

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: **Brandon Middle School**

DATE: **October 2009**

VBCPS MISSION: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

SCHOOL MISSION STATEMENT: The mission of Brandon Middle School, in partnership with the community, is to promote an environment that enhances the growth and maturity of each student and to meet the highest standards for a challenging, supportive, caring and safe environment for learning.

VBCPS STRATEGIC GOAL – Compass to 2015: Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.

<input type="checkbox"/> SACS <input checked="" type="checkbox"/> SOA <input type="checkbox"/> HSTW <input type="checkbox"/> TITLE I <input type="checkbox"/> OTHER GRANT <input type="checkbox"/> Other	<p style="text-align: center;">VIRGINIA SOA REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Student / Staff Attendance 3. Drop-out Rate 4. Staff Development 	<p style="text-align: center;">VBCPS OUTCOME FOR STUDENT SUCCESS</p> <p>Our primary focus is on teaching and assessing those skills our students need to thrive as 21st century learners, workers, and citizens. All VBCPS students will be:</p> <ul style="list-style-type: none"> • Academically proficient; • Effective communicators and collaborators; • Globally aware, independent, responsible learners and citizens; and • Critical and creative thinkers, innovators and problem solvers.
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VBCPS Strategic Objectives

- SO1. All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
- SO2. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- SO3. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- SO4. VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
- SO5. VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goal and outcomes for student success.

PLAN

Demographic Overview (Briefly summarize background information for understanding the context of the educational process within with in your community. Attach School Report Card for Demographic information)

Brandon Middle School is located in west Kempsville, an area that provides an abundance of opportunities for students and staff. In close proximity are institutions of higher learning, public libraries, parks and recreation facilities, and churches of all denominations. Our student population is approximately 1203, with students evenly divided across the three grade levels. We are a culturally diverse community and school. The Brandon student body is 42% Caucasian, 38% African-American, 10% Asian-Pacific Islander, 6% Hispanic, and 4% other.

Brandon offers a variety of academic and extracurricular programs to meet the needs of our students, including special education programs for LD, ED, MR, SECEP, and Day Treatment students. As well, we offer programs for the gifted and for English as a Second Language students. After school activities include clubs and intramurals as well as chances to compete interscholastically, both in athletics and in academics. Over 70% of our student body is involved in one or more activities. Before and after school tutoring is offered in all core subject areas. Activity buses are available to take students home after activities.

Educational Services/Activities

- Academic Challenge
- Animal Awareness Club
- Before and after school tutoring
- Chess Team
- Choral Club
- Debate Team
- Drill Team
- Fellowship of Christian Athletes
- Forensics
- Gentlemen's Club
- Intramural Program
- Jazz Band
- Ladies' Club
- Marching Band
- National Junior Honor Society
- Newspaper Club
- Scholastic Bowl
- Student Council Association
- Step Team
- Yearbook

Partners in Education

Albano Cleaners	Athens Pizza	Bank of America
BB&T	Bliss Bakery	Cheryl Restaurant
Chick-Fil-A	Dollar Tree	KFC/Kempsville
McDonalds	7-11, Inc.	The Soulfood Buffet
PTA		

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: **Brandon Middle School**

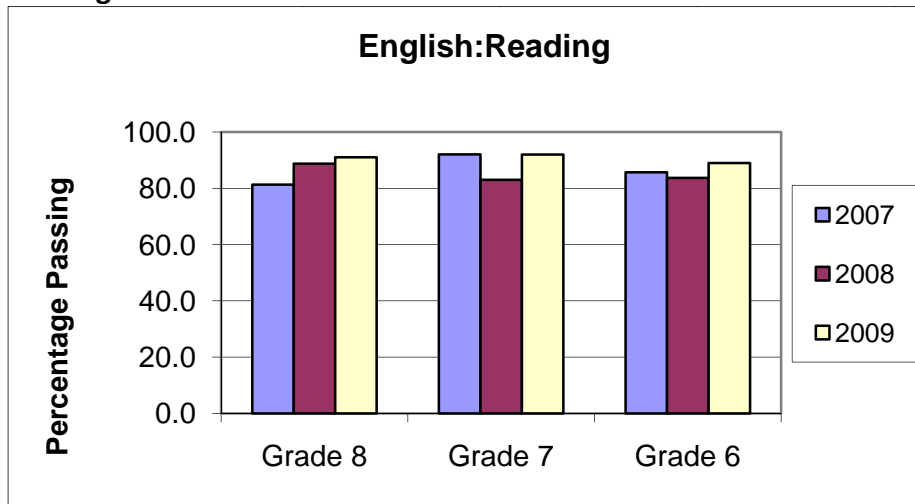
DATE: **October 2009**

Review of Data
(Qualitative and quantitative data)

Analysis and Interpretation of Data

(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Reading SOL Scores



2008-2009 Reading	# Tested	% Passing	% Advanced
English 6	382	89%	32%
English 7	377	92%	42%
English 8	404	91%	41%
English 6,7,8	1163	91%	38%

- ❖ Grade 8 reading scores continued to show an increase in 2009.
- ❖ After a decrease in grade 7 reading scores in 2008, the SOL scores increased in 2009 by 9% points.
- ❖ SOL scores in grade 6 reading also showed an increase in 2009, improving by 5% points after having had a slight decrease in 2008.
- ❖ Brandon students continue to perform well above the benchmark in reading. With a focus on rigorous and relevant lessons for our students we were able to increase the overall percentage of students scoring pass advanced on the reading SOL by 6% points.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

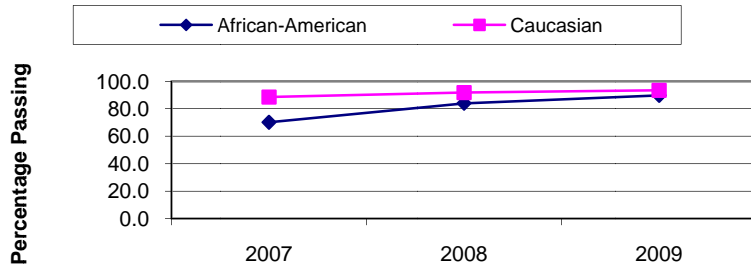
School: **Brandon Middle School**

DATE: **October 2009**

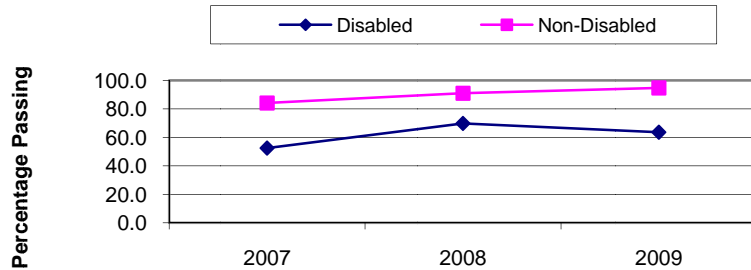
Review of Data

(Qualitative and quantitative data)

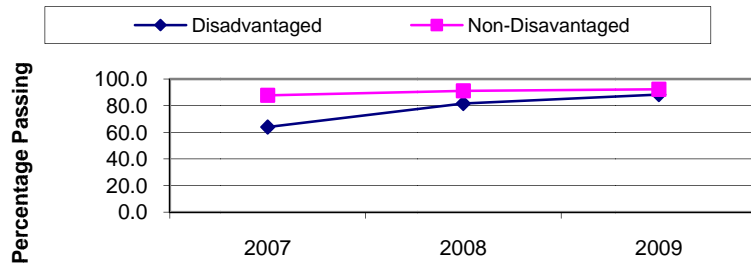
Reading 8 - Gaps



Reading 8 - Gaps



Reading 8 - Gaps



Analysis and Interpretation of Data

(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

DATA IS BASED ON GRADE 8 READING ONLY

- There are gaps in scores between African-American and Caucasian students.
 - In 2007, the difference was 18.41%.
 - In 2008, the difference decreased to 7.81%.
 - In 2009, the difference decreased to 3.70%, reducing the gap approximately 4% points.
- There are gaps in scores between disabled and non-disabled students.
 - In 2007, the difference was 31.61%.
 - In 2008, the difference decreased to 21.19%.
 - In 2009, the difference increased to 31.10%, expanding the gap by nearly 10% points.
- There are gaps in scores between disadvantaged and non-disadvantaged students.
 - In 2007, the difference was 23.84%.
 - In 2008, the difference decreased to 9.59%.
 - In 2009, the difference decreased to 4.00%, reducing the gap by nearly 5% points.

Brandon made significant gains in decreasing the gaps between African-American and Caucasian students in reading as well as between economically disadvantaged and non-disadvantaged. The increase between disabled and non-disabled is an area of concern that will be addressed.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: **Brandon Middle School**

DATE: **October 2009**

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PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

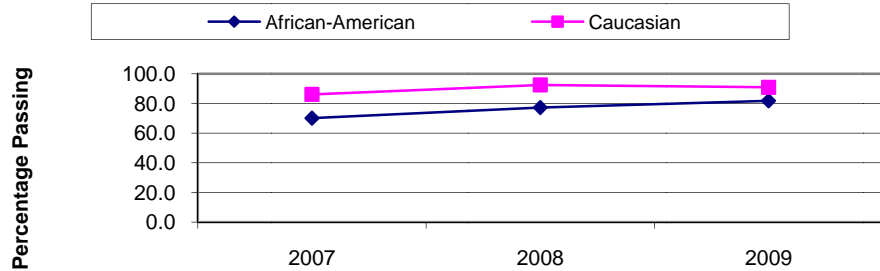
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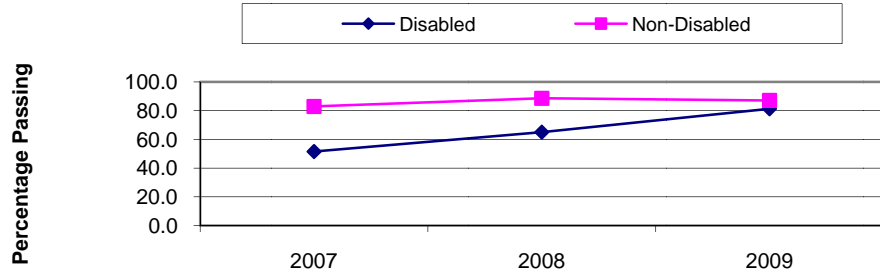
Review of Data

(Qualitative and quantitative data)

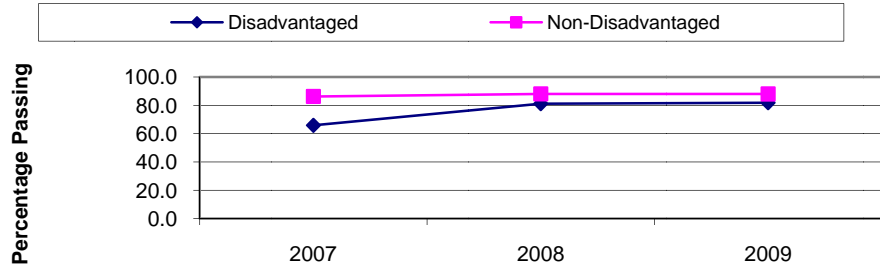
Math 8 - Gaps



Math 8 - Gaps



Math 8 - Gaps





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VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Brandon Middle School

DATE: October 2009

<p>Focus (Innovation and refinement of needs)</p>	<p>Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p>	<p>Performance Measures (What quantitative and qualitative measures will demonstrate the objectives are being met?)</p>	<p>Assigned Action Team</p>
<p>English Reading and Mathematics</p> <ol style="list-style-type: none"> Develop professional learning communities. Identify and place more students in advanced classes. Provide students with meaningful, authentic and rigorous work. Improve achievement for all students while closing achievement gaps. 	<p>Meet with and document progress in the use of UbD and the use of student data to design and redesign learning plans.</p> <p>Regularly evaluate test scores and classroom performance to assure correct classroom placement.</p> <p>Increase the overall pass advanced percentage on SOL scores</p> <p>Decrease the overall failure rate of African American students by 10%.</p> <p>Decrease the achievement gap between African-American students and Caucasian students.</p> <p>Decrease the failure rate of students with disabilities by 10%</p>	<p>Written observations</p> <p>Learning Walk discussions</p> <p>Quarterly Local Assessments</p> <p>SRI Reading diagnostic test results</p> <p>ARDT pre- and post- results</p> <p>Documentations of number of students participating in remediation, academic support bells, and tutoring.</p> <p>2009 SOL Tests results</p> <p>VGLA test results</p> <p>VAAP Test results</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Instructional Team Leaders</p> <p>Subject Area Action Team made up of subject area core and special education teachers</p> <p>School Improvement Specialist</p>

PCI Form 4-2

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

VBCPS Plan for Continuous Improvement

Sheet # **1** of **2**

School: **Brandon Middle**

DATE: **October 2009**

Alignment to School Division Objective: SO #1 SO #2 SO #3 SO #4 SO #5

School Focus: **English Reading** – Understand elements of literature and a variety of printed materials/resource materials. Use of authentic and rigorous work through innovative instructional practices and supportive technologies.

School Measurable Objective: Increase the overall pass rate for the SOL to 92%. Decrease the gap in achievement for disabled students. Increase % of students scoring pass advanced on the SOL by 5% points.

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>
Use of UbD for developing learning plans Regularly scheduled horizontal and vertical team meetings Differentiated Instruction Tutorials Practice SOL Tests Enrollment in Independent Reading Course	Authentic Performance Tasks Rubrics Pre- and Post Tests Informal Assessments Assessment of Portfolios Unit/Local Assessments Simulations Spring 2010 SOL results	80% on post tests 92% on SOL test	Read 180 Program Substitutes for Learning Walks Independent Reading Course Academic Support Bell Before and After School Tutoring Staff Development <ul style="list-style-type: none"> • Socratic Seminars • Paul’s Reasoning • Developing Rubrics • PBA’s • Digital Portfolios • Performance Tasks Planning time for UbD , common assessments, and data analysis Continued development of differentiated lessons Skills Tutor Subject Area Instructional Specialist	Principal Assistant Principals English department chair and grade level coordinators Special education English teachers Gifted Resource Teacher School Improvement Specialist
Learning Walks Use of strategies for vocabulary development Develop and emphasize critical thinking and problem solving Technology-based activities Socratic seminars Portfolios Web quests				
Paul’s Reasoning Quick Writes – Creative and critical thinking Literature Circles Real World applications RAFTS				

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

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IRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

VBCPS Plan for Continuous Improvement Sheet # **2** of **2** School: **Brandon Middle** DATE: **October 2009**

Alignment to School Division Objective: SO #1 SO #2 SO #3 SO #4 SO #5


School Focus: **Mathematics** – Develop problem solving and reasoning skills in the areas of Number and Number Sense, Geometry and Measurement, and Computation and Estimation through the use of real life situations and engaging activities. Use of authentic and rigorous work through innovative instructional practices and supportive technologies.

School Measurable Objective: Increase the overall pass rate for the SOL to 83%. Decrease the overall failure rate for African-American students and students who are economically disadvantaged by 10%. Increase % of students scoring pass advanced on the SOL by 5% points.

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>
Use of UbD for developing learning plans Regularly scheduled horizontal and vertical team meetings Differentiated Instruction Tutorials Practice SOL Tests Enrollment in math SOL Lab	Authentic Performance Tasks Rubrics Pre- and Post Tests Informal Assessments Unit/Local Assessments Simulations Spring 2010 SOL results	80% on post tests 83% on SOL test	Math Coach Substitutes for Learning Walks Substitutes for development of professional learning communities Math SOL Labs Academic Support Bell Before and After School Tutoring SMARTBOARDS Staff Development	Principal Assistant Principals Math Coach Math department chair and grade level coordinators Special education math teachers Gifted Resource Teacher School Improvement Specialist
Learning Walks Use of strategies to strengthen math vocabulary Develop and emphasize critical thinking and problem solving Technology-based activities Socratic seminars Use of math exemplars Websites to support instruction			<ul style="list-style-type: none"> • Socratic Seminars • Paul’s Reasoning • Developing Rubrics • PBA’s • Concept based teaching • Performance Tasks Planning time for UbD , common assessments, and data analysis	
Use of learning style inventories Concept based collaboration Real World applications Use of engaging “hooks”			Continued development of differentiated lessons Algebra Readiness Tutor ARDT Skills Tutor Learning Style Inventories Subject Area Instructional Specialist	

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

DEPARTMENT OF SCHOOL ADMINISTRATION		PCI Form 4-3 <i>Updated and available for review at the school</i>			 VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A H E A D O F T H E C U R V E</small>		
VBCPS Plan for Continuous Improvement		Sheet #	of	School:	DATE:		
DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Semi-annually <input type="checkbox"/>	
CHECK	Resulting Data (What quantitative and qualitative measures will demonstrate the objectives are being met?)			ACT	Adjustments or Improvements		