

DEPARTMENT OF SCHOOL ADMINISTRATION

# PCI FORM 4-2

Due annually October 31st to the Department of School Administration  
and a copy to the Department of Curriculum & Instruction



*VBCPS Plan for Continuous Improvement*

Sheet # 1 of 4

School: Corporate Landing Middle School

DATE:  
10/31/08

SOA Alignment: Improve student achievement

School Division Goal: Expand instructional opportunities through data-driven curriculum

School Measurable Objective: By the end of SY 2008-09, increase math proficiency for the overall student population to above 79% on the SOL Math test by increasing the pass rate for each AYP subgroup and reducing the failure rate by 10%.

Focus: Math problem solving in each reporting category

## PLAN

Strategies/Procedures (Describe briefly what will be done to accomplish the goal.)	Assessment (How will progress be measured?)	Targets / Projections (What is the outcome of implementing this strategy?)	Critical Resources Needed (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	Point Person or Action Team (List of people who oversee this plan)
1. All CLMS teachers will implement the use of fraction to percentage conversion, statistical graphs and data analysis in their classrooms.	1. Teacher lesson plans; administrative review	1. 100% of CLMS teacher will use conversions, graphs and data analysis in their classrooms.	Staff Development <ul style="list-style-type: none"> <li>• Math teachers will present problem solving strategies at grade level / department meetings</li> <li>• Cooperative Learning/Kagan Structures</li> <li>• Differentiated Instruction</li> <li>• Use of graphs and data analysis</li> <li>• Use of ARDT testing system</li> <li>• Test-taking strategies</li> </ul> Materials: Highlighters Folders for Journals Appropriate materials for use with AIMS activities	<ul style="list-style-type: none"> <li>• Math Vertical Team</li> <li>• All CLMS Teachers and TAs</li> <li>• Administrative Team</li> <li>• Algebra Readiness Lead Teacher, Testing Coordinator, and Assistant</li> <li>• Additional inclusion staffing</li> </ul>
2. All CLMS teachers will incorporate relevant real-world, multi-step problem solving/critical thinking tasks that relate naturally to their curriculum.	2. Teacher lesson plans; administrative review	2. 100% of CLMS teacher will incorporate problem solving in their classrooms.		
3. All CLMS teachers will teach and reinforce problem solving and test-taking strategies	3. Survey teachers on the use of problem solving and test-taking strategies with informal administrative review	3. 100% of CLMS teachers will teach and reinforce problem solving and test-taking strategies.		

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4. All CLMS <i>math</i> teachers will incorporate and assess math vocabulary with support across all curricular areas.	4. Weekly or biweekly vocabulary assessment in math class	4. Students' scores on formal assessments will progressively improve over time.		
5. CLMS <i>math</i> teachers will incorporate into their lessons differentiation and cooperative learning strategies that meet the needs of individual students and facilitate peer support.	5. Survey math teachers on the use of differentiation & cooperative learning strategies with informal administrative review of teacher lesson plans	5. 100% of the math teachers will incorporate differentiation and cooperative learning strategies into their lessons.		
6. All CLMS <i>math</i> teachers will analyze test data from common grade level unit assessments, quarterly tests, and/or Algebra Readiness diagnostic test to identify areas of weakness and adjust lesson plans. Teachers will provide immediate remediation or acceleration targeting identified students during Core Plus.	6. 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> grade Unit tests & Quarterly Assessments	6. On 100% of unit and quarterly tests, teachers will analyze data to identify and address areas of weakness through Core Plus remediation.		
7. CLMS Math Intervention Programs (SOL Lab, Core Plus, and Tutoring) will be incorporated in all grades with students being identified by SOL score, unit/quarterly assessment, classroom performance, and/or teacher recommendation.	7. Overall math grades for identified students	7. 85% of identified students will maintain or improve their overall math grade.		

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8. All CLMS <i>math</i> students will practice released SOL test items to improve test taking skills and strategies both online and on paper.	8. Teachers will assess progress thru periodic SOL review quizzes.	8. 80% of students will have a passing average on quizzes.		
9. All CLMS <i>math</i> teachers will incorporate writing and reading strategies (cloze notes, journal prompts, jot charts, Cooperative Learning Structures, GIST, MABE, and vocabulary word maps) into their lessons.	9. Teacher lesson plans; administrative review	9. Students will maintain or improve their overall reading grade due to implementation of these strategies.		
10. Students with special needs will be taught as much as possible in an inclusion setting with a general education math teacher and a special education math teacher.	10. Master schedule	10. 80% of students with mild disabilities will be instructed in an inclusion setting.		
11. Special Education teachers teaching math will collaborate with general education math teachers during planning and curriculum meetings to develop lessons for core math, resource, tutoring and core plus.	11. SPED teacher attendance at curriculum meetings.	11. 100% attendance at curriculum meetings.		

**DO**

Review Cycle:  Weekly  Bi-weekly  Monthly  Bi-monthly  Quarterly  Semi-annually

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<i>VBCPS Plan for Continuous Improvement</i>	Sheet #	of	School:	DATE:
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<b>DO</b>	Review Cycle: <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Bi-monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Semi-annually
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<b>CHECK</b>	Resulting Data	<b>ACT</b>	Adjustments or Improvements
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