

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: **Corporate Landing Middle School**

DATE: **10/31/08**

SCHOOL MISSION STATEMENT

In partnership with parents and community, the mission of CLMS is to create a safe and welcoming educational environment where students are actively engaged in the learning process and are empowered to reach their maximum 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 2001 – 2007
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 and School Profile Sheet)

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Due annually October 31st



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Demographic Overview (Attach School Report Card and School Profile Sheet)

The “Home of the Jets” is located in the southeastern portion of the city in close proximity to Oceana Naval Air Station and the Dam Neck Training Facility. Although capable of housing 1,800 students, the state-of-the-art facility is built on the middle school model that enables students to enjoy the benefits of a grade level school-within-a school while still experiencing the larger variety of both academic and exploratory courses usually available only in large schools. CLMS serves an ethnically diverse population. CLMS also serves as the middle school center for students who are deaf/hearing impaired in addition to offering a full continuum of special education classes for students with mild to moderate disabilities to classes for students with mental retardation and severe profound disabilities. SY 2007-08 marked the second consecutive year for the successful inclusion of three SECEP/ACP classes at CLMS. The special education department maintains close communication with Kellam, Landstown, and Ocean Lakes High Schools to prepare for those students transitioning to the high school.

CLMS is proud to be a Fully Accredited SOL School for SY 2008-09. In addition to the professional staff that works in direct contact with the academic development of students, CLMS is proud to have a supportive PTA and community partnerships, which include Coastal Community Church, Croc’s Restaurant, Chick-Fil-A, WTKR-Channel 3, Chesapeake Bay Foundation, My Dad’s caterers, Starbucks, and Chrysler Museum. CLMS offers the traditional academic program supported by exploratory and health/ physical education course offerings as well as Core Plus (Learn to Earn) remediation courses for all students and Independent Reading and SOL Lab for identified students. In order to maximize academic success, the core areas have Vertical Team/Action Team meetings at least four times a year. Exploratory and health/physical education action teams meet as well to support core area objectives. Additional educational services provided before and after school include SOL Tutoring, Algebra Readiness Tutoring, various clubs (FBLA, NJHS, newspaper, yearbook, etc.), Academic Challenge, Debate team, and Forensics Team. Programs provided school for at-risk students include GENTLEMAN’S CLUB, a club for male students who need to develop positive and supportive relationships with others; RISE, a program to help prepare at-risk 8th graders for high school; DO YOUR BEST, a support program for students failing core subjects; ACE, an intensified math tutoring program for students who were at risk of failing the SOL math test; and CHOICES, counseling sessions provided by our student support specialist to help students make better choices. CLMS also offers parenting programs through science / social studies departments, and English as a Second Language program.

School Awards include the Middle School Sportsmanship Award, SCA Achievement Award, PTA Merit Award, and numerous educational grants received to support innovative educational programs. Recognition for CLMS teachers and volunteers included Presidential Award for Excellence in Math and Science Teaching and a Virginia Math Teacher Corps member. CLMS Interscholastic awards include: Blue Ribbon Award for superior ratings in band and orchestra district music festivals; first place (tied) in division-wide forensics; an individual student city champion in wrestling; second place in the Neptune Festival Sandcastle contest.

Student attendance last year averaged at 93.87%. The Student Support Team, with the support of the attendance secretary and the school social worker, meets to address attendance concerns. CLMS has a 0% dropout rate.

The Lesson Study staff development program at Corporate Landing expanded this year included 6th grade Science and Social Studies teams and continued to be an integral part of the Futures Principal Academy. On-site Staff Development included SOL Data Analysis Workshops, Vertical Team/Action Team sessions, grant writing sessions, numerous technology driven workshops (i.e. Microsoft programs, Inspiration software, Pinnacle workshops, design a teacher website page, Outlook training), data review and strategy sessions for raising all students’ test scores, how to motivate middle school students, integrated approach to learning, the Kagan/Cooperative Learning approach, team building sessions, differentiated instructional techniques, collaboration opportunities, reading and writing across the curriculum training, and various sessions sponsored by Curriculum and Instruction. CLMS also sends representatives to conferences presented by teacher associations (English, math, science, and social studies), counselor associations, and the Virginia Middle School Conference.

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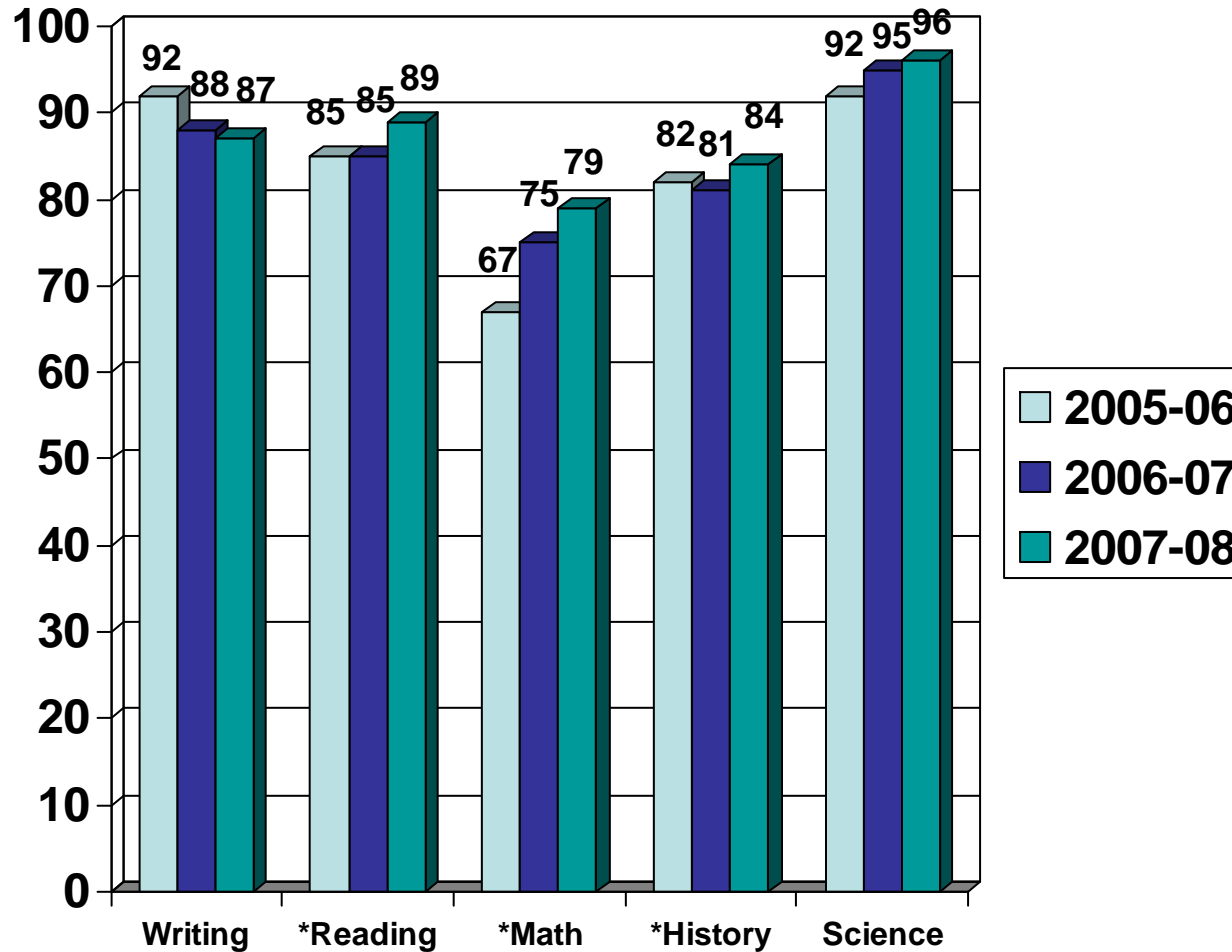
VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: CLMS

DATE: 10/31/08

CLMS 2007-2008 SOL RESULTS



Overall SOL Test Analysis

- CLMS is fully accredited for SY 2008-09 having scored above 70% in every area.
- The overall math and reading scores increased by 4%.
- The overall history and science scores increased by 3% and 1% respectively.
- The 8th grade writing scores decreased by 1%.
- The SY 2008-09 benchmarks are 81% for reading and 79% for math.

Priorities

- Focus on increasing the overall achievement in math and reading.
- Incorporate writing strategies across the curriculum.

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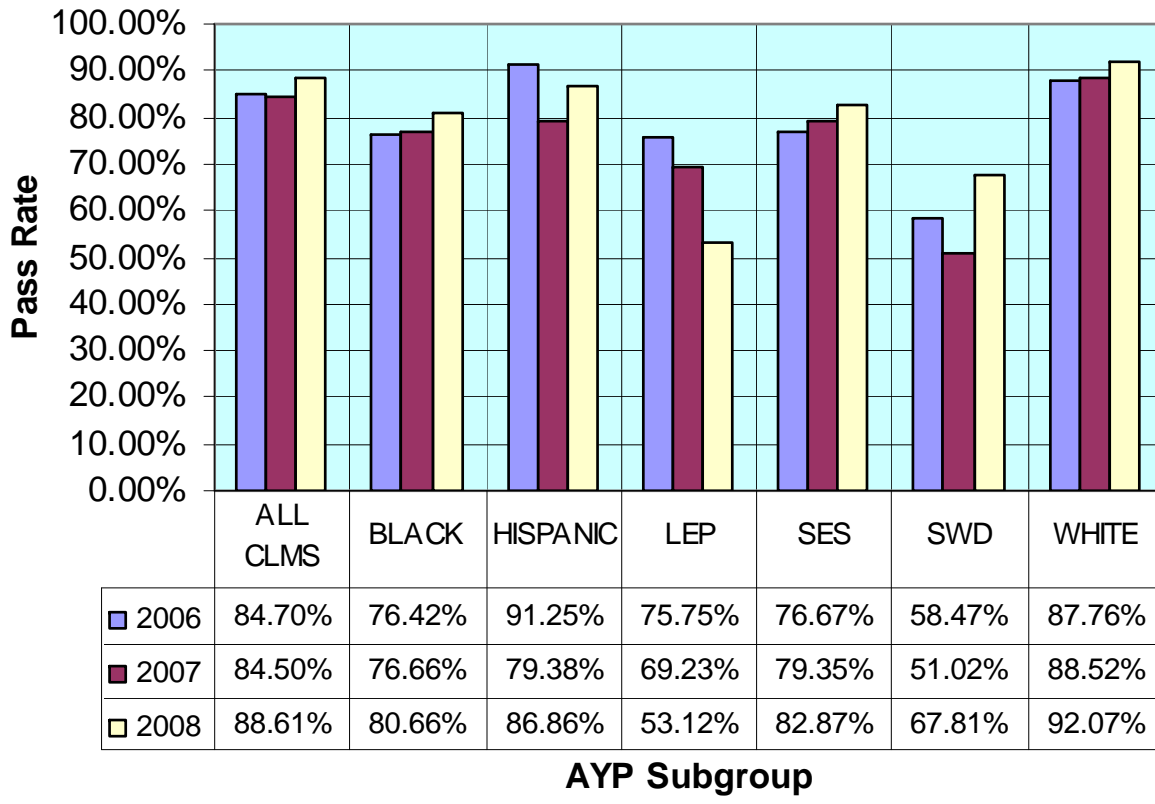
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**CLMS SOL Reading Pass Rate by AYP Subgroups
2006-2008**



*Includes grades 6, 7 & 8

SOL Reading AYP Subgroup Analysis

- Since AYP began six years ago, English passing rates increased from 10 to 28 percentage points for the student population as a whole and for the following subgroups: African American, Caucasian, Economically Disadvantaged and Students with Disabilities.
- Pass rates rose over last year's scores for the African-American, Hispanics, Caucasian, Student with Disabilities, and economically disadvantaged subgroups.
- Overall pass rate for CLMS remained above 84% for the past three years.
- Overall reading pass rate exceeded the 77% AMO for the student population as a whole as well as subgroups African-American, Caucasian, Hispanic, and economically disadvantaged.
- Pass rates decreased for Limited English Proficient students from last year.
- CLMS met the AYP benchmark for the subgroup of Student with Disabilities. While SWD did not meet the 77% AMO, that group reduced the failure rate by 10%.

Priorities

- The 2008-09 AYP benchmark for reading is 81%. At the current pass rate CLMS would not make AYP in the following subgroups: African American, Limited English Proficient (LEP), and SWD. Focus on increasing achievement in reading, particularly reading proficiency of SWD, Economically Disadvantaged, African-American, and LEP populations.
- Embed strategies into the reading action plan that will increase reading comprehension and continue to focus on closing the achievement gap.

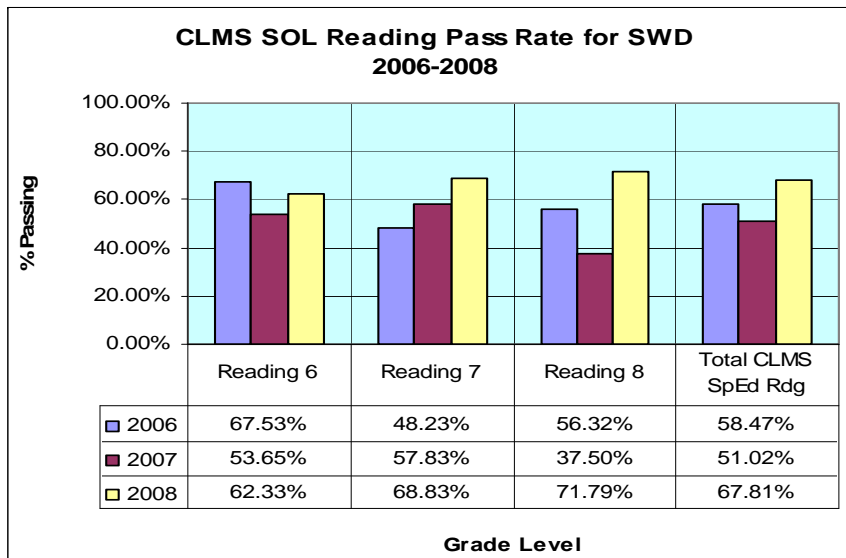
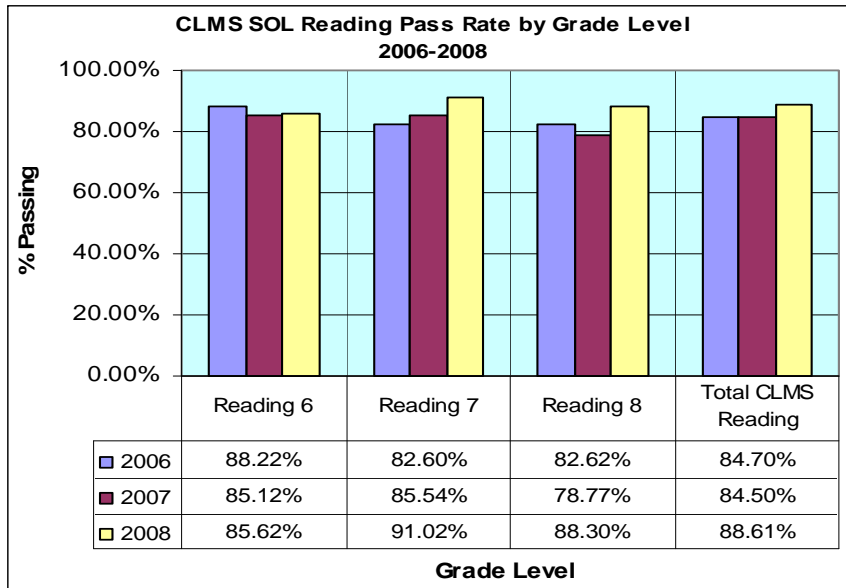
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SOL Reading Grade Level Analysis

- Over the past three years, grade 6 and 7 reading passing rates met or exceeded 82%.
- 6th grade overall reading pass rate increased slightly this year and the 6th grade special ed. pass rate increased by over 9%.
- Grade 7 reading passing rates increased by over 5 percentage points from last year. 7th grade special ed. pass rate increased by 11%.
- Grade 8 reading pass rate increased from last year by over 9% with over a 34% increase for SWD.

Priorities

- Focus on increasing achievement in reading, particularly reading proficiency of SWD, Economically disadvantaged, African American and LEP populations.

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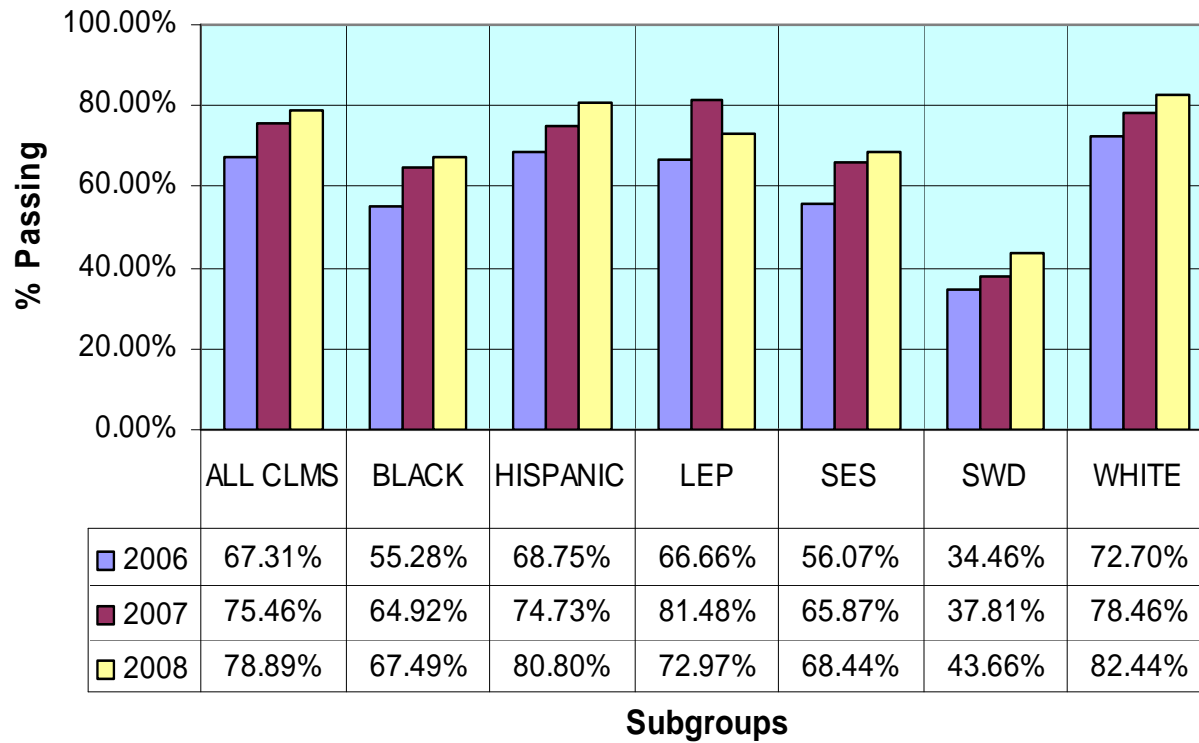
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**CLMS SOL MATH RESULTS BY AYP SUBGROUPS
2006-2008**



*Includes grades 6, 7 & 8

SOL Math AYP Subgroup Analysis

- The 2008 SOL Math overall pass rate for grades 6, 7, and 8 was 78.89%, an increase of over 3 percentage points. This exceeded the 2007-08 AYP benchmark of 75%.
- CLMS met AYP in mathematics for the Caucasian and Hispanic populations, but were below the AYP benchmark for African American, LEP, SWD, and economically disadvantaged students. Since AYP began six years ago, mathematics passing rates increased from 7 to 18 percentage points for the student population as a whole and for the following subgroups: African American, Caucasian, Economically Disadvantaged and Students with Disabilities.

Priorities

- The 2008-09 AYP benchmark for math is 79%. At the current pass rate CLMS would not meet AYP overall and would not make AYP for the following subgroups: African American, Hispanic, LEP, Economically Disadvantaged, and SWD. Focus on increasing overall achievement in math, particularly math proficiency of SWD, Economically Disadvantaged, African-American, and LEP populations.
- Embed strategies into the math action plan that will incorporate problem solving and continue to focus on closing the achievement gap.

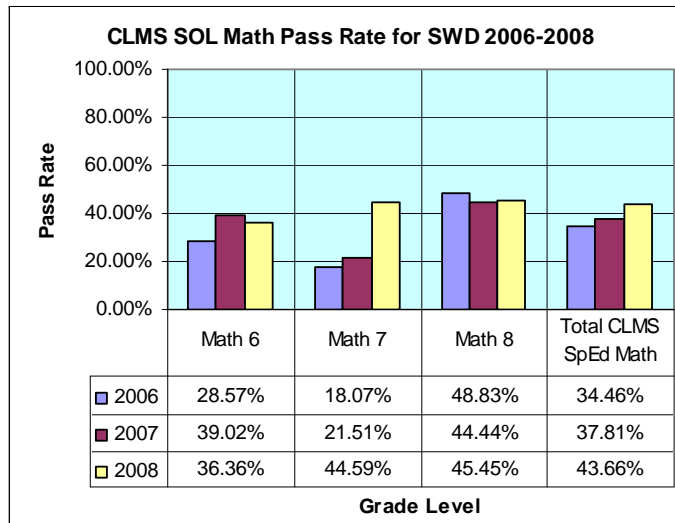
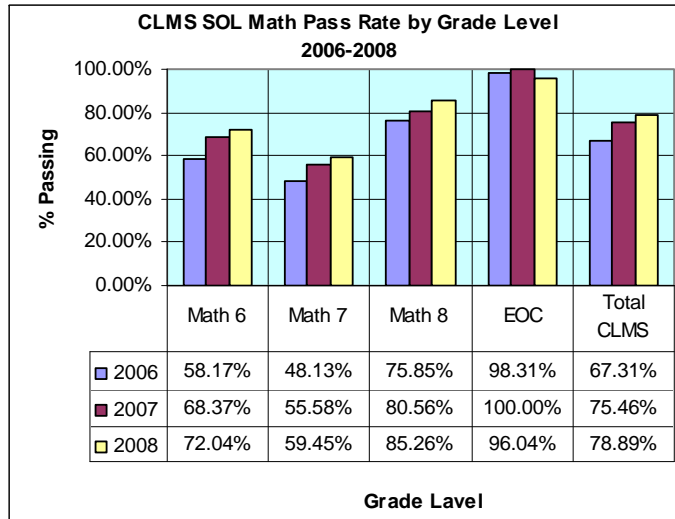
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SOL Math Grade Level Analysis

- Grades 6, 7, and 8 mathematics passing rates increased from 3 to 4 percentage points compared to last year.
- Over 96% of CLMS EOC students passed their algebra or geometry SOL test.
- Grade 7 pass rate for SWD increased by 23% percentage points. For grade 8 SWD, the pass rate increased by 1 percentage point.
- Grade 6 pass rate for SWD decreased by 2%.
- Pass rates for the same group of students (SY 06-07 7th grade to 07-08 8th grade) increased by almost 30%.
- Pass rates for the same group of students (SY 06-07 6th grade to 07-08 7th grade) decreased by 9%.
- From 6th to 7th grade, the pass rate for the same group of students with disabilities increase of over 5%.
- From 7th to 8th grade, the pass rate for the same group of students with disabilities increased almost 24%.

Priorities

- Focus on increasing overall achievement in math, particularly math proficiency of SWD, Economically disadvantaged, African American and LEP populations.
- Focus Algebra Readiness support in 6th and 7th grade classrooms.

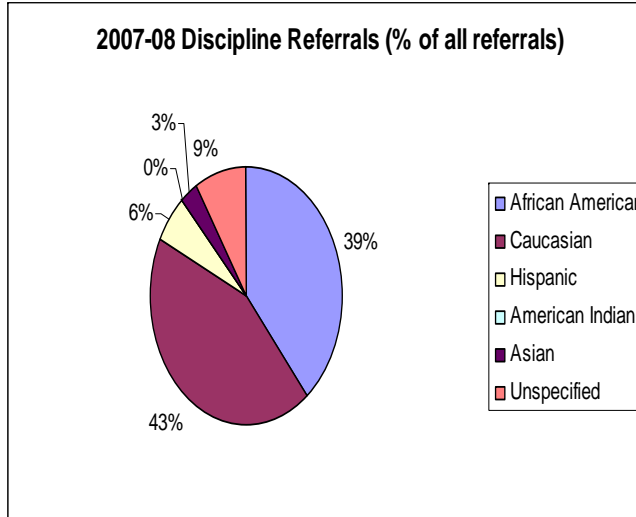
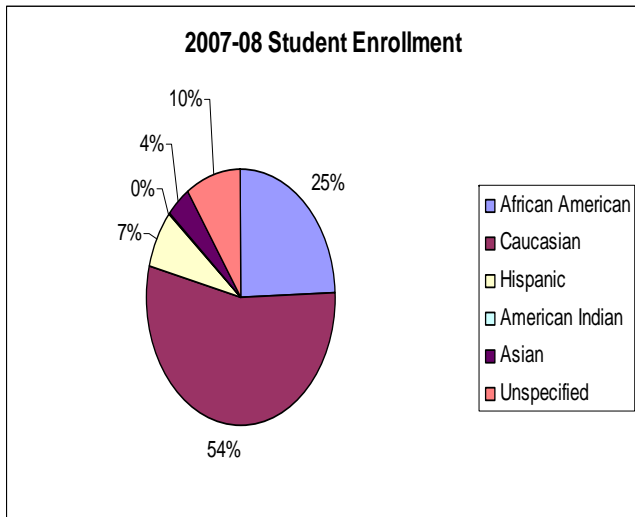
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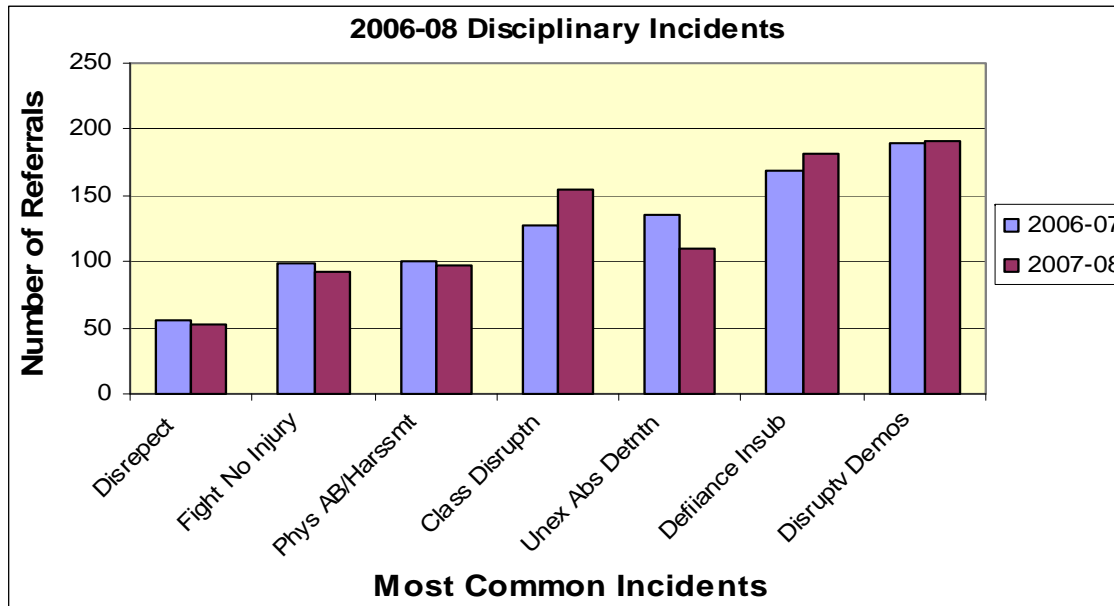
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Discipline

- Upon comparison of unduplicated referrals to cumulative enrollment for SY 2007-08, the ratio between enrollment and referrals is fairly distributed except for the African American population. African Americans make up 24.6% of CLMS population and received 39.3% of the unduplicated referrals.
- In the last 2 years, the total number of disciplinary incidents has decreased from 1209 in SY 2006-2007 to 1117 in SY 2007-2008.
- Referrals for disrespect have decreased from SY 2006-07 to 2007-08. Disruptive demonstrations and defiant insubordination have increased. This may be due to the fact that bus discipline incidents were reclassified as other offenses.



Priorities

- Focus on decreasing the total number of disciplinary incidents so that administrators can spend more time in classrooms focusing on instruction.

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VBCPS Plan for Continuous Improvement

Measurable Objectives

School: CLMS

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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>1. By the end of SY 2008-2009, increase reading proficiency for the overall student population as evidenced by increasing the pass rate for each AYP subgroup and reducing the failure rate by 10%.</p> <p>2. 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%.</p> <p>3. By the end of SY 2008-2009 decrease by 2% the number of disciplinary incidents by improving student self-discipline.</p>	<p>1.</p> <ul style="list-style-type: none"> a. Comprehension of printed materials b. Use word analysis strategies and information sources <p>2. Math problem solving in the following reporting categories:</p> <ul style="list-style-type: none"> a. Number and Number Sense (6,7,8) b. Pattern, Functions and Algebra (8) c. Computation and Estimation (6,7) d. Measurement and Geometry (6,7,8) <p>3.</p> <ul style="list-style-type: none"> a. Improve student self-discipline 	<p>1.</p> <ul style="list-style-type: none"> a. Action Team updates b. SOL results for Spring 2009 testing <ul style="list-style-type: none"> a. Unit English assessments b. VAAP/VGLA <p>2.</p> <ul style="list-style-type: none"> a. Action Team updates b. SOL results for Spring 2008 testing c. Quarterly assessments d. VAAP/VGLA <p>3.</p> <ul style="list-style-type: none"> a. Action Team updates b. Quarterly Discipline Utility Reports c. CHOICES enrollment 	<p>1. Action Team to be composed of regular and special education teacher representatives from all grades and subjects areas.</p> <p>2. Action Team to be composed of Math grade level chairs, regular and special education math teacher representatives from all grades, and regular and special education teacher representatives from all grades and subjects areas.</p> <p>3. Action Team to be composed of administrative team, guidance department, teachers from all grades and subject areas, and parents.</p>