

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



Plan for Continuous Improvement

SCHOOL: **Independence Middle School**

DATE: **10/14/08**

SCHOOL MISSION STATEMENT The Faculty and Staff of Independence Middle School in partnership with the community's mission is to ensure that each student reaches his or her greatest potential.

- 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)

Advanced/Accelerated Studies and Incentives	Reinforcement/ Remediation Assistance and Incentives	Activities that Foster Well-Rounded Students	Community Partnerships	Honor, Awards, Achievements
Advanced Mathematics: Algebra I and Geometry	Literacy Program	Spanish/French Club	ACU 2- Assault Craft Unit-2	Virginia Beach Council of PTA's Merit Award
Advanced Science: Earth Science	Independent Reading	Culture Club	Chik-Fil-A	VBCPS Exemplary Publication Award IMS newsletter
Foreign Language: French, Spanish, German	Before/After School Tutoring	Run for Independence	Farm Fresh	Most Improved Attendance- May 2008
National Junior Honor Society	Algebra Readiness Program	The IMS 100% Success Club	Bayside Library	Northern Division Champions: Softball and Girls and Boys Track
Academic Challenge Team	Core Remediation (SOL Lab)	SCA	Keagan's	VBMSL Sportsmanship Award
Debate Club	Core Plus	Sports Teams	Subway	VBMSL SCA Achievement Award
Forensics Club	Academic Support	Environmental Club	PTA	
Honor Roll and Principal's List	Academic Detention (No zero policy)	Yearbook Club		
Spelling Bee	Word of the Week	Step Club		
	Secret Pal	Eagles Club		
	Student of the Month	Art Club		
	Perfect Attendance	Drama Club		
	B.U.G. Roll Bringing Up Grades Roll	Computer Technology Club		

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Independence
MS

DATE: 10/14/08

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

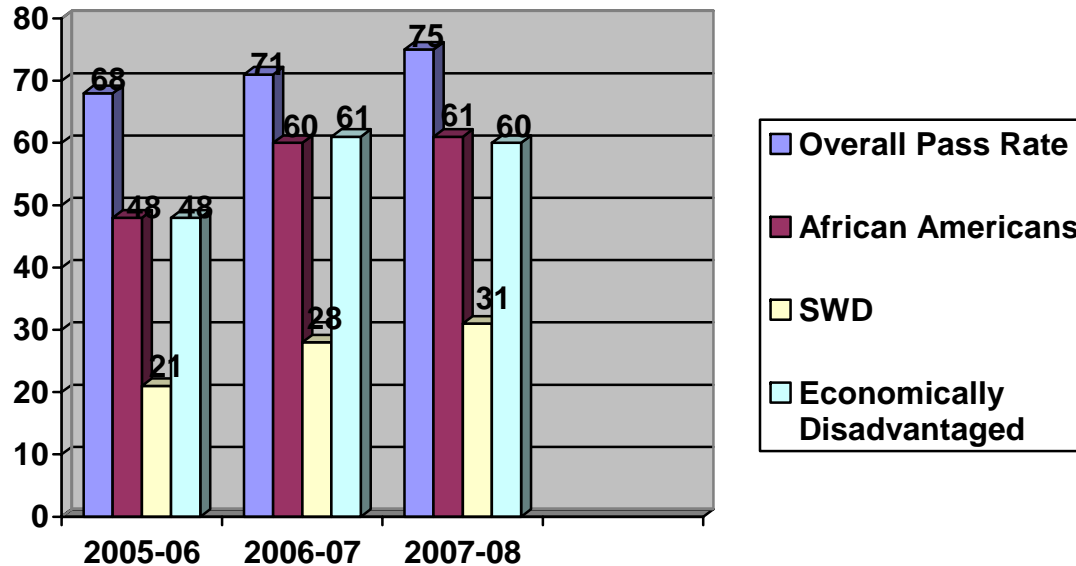
Math Overall SOL Percentage (3 year trend)

2005-06- 68%

2006-07- 71%

2007-08- 75%

2008-09 Goal- 79%



Gaps:

- The math pass rate for African American students increased from 60% to 61%.
- The math pass rate for students with disabilities increased from 28% to 31%.
- The math pass rate for students identified as economically disadvantaged decreased from 61% to 60%.

Priorities:

- To improve the math overall pass rate from 75% to 79%.
- To improve the math pass rate for African American students from 61% to 66% to meet or exceed AYP benchmarks.
- To improve math pass rate for students with disabilities from 31% to 38% to meet or exceed AYP benchmarks.
- To improve math pass rate for economically disadvantaged students from 60% to 65% to meet or exceed AYP benchmarks.
- To implement literacy strategies to improve Math scores across the curriculum.
- To develop proficiency in processing academic vocabulary found in mathematics questions.
- To collect evidence of proficiency for alternate assessments (VGLA & VAAP).

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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

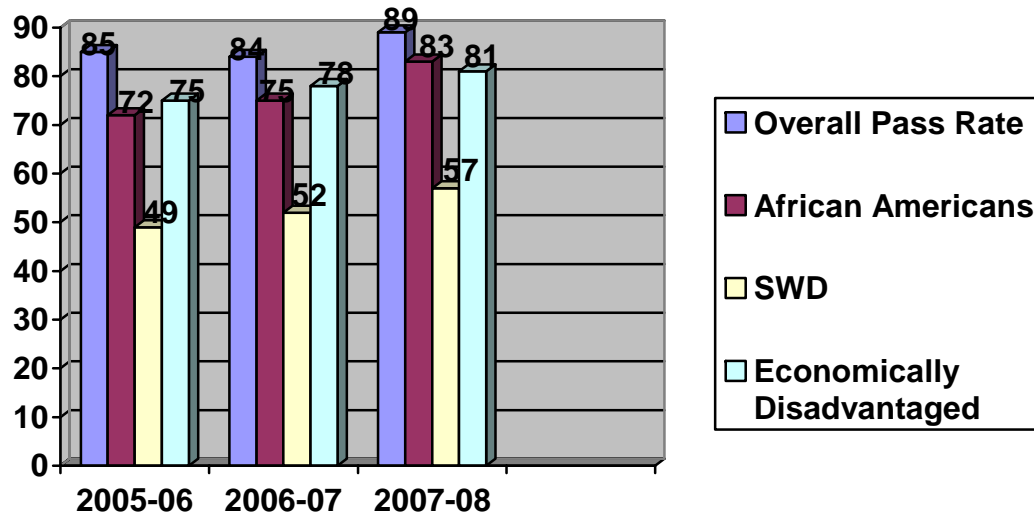
English Reading SOL Percentage (3 year trend)

2005-06- 85%

2006-07- 84%

2007-08- 89%

2008-09 Goal- 92%



Gaps:

- The English pass rate for African American students increased from 75% to 83%.
- The English pass rate for students with disabilities increased from 52% to 57%.
- The English pass rate for economically disadvantaged students increased from 78% to 81%.

Priorities:

- To improve the overall English pass rate from 89% to 92%.
- To improve English pass rate for students with disabilities from 57% to 63% to meet or exceed AYP benchmarks.
- To implement literacy strategies across the curriculum.
- To collect evidence of proficiency for alternate assessments (VGLA & VAAP).

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VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Independence MS

DATE: 10/14/08

Review

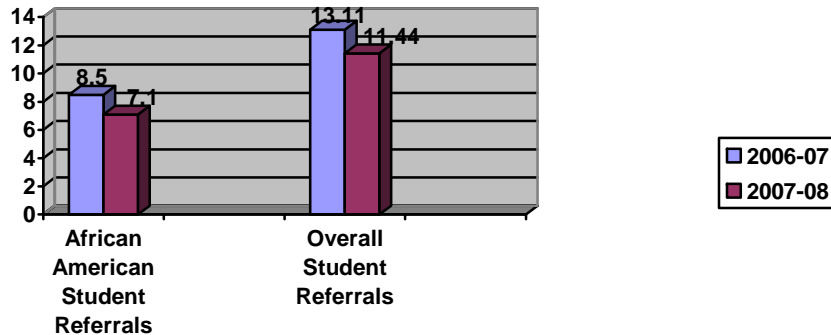
(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

Over and Under Representation Calculations by Ethnicity

Student Group	% Referred		% Enrolled		Difference from previous year	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
African American	31.6	29.9	23.1	22.8	8.5	7.1
Asian/PI	2.8	1.6	3.6	4.0	-0.7	-2.4
Caucasian	56.7	57.6	63.0	62.4	-6.3	-4.8
Hispanic	5.8	5.1	5.8	6.1	0.0	-1.0



Gaps:

- At the end of the 2007/2008 school year, African American students made up 22.80% of the enrollment at IMS yet they received 29.90% of the referrals. This data indicates a 7.10% gap.
- The disparity in the percentage of African American students decreased by 1.4% from 8.5% to 7.1%.
- Caucasian students accounted for 62.4% of the student population and received 57% of the referrals.
- Total number of student referrals decreased by 167 from 1311 to 1144.

Priorities for 2008-2009 PCI:

- Continue to decrease the disparity in the percentage of African American students referred versus the amount of African American students enrolled.
- Decrease the amount of overall student referrals.

Top 3 Discipline Offenses

Top 3 Offenses & Percentage of Referrals

2006-07		2007-08	
Disruptive Demo	21.1	Disruptive Demo	15.9
Class Disruption	9.6	Defiance/Insubordination	10.10
Cell Phones	8.6	Cell Phones	9.10

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VCBPS Plan for Continuous Improvement

Measurable Objectives

School: Independence MS

DATE: 10/14/08

Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Areas of Focus (Specific sub-category areas that need attention)	Performance Measures (What public information is available to measure the objective)	Assigned Action Team
1) Increase overall Math SOL scores for African Americans from 61% to 66%, students with disabilities from 31% to 38%, and economically disadvantaged students from 60% to 65% to meet or exceed AYP benchmarks.	<ul style="list-style-type: none"> • Number and Number Sense • Measurement and Geometry • Probability and Statistics 	<ul style="list-style-type: none"> • Action Plan updates • Quarterly Assessments • ARDT Results • Stanford 10 scores • SOL Scores 	<ul style="list-style-type: none"> • Math teachers • C&I Coordinator • Administration • School Improvement Specialist • Tutors

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VBCPS Plan for Continuous Improvement

Measurable Objectives

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DATE: 10/14/08

Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Areas of Focus (Specific sub-category areas that need attention)	Performance Measures (What public information is available to measure the objective)	Assigned Action Team
<p>1) Increase English SOL scores for students with disabilities from 57% to 63% to meet or exceed AYP benchmarks.</p>	<ul style="list-style-type: none"> • Make inferences based on information continued in a text. • Draw conclusions based on information stated in the text. • Identify author's purpose for writing a narrative or informational text. • Analyze the use of text features in a passage. 	<ul style="list-style-type: none"> • Action Plan updates • Holt Diagnostic Test • Stanford 10 scores • SOL Scores 	<ul style="list-style-type: none"> • English teachers • Reading Specialist • C&I Coordinator • Administration • School Improvement Specialist • Tutors