

**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: **Virginia Beach Middle School**

DATE: **10/31/08**

**SCHOOL MISSION STATEMENT**

- 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



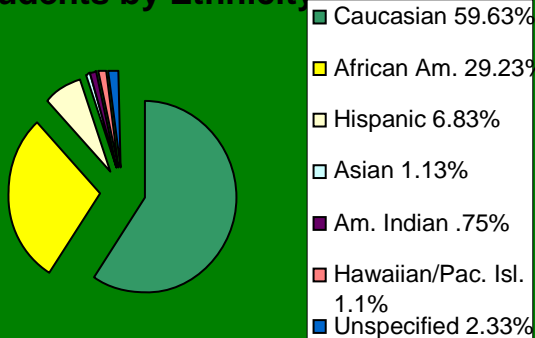
Meaningful Involvement of Community, Parents, and Partners

**PLAN**

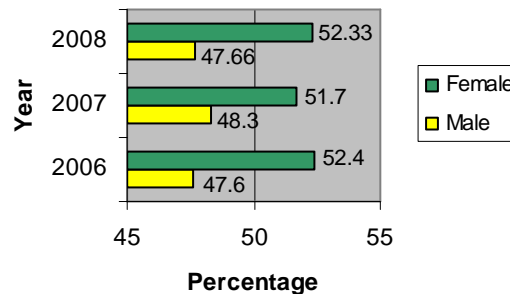
**Demographic Overview (Attach School Report Card)**

Virginia Beach Middle School is located in the Beach Borough section of Virginia Beach. We serve a varied community that includes seasonal transient housing, subsidized housing, and lower-middle class to upper-middle class multi-family and single family homes.

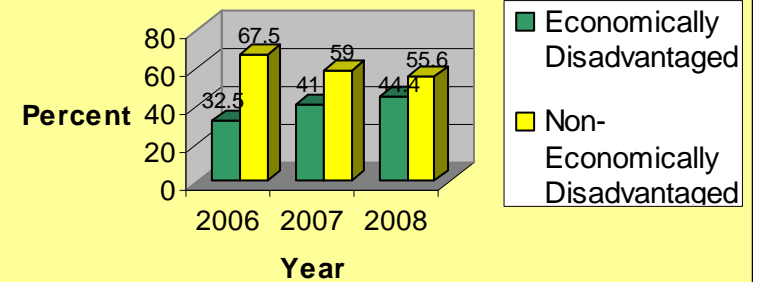
**Students by Ethnicity**



**Students by Gender**



**Socio-Economic Status**



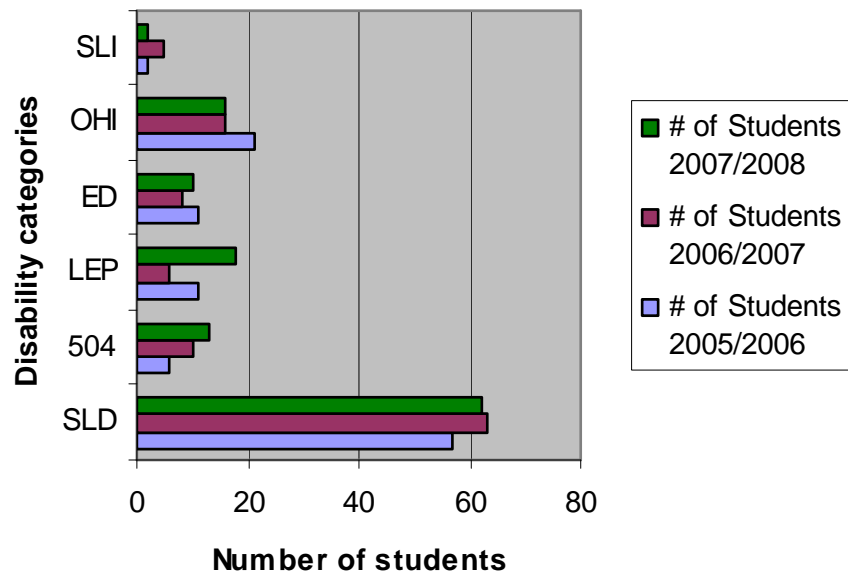
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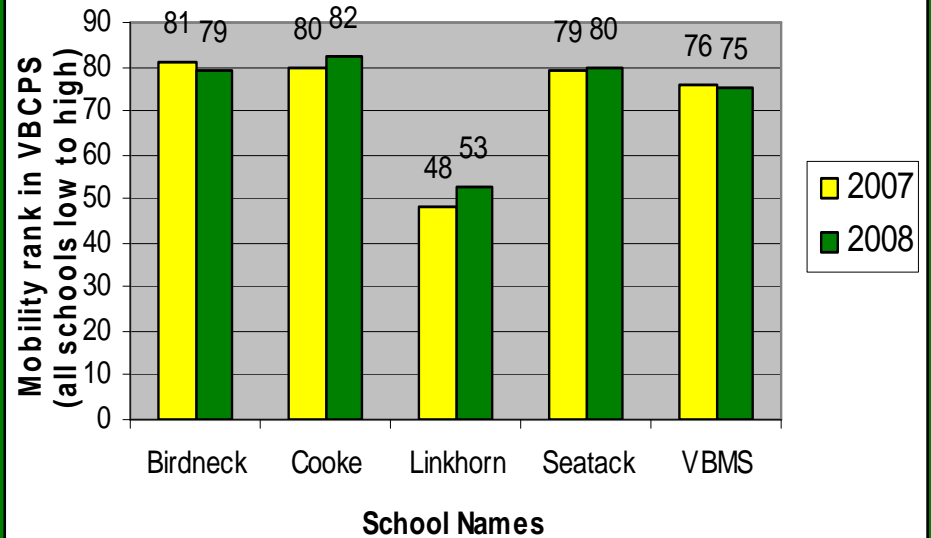
## Student Mobility

School Name	Number of Entries & Withdrawals	Number of Entries & Withdrawals	Mobility Index	Mobility Index	Rank Among All Schools (Low to High)	Rank Among All Schools (Low to High)
	2006/2007	2007/2008	2006/2007	2007/2008	2006/2007	2007/2008
Birdneck Elementary	521	387	0.57	.3905	81	79
Cooke Elementary	274	276	0.51	.5542	80	82
Linkhorn Elementary	181	177	0.22	.2438	48	53
Seatack Elementary	190	131	0.49	.3970	79	80
VBMS	284	254	0.40	.3692	76	75

**Students with Disabilities**



**Student Mobility**



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<b>Educational Services</b>	<b>Awards/Honors/Grants</b>	<b>Community Service</b>	<b>Community Partnerships</b>
Super Seahawk	2007/2008 Step team	Neptune Festival	Zeros- 2009
Academic Achievement Awards	2nd place	Sand Sculpting	McCombs Moving & Storage-2011
	Individual City Wrestling	United Way	William E. Wood at the Mall- 2012
SOL Tutoring	Champion		Maui Wowi Coffee/Smoothies- 2012
		Salvation Army Bears	Surf Rider Restaurant
Choices Program	1st place Neptune Festival		Contemporary Arts Center
	Sandcastle Classic	Teddy bears for abused children FCCLA	Lifesaving Museum
Optimist Club	Superior ratings		Domino's
	1 Act Play	Special Olympics Sponsor	Sports Connection
Men of Excellence			Dairy Queen/Maddox Inc.
WAVE	Shakespeare-Geico grant	Optimist Club	
Academic Remediation Core Plus		Union Mission Food Collection	
		NJHS Candy Cane Fund Raiser	
ACE Club			
		Raised \$3,500 for American Cancer Society	
University Tutors			
		Toys for tots-Men of Excellence	
		Holiday Adopt-A-Family & Food Drives-Collected \$3,000 for families during the holiday season	

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**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
A H E A D O F T H E C U R V E

**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis of Results**

School:

DATE:

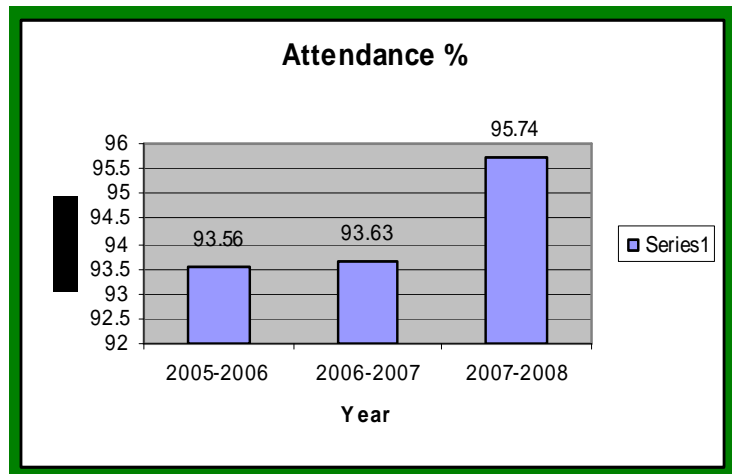
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**Standards of Learning Tests**

	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>%change</b>
Reading	85.09%	82.72%	86.57%	+3.85%
Writing	93.18%	89.8%	89.09%	-.71%
History	64.93%	72.1%	80.92%	+11%
Math	56.93%	69.8%	72.11%	+2.31%
Science	91.60%	91.6%	95.78%	+4.18%

**Attendance**

<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>%change</b>
93.56%	93.63%	95.74%	+2.11%



Virginia Beach Middle School experienced an increase in SOL test results in all content areas except that of Writing. We are committed to maintaining our positive trend of increasing SOL test results in the areas of Reading, History, Math and Science, as we begin to provide rigor to our students in the content areas. We offer SOL tutoring, which will provide us opportunities to increase our Writing performance, as well as soliciting our in house instructional specialist to implement writing programs to be implemented in our daily remediation and enrichment during our academic support/core plus blocks. VBMS is committed to implementing the newest instructional strategies to become more successful in Writing and all academic content areas. Our goal is to increase the pass rates in Math and History to 85% and Writing to the 93.18% we experienced in 2005/2006.

Virginia Beach Middle needs approximately 664 students per day to attend school to exceed 95% attendance based on our projected enrollment. Our problem months appear to be November, December, and January. We have instituted a program of tracking students tardy and absent from school and are contacting parents to ensure attendance is accurate. During the months of November, December, and January VBMS experiences a significant decline in daily attendance.

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**PLAN**

*VBCPS Plan for Continuous Improvement*

**Measurable  
Objectives/Attendance**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Areas of Focus

Performance Measures

Assigned Point Person or  
Action Team

Increase and maintain daily  
student attendance to a  
minimum of 95%

Student attendance  
Student tardiness

Daily attendance report  
Monthly attendance report

A.P.  
Guidance  
Social Worker  
Attendance Secretary  
School resource officer

**PLAN**

*VBCPS Plan for Continuous Improvement*

**Attendance Plan**

School: **VBMS**

DATE: **10/31/08**

Strategies/Procedures

Point Person/Action Team

Critical Resources Needed

Assessment

Targets/Projections

Daily automated phone  
Calls to parents of  
Absent students  
  
Guidance and school  
Social worker team together  
To contact parents and work  
At getting students who are  
Excessively absent to attend  
school.

AP  
Guidance  
School Social Worker  
School resource officer  
Student Support Team

Daily absence reports  
  
Schoolnet tracking of attendance  
  
Guidance support  
  
Collaboration with School  
Social Worker

Daily attendance  
reports  
  
Monthly attendance  
reports

Increase and  
maintain daily  
attendance

Attendance action plans  
Are utilized for students  
With absence problems

**PLAN**

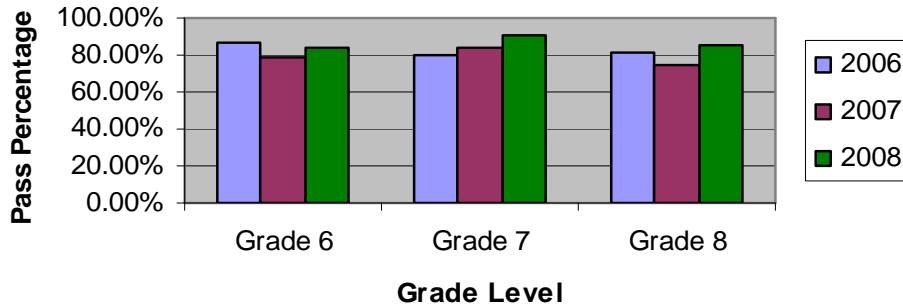
VBCPS Plan for Continuous Improvement

**Review and Analysis/Reading**

School: **VBMS**

DATE: **10/31/08**

**English Reading 3 Year Comparison**



Grade 6 Reading scores decreased from 2006-2007 by 7.12%. These scores rose again from 2007-2008, increasing from 78.90% passing to 84.32% passing. Resulting in a 5.42% increase.

Grade 7 Reading scores have continually increased over the past three years. VBMS experienced a 4.66% increase 2006 to 2007 and a 6.20% increase 2007 to 2008. Grade 7 Reading is currently at a 90.41% pass rate.

Grade 8 Reading scores recovered greatly from 2007. 2007 was a year that VBMS experienced a 5.47% decrease from 2006 in Reading scores. 2008 was an important year as we experienced a 9.77% increase over 2007 in our Reading 8 scores.

Our school's grade 6,7 &8 Reading pass rate was 86.57%.

Reading	2006	2007	2008
Reading 6	86.02	78.90	84.32
Reading 7	79.55	84.21	90.41
Reading 8	80.70	75.23	85.00

**PLAN**

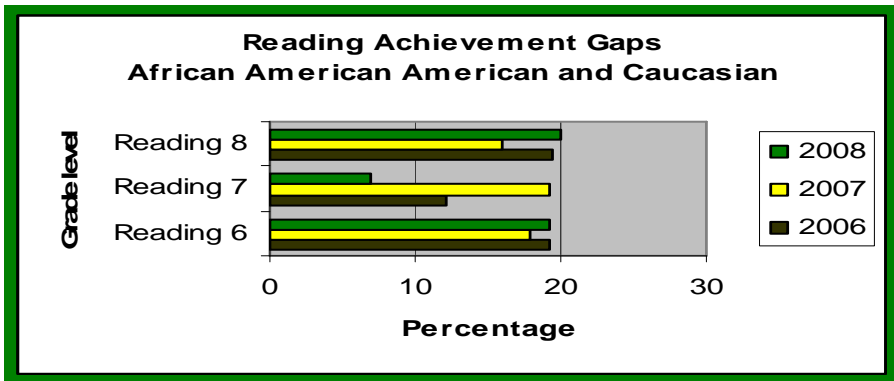
VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

**Reading**

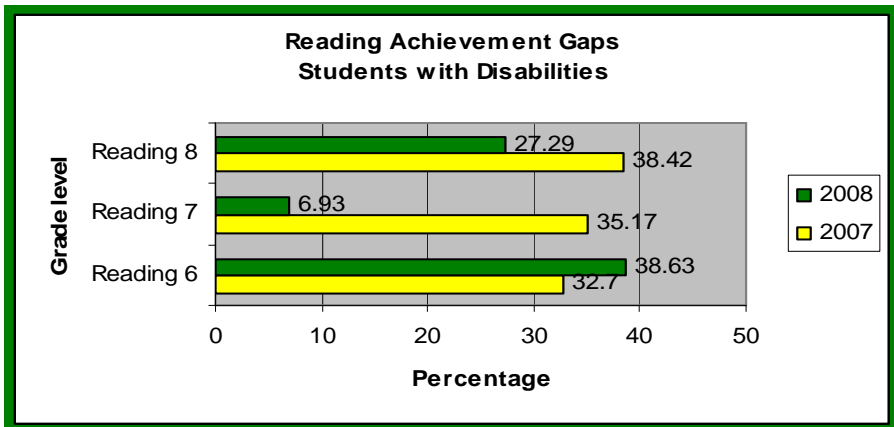


Our Reading achievement gaps on scores between African-American and Caucasian students

The gap increased for our 8<sup>th</sup> grade students by 4.16%.

The gap decreased by 12.34% for our grade 7 students.

The gap increased by 1.28% for our 6<sup>th</sup> grade students.



Our Reading achievement gaps on scores between Disabled and Non-Disabled Students

The gap decreased 11.13% for our 8<sup>th</sup> grade students with disabilities.

The gap decreased by 28.24% for our 7<sup>th</sup> grade students with disabilities.

The increased by 5.93% for our 6<sup>th</sup> grade students with disabilities.

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**Measurable Objectives/Reading**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Areas of Focus

Performance Measures

Assigned Point Person or  
Action Team

To increase overall pass rate  
on the English Reading SOL  
for:

6<sup>th</sup> grade to 85%

7<sup>th</sup> grade to 91%

8<sup>th</sup> grade to 86%

Increase student fluency

Increasing student comprehension

Decreasing the achievement gaps  
between African American and  
Caucasian students

Decreasing the achievement gap between  
Disabled and Non-disabled students

Obtain 95% participation rate on  
SOL Reading test

Past Reading SOL/VGLA tests

District Quarterly Exams

English Vertical Team  
School Improvement Specialist  
Special Ed. Representative  
Instructional Specialists  
Administration

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**Reading Plan**

School: **VBMS**

DATE: **10/31/08**

<u>Strategies/Procedures</u>	<u>Point Person/Action Team</u>	<u>Critical Resources Needed</u>	<u>Assessment</u>	<u>Targets/Projections</u>
Maintain paired and group Reading activities	English Vertical Team SIS	School Library Buckle Down Reading	Pre-test & rubric Post-test & rubric	All students will show improvement from pre to post tests
Frequent practice & review Of literary and poetic terms	School Librarian Special education representative	Reading Logs Computer lab & class computers	City-wide unit tests Various Reading assessments	Increase pass percent on Reading SOL exams Increase fluency & Literacy
Focus on elements of plot	Computer resource teacher	Six-minute solution materials	SOL test results	Increase pass rate of Students w/ disabilities
Emphasize stems (prefix, Suffix, and root words) to increase decoding and comprehension	Gifted Specialist Instructional Specialists			Decrease achievement Gaps on the Reading SOL exams Maintain or increase 95% participation on Reading SOL exams
Focus on differentiation in reading activities				
Read various types of Literature				
Read Aloud				

VBCPS Plan for Continuous Improvement

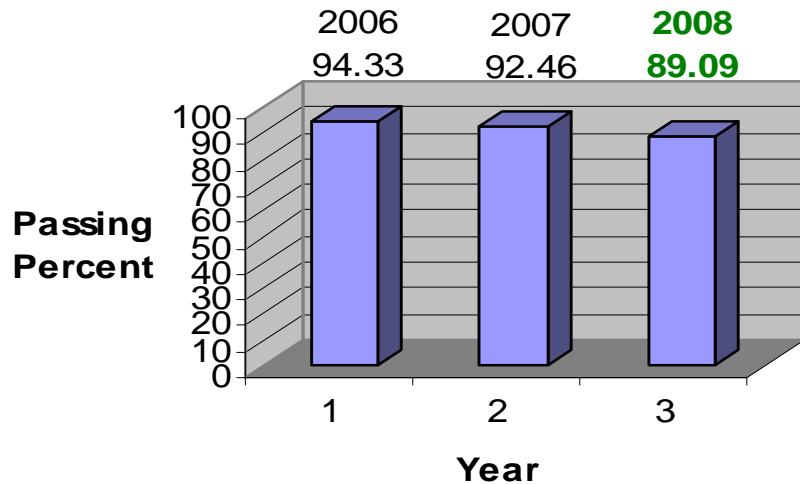
## Review and Analysis of Results/English Writing

School: **VBMS**

DATE: **10/31/08**

### English Writing

**English Writing Three Year  
Comparison**



Virginia Beach Middle School experienced a 3.37% decrease in our Writing 8 SOL scores. Our school's Writing 8 pass rate was 89.09%. We are incorporating and implementing writing strategies across all curriculum areas. Our remediation/enrichment program is focusing on several writing skills to increase our school's pass rate in this content area.

**PLAN**

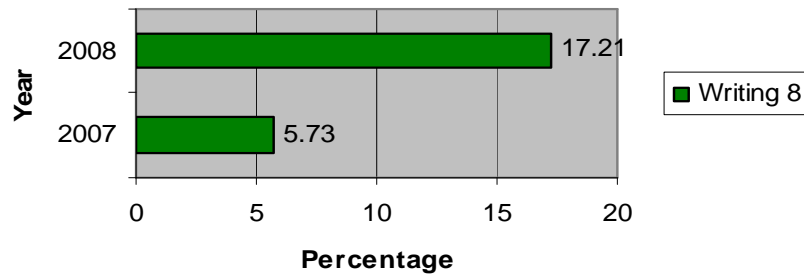
VBCPS Plan for Continuous Improvement

**Review and Analysis of  
Results/English Writing**

School: **VBMS**

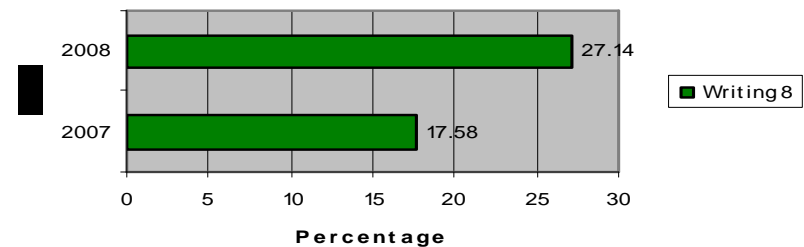
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**Writing 8 Achievement Gaps  
African American and Caucasian**



There are significant gaps between the performances of our Caucasian students as compared to our African American students on the Writing 8 exam. The Gap increased by 11.48% in 2008.

**Writing 8 Achievement Gaps  
Students with Disabilities**



There is an achievement gap between our students with disabilities and our non-disabled students. This gap increased 9.56% in 2008.

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**Measurable Objectives/Writing**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Increase our school's  
Writing pass rate to 91%

Areas of Focus

Writing-Plan, Compose and revise;  
and, edit for correct use of language,  
capitalization, and spelling

Decrease the achievement gap  
between Caucasian & African Am.  
students

Decrease the achievement gap  
between disabled vs. non-disabled  
students

Obtain 95% participation rate on  
the Writing 8 SOL exam.

Performance Measures

Previous Writing SOL exams  
Practice SOL tests  
Classroom assessments/  
assignments

Assigned Point Person or  
Action Team

English Vertical Team  
English Coordinator  
Special Education Rep.  
SIS  
Instructional Specialist  
Administration

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**English Writing Plan**

School: **VBMS**

DATE: **10/31/08**

<u>Strategies/Procedures</u>	<u>Point Person/Action Team</u>	<u>Critical Resources Needed</u>	<u>Assessment</u>	<u>Targets/Projections</u>
Maintain focused writing Activities	English Vertical Team SIS School Librarian	Writing Portfolio/Works in progress folders	Pre-test and rubric	All students will maintain writing Portfolios and works in progress folders
Model writing process	Special Education Teachers Computer resource teacher Gifted Specialist Instructional Specialist	Journal entries  Regular various writing prompts	Writing portfolios  Various graded writing assignments	All students will show improvement from pre-test to post test
Utilization of the NCS Mentor and the Criterion Computer program by Teachers and Students		Computer lab and classroom computers  Criterion and NCS Mentor Writing programs	Grammar, usage, and mechanics assessments	Achievement gaps be reduced by a minimum of 10%
			SOL test results	Increase pass rates of students with special needs
				Increase Writing pass rate to 91% or more
				Maintain a 95% (or higher) participation rate

**PLAN**

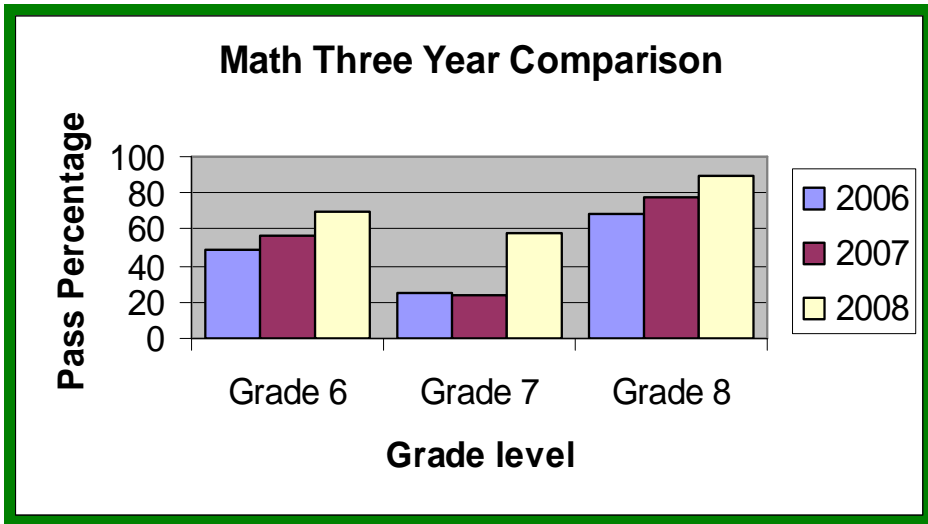
VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

**Math**



VBMS achieved the highest SOL Math pass rates in 3 years. Grade 6 increased their SOL scores by 7.67% over last year and 21.23% over 2005/2006.

Grade 7 increased their Math SOL scores by 33.61% over 2006/2007 and 32.33% over 2005/2006.

Grade 8 increased Math SOL scores by 12.03% over 2006/2007 and by 21.4% over 2005/2006.

It is the goal of VBMS to achieve an 85% pass rate on the SOL Math exam on all grade levels. It is through after school SOL tutoring, during school core remediation, and academic support during the instructional day that we hope to achieve our goal and increase our Math pass rates on all 3 grade levels.

<b>Math</b>	Grade 6	Grade 7	Grade 8
2006	48.26	25.17	67.94
2007	55.93	23.89	77.31
<b>2008</b>	<b>69.49</b>	<b>57.5</b>	<b>89.34</b>

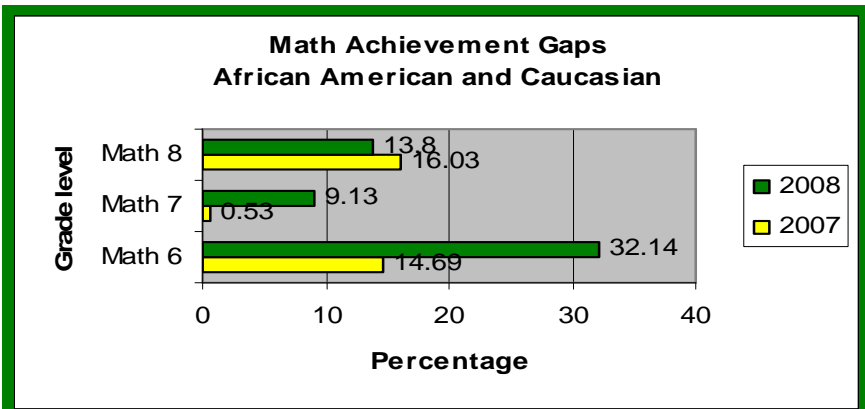
**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis of  
Results/Math**

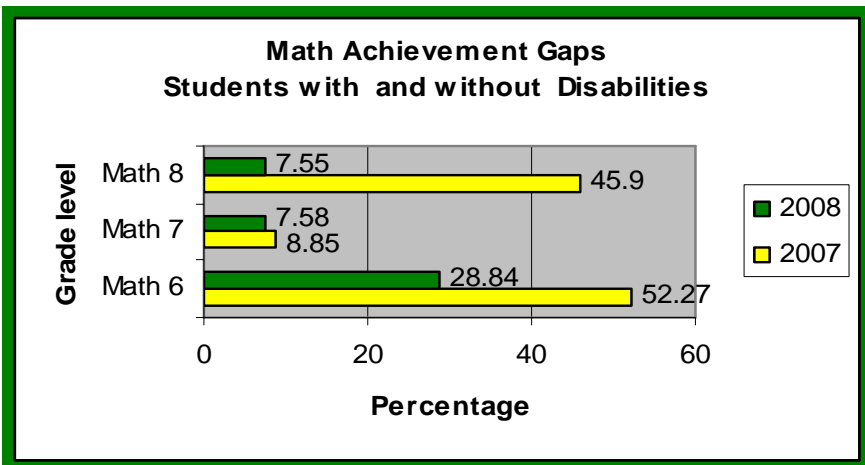
School: **VBMS**

DATE: **10/31/08**



VBMS experienced increases in the achievement gaps between African American students and Caucasian students on all 3 grade levels in Mathematics.

- Grade 8 had a 2.23% decrease
- Grade 7 had a 8.6% increase
- Grade 6 had a 17.45% increase



VBMS experienced significant decreases in the achievement gaps that exist between students with disabilities and their non-disabled peers in the area of Mathematics.

- Grade 8 had a 38.44 decrease
- Grade 7 had a 1.27% decrease
- Grade 6 had a 23.43% decrease

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**Measurable Objectives/Math**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Algebra 1  
Geometry 1 85% pass  
advanced

Math 8 Combined pass rate  
(Core 8 & Adv. 7) to 85% with  
20% pass advanced

Math 8 Adjusted pass rate (Grade  
8 only) to 85% with 10% pass  
advanced.

Math 7 pass rate to 85% with 10%  
pass advanced

Math 6 pass rate to 85% with 10%  
pass advanced

Areas of Focus

Numbers and number sense  
Computation & Estimation  
Geometry  
Patterns, functions & algebra

Decreasing the achievement gap  
between African American and  
Caucasian students

Continue to decrease the  
Achievement gap between  
disabled & non-disabled students

Maintain a 95% participation rate  
for all Math SOL exams

Performance Measures

District Quarterly Assessments

SOL exam test scores

Teacher created classroom tests

Practice SOL exams

Assigned Point Person/Team

Math Vertical Team  
Special Ed. Representative  
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**Math Plan**

School: **VBMS**

DATE: **10/31/08**

<u>Strategies/Procedures</u>	<u>Point Person/Action Team</u>	<u>Critical Resources Needed</u>	<u>Assessment</u>	<u>Targets/Projections</u>
Remediate number sense Computation & estimation Math tutoring Core Plus	Math teachers  University tutors	Tutors from University program  Regular access to resource specialists: Gifted teacher, Math coordinator, instructional specialist	Teacher created assessments  VBCPS Quarterly exams	Algebra1 & Geometry 100% pass rate/85% pass advanced  Scores of 85% or higher on all Math SOL exams
Align instruction & assessment With Understanding by Design Principles.	Resource specialists  Instructional specialists	Staff Development by Educating & motivating poor performers & parents	Algebra Readiness diagnostic pre & post tests	Decrease of Math achievement gaps between African Americans and Caucasian students
Vocabulary & Reading Context Activities implemented through use of pedagogies outlined in curriculum guide	SIS	VDOE released test items	2008/2009 SOL scores	Decrease of Math achievement gaps between students with disabilities and their non-disabled peers
Use of manipulatives and technology to solidify mathematical concepts				
Including of performance tasks in addition to traditional assessments when evaluating student performance				
Lesson differentiation techniques to Reach all students and decrease achievement gaps				
Increase of VGLA participation when appropriate				

**PLAN**

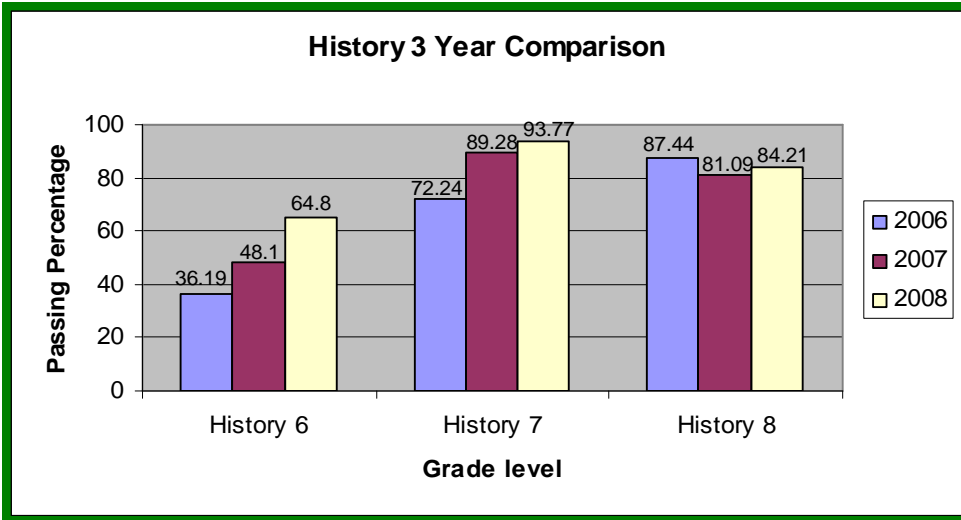
VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

**History**



At VBMS we made great strides on our History SOL scores in 2007/2008. Our school experienced an 8.1% increase over last year's school-wide History SOL scores, going from 72.82% to 80.92%.

Grade 6 increased their History SOL scores by 16.70% over 2006/2007's 48.10% pass rate and 28.61% over 2005/2006's pass rate of 36.19%. The 2007/2008 grade 6 History pass rate was 64.80%.

Grade 7 had an increase of 4.49% compared to 2006/2007 89.28% pass rate. Grade 7 was 21.53% higher in scores than the 72.24% pass rate of 2005/2006. The 2007/2008 History 7 pass rate was 93.77%.

Grade 8 increased their Civics scores 3.12% over the 2006/2007 pass rate of 81.09%. They experienced a 3.19% decrease in scores between 2007/2008 and 2005/2006. The 2007/2008 Civics 8 pass rate was 84.21%.

It is the goal of VBMS to increase all History SOL scores to a minimum of an 85% pass rate per grade level and a 70% pass rate or higher per each subgroup while maintaining the 93.77% pass rate experienced by our 7<sup>th</sup> grade.

<b>History</b>	2006	2007	<b>2008</b>
History 6	36.19	48.10	<b>64.80</b>
History 7	72.24	89.28	<b>93.77</b>
History 8	87.44	81.09	<b>84.21</b>

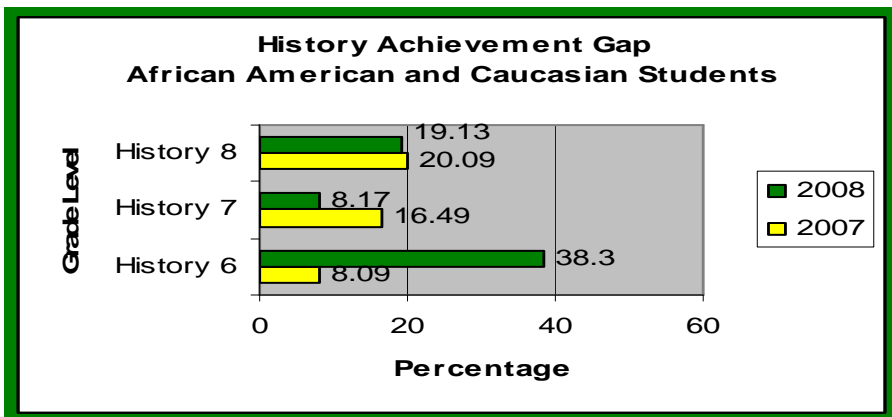
**PLAN**

VBCPS Plan for Continuous Improvement

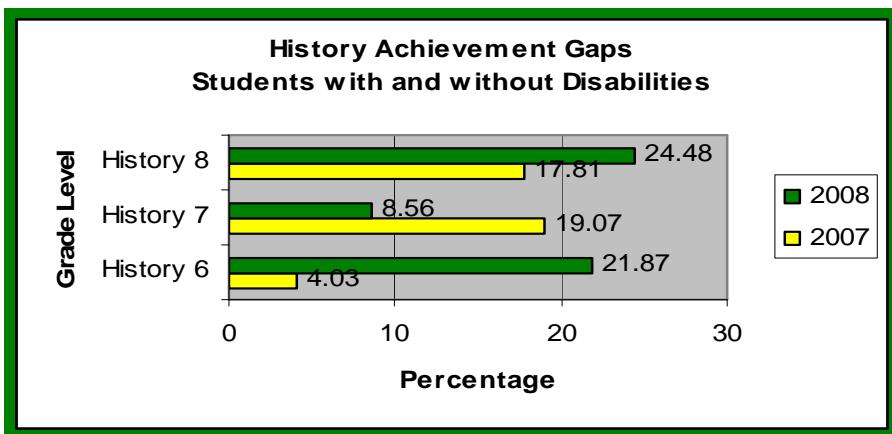
**Review and Analysis of  
Results/History**

School: **VBMS**

DATE: **10/31/08**



VBMS experienced decreases on the African American and Caucasian student achievement gaps for grade 7 & 8 in History. We experienced a significant increase in this achievement gap for our History 6 students. It is our goal to decrease all achievement gaps between African American and Caucasian students in the History content area.



Our History achievement gaps between our students with disabilities and their non-disabled peers increased on the 6<sup>th</sup> and 8<sup>th</sup> grade levels. We experienced a 10.51% decrease in the gap on the History 7 level. We will continually strive to reduce the achievement gaps between our students with disabilities and those without.

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**Measurable Objectives/History**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Increase Grade 6 SOL  
Pass rate to 74%

Increase Grade 7 SOL  
Pass rate to 94%

Increase Grade 8 SOL  
Pass rate to 85%

Maintain 95% or higher  
Participation on all SOL History  
exams

Areas of Focus

Decrease achievement  
Gap between students  
with disabilities and their  
non-disabled peers on  
all History grade levels.

Decrease achievement gap  
between African- American  
and Caucasian students  
on all History exams

Performance Measures

District Assessments

SOL exam test scores

Teacher created classroom  
assessments

Practice SOL exams

Assigned Point Person/Team

Social Studies Vertical team

SIS

Instructional specialists

Administration

Special Education Rep.

DEPARTMENT OF SCHOOL ADMINISTRATION

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**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
AHEAD OF THE CURVE

**PLAN**

*VBCPS Plan for Continuous Improvement*

**History Plan**

School: **VBMS**

DATE: **10/31/08**

<u>Strategies/Procedures</u>	<u>Point Person/Action Team</u>	<u>Critical Resources Needed</u>	<u>Assessment</u>	<u>Targets/Projections</u>
Vertical team analysis of 2008 SOL test results	Social Studies Vertical Team	2008 SOL data (SPQR included)	VBCPS test 1 & 2	Increase grade 6 pass rate to 74%
Administration & analysis Of district exams	SIS Instructional Specialist	Time to observe best practices Spiral lesson planning using UbD	VBCPS 1 <sup>st</sup> Quarter test VBCPS test 2	Increase grade 7 pass to 94%
Effective differentiated Instruction implemented Through cooperative grade-Level planning	Special education rep. Administration	Computer lab Library usage for special projects	VBCPS 3 <sup>rd</sup> Qtr. test Classroom/teacher made assessments and assignments	Increase grade 8 pass rate to 85%
Observe & implement best Practices of successful teachers in VBMS			SOL test scores	Decrease achievement gaps between African-American and Caucasian students, as well as Disabled & Non-disabled students
Utilization of SOL history tutoring And remediation for poor Performers with emphasis on Reading				
Utilization of daily Core Plus remediation Time to reinforce concepts				

**PLAN**

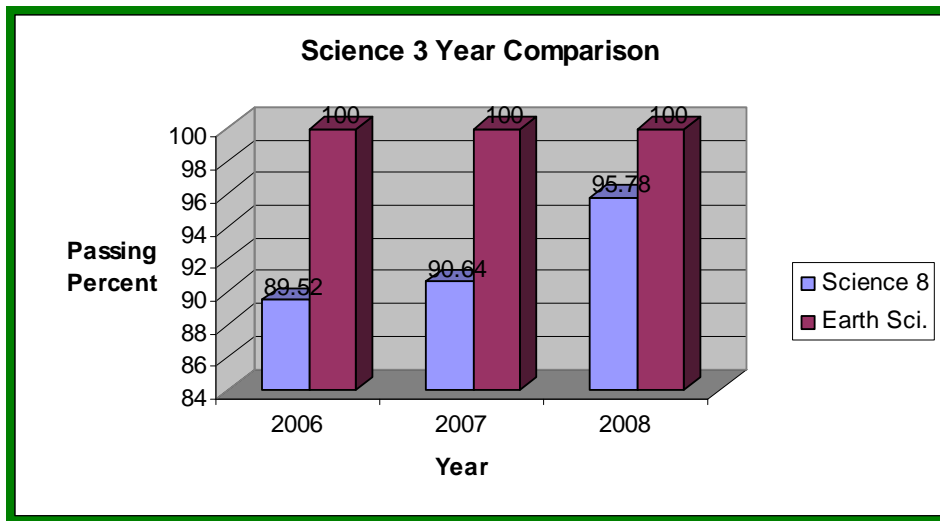
VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

**Science**



VBMS experienced a 5.14 % increase on our Science 8 SOL exams. Science 8 has continually been an area of strength at our school. We have had a positive trend with our Science 8 SOL scores for the past 3 years.

Earth Science maintained our 100% SOL pass rate. This has been the trend for the past 3 years, as well.

It is our goal at VBMS to maintain the positive trend exemplified in our Science 8 and Earth Science SOL scores.

<b>Science</b>	2006	2007	2008
Science 8	89.52	90.64	<b>95.78</b>
Earth Science	100	100	<b>100</b>

**PLAN**

VBCPS Plan for Continuous Improvement

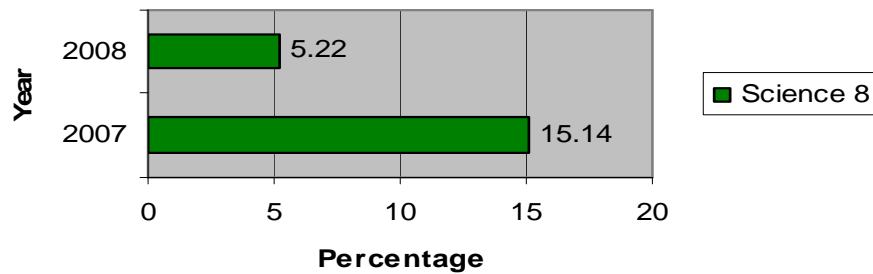
**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

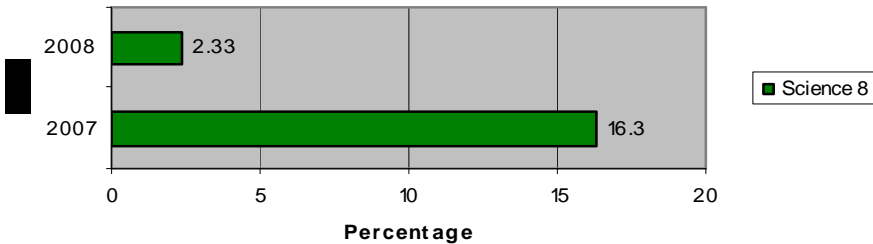
**Science**

**Science 8 Achievement Gap  
African American and Caucasian Students**



VBMS experienced a significant decrease on our achievement gap between African-American and Caucasian students. The gap was decreased by 9.92%. It is our goal to continually work to decrease this achievement gap.

**Science 8 Achievement Gap  
Students with and without Disabilities**



VBMS experienced a vast decrease on our achievement gap between or students with disabilities and their non-disabled peers. We were able to decrease this gap by 13.97%. It is our goal to continue this positive trend and close the gap even further.

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**PLAN**

*VBCPS Plan for Continuous Improvement*

**Measurable Objectives/Science**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Increase Science 8 pass  
Percentage to 96%

Maintain 100% pass rate  
On Earth Science SOL

Maintain 95%  
Participation on the Science  
SOL exams

Areas of Focus

Decrease achievement  
gap between African-American  
and Caucasian students

Decrease achievement gap  
Between students with disabilities  
And their non-disabled peers

Performance Measures

District Quarterly Assessments

SOL exam scores

Teacher created assessments  
and assignments

Practice SOL exams

Assigned Point Person/Team

Science Vertical Team

SIS

Instructional Specialists

Special Education Rep.

Administration

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## PLAN

*VBCPS Plan for Continuous Improvement*

### Science Plan

School: **VBMS**

DATE: **10/31/08**

Strategies/Procedures	Point Person/Action Team	Critical Resources Needed	Assessment	Targets/Projections
Increase hands on activities, Labs, and demonstrations In Science classrooms	Science Vertical Team	Vertical Team Meetings	2008 SOL test results	Increase of Science 8 score to 96%
Use of Kagan structures And differentiated lesson Techniques	SIS Instructional Specialist Special Education Rep.	Staff Development *Educating poor performers *Differentiation techniques *UbD training	Quarterly tests Teacher created tests and quizzes	Maintenance of Earth Sci. 100% SOL pass rate
Use of SOL released items As framework for warm-ups, Tests, classwork, homework, And quizzes.	Administration	Computer lab/resources Materials and supplies for demonstrations and labs	Practice SOL tests answering of released test items	Participation on SOL 95%
Implemetation of UbD on all unit Lesson plans		Collaboration with gifted and Special Education staff	Student participation	Decrease of achievement gaps between African-Am. & Caucasian
Daily Core plus remediation time To reinforce Science concepts				Decrease of Achievement Gaps between Students with And without disabilities

**PLAN**

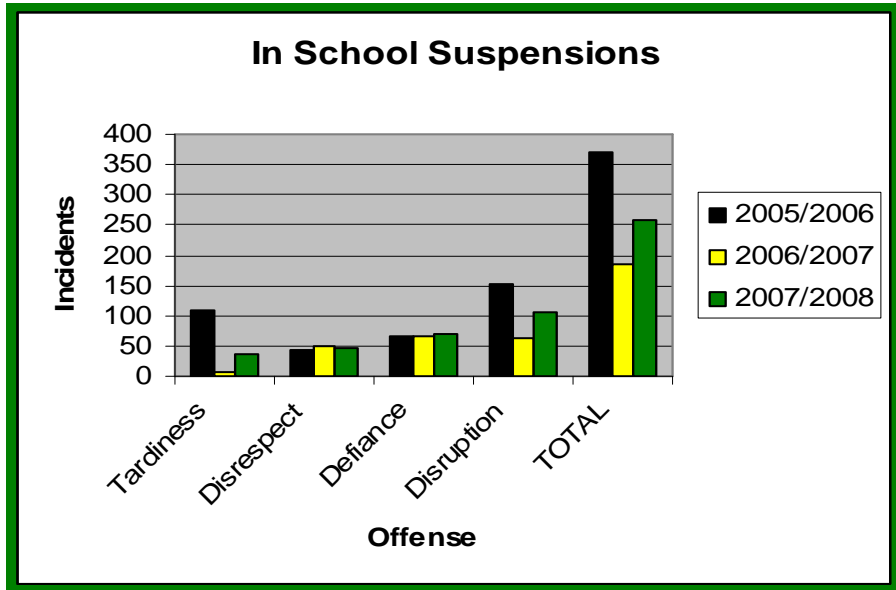
VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

**Discipline**



The infractions of Disrespect and Defiance have remained at the same level during the last 3 years. Tardiness has shown an increase. Classroom disruption increased last year after a drop in the 2006/2007 school year.

The use of afternoon school detention will continue to be utilized as a consequence of unacceptable school/classroom behavior. The Choices program and utilization of the student support specialist with students should decrease disciplinary incidents at VBMS. Communication with parents is a goal that our school has worked hard to maintain. This will continue to be a valuable step in decreasing discipline infractions.

The adoption of parental contact will be utilized regarding student tardiness, also. It will have a positive effect on student tardiness as well as on the overall student attendance rate.

<b>Infractions</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
Tardiness	110	7	35
Disrespect	43	48	47
Defiance	65	67	69
Disruption	152	62	107
<b>TOTAL</b>	<b>370</b>	<b>184</b>	<b>258</b>

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**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
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**PLAN**

*VBCPS Plan for Continuous Improvement*

**Measurable Objectives/Discipline**

School: **VBMS**

DATE: **10/31/08**

Measurable Objective

Decrease disciplinary actions  
by 25%

Areas of Focus

Decreasing Student Discipline  
In-school suspensions

Performance Measures

Student detention forms  
Student Referral forms  
Student Suspension forms  
In-house discipline tracking sheet  
Schoolnet

Assigned Point Person/Team

Student Conduct Action Team  
Principal and Assistant  
Principals  
Discipline committee  
Guidance  
After school suspension team  
Discipline secretary

**PLAN**

*VBCPS Plan for Continuous Improvement*

**Discipline Plan**

School: **VBMS**

DATE: **10/31/08**

Strategies/Procedures

School Choices Program  
  
Guidance group activities,  
Strategies and counseling  
With students  
  
Proactive communication  
With parents

Point Person/Action Team

Student Specialist  
  
Guidance staff  
  
Administration  
  
Teachers

Critical Resources Needed

Discipline committee and  
Student conduct action team  
meetings  
  
Staff training and remediation  
Management techniques/strategies  
  
Continuance of Choices program  
  
Continued support and work with students  
from our guidance department

Assessment

Discipline tracking  
sheet  
  
Schoolnet  
  
Discipline forms

Targets/Projections

Decrease disciplinary  
actions by 25%

Adherence to discipline procedures  
By instructional staff before generating  
Referrals (ie: parent phone calls, teacher  
Detentions, etc.)

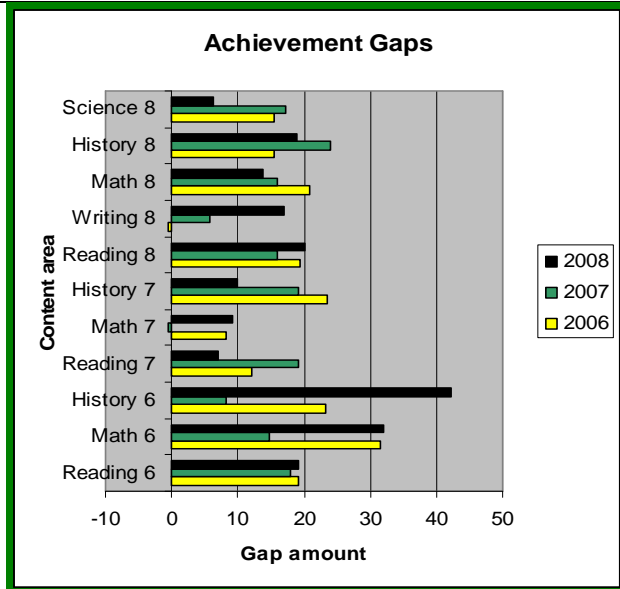
**PLAN**

*VBCPS Plan for Continuous Improvement*

**Achievement Gap/Review and  
Analysis of Results**

School: **VBMS**

DATE: **10/31/08**



Subject	2006	2007	2008
Reading 6	19.22	17.92	19.2
Math 6	31.51	14.69	32.14
History 6	23.19	8.09	38.3
Reading 7	12.15	19.23	6.89
Math 7	8.23	-0.53	9.13
History 7	23.47	16.49	8.17
Reading 8	19.46	15.93	20.09
Writing 8	-0.53	5.73	16.89
Math 8	20.78	16.03	13.8
History 8	15.42	8.09	38.3
Science 8	15.42	15.14	5.22

VBMS is committed to continually working toward the reduction of achievement gaps in our student population. It is our goal to reduce the gaps on each grade level in each subject area, as seen on our measurable objectives/subject area plans written per content area on this report.

School-wide strategies to be utilized to reduce achievement gaps are listed on the next page of this report.

The achievement gaps represented here are between Caucasian Vs. African American Students.

**Virginia Beach Middle School**  
**Achievement Gap Strategies**

Virginia Beach Middle School is working continuously to close the achievement gap in all content areas by participating in the following activities:

- ❖ Core Plus Academic Remediation – all students are involved in this program which makes use of the Six-Minute Solution and SkillsTutor
- ❖ Before/After School Tutoring Program/University Tutors
- ❖ Reading/Writing Across the Curriculum – we have taken advantage of the expertise of our curriculum specialists to assist with strategies for implementing reading and writing across the curriculum.
- ❖ Implementation of “The Word Within the Word” a program designed to use stems and roots to increase the student’s knowledge of word formation and meaning.
- ❖ On-Going Staff Development:
  - Diversity Training
  - Fred Jones Training
  - Kagan Training
  - Structure A Month (SAM) Club meetings – designed to provide strategy training in Kagan activities for classroom teachers.
  - Problem Solving techniques
- ❖ Data-Driven Workshops – training designed to provide teachers with data and tools to assist with understanding student strengths and weaknesses combined with current strategies designed to improve student achievement.
- ❖ Student Mentor Program – Faculty accept responsibility for working with an individual student to provide pathways to success.
- ❖ Men of Excellence Program – A program designed for mentoring identified “at-risk” males. The program takes advantage of academic opportunities as well as physical activities and best discipline practices.
- ❖ Restructured our use of Special Education Resource teachers by making them available in every general education class that has an identified special needs student.
- ❖ Students in math with scores between 375 and 399 are provided assistance in the University tutors program
- ❖ Achieving Celebrated Excellence-a program designed for mentoring “at risk” female students. The program takes advantage of academic opportunities and discipline practices.

**PLAN**

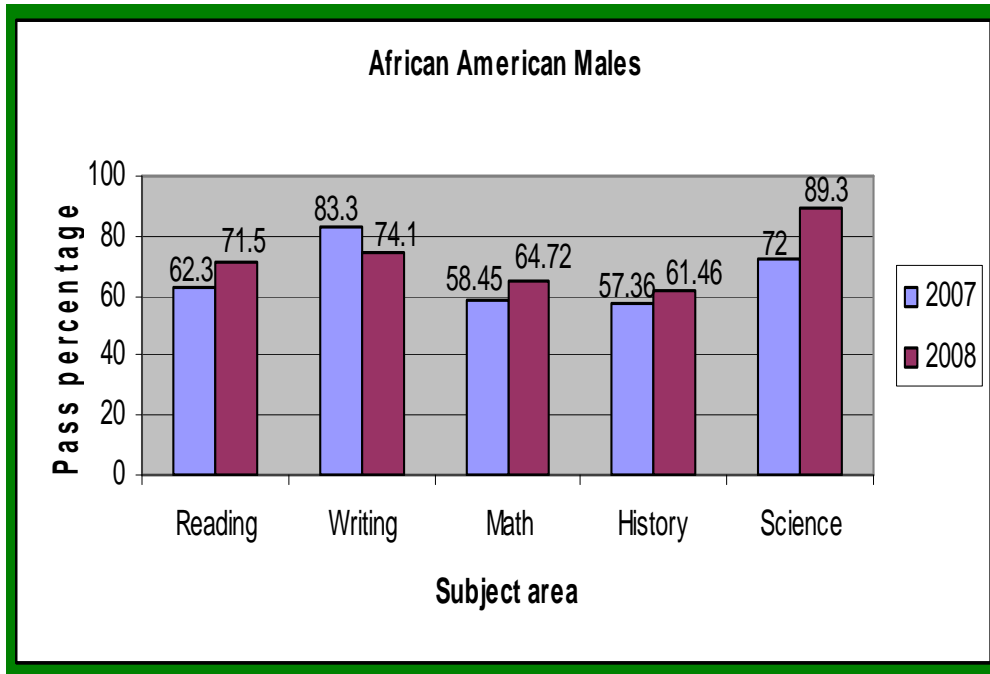
VBCPS Plan for Continuous Improvement

**Review and Analysis of Results**

School: **VBMS**

DATE: **10/31/08**

**African American Males**



Increasing the academic performance of African American Males is a school-wide goal that VBMS is working hard to achieve. We experienced increases in performance on the SOL exams by African American Males in all content areas except Writing.

Reading had a 9.2% increase school-wide  
 Writing had a 9.2% decrease school-wide  
 Math experienced a 6.27% increase  
 History had a 4.1% increase  
 Science had a 17.3% increase

Our goal is to increase SOL pass rates on all content area exams by 5% for our African American Male population.

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*VBCPS Plan for Continuous Improvement*

**Measurable Objectives/African-American Males**

School: **VBMS**

DATE: **10/31/08**

Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>Increase the SOL pass rates 5% for African-American males in Reading and Mathematics</p>	<p>All content areas</p>	<p>2007/2008 SOL test results District Quarterly Assessments</p>	<p>Vertical Teams Action Teams School Improvement Specialist Special Education Rep. Instructional Specialists</p>
<p>Increase pass advance rates 5% in the African Male population</p>			

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*VBCPS Plan for Continuous Improvement*

**African American Male Plan**

School: **VBMS**

DATE: **10/31/08**

<u>Strategies/Procedures</u>	<u>Point Person/Action Team</u>	<u>Critical Resources Needed</u>	<u>Assessment</u>	<u>Targets/Projections</u>
Core Plus/Daily remediation In all content areas	All subject area vertical teams	Participation in tutoring programs	District Quarterly assessments	Increase in SOL pass rates by 5%
After school SOL tutoring Program	School Improvement Specialist Instructional Specialists	Participation in men-of-excellence	Teacher made classroom assessments and assignments	
University tutoring program For Math tutoring	Tutors	On-going training on diversity and differentiated instruction	SOL scores	Increase in Pass Advance rates by 5%
Encouragement of Participation in our Men of excellence program	Men of excellence sponsor Special Education Representative	Vertical and action team meetings		
Staff diversity training	Action teams			
Staff support and training ff differentiation instructional strategies				

Revised July 7, 2008

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