

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:  
10/31/2008

SOA Alignment: Improve student achievement

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

School Measurable Objective: 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%.

Focus: Increase comprehension of printed materials and use of word analysis strategies and information sources

<b>Strategies/Procedures</b> (Describe briefly what will be done to accomplish the goal.)	<b>Assessment</b> (How will progress be measured?)	<b>Targets / Projections</b> (What is the outcome of implementing this strategy?)	<b>Critical Resources Needed</b> (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	<b>Point Person or Action Team</b> (List of people who oversee this plan)
1. All CLMS teachers will continue to incorporate reading comprehension and vocabulary-building strategies in all classrooms. The literacy team will select active reading strategies that will be implemented school-wide.	1. Formative and summative assessments. SOL tests.	1. Reduce the failure rate by 10% for targeted AYP subgroups on unit and SOL Reading tests.	Additional Staff Development to implement literacy and high engagement strategies during: <ul style="list-style-type: none"> <li>• Teacher Workdays</li> <li>• PLC monthly meetings</li> <li>• Vertical team meetings</li> <li>• Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Team</li> <li>• Literacy Coach</li> <li>• English Vertical Team</li> <li>• All teachers, cross-curricular</li> </ul>
2. All CLMS teachers will implement paired reading in all classes requiring students to practice active reading strategies. If students are silently reading, ensure students use active reading strategies.	2. Evidence of active reading strategies & administrative review.	2. 100% of teachers will implement paired reading / active reading strategies in their classes.	Leveled, high interests, age appropriate, cross curricular, reading selections. Textbooks/Library books/novels.  Reading strategies and high engagement activities located in AdminShare.	<ul style="list-style-type: none"> <li>• Reading Resource Teachers</li> <li>• Administrative Team</li> </ul>
3. Teachers will incorporate Cornell notes, cooperative learning, critical thinking skills, and active reading strategies in all classes.	3. Administrative review of teacher lesson plans	3. 100% of teachers will incorporate Cornell Notes, cooperative learning, critical thinking and active reading strategies.	Additional inclusion staffing	<ul style="list-style-type: none"> <li>• Reading Tutors</li> <li>• Guidance Department</li> </ul>

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4. Jet Power Words will be incorporated into lessons, tests, and quizzes throughout each unit, including Core Plus. Jet Power Words will be announced daily and will be posted throughout the building. Weekly activities will be incorporated into English classes.	4. Teacher lesson plans and administrative review.	4. 100% of the teachers will use Jet Power Words within their curriculum.		
5. Maintain full capacity in reading classes throughout the year.	5. Master schedule	5. 100% of reading classes will be at 100% capacity.		
6. CLMS Reading Intervention Programs (SOL Lab, Core Plus, Read 180 and Tutoring) will be incorporated in all grades with students being identified based on SOL score, unit/quarterly assessment, classroom performance, and/or teacher recommendation.	6. Overall English grades for identified students	6. 85% of identified students will maintain or improve their overall English grade.		
7. Students with special needs will be taught as much as possible in an inclusion setting with a general education English teacher and a special education English teacher.	7. Master schedule	7. 80% of students with mild disabilities will be instructed in an inclusion setting.		
8. Utilize supplemental reading programs to improve reading abilities of students with special needs.	8. Improved reading levels on Holt reading test and/or improved Lexile scores.	8. Students will Improved their reading level by at least one grade.		

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9. Special Education teachers teaching English will collaborate with general education English teachers during planning and curriculum meetings to develop lessons for core English, resource, tutoring and core plus.	9. SPED teacher attendance at curriculum meetings.	9. 100% attendance at curriculum meetings.		

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DO

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

CHECK

Resulting Data

ACT

Adjustments or Improvements
