

# Plan for Continuous Improvement (PCI)

## Virginia Beach City Public Schools

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

School: New Castle Elementary		Date of Plan: October 2015
School Year(s): 2015-2017		
<b>VBCPS Goals Compass to 2020</b>	<ol style="list-style-type: none"> <li>1. High Academic Expectations (literacy and numeracy; content knowledge; globally competitive skills)</li> <li>2. Multiple Pathways (personalized learning &amp; leveraging technology)</li> <li>3. Social – Emotional Development (SE learning strategies, RSN behavior, school/community activities, learning environments)</li> <li>4. Culture of Growth &amp; Excellence (Building capacity, partnerships with stakeholders, culture of respect)</li> </ol>	
<b>School Mission</b>	The staff at New Castle Elementary is committed to providing an environment that challenges, nurtures, and empowers our students to reach their maximum potential to become life-long learners and productive citizens in an ever-changing global society.	

<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>Goal 1</b>          We exceeded the State Goal of 72% pass and reached our goal of 85% pass on the reading SOL          SOL Data 2013-2015          3<sup>rd</sup> grade Reading is trending down (86%, 79%, and 77%)          4<sup>th</sup> grade Reading trends are holding steady (80%, 81%, and 80%)          5<sup>th</sup> grade Reading is trending up (84%, 79%, and 91%)          While we recognize a need to concentrate on third grade, we still felt comfortable raising the bar to 90% pass rate on SOL Reading for combined grade levels 3, 4 and 5.</p> <p>Showing one year's growth          Kindergarten 99%          1<sup>st</sup> grade 74%          2<sup>nd</sup> grade 85%          3<sup>rd</sup> grade 80%          4<sup>th</sup> grade 67%          5<sup>th</sup> grade 45%</p> <p>We continued with the goal of showing one year's growth for all students because we recognize the importance of students making continual growth no matter where they begin (above, on or below grade level.)</p> <p>A review of the school's <i>Category Performance for Students in the Group Report</i> showed that an overall area of weakness for students (across pass and fail groups) was in the word analysis category.</p> <p><b>Goal 2</b>          A review of our grade level writing prompts reveal 88%-98% of our kindergarteners, first and second graders are proficient or higher on a grade level writing prompt. Our third, fourth and fifth graders did not score as well.</p>
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3<sup>rd</sup> grade 69%

4<sup>th</sup> grade 72%

5<sup>th</sup> grade 74%.

Analysis of the spring IPT indicates that our students score lower in writing communication than problem solving and critical thinking.

Understanding the importance of writing, we decided to keep our goal of 85% or higher of students will score proficient or higher on a common grade level writing prompt.

**Goal 3**

SOL Data 2013-2015

3rd grade Math trends are holding steady (85%, 77%, and 81%)

4th grade Math trends are holding steady (87%, 91%, and 89%)

5th grade Math scores are trending up (65%, 72%, and 89%)

Math Exemplar Goal 70% proficient 2014-2015 beginning and end of year

K - 9%, -66%

1st grade – 10%, 70%

2nd grade – 2%, 81%

3rd grade – 7%, 52%

4th grade – 1%, 48%

5th grade – 28%, 72%

All grade levels made significant increases from beginning of the year until the end.

While all grade levels did not reach our goal of 70% proficient year, we felt we could increase our goal to 80% because our students should begin at a higher proficiency level than they did last year. This will be our second year of consistently implementing math exemplars at all grade levels.

**Goal 4**

We chose this goal in support of Compass to 2020 recognizing the importance of a culture of growth and excellence where we build capacity and create a culture of respect.

We are basing our decision on research. John Hattie discusses the research evidence showing that “it is what teachers know, do and care about which is very powerful in the learning equation.”

Furthermore he states, “We should focus on the greatest source of variance that can make the difference – the teacher. We need to ensure that this greatest influence is optimized to have powerful and sensationally positive effects, but they must be exceptional effects. We need to direct attention at higher quality teaching, and higher expectations where students can meet appropriate challenges – and these occur once the classroom door is closed and not by reorganizing which or how many students are behind those doors.”

More than likely, we will not keep our math coach, and we do not want to lose what we have gained from her guidance.

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	Teachers need to thoroughly understand by doing and not always be given the information. They truly own what they develop.
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Student Learning Outcomes	SMART Goals
Literacy	<ol style="list-style-type: none"> <li>1. By June 2016, the overall SOL reading pass rate for students in grades 3-5 combined will increase to 90% or higher and 100% of students in grades K-5 will demonstrate one year's growth as measured by the DRA2 or SRI.</li> <li>2. By June 2016, 85% or higher of students at each grade level will score proficient or higher on a common grade level writing prompt to be evaluated using a rubric based on the grade level writing standards and objectives.</li> </ol>
Numeracy	<ol style="list-style-type: none"> <li>3. By June 2016, 80% or higher of students in each of the grades, K-5, will score proficient or higher on the final math Exemplar.</li> </ol>
Choice	<ol style="list-style-type: none"> <li>4. By June 2016, leadership capacity will be developed in at least one teacher at each grade level who is knowledgeable regarding best practices, analyzing data to inform instruction and capable of facilitating effective collaboration in math or language arts. Collaboration effectiveness and growth in leadership skills will be assessed through a pre and post self-reflection.</li> </ol>

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

<b>Literacy: Intermediate Measures</b> (i.e. Reading Quarterly Assessments, DRA, SRI) <b>Goal 1</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>➤ DRA2</li> <li>➤ SRI</li> <li>➤ VBCPS Language Arts Quarterly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the VBCPS Teaching and Learning Framework</li> <li>• Use VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction</li> <li>• Use an assessment wall/chart to document student progress</li> <li>• Use <i>The Continuum of Literacy Learning</i> when planning for instruction</li> <li>• Use close reading instructional strategies</li> <li>• Use small group reading instruction targeted to specific skills and strategies</li> <li>• Use common grade level formative and summative assessments and rubrics</li> <li>• Implement Achieve 3000 in grades 3-5</li> </ul>

<b>Literacy: Intermediate Measures</b> (i.e. Reading Quarterly Assessments, DRA, SRI) <b>Goal 2</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>➤ Common grade level writing prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the VBCPS Teaching and Learning Framework</li> <li>• Implement the <i>Being A Writer</i> program with fidelity in grades K-5</li> <li>• Use VBCPS unpacked curriculum documents to effectively plan, deliver, and assess writing instruction</li> <li>• Use common grade level standards-based rubrics</li> <li>• Use data charts to document student progress</li> </ul>

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<b>Numeracy: Intermediate Measures</b> (i.e. Math Quarterly Assessments, Exemplars, SMI) <b>Goal 3</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>➤ VBCPS Quarterly Math Assessments Grades 2-5</li> <li>➤ SWAPS (School Wide Assessments in Problem Solving) K-5</li> <li>➤ Common Grade Level Math Exemplar</li> </ul>	<ul style="list-style-type: none"> <li>• Use common formative and summative assessments</li> <li>• Implement small group math instruction</li> <li>• Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction</li> <li>• Use TenMarks in technology station of small group instruction to personalize learning and reinforce learning</li> <li>• Use the Gradual Release model of responsibility to insure understanding of Math Exemplar</li> <li>• Implement Math Congress to provide opportunities for students to think about their strategies, talk with their peers, and explain their strategies</li> <li>• In grades 3-5, RAMS will be used for students to justify and provide proof of answers.</li> </ul>

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<p><b>Choice: Intermediate Measures</b> (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate)  <b>Goal 4</b></p>	<p style="text-align: center;"><b>Strategies</b></p>
<ul style="list-style-type: none"> <li>➤ Teacher Feedback on what is working well in collaboration</li> <li>➤ DDIPP forms to analyze strengths and weakness of student learning</li> <li>➤ Data collections to chart student learning</li> <li>➤ Teacher self-reflections (beginning, middle and end of year)</li> </ul>	<ul style="list-style-type: none"> <li>• A coaching model will be utilized to build leadership capacity in teacher leaders</li> <li>• Collaborative talents of all teachers will be utilized to strengthen the grade level team</li> </ul>

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<b>State Goal:</b> Students will meet or exceed the SOL pass rate of <b>75% for English Reading</b>				
<b>VBCPS/Division Goal:</b> High Academic Expectations (Literacy)				
<b>SMART Goal #1:</b> By June 2016, the overall SOL reading pass rate for students in grades 3-5 combined will increase to 90% or higher and 100% of students in grades K-5 will demonstrate one year's growth as measured by the DRA2 or SRI.				
<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)
Teachers will actively participate in every other week collaboration to effectively plan, deliver, and assess instruction. Teachers will focus on metacognition that aligns whole group, small group, and independent practice to support student thinking.	September 2015	Administrators Reading Specialist Classroom Teachers		<p>During collaboration, the Reading Specialist and teachers will continue to visit the alignment of the components of the Teaching and Learning Framework with the Language Arts objectives.</p> <p>During collaboration, Reading Specialist will continue to provide mini-PL on effectively planning for small reading group instruction.</p> <p>Resource: <i>Independent Reading Inside the Box</i> by Lisa Donahue.</p> <p>PLPs will be offered based on <i>Literacy Work Stations</i> by Debbie Diller and <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis.</p>

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				Optional Book Study: <i>The Book Whisperer: Awakening the Inner Reader in Every Child</i> by Donalyn Miller.
Use data wall and tracking charts to monitor student progress. Teachers will administer and analyze running records weekly for students reading below grade level to provide interventions and targeted instruction.  Teachers will use <i>The Continuum of Literacy Learning</i> and <i>The Next Steps in Guided Reading</i> as a resource to provide effective small reading group lessons.	October 2015	Administrators Reading Specialist Classroom Teachers		Reading Specialist will continue to work with teachers to implement intervention plans based on monitoring of student progress.  Mini- PLs will be embedded in collaboration to assist teachers with analyzing running records and how to use the results to plan for targeted instruction.
Implement and use data walls/charts to monitor student progress in reading and writing.	September 2015	Administrators Reading Specialist Classroom Teachers		During collaboration, data collected on the data wall will be reviewed. Reading specialist will assist teachers with how to use collected data to develop intervention plans and monitor progress of students, as well as monitor implementation.
Teachers will use the data from the VBCPS Language Arts	November 2015	Administrators Reading Specialist Classroom Teachers		Analysis of quarterly assessment data will be done during



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<p>Quarterly Assessments to plan effective small group literacy instruction based on students' needs (intervention, enrichment, etc.)</p>				<p>collaboration to determine specific strengths and weaknesses to drive instruction and intervention as needed.</p>
<p>Teachers will continue to implement and use Close Reading lessons based on previous professional development.</p>	<p>November 2015 Two – three times per month.</p>	<p>Administrators Reading Specialist Classroom Teachers</p>		<p>During collaboration, Reading Specialist will continue to revisit the planning and use of Close Reading during whole group instruction.</p> <p>Reading Specialist will offer to model and co-teacher Close Reading lessons.</p> <p>Teachers in grades K-2 will be trained in Core Clicks to integrate technology and close reading.</p>
<p>Teachers will continue to provide instruction based on the grade level word analysis objectives (whole group and small word study groups).</p>	<p>October 2015</p>	<p>Administrators Reading Specialist Classroom teachers</p>		<p>During collaboration, the word analysis objectives will be unpacked to review the content specs, expected cognitive level, and appropriate pacing of instruction.</p> <p>Mini-PLs will be provided in collaboration to assist teachers with planning whole group word analysis</p>

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				<p>instruction with appropriate pacing.</p> <p>PL will be offered to support continued implementation of Developmental Word Study.</p> <p><b>Resources:</b> <i>Words Their Way</i> by Bear, Invernizzi, Templeton, and Johnston  <i>Bringing Words To Life</i> by Beck, McKeown, and Kucan  <i>Greek and Latin Roots: Keys to Building Vocabulary</i> By Rasinski, Padak, Newton, and Newton</p>

<b>State Goal:</b> Not Applicable				
<b>VBCPS/Division Goal:</b> High Academic Expectations (Literacy; Globally Competitive Skills)				
<b>SMART Goal #2:</b> By June 2016, 85% or higher of students at each grade level will score proficient or higher on a common grade level writing prompt to be evaluated using a rubric based on the grade level writing standards and objectives.				
<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)
Teachers will use a DDIP to analyze data from common grade level writing prompts administered at three checkpoints through the year.	November 2015	Administrators Language Arts Teachers Reading Specialist		Reading Specialist will continue to work with teachers to implement intervention plans and differentiated instruction based on

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Unpack writing objectives during collaboration to ensure alignment of planning, teaching and assessment with the <i>Being A Writer</i> program.	September 2015	Administrators Language Arts Teachers Reading Specialists		<p>monitoring of student progress.</p> <p>In September, teachers were provided training on the use of the <i>Being A Writer</i> program. Reading Specialist will continue to provide mini-PL embedded in collaboration to facilitate the full implementation.</p> <p>Reading Specialist will offer to model and co-teach writing lessons.</p>

<b>State Goal:</b> Students will meet or exceed the SOL pass rate of <b>70% for math</b>				
<b>VBCPS/Division Goal:</b> High Academic Expectations (Numeracy)				
<b>SMART Goal #3:</b> By June 2016, 80% or higher of students in each of the grades, K-5, will score proficient or higher on the final math Exemplar.				
<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)
Teaching and Learning Framework will be consistently used during collaborative planning.	Sept. 2015	Administrators, math coach, teachers		<p>Pre-service week, all teachers received mandatory training. Math Coach followed up during first PLC meeting to discuss and review math portion, will continue throughout the school year.</p> <p>Math Coach provided PD during PLC on the</p>
Teachers will use the data gained from the VBCPS math quarterly assessments to plan effective small group math instruction	Nov. 2015	Administrators, math coach, teachers		

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based on students' needs for remediation and/or enrichment.				<p>use and implementation of TenMarks, will continue throughout the school year.</p> <p>Math Coach during PLC will continue to revisit the implementation of small group math instruction. It will be a focus as requested in kindergarten.</p> <p>Math Coach will model and co-teach Math Congress lessons as needed.</p>
Teachers will participate in every other week collaboration to effectively plan, deliver, and assess instruction.	Sept. 2015	Administrators, math coach, teachers		
PD will be integrated during collaborative planning sessions to provide effective instruction and modeling for students of the gradual release model for math exemplars.	Sept. 2015	Administrators, math coach, teachers		

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<b>State Goal:</b> Not Applicable				
<b>VBCPS/Division Goal:</b> Culture of Growth & Excellence (Building capacity, culture of respect)				
<b>SMART Goal #4</b> By June 2016, leadership capacity will be developed in at least one teacher at each grade level who is knowledgeable regarding best practices, analyzing data to inform instruction and capable of facilitating effective collaboration in math or language arts. Collaboration effectiveness and growth in leadership skills will be assessed through a pre and post self-reflection.				
<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)
Lead Teachers will complete a pre and post self-reflection	November 2015	Lead Teachers		Professional development will be offered according to the needs assessment and availability of talent to offer PL.  Mandatory site-based PL – <i>Collaboration: How to get the most out of it for your students!</i> August 31, 2015 by Sunny Betancourt and Keitha Havey  Formative assessments and effective feedback will be addressed during collaboration.  <b>Resources:</b> Marzano’s Nine Essential Instructional Strategies
Teachers will complete a professional development needs assessment and talent search survey	November 2015	Administrators		
Teachers will review the work of John Hattie and Marzano and implement highly effective strategies		Teachers, Coaches and Administrators		
Teachers will consult with coaches to decide the areas of collaboration they are prepared to lead. They will debrief with coaches and continuously plan more leadership roles as teacher leaders. Ultimately the coaches will move to a role of a resource and		Coaches and Teachers		

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supporter for the teacher leaders as well as provider of professional growth				Research work of John Hattie
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