

Plan for Continuous Improvement (PCI)

Virginia Beach City Public Schools

Compass to 2020: Charting the Course

School: Newtown Elementary School Year(s): 2015 – 2017 (2 year plan)	Date of Plan: September 30, 2015
VBCPS Goals Compass to 2020	<ol style="list-style-type: none"> 1. High Academic Expectations (Literacy and Numeracy) 2. Multiple Pathways (Approach to personalized learning) 3. Social – Emotional Development (SE learning strategies, RSN behavior) 4. Culture of Growth & Excellence (Build capacity of staff)
School Mission	In partnership with our parents and community, our mission is to empower each student with the knowledge and skills necessary to meet the academic, rigorous, and technological challenges of the future as respectful, resourceful, and responsible citizens of the world.

Data Summary	<p>State Benchmarks: English 75%; Math 70%</p> <p>English: 2014- 2015 SOL Testing: 80% overall pass rate</p> <p>Our beginning of year SRI test results are as follows: 218 Students</p> <ul style="list-style-type: none"> • Below basic: 24% • Basic: 33% • Proficient: 37% • Advanced Proficient: 6% <p>Fall 2015 DRA scores:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Second Grade – 284 Students <ul style="list-style-type: none"> • Below grade level: 27% • On grade level: 14% • Above grade level: 59% </td> <td style="width: 50%; padding: 5px;"> Third Grade – 219 Students <ul style="list-style-type: none"> • Below grade level: 40% • On grade level: 26% • Above grade level: 34% </td> </tr> </table> <p style="text-align: center; margin-top: 10px;">} 73% } 60%</p> <p>Math: 2014- 2015 SOL Testing: 80% overall pass rate</p> <p>Our beginning of year Math exemplar results:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Second Grade – 282 Students <ul style="list-style-type: none"> • Novice: 68% • Developing Proficiency: 26% • Proficient: 6% • Advance Proficient: 0% </td> <td style="width: 50%; padding: 5px;"> Third Grade – 217 Students <ul style="list-style-type: none"> • Novice: 82% • Developing Proficiency: 18% • Proficient: 0% • Advance Proficient: 0% </td> </tr> </table> <p>Quarterly Benchmark Assessments:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Second Grade: <ul style="list-style-type: none"> • Below 85%: TBD • 85% or higher: TBD </td> <td style="width: 50%; padding: 5px;"> Third Grade: <ul style="list-style-type: none"> • Below 85%: TBD • 85% or higher: TBD </td> </tr> </table> <p>Choice Goal</p> <ul style="list-style-type: none"> • Attendance data from My Learning Plan • Survey results 	Second Grade – 284 Students <ul style="list-style-type: none"> • Below grade level: 27% • On grade level: 14% • Above grade level: 59% 	Third Grade – 219 Students <ul style="list-style-type: none"> • Below grade level: 40% • On grade level: 26% • Above grade level: 34% 	Second Grade – 282 Students <ul style="list-style-type: none"> • Novice: 68% • Developing Proficiency: 26% • Proficient: 6% • Advance Proficient: 0% 	Third Grade – 217 Students <ul style="list-style-type: none"> • Novice: 82% • Developing Proficiency: 18% • Proficient: 0% • Advance Proficient: 0% 	Second Grade: <ul style="list-style-type: none"> • Below 85%: TBD • 85% or higher: TBD 	Third Grade: <ul style="list-style-type: none"> • Below 85%: TBD • 85% or higher: TBD
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Student Learning Outcomes	SMART Goals
Literacy	By June 2016, 100% of students in grade three will read on grade level by earning proficiency or higher on the SRI or will show a minimum of one year's Lexile growth over the course of the school year through focusing on inferential thinking, higher level questioning, and improving vocabulary.
Numeracy	By June 2016, 85% of all students in grades two and three will demonstrate proficiency or higher on the school-wide math exemplar focusing on problem solving and reasoning.
Choice	By June 2016, 100% of teachers will attend 5 professional development workshops on technology and implement at least 1 new technology integration initiative as measured by observations, sign in sheets, and feedback from teachers.

Literacy: Intermediate Measures (i.e. Reading Quarterly Assessments, DRA, SRI)	Strategies
Reading Quarterly Assessments	<ul style="list-style-type: none"> • Implement the VBCPS Teaching and Learning Framework <ul style="list-style-type: none"> ○ Small group instruction ○ Accountable talk ○ Making Meaning ○ Being A Writer ○ PALs ○ Imagine Learning ○ Achieve 3000 ○ Storia ○ CoreClicks • Use an assessment wall/chart to document student progress • Use student-focused reading goals and feedback • Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction <ul style="list-style-type: none"> ○ Collaborative learning communities ○ Professional development by specialists and Teaching and Learning ○ Data differentiation to meet student needs • Use the Gradual Release Model • Use coaching and mentoring provided by specialists • Use teacher anecdotal notes and running records
Developmental Reading Assessments (DRA)	
Scholastic Reading Inventory (SRI)	
Common Summative Assessments	

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

Numeracy: Intermediate Measures (i.e. Math Quarterly Assessments, Exemplars, SMI)	Strategies
Math Quarterly Assessments	<ul style="list-style-type: none"> • Develop/Use common formative and summative assessments • Implement small group math instruction <ul style="list-style-type: none"> ○ Data differentiation to meet student needs ○ Accountable talk • Use an assessment wall/chart to document student progress • Use student-focused math goals and feedback • Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction <ul style="list-style-type: none"> ○ Collaborative learning communities ○ Professional Development provided by specialists and Teaching & Learning • Use the Gradual Release Model • Use coaching and mentoring provided by specialists • Use concrete-representation-abstract (CRA) model
Common Summative Assessments	
Math Congress	

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate)	Strategies
My learning plan attendance reports	<ul style="list-style-type: none"> • Use coaching provided by instructional technology specialist • Implement learning walks • Model instructional use of technology • Provide professional development in technology integration each month
Observation of implementation	
Teacher surveys	
Technology integration continuum	

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Virginia Beach City Public Schools
Compass to 2020: Charting the Course

State Goal: Students will meet or exceed the SOL pass rate of 75% for English Reading				
VBCPS/Division Goal: Goal One- High Academic Expectations (literacy)				
SMART Goal: By June 2016, 100% of students in grade three will read on grade level by earning proficiency or higher on the SRI or will show a minimum of one year’s Lexile growth over the course of the school year through focusing on inferential thinking, higher level questioning, and improving vocabulary.				
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)
Scholastic Reading Inventory (SRI): Teachers will use the data gained from the SRI to plan effective instruction focusing on inferential thinking, higher level questioning, and improving vocabulary.	September 2015	Third Grade Teachers Literacy Coaches Administrators	October 2015 initial SRI completion date. Ongoing collaboration about data will continue throughout the year.	PD will be provided during collaboration to desegregate data. Literacy Team will train teachers to implement intervention plans and monitor progress.
Quarterly Assessments: Teachers will use the data gained from the VBCPS reading quarterly assessments to plan effective and fluid small group literacy instruction based on students’ needs for remediation and/or enrichment	November 2015	Teachers Literacy Coaches Administrators		
Teaching and Learning Framework: Framework will be consistently used during collaborative planning.	September 2015	Administrators Teachers Literacy Coaches	September 2015 framework used and will consistently be revisited during weekly collaboration.	
Data Charts/Walls: Use and implement data charts/walls to assess and monitor student progress.	October 2015	Administrators Teachers Literacy Coaches		
Collaboration: Teachers will	September 2015	Administrators Literacy Coaches Teachers		

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

participate in weekly collaboration to effectively plan, deliver, and assess instruction		ITS GRT LMS		

State Goal: Students will meet or exceed the SOL pass rate of 70% for math				
VBCPS/Division Goal: Goal One- High Academic Expectations (numeracy)				
SMART Goal: By June 2016, 85% of all students in grades 2-3 will demonstrate proficiency or higher on the school-wide math exemplar focusing on problem solving and reasoning.				
Action Steps <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>	Timeline <i>(List month and year to start addressing action step)</i>	Person(s) Responsible	Action Step Completed <i>(List month and year)</i>	Professional Development <i>(Provide a brief description of aligned PD needs)</i>
Math Congress: Teachers will implement math congress focusing on problem solving and reasoning.	October 2015	Teachers Math Coaches GRT		PD will be provided during collaboration to desegregate data. Math Team will train teachers to implement intervention plans and monitor progress.
Quarterly Assessments: Teachers will use the data gained from the VBCPS math quarterly assessments to plan effective and fluid small group math instruction based on students' needs for remediation and/or enrichment	November 2015	Teachers Math Coaches Administrators		
Collaboration: Teachers will participate in weekly collaboration to effectively plan, deliver, and assess instruction	September 2015	Administrators Math Coaches Teachers ITS GRT		
Gradual Release Model:	September 2015	Teachers Math Coaches GRT		

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PD will be integrated during collaborative planning sessions to provide effective instruction and modeling for students				
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State Goal: Not Applicable				
VBCPS/Division Goal: Goal Three Multiple Pathways (Choice)				
SMART Goal: By June 2016, 100% of teachers will attend 5 professional development workshops on technology and implement at least 1 new technology integration initiative as measured by observations, sign in sheets, and feedback from teachers.				
Action Steps <i>(List each action step on a separate line; steps taken to reach the SMART goal)</i>	Timeline <i>(List month and year to start addressing action step)</i>	Person(s) Responsible	Action Step Completed <i>(List month and year)</i>	Professional Development <i>(Provide a brief description of aligned PD needs)</i>
Professional Development: Teachers will participate in technology workshops to effectively plan, deliver, and assess instruction	September 2015	Teachers ITS Literacy Coaches Math Coaches Specialists		ITS will provide multiple professional development workshops throughout the year
Survey: Teachers will complete a self-assessment of their technology use proficiency.	October 2015	Teachers ITS		
Coaching and Modelling: ITS will implement effective coaching strategies with teachers and model best practices as needed.	September 2015	Teachers ITS Specialists		