

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

Draft

School: Ocean Lakes Elementary School Year(s): 2015-2016	Date of Plan: October 19, 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>	Ocean Lakes Elementary opens the door to all learners by providing a nurturing environment that promotes 21st century skills .We accomplish this by engaging and being responsive to all students' needs. In doing so, we create opportunities for teachers, parents, and community partners to collaborate and support achievement for all our students.

<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>Academically Proficient:</b></p> <p>1. SOL data for 2014-2015 SY shows Math scores as follows: 3rd grade students scored 83%; 4th grade 83%; 5th grade 83%. There was an increase of 15% in 3rd grade and 1% 5th grade scores from SY 2013-2014 with 4th grade showing no increase from 2013-2014. Although the overall pass rate for OLES was 83% in Math, the goal of decreasing the failure rate for AMO groups was not met. Therefore, the goal needs to continue with an emphasis placed on Gap Group 1 due to SPED pass rate of 33%.</p> <p>2. SOL data for SY 2014-2015 shows Reading scores as follows: 3rd grade 79%; 4th grade 64%; 5th grade 82%. There was an 11% increase in 3rd grade with 5th grade decreasing the same pass rate by 2%. 4th grade showed a 12% decrease from previous school year. DRA data shows grade level scores for at or above grade level standards as follows: Kindergarten 100%; 1st grade 89%; 2nd grade 88%; 3rd grade 84%; 4th grade 83%; 5th grade 92%. With the decrease in 4th grade SOL scores, 5th grade decreasing slightly, and the 2014-2015 goal of 100% on or above grade level for DRA not being met, the need for this goal to continue is necessary. In addition, Gap Group 1 needs to be addressed as well due to AMO goals not being met due to SPED pass rate of 15%.</p> <p><b>Choice:</b></p> <p>IPT results over the past few years have shown that students are not being exposed to Performance Tasks within the curriculum. Data from the DDIPP conducting with the Fall 2014 IPT showed that students were weak in providing numerous reasons to provide proof for their choice as well as not being clear or logical in their thinking and or problem solving skills. In addition, written communication needed to improve on the areas of supporting details and clear and organization of ideas. Spring 2015 IPT results showed that 77.6% of students were proficient or above in Written communication; 90.6% in Critical Thinking;</p>
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	81.2% in Problem Solving. Due to these areas of weakness, OLES have chosen to incorporate this goal into our PCI.
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Student Learning Outcomes	SMART Goals
Literacy	By June 2016, 100% of the students in each of the grades, K-5, will be reading on grade level or show a minimum of one year's growth as measured by the DRA2. In addition, OLES will reduce the overall failure rate in Gap Group 1 by 10% as indicated by the 2016 Reading SOL.
Numeracy	By June 2016, 100% of students at OLES in each of the grades 2-5, will achieve 85% mastery or higher on the VBCPS quarterly assessment for Math. In addition, OLES will reduce the overall failure rate in Gap Group 1 by 10% as indicated by the 2016 Math SOL.
Choice	By June 2016, 75% of all students in each of the grades, K-5, will demonstrate proficient or higher on science and social studies grade level appropriate performance tasks three times per year included in the VBCPS curriculum using the appropriately aligned scoring rubric.

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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>Strategies</b>
DRA2 K-5	<ul style="list-style-type: none"> <li>• PGST- Preview, Genre, Summarize, Title</li> <li>• Implement VBCPS Teaching and Learning Framework with fidelity</li> <li>• Collaboration with specialists</li> <li>• Use the Gradual Release Model of responsibility.</li> <li>• Small group instruction</li> <li>• Portfolios/Student feedback and goals</li> </ul>
SRI 3-5	<ul style="list-style-type: none"> <li>• PGST- Preview, Genre, Summarize, Title</li> <li>• Implement VBCPS Teaching and Learning Framework with fidelity.</li> <li>• Collaboration with specialists</li> <li>• Use the Gradual Release Model of responsibility</li> <li>• Small group Instruction</li> <li>• Portfolios/student feedback and goals</li> </ul>
Quarterly Assessments 2-5	<ul style="list-style-type: none"> <li>• PGST- Preview, Genre, Summarize, Title</li> <li>• Implement VBCPS Teaching and Learning Framework with fidelity.</li> <li>• Collaboration with Specialists</li> <li>• Use the Gradual Release Model of responsibility</li> <li>• Small group Instruction</li> <li>• Portfolios/student feedback and goals</li> </ul>
<b>Literacy: Intermediate Measures</b> (i.e. Reading Quarterly Assessments, DRA, SRI) <b>Special Education</b>	<b>Strategies</b>
DRA2 K-5	<ul style="list-style-type: none"> <li>• PGST- Preview, Genre, Summarize, Title</li> <li>• Small Group instruction</li> <li>• Gradual Release Model</li> <li>• Collaboration with specialists</li> <li>• Portfolios/student feedback and goals</li> </ul>
Quarterly Assessments 2-5	<ul style="list-style-type: none"> <li>• PGST</li> <li>• Small Group Instruction</li> <li>• Gradual Release Model</li> <li>• Collaboration with specialists</li> <li>• Portfolios/student feedback and goals</li> </ul>
SRI 3-5	<ul style="list-style-type: none"> <li>• PGST</li> <li>• Small group instruction</li> </ul>

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	<ul style="list-style-type: none"> <li>• Gradual Release Model</li> <li>• Collaboration with specialists</li> <li>• Portfolios/student feedback and goals</li> </ul>
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<b>State Goal:</b> Grades 3-5 will meet or exceed 75% pass rate on English SOL				
<b>VBCPS/Division Goal:</b> Goal 1- High Academic Expectations (Literacy)				
<b>SMART Goal:</b> By June 2016, 100% of the students in each of the grades, K-5, will be reading on grade level or show a minimum of one year's growth as measured by the DRA2. In addition, OLES will reduce the overall failure rate in Gap Group 1 by 10% as indicated by the 2016 Reading SOL.				
<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)
<b>Portfolios/ Student Goals and Feedback:</b> Use and Implement to assess and monitor student progress. Teachers will work with students setting reading goals, reflecting on progress, and providing specific and actionable steps to reach the final reading goal of proficiency or higher.	September 2015	Classroom teachers; administration; Reading Specialist	June 2016	<b>Running Records-</b> Reading Specialist will provide training for reading teachers on the importance of running records and how to use the data from DRA2 in analyzing strengths and weaknesses in students. <b>PGST-</b> Teachers were introduced to this strategy and how to introduce it to students.
<b>T&amp;L Framework:</b> Framework will be used consistently during collaborative planning for differentiation and needs purposes of the students.	September 2015	Classroom Teachers; administration; Reading Specialist	June 2016	<b>Gradual Release Model-</b> Teachers will be given a refresher on the model- I do, we do, you do with specific examples.
<b>Collaboration:</b> Teachers will collaborate weekly	September 2015	Classroom teachers; administrators; Reading Specialist	June 2016	<b>Portfolio Development-</b> Teachers received

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to effectively, plan, deliver, and assess instruction. 90 minutes twice a month with Reading Specialist.				instructions on setting student goals and ways to record strategies and data.
<b>Gradual Release Model:</b> PD will be integrated during collaborative planning sessions to provide effective instruction and modeling for students using the I do, we do, you do model.	September 2015	Classroom teachers; administrators; Reading Specialist	June 2016	
<b>PGST:</b> Teachers will model the use of the strategy in order to help students build comprehension as well as stamina for reading. The key to the strategy is the summary and teachers will work with students to model how to summarize.	October 2015	Reading specialist; classroom teachers; administration	June 2016	

<b>DO</b>	
<b>CHECK</b>	

<b>Numeracy: Intermediate Measures</b> (i.e. Math Quarterly Assessments, Exemplars, SMI)	<b>Strategies</b>
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VBCPS Quarterly Assessments	<ul style="list-style-type: none"> <li>• Develop/Use Common formative and summative assessments</li> <li>• Implement/Continue Small Group Instruction</li> <li>• Teaching and Learning framework</li> <li>• Collaboration with specialists</li> <li>• Use the Gradual Release Model of responsibility.</li> <li>• Ten Marks</li> <li>• Portfolios/student feedback and goals</li> </ul>
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<b>State Goal:</b> Grades 3-5 will meet or exceed 70% pass rate on Math SOL				
<b>VBCPS/Division Goal:</b> Goal 1- High Academic Expectations (Numeracy)				
<b>SMART Goal:</b> By June 2016, 100% of students at OLES in each of the grades 2-5, will achieve 85% mastery or higher on the VBCPS quarterly assessment for Math. In addition, OLES will reduce the overall failure rate in Gap Group 1 by 10% as indicated by the 2016 Math SOL.				
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>Portfolios/ Student Goals and Feedback:</b> Use and Implement to assess and monitor student progress. Teachers will work with students setting math goals, reflecting on progress, and providing specific and actionable steps to reach the final reading goal of proficiency or higher.	September 2015	Classroom teachers; administration; Math Coach	June 2016	<p><b>Gradual Release Model-</b> Teachers will be given a refresher on the model- I do, we do, you do with specific examples.</p> <p><b>Portfolio Development-</b> Teachers received instructions on setting student goals and ways to record strategies and data.</p>
<b>T&amp;L Framework:</b> Framework will be used consistently during collaborative planning for differentiation and needs purposes of the students.	September 2015	Classroom Teachers; administration; Math Coach	June 2016	<b>Ten Marks-</b> Teachers were introduced to Ten Marks software in order to use with the students in the classroom as a formative assessment

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<b>Collaboration:</b> Teachers will collaborate weekly to effectively, plan, deliver, and assess instruction. 90 minutes once a month with Reading Specialist.	September 2015	Classroom teachers; administrators; Math Coach	June 2016	piece and for additional practice.
<b>Gradual Release Model:</b> PD will be integrated during collaborative planning sessions to provide effective instruction and modeling for students using the I do, we do, you do model.	September 2015	Classroom teachers; administrators; Math Coach	June 2016	
<b>Ten Marks:</b> Teachers will introduce the program to students in order to build numeracy and practice problem solving skills in all areas of math.	October 2015	Math Coach; Classroom teachers; Administration	June 2016	
<b>DO</b>				
<b>CHECK</b>				

<b>Choice: Intermediate Measures</b> (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate)	<b>Strategies</b>
Performance Tasks for Science and Social Studies K-5	<ul style="list-style-type: none"> <li>• Use Performance Tasks/scoring rubrics provided in VBCPS Teaching and Learning Framework</li> <li>• Use Unit Maps included in the VBCPS Teaching and Learning Curriculum documents for Science and Social Studies</li> <li>• Collaborate with GRT and ITS for strategies/ideas of implementation of Performance Tasks.</li> </ul>

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**State Goal:** Students will meet or exceed 70% pass rate on Science and History SOL tests.

**VBCPS/Division Goal:** Goal 1- High Academic Expectations (Content Knowledge) and Goal 2- Multiple Pathways (Personalized Learning)

**SMART Goal:** By June 2016, 75% of all students in each of the grades, K-5, will demonstrate proficient or higher on science and social studies grade level appropriate performance tasks three times per year included in the VBCPS curriculum using the appropriately aligned scoring rubric.

<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)
<b>T&amp;L Framework:</b> Teachers will use the performance tasks and scoring rubric provided in the Curriculum Documents provided by T&L in addition to Defined STEM.	September 2015	Classroom Teachers; administration; GRT; ITS	June 2016	<b>Defined STEM-</b> Teachers were introduced to the program in order to help them find tasks that fit the needs of the classroom.
<b>Curriculum Maps:</b> Teachers will use the curriculum maps provided by T&L in order to effectively plan their unit with the end in mind for the performance task.	September 2015	Classroom teachers; Administration; GRT; ITS	June 2016	
<b>Collaboration:</b> Teachers will collaborate with GRT and ITS in order to acquire strategies and/or ideas for Performance task implementation and planning.	September 2015	Classroom teachers; administrators; GRT; ITS	June 2016	



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<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)	