

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*



VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Plan for Continuous Improvement

SCHOOL: **Lynnhaven Elementary School**

DATE: **October 30, 2009**

VBCPS MISSION: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

SCHOOL MISSION STATEMENT: The mission of Lynnhaven Elementary School, and its community is to provide a learning environment that empowers all children to achieve their maximum potential.

VBCPS STRATEGIC GOAL – Compass to 2015: Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.

<input type="checkbox"/> SACS * SOA <input type="checkbox"/> HSTW * TITLE I <input type="checkbox"/> OTHER GRANT <input type="checkbox"/> Other	<p style="text-align: center;">VIRGINIA SOA REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Student / staff Attendance 3. Drop-out Rate 4. Staff Development 	<p style="text-align: center;">VBCPS OUTCOME FOR STUDENT SUCCESS</p> <p>Our primary focus is on teaching and assessing those skills our students need to thrive as 21st century learners, workers, and citizens. All VBCPS students will be:</p> <ul style="list-style-type: none"> • Academically proficient; • Effective communicators and collaborators; • Globally aware, independent, responsible learners and citizens; and • Critical and creative thinkers, innovators and problem solvers.
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VBCPS Strategic Objectives

- SO1. 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.
- SO2. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- SO3. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- SO4. 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.
- SO5. 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 (Briefly summarize background information for understanding the context of the educational process within with in your community. Attach School Report Card for Demographic information)

EDUCATIONAL SERVICES:	AWARDS:	COMMUNITY PARTNERSHIPS:
All Day Kindergarten	SCA Leadership Award	United Jewish Federation (BEAR Readers)
SOL Tutoring	PTA Merit Award 2008	First Lynnhaven Baptist Church
Title I Schoolwide Program	February 2008- VBCPS Most Improved Attendance	GEICO
Early Discoveries	Virginia Beach Education Foundation Award for Book Buddies Program	CiCi's Pizza
Homework Assistance Club		Virginia Beach Schools Federal Credit Union
Keyboarding		Chesapeake/Virginia Beach Links Inc.



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Gentlemen's Club/ Ladies' Club	John Hopkins University National Network of Partnership Schools for "Raising A Reader Program"	Silver Diner
Board Game Club		The Royal Chocolate
Leaping Lions	John Hopkins University National Network of Partnership Schools for "Money Matters Program"	McDonald's (South Lynnhaven)
Wall of Fame		Tropical Smoothie (Lynnhaven North)
Pickle Pal		Jungle Golf
		Buffalo Beach
		Chick-fil-A



PLAN

VBCPS Plan for Continuous Improvement **Review and Analysis of Results** School: Lynnhaven Elementary School Date: 10/30/09

Review

(Objective data, qualitative indicators, trends and comparisons)

Fifth Grade Data

Comparison Data for Lynnhaven Elementary Students in 5 th Grade				Comparison Data for African American Students in 5 th Grade			
	2006-2007	2007-2008	2008-2009		2006-2007	2007-2008	2008-2009
Reading	75%	89%	92%		69%	78%	86%
Writing	92%	78%	89%		92%	65%	84%
Math	73%	79%	88%		59%	50%	71%
Science	69%	87%	91%		57%	73%	79%
History	63%	73%	90%		48%	43%	81%

Analysis

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

Gaps:

- The data indicates that there is positive progression in all subject areas. Comparison data from 2007-2008 to 2008 - 2009: Gained 9 points in Math, 79%-88%, 3 points in Reading, 89%-92%, 4 points in Science, 87%-91%, 11 points in Writing, 78%-89%, 17 points in History/Social Studies, 73%-90%.

Race/Ethnicity ~ Economically Disadvantaged:

- **Reading:** There was a 6 percent gap between Caucasian (92%) and African American (86%) students; and an 6 percent gap between economically disadvantaged students from 2007-2008 (81%) and 2008-2009 (87%).
- **Writing:** There was a 5 percent gap between Caucasian (89%) and African American (84%) students; and an 9 percent gap between economically disadvantaged students from 2007-2008 (67%) and 2008-2009 (76%).
- **Math:** There was a 17 percent gap between Caucasian (88%) and African American (71%) students; and an 15 percent gap between economically disadvantaged students from 2007-2008 (62%) and 2008-2009 (77%).
- **History:** There was a 9 percent gap between Caucasian (90%) and African American (81%) students; and an 20 percent gap between economically disadvantaged students from 2007-2008 (63%) and 2008-2009 (83%).
- **Science:** There was a 12 percent gap between Caucasian (91%) and African American (79%) students; and an 8 percent gap between economically disadvantaged students from 2007-2008 (76%) and 2008-2009 (84%).

Priorities:

- To increase the 5th grade Reading SOL scores from 92% to 95%.
- To increase the 5th grade Writing SOL scores from 89% to 95%.
- To increase the 5th grade Math SOL scores from 88% to 95%.
- To increase the 5th grade History/Social Studies SOL scores from 90% to 95%
- To increase the 5th grade Science SOL scores from 91% to 95%.

PLAN							
<i>VBCPS Plan for Continuous Improvement</i>			Review and Analysis of Results		School: Lynnhaven Elementary School		Date: 10/30/09
Review (Objective data, qualitative indicators, trends and comparisons)				Analysis (What does the data mean to the school? Identify gaps and list priorities)			
Fourth Grade Data							
Comparison Data for Lynnhaven Elementary Students in 4 th Grade				Comparison Data for African American Students in 4 th Grade			
Reading	90%	93%	83%	90%	95%	82%	
Math	71%	83%	85%	55%	65%	76%	
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	
<p>Gaps:</p> <ul style="list-style-type: none"> ➤ The data indicates that there is a 10 percent decline in Reading from the previous year, (93% to 83%). Math SOL scores increased by 2 points from 83% to 85%. Math SOL scores show a steady increase over the last three years. ➤ There was a 9 percent gap between Caucasian (85%) and African American (76%) students in Mathematics. ➤ There was a 16 percent gap between economically disadvantaged students in 2007-2008 (68%) and 2008-2009 (84%) in Mathematics. ➤ There was a 2 percent gap between economically disadvantaged students in 2007-2008 (83%) and 2008-2009 (81%) in Mathematics. <p>Priorities:</p> <ul style="list-style-type: none"> ➤ To increase the 4th grade SOL scores in Reading from 83% to 95%. ➤ To increase the 4th grade SOL scores in Mathematics from 85% to 95%. ➤ Continue to monitor the gaps in Mathematics between Caucasian and African American students. 							

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Third Grade Data

	Comparison Data for Lynnhaven Elementary Students in 3rd Grade			Comparison Data for African American Students in 3rd Grade		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Reading	80%	80%	89%	84%	64%	81%
Math	90%	93%	95%	95%	90%	95%
Science	90%	94%	92%	94%	90%	90%
History	92%	96%	95%	84%	90%	95%

GAPS:

- The data indicates that there were some gains and some slight declines.
- Comparison data from 2007 – 2008 and 2008-2009: Gained 2 points in Math, 93%-95%, Declined 2 points in Science, 94%-92%, Declined 1 point in History/Social Studies, 96%-95%, Gained 9 points in Reading, 80%-89%.
- We reached our SOL goals in the other areas with SOL scores in the ninety-five percentile.
- There was a slight gap in Reading (8%) and Science (2%) between Caucasian and African American students.
- 13 percent gap in Reading from 2007-2008 (75%), and 2008-2009 (88%) for economically disadvantage students.
- Slight gap in all other areas from 2007-2008 and 2008-2009 for economically disadvantage students.

PRIORITIES:

- Increase 3rd grade SOL scores in Reading from 89% to 95%.
- Increase 3rd grade SOL scores in Science from 92% to 95%.
- Reduce the gap with African American students in Reading and Science.
- Continue to monitor all other areas where we reached our SOL goals.
- Continue to monitor gaps with African American students.

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VBCPS Plan for Continuous Improvement

Measurable Objectives

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<p>Focus (Innovation and refinement of needs)</p>	<p>Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p>	<p>Performance Measures (What quantitative and qualitative measures will demonstrate the objectives are being met?)</p>	<p>Assigned Action Team</p>
<p>Instruction/Staff Development Action Team Reading</p> <ul style="list-style-type: none"> • Word Analysis Strategies & Information Resources • Comprehension of Printed Material <p>Mathematics</p> <ul style="list-style-type: none"> • Number & Number Sense • Computation & Estimation • Measurement & Geometry • Probability & Statistics • Patterns, Functions & Algebra <p>Social Studies</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics <p>Science</p> <ul style="list-style-type: none"> • Life Process and Living Systems • Force, Motion, Energy, and Matter • <p>Parent and Community Involvement/ Diversity Action Team</p> <ul style="list-style-type: none"> • Academic Parental Involvement Events • Faculty and Staff Mentoring Program (Adopt -A-Family) 	<ul style="list-style-type: none"> • Common grade level assessments/ rubrics • ARS Quarterly Action Plan Updates • Progress Report Data and Report Cards • Local Assessments for Grades 1-5 • DRA2 Level (3 times a year) • Mock SOL Tests • ESL Testing • SOL <ul style="list-style-type: none"> • Provide Parent Instructional Kits • Faculty and Staff mentor will contact the parent at least once a month beginning in January 2010 • Sponsor celebration of success of mentoring program 	<ul style="list-style-type: none"> • Increase in the success rate of all test scores including: SOLs, ARS, Stanford 10, ESL and common grade level assessments • Quarterly Action Plan Updates • Progress Report Data • Local Assessments for Grades 3-5 <ul style="list-style-type: none"> • Satisfaction Surveys from Clients • Increase Student Achievement on Report Cards and local and state assessments 	<p>Instruction / Staff Development Action Teams:</p> <p>Math: Evans/Miller (contact) O'Connor, Ballard, Edmond, Jenson, Epps, Slifer, McPhillips, Davidson, Rogers, Rinchetti, Smith, Riddick</p> <p>LA/Literacy: Slater/Gaba/Walston (Contact) Benzing, Saxton, Taylor, Lugo, Reid, Brown, Shiley, Hines, Goldson-Trotman, Gross, Bly, Ortiz, Blaine, P. Smith</p> <p>Social Studies: Grieco (contact) Aardahl, Horner, Quinn, Taylor-Woodson, Komorowski, East, Dougherty, Kalmus, Geluso, Spruill</p> <p>Science: Mongin/Smith (contact) Pipkin, Stacy, Convirs, Perry, Bryant, Alford, Washington, Underwood, Kledzik, Jones</p> <p>Parent and Community Involvement Action Team: Walston (contact) Shiley, Hines, Aardahl, Ballard, Stacy, Slifer, Grieco, Taylor-Woodson, Perry (PIE), Kledzik, Rogers, Davidson, Baxter, Johnson</p> <p>Diversity: Edmond (contact) Jones, Epps, Underwood, Spruill, Morgan, Dougherty, A. Jones, McMath, Drinkwater, Eure</p> <p>Parents: Mrs. Bills, Mrs. Miller, Mrs. Restin, Ms. Wiggins, Mr. Foreman, Mrs. Myers, Ms..Neighbarger, Mrs. Damarah, Mrs. Felton, Mr. Ford, Mrs. Manning</p>