p> <ul style="list-style-type: none"> <li>• The students with disabilities subgroup pass rate will increase from 44.2%-49.8% in order to make safe harbor.</li> </ul>
Goal 2 (academic):	<p>By the end of June 2016, Landstown Middle School will increase the pass rate for all students on the Reading SOL test from 81.2% to 85% based on accountability calculations and the Writing SOL from 72.1% to 75% based on accreditation calculations. (Goal 1 High Academic Expectations)</p> <ul style="list-style-type: none"> <li>• The students with disabilities subgroup pass rate will increase from 44.9% to 50.4% in order to make safe harbor.</li> </ul>

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***

Goal 3 (other):	<p>Landstown Middle School will decrease the overall percentage of building disciplinary referrals by 8% by the end of June 2016. (Goal 3 Social and Emotional Development)</p> <ul style="list-style-type: none"><li>• This means that the total number of building-level disciplinary referrals will decrease from 623 (during the 2014-2015 school year) to 573 (a total deduction of 50 referrals for the 2015-2016 school year).</li></ul>

# Plan for Continuous Improvement (PCI)

## Virginia Beach City Public Schools

### *Compass to 2020: Charting the Course*

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

Goal 1: (academic)	Strategies
<p>By the spring of 2016, Landstown Middle will increase the SOL Math pass rate from 82% to 87%. (Goal 1 High Academic Expectations)</p>	<p>PLC's driven by teacher leaders will focus on creation and alignment of PBAs and rubrics while focusing on the VBCPS Continuum of 21st Century Skills. PLCs will be conducted bi-weekly based upon subject/grade level as well as quarterly by vertical subject.</p>
	<p>Core teachers will disaggregate 2014-15 SOL data to determine where achievement gaps exist in order to set goals and adjust instruction to meet the needs of all students. Goals will be set at the individual level as well as departmental level by grade. Data will include:</p> <ol style="list-style-type: none"> <li>1) Current students' previous SOL results;</li> <li>2) Previous students' SOL results by gap areas between subgroups and target AMO (by core department).</li> </ol>
	<p>Core teachers will analyze division created pre-, mid-, and post-assessments to identify areas for opportunity and adjust instruction to meet the needs of all students in collaborative PLCs facilitated by the SIS and/or members of the administrative team.</p>
	<p>All core teachers will participate in SchoolNet training and data disaggregation with the SIS.</p>
	<p>All core and SPED teachers will participate in a data discussion with the SIS and departmental administrator to identify and prioritize 5 areas for targeted remediation and intervention based on the 2014-2015 SPBQ data.</p>
	<p>Professional Development- The focus will be on developing:</p> <ul style="list-style-type: none"> <li>• Highly Functioning PLC's</li> <li>• Performance Based Assessments</li> <li>• Strategies focusing on numeracy skills</li> <li>• Student engagement</li> <li>• Instructional Technology</li> <li>• AVID WICOR Strategies</li> <li>• Learning Targets</li> <li>• Descriptive Feedback</li> <li>• Grading practices (continued from 2014-15)</li> </ul>

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***

	<ul style="list-style-type: none"> <li>Optional 3-Part Professional Learning Strands facilitated by building specialists and teacher leaders on: Critical Thinking, Student Centered Technology; and Authentic Assessment</li> </ul>
	<p>Identify and Target subgroups to maximize enrollment and participation in all intervention opportunities:</p> <ul style="list-style-type: none"> <li>Lancer Bell</li> <li>SOL Tutoring</li> <li>Algebra Readiness</li> <li>Peer tutoring (Geometry students tutoring Math 8 students)</li> <li>Weekly Homework Center (beginning with 6<sup>th</sup> grade and expanding to 7<sup>th</sup>-8<sup>th</sup> grades throughout the year)</li> <li>Individual teacher tutoring (as applicable)</li> </ul>
	<p>Utilize SMI, SOL, and T&amp;L generated Math placement rubric for class recommendations.</p>
	<p>Improve delivery of special education services to students in the inclusion setting through the promotion of a more collaborative co-teaching model.</p> <ul style="list-style-type: none"> <li>Develop a schedule that prioritizes the same teacher/co-teacher for all classes in Core Math 6/7 and Math 8.</li> <li>Offer common planning time and access to grade book.</li> <li>Offer a larger room with necessary materials.</li> </ul> <p>Provide differentiated professional development for teachers assigned to inclusion and self-contained classrooms.</p> <ul style="list-style-type: none"> <li>Professional coaching in the areas of IEP development and collection of evidence for P1s and P2s via the OPEC Instructional Specialist assigned to Landstown.</li> <li>Descriptive feedback on IEP development from the PCST on all IEP drafts.</li> <li>Professional learning on the alignment of student categorization and goals during monthly SPED department meetings via the PCST and School Psychologist.</li> <li>Professional learning on effective models and strategies for co-teaching by the OPEC Coordinator and Instructional Specialist assigned to Landstown.</li> </ul>

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
*Compass to 2020: Charting the Course*

	<p>Focus Fridays</p> <ul style="list-style-type: none"> <li>Case managers will focus on student learning goals in a small group setting and will track growth toward goals weekly via collection of student evidence.</li> </ul>
	<p>Math Programs to support student achievement</p> <ul style="list-style-type: none"> <li>SMI</li> <li>FASTT MATH</li> <li>Fraction Nation</li> <li>Khan Academy</li> <li>IXL</li> </ul>
	<p>Learning Walks and Professional Learning</p> <ul style="list-style-type: none"> <li>Core and SPED teachers will participate in learning walks and on-going professional development in Guided Math/Small Group Instruction as a model to support improved achievement in the area of mathematics.</li> </ul>
	<p>Teachers will facilitate an after school SOL boot camp in May to target subgroup needs as identified by division common assessments to address areas for concentrated focus prior to the SOL.</p>
	<p>Core teachers and PLCs will collaborate with the GRT, Literacy Specialist, and Instructional Technology Specialists to incorporate strategies for mathematical literacy/numeracy into instruction.</p>
	<p>Learning Walks &amp; Peer Observation: Members of the math department will participate in learning walks within Landstown and in other buildings focused on the use of learning targets to promote student ownership, self-assessment, descriptive feedback, and alignment; and small group instruction to differentiate, individualize, and personalize learning for students based on student data, needs, and interests.</p>

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
*Compass to 2020: Charting the Course*

Goal 2: (academic)	Strategies
<p>By spring of 2016, Landstown Middle School will increase the pass rate for all students on the Reading SOL test from 80% to 85% and the Writing SOL from 72% to 75%. (Goal 1 High Academic Expectations)</p>	<p>PLCs driven by teacher leaders will focus on creation and alignment of performance based assessments and rubrics while focusing on the development of globally competitive skills. PLCs will be conducted bi-weekly based upon subject/grade level as well as quarterly by vertical subject.</p>
	<p>Identify and target subgroups to maximize enrollment and participation in all intervention:</p> <ul style="list-style-type: none"> <li>• Lancer Bell</li> <li>• SOL Tutoring</li> <li>• Small Group Intervention with the Literacy Specialist</li> <li>• Weekly Homework Center (beginning with 6<sup>th</sup> grade and expanding to 7<sup>th</sup>-8<sup>th</sup> grades throughout the year)</li> <li>• Individual teacher tutoring (as applicable)</li> </ul>
	<p>Assessments focusing on Literacy:</p> <ul style="list-style-type: none"> <li>• Common pre-, mid-, post-assessments by T&amp;L</li> <li>• Common unit assessments and writing tasks developed in PLCs</li> <li>• Learning logs</li> <li>• Quick writes</li> <li>• DBQ's/CRQ's</li> <li>• Energizers</li> <li>• Mandated Unit Writing</li> <li>• Achieve 3000</li> <li>• Division pre-, mid-, and post- assessments</li> </ul>
	<p>PLCs will collaborate to create and analyze common formative reading assessments and data in SchoolNet.</p>

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***

Learning Walks & Peer Observation: Members of the English department will participate in learning walks within Landstown and in other buildings focused on the use of learning targets to promote student ownership, self-assessment, descriptive feedback, and alignment; and small group instruction to differentiate, individualize, and personalize learning for students based on student data, needs, and interests.

As a continuation from last year's PCI, students will create a digital "Learning Portfolio" where they collect evidence toward mastery of learning objectives and reflect upon their learning growth.

Instructional Strategies focusing on the three strands of literacy:

- School-wide implementation of the POWER paragraph
- INSERT Reading
- Socratic Seminar
- Philosophical chairs
- WICOR
- Writing Notebooks (all three grade levels)
- Notice and Note
- Literature Circles

Professional Learning on the following:

- Notice and Note (grade level chairs will attend a workshop facilitated by Kylene Beers on Notice and Note strategies for Close Reading)
- Highly functioning PLCs
- Performance Based Assessments
- Literacy strategies
- Instructional Technology
- Learning Targets
- Descriptive Feedback
- Mandatory Balanced Assessment
- AVID WICOR strategies
- Grading practices (continued from 2014-15)
- Optional 3-Part Professional Learning Strands facilitated by building specialists and teacher leaders on: Critical Thinking, Student Centered Technology; and Authentic Assessment

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***



**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
*Compass to 2020: Charting the Course*

<b>Goal 3: Choice: Intermediate Measures</b> (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate)	<b>Strategies</b>
Landstown Middle School will decrease the overall percentage of building disciplinary referrals by 8% by the end of June 2016. (Goal 3 Social and Emotional Development)	Implement a school-wide positive behavior recognition program (Gotcha) to recognize respect, responsibility, and a readiness to learn on a daily and weekly basis.
	Develop grade-level positive behavior intervention support groups for students identified at risk. The support team will include the school psychologist, student support specialist, and school social worker.
	Continuation of the implementation of the Shine Girls program with the possibility of a counterpart for male students.
	Discipline assemblies aligned to the 3R's positive behavior support program.
	Professional learning provided by administration and the school psychologist on PBIS.
	Grade-level specific progressive disciplinary policies developed, implemented, and documented prior to referrals to administration.
	Quarterly recognition for students with no office disciplinary referrals.

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***

**State Goal:** By the end of June 2016, Landstown Middle School will increase the pass rate for all students on the Reading SOL test from 80% to 85% and the Writing SOL from 72% to 75%. (Goal 1 High Academic Expectations)

- The students with disabilities subgroup pass rate will increase from 44.9% to 50.4% in order to make safe harbor.

**VBCPS/Division Goal:** All students will be challenged and supported to achieve high academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed (Goal 1: High Academic Expectations).

**SMART Goal:**

<b>Action Steps</b> (List each action step on a separate line)	<b>Timeline</b> (List month and year to start addressing action step)	<b>Person(s) Responsible</b>	<b>Action Step Completed</b> (List month and year)	<b>Professional Development</b> (Provide a brief description of PD needs)
Analysis of division pre-, mid-, and post-assessments to identify areas for opportunity and adjust instruction to meet the needs of students with disabilities.	Mid-January 2016 Mid-April 2016	Administrative Team SIS Grade Level Department Chairs	May 2016	Data analysis protocols.  IEP Goal alignment and development.  Coaching for SPED P1s and P2s.
Improve delivery of special education services to students in the inclusion math setting through the promotion of a collaborative co-teaching model.	September 2015	Administrative Team SPED Department Chair PCST OPEC Instructional Specialist and Coordinator	June 2016	Effective models and strategies for co-teaching.  Small group/Guided math instruction.
Participation in learning walks and professional learning focused on small group and Guided Math instruction with the expectation of implementation at least twice per week.	November 2015	Administrative Team SPED Department Members (6 <sup>th</sup> -7 <sup>th</sup> Grade) SPED Department Chair GRT	June 2016	
Focus Fridays on which case managers will focus on student learning goals in a small group setting	September 2015	Administrative Team SPED Department Members SPED Department Chair	June 2016	

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
*Compass to 2020: Charting the Course*

to track evidence of student growth.				

<b>State Goal (academic review):</b>				
<b>VBCPS/Division Goal:</b>				
<b>SMART Goal:</b>				
Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)

<b>State Goal (academic review):</b>				
<b>VBCPS/Division Goal:</b>				
<b>SMART Goal:</b>				
Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)

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

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***