

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Plan for Continuous Improvement

SCHOOL: Christopher Farms Elementary School

DATE: 9/30/09

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 Christopher Farms Elementary School, in partnership with the community, is to engage students in rigorous instruction, challenge them to be critical thinkers, and motivate them to become responsible learners and citizens.

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 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 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)

Christopher Farms Elementary is located within the Christopher Farms neighborhood and draws students from most of the nearby neighborhoods including: Buyrn Farms, Christopher Farms, Holland Woods, Holland Oaks, Shelburne Woods, Woods of Piney Grove, Landstown Meadows, Parkside Green, Greenwood, Holland Pines, Hidden Oaks, Princess Anne Crossing, Courthouse Farms, Cardinal Estates, and Waterfront Apartments. Since its doors opened in the fall of 1997, the student population has hovered around 760 students a year. This year the student population is 748. In addition to regular kindergarten through fifth grade classes, Christopher Farms houses the Partial Immersion Spanish Academy which provides math and science instruction in Spanish for first through fifth grade students chosen through a lottery process.

The staff consists of 54 qualified instructional personnel, with 58% of those holding advanced degrees, and 34 classified personnel. The staff provides multi-leveled instruction to regular education, special education, and gifted students to address the needs of the students. Our faculty strives to enhance the Virginia Beach curriculum through the use of best practices with a specific emphasis on engaging students in learning opportunities that allow critical thinking, problem solving, and collaboration. Staff members will participate in Professional Learning Communities with the ultimate goal of increasing student achievement. Staff development for the year will focus on the areas of guided reading, closing the achievement gap, differentiation, and the use of blogs in the classroom.

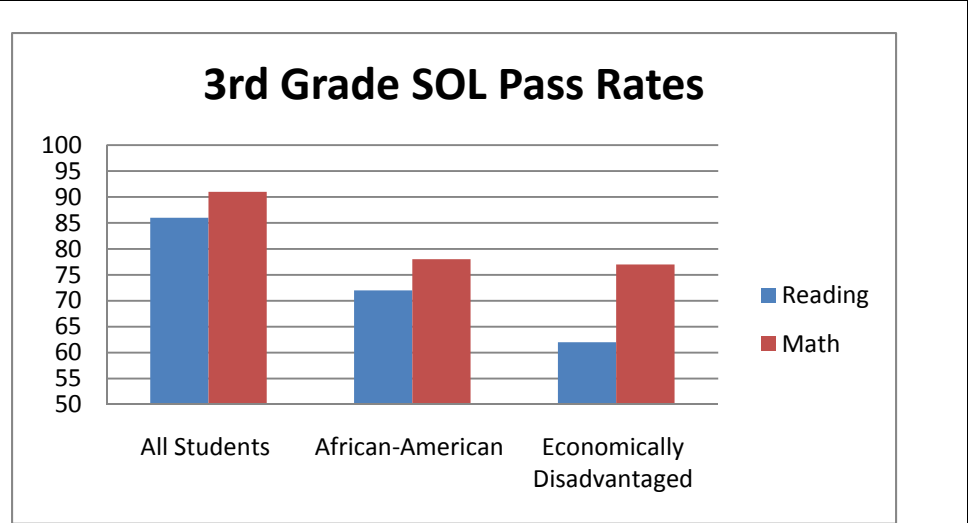
Christopher Farms has a strong, active PTA and welcomes numerous volunteers on a daily basis. In addition, many community businesses collaborate with Christopher Farms to ensure that the needs of the students are met with both curricular and extra-curricular connections. Christopher Farms achieved full SOL accreditation for seven consecutive years.

PLAN

<i>VBCPS Plan for Continuous Improvement</i>	Review and Analysis	School: Christopher Farms		DATE: 9/30/09
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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)



- Gaps
- The African-American student pass rate was below the benchmark in Reading
 - The Economically Disadvantaged student pass rate was below the benchmark in Reading
 - The African-American student pass rate was below the benchmark in Math
 - The Economically Disadvantaged student pass rate was below the benchmark in Math
 - Students with disabilities scored below the benchmark in reading and math

- Grade 3 SOL Trends
- Student performance on the 3rd grade Reading, Math, History, and Science SOL tests has reached the fully accredited SOL benchmark for the past 7 years.
 - Student performance on the 3rd grade Reading, History, and Science SOL tests has increased from the 2008-2009 tests.

- Priorities
- Increase the reading pass rate for all students in 3rd grade
 - Increase academic support for African American students in reading and math
 - Increase academic support for Economically Disadvantaged students in reading and math
 - Increase the reading and math pass rate for Students with disabilities



PLAN

VBCPS Plan for Continuous Improvement

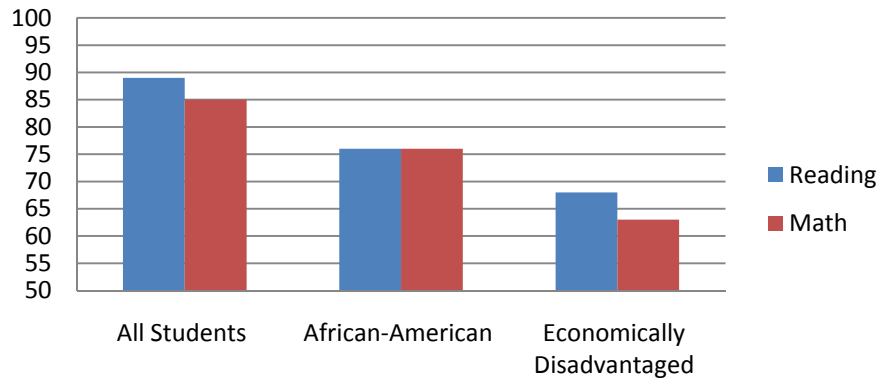
Review and Analysis

School: Christopher Farms Elementary

DATE: 9/30/09

Review of Data
(Qualitative and quantitative data)

4th Grade SOL Pass Rates



Grade 4 SOL Trends

- Student performance on the 4th grade SOL tests surpassed the SOL benchmark in both math and reading.

Analysis and Interpretation of Data

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

Gaps

- African American students scored below the SOL benchmark in reading.
- African American students scored below the SOL benchmark in math.
- Economically disadvantaged students scored below the SOL benchmark in reading.
- Economically disadvantaged students scored below the SOL benchmark in math.

Priorities

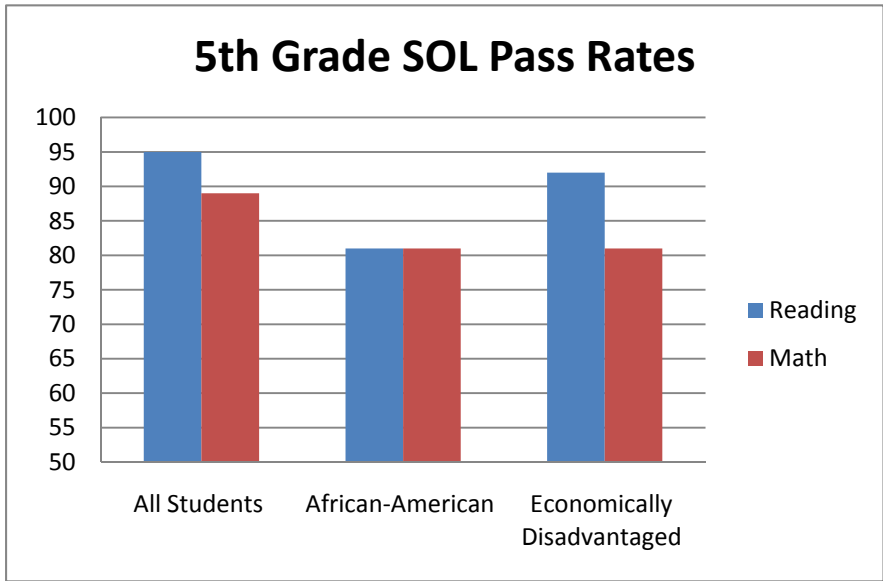
- Provide academic support for African American students in reading.
- Provide academic support for African American students in math.
- Provide academic support for economically disadvantaged students in reading.
- Provide academic support for economically disadvantaged students in math.
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PLAN

<i>VBCPS Plan for Continuous Improvement</i>	Review and Analysis	School: Christopher Farms	DATE: 9/30/09
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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)



Grade 5 SOL Trends

- Student performance on the 5th grade reading, math, history, and science SOL tests have exceeded the accreditation benchmarks for 7 years.
- The 5th grade SOL math scores increased by 3%, compared to last year's test.
- The 5th grade SOL VA history scores increased 9%, compared to last year's test.

Gaps

- African American students scored 77% on the SOL reading test which is below the benchmark of 81%.
- African American students scored 77% on the SOL math test which is below the benchmark of 79%.
- Students with disabilities scored below the SOL benchmark in reading and math.

Priorities

- Provide academic support to African American students in reading.
- Provide academic support to African American students in math.
- Provide academic support to students with disabilities in reading and math.

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI Form 4-1, page 5

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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

Measurable Objectives

School: Christopher Farms

DATE: 9/30/09

<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>1. Increase student performance in the area of reading, with a special emphasis on differentiating instruction to meet the needs of African American and economically disadvantaged students.</p> <p>2. Increase student performance in the area of math, with a special emphasis on differentiating instruction to meet the needs of African American and economically disadvantaged students.</p>	<p>1. African American and economically disadvantaged students will reach the SOL benchmark of 85 in reading and will attain grade level proficiency in reading.</p> <p>2. African American and economically disadvantaged students will reach the SOL benchmark of 83 in math and will demonstrate effective problem solving on grade level math objectives.</p>	<p>Citywide reading assessments, DRA, classroom measures, SOLs, check grades</p> <p>Citywide math assessments, classroom measures, SOLs</p>	<p>Language Arts Team</p> <p>Math Team</p>

PCI Form 4-2

DEPARTMENT OF SCHOOL ADMINISTRATION

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VBCPS Plan for Continuous Improvement Sheet # **1** of **2** School: **Christopher Farms Elementary School** DATE: **9/30/2009**

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

School Focus: **Increase student performance in the area of reading, with a special emphasis on differentiating instruction to meet the needs of African American and economically disadvantaged students.**

School Measurable Objective: **African American and economically disadvantaged students will reach the SOL benchmark of 85 in reading and will attain grade level proficiency in reading.**

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>
Mentors will be assigned to monitor success with identified students in language arts.	Mentors will keep a log of meetings and activities	Provide remediation and encouragement so the student is successful	<ul style="list-style-type: none"> ● Assessment data ● Mentors ● Remediation materials ● Strategy folders ● Invitations ● Books/activities ● Book: <u>From Rage to Hope...</u> ● "No Excuse! How to Increase Minority Student Achievement" ● Tutors ● Available space ● Tutoring materials 	Language Arts Team
Plan and implement a "Reading Night" for parents of identified students (struggling readers) to provide strategies and materials to use at home	Attendance and feedback	To provide parents with the strategies necessary to read with their child at home		Language Arts Team
Provide Diversity Training to the staff/Form PLC	Attendance and feedback	Provide understanding of cultural influences		PLC chairs Administration
Provide tutoring in reading for identified students	Citywide assessments Classroom assessments DRA levels SOL results	Provide remediation in a small group setting several times throughout the school year		Academic Coordinator/ School Improvement Coordinator

“STAR” guidance groups to help with work habits	Citywide assessments Classroom assessments DRA levels SOL results	Provide encouragement and closely monitor student performance and involve parents in monitoring.	<ul style="list-style-type: none"> • Guidance counselor • STAR forms 	Guidance
Offer Differentiation Training for teachers	Attendance and feedback	Teachers provide differentiation instruction to meet student needs	<ul style="list-style-type: none"> • Administration • GRS 	GRS
Offer guided reading training through book club PLC	Attendance and feedback C&I team walk-throughs focused on guided reading	Monthly scheduled book talks to improve teacher ability to use guided reading to enhance student achievement	<ul style="list-style-type: none"> • Book: <u>The Next Step in Guided Reading</u> 	RS C&I team 3
Offer teacher training on Critical Thinking in Language Arts	Attendance and feedback	Teachers learn strategies to increase critical thinking	<ul style="list-style-type: none"> • Administration • C&I team 3 	Administration

DO Review Cycle:	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 <input type="checkbox"/>
CHECK	Resulting Data (What quantitative and qualitative measures will demonstrate the objectives are being met?)		ACT	Adjustments or Improvements		

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 #	2	of	2	School: Christopher Farms Elementary School	DATE: Sept. 2009
Alignment to School Division Objective:	<input checked="" type="checkbox"/> SO #1	<input type="checkbox"/> SO #2	<input checked="" type="checkbox"/> SO #3	<input type="checkbox"/> SO #4	<input type="checkbox"/> SO #5	

School Focus:	Increase student performance in the area of math, with a special emphasis on differentiating instruction to meet the needs of African American and economically disadvantaged students.
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School Measurable Objective:	African American and economically disadvantaged students will reach the SOL benchmark of 83 in math and will demonstrate effective problem solving on grade level math objectives.
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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>
Provide tutoring in math for identified students	Citywide assessments Classroom assessments SOL results	Provide remediation in a small group setting several times throughout the school year	<ul style="list-style-type: none"> Test data Remediation plans Tutors 	Academic Coordinator/ School Improvement Specialist
Provide a "Parent Algorithm Night" at a location convenient to parents to teach parents the different math processes	Attendance and feedback	Parents will be able to assist their child with practice at home.	<ul style="list-style-type: none"> Teachers Take-home packets Games Refreshments Location (Moose Lodge) 	Math Action Team
Provide "Math Game Night" to allow students and parents to practice math strategies	Attendance and feedback	Parents will learn valuable and fun ways to reinforce math concepts	<ul style="list-style-type: none"> Teachers Math games Refreshments Building availability 	Math Action Team

Encourage use of Fast Math computer program to increase student computation	Student record of use	Provide students with practice of basic facts	<ul style="list-style-type: none"> Classroom teachers 	Math Action Team
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DO Review Cycle:	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 <input type="checkbox"/>
CHECK	Resulting Data (What quantitative and qualitative measures will demonstrate the objectives are being met?)			ACT	Adjustments or Improvements	

DEPARTMENT OF SCHOOL ADMINISTRATION	<h1 style="margin: 0;">PCI</h1> <h2 style="margin: 0;">FORM 4-2</h2> <p style="font-size: small; margin: 0;">Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction</p>	VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A HEAD OF THE CURVE</small>
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<i>VBCPS Plan for Continuous Improvement</i>	Sheet # 1 of 3	School: Christopher Farms	DATE: 10/31/08
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SOA Alignment: Student Achievement

School Division Goal: Expanded Instructional Opportunities through Data-Driven Curriculum

School / Office / Department Measurable Objective: Increase the writing SOL pass rate to exceed the division's average pass rate

Focus: Write for a variety of reasons using complete sentences, appropriate usage and mechanics while following the steps of the writing process

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 <small>(What is the outcome of implementing this strategy?)</small>	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>
Develop and use an array of writing prompts to be administered quarterly in each grade level and then assessed collaboratively using grade appropriate rubrics	Writing rubric performance	Improved writing and more consistency in the scoring of writing Identify struggling writers and provide extra support	<ul style="list-style-type: none"> ➤ Prompts ➤ Rubrics ➤ Collaboration time 	<ul style="list-style-type: none"> ➤ Language Arts Action Team ➤ RRT
Introduce a school-wide graphic organizer for writing	Use of the organizer	Improve organization of writing Provide familiar support to students	<ul style="list-style-type: none"> ➤ Graphic organizer ➤ Modeled lessons as needed 	

DO	Review Cycle: <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Bi-monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Semi-annually
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CHECK Resulting Data	ACT Adjustments or Improvements

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VBCPS Plan for Continuous Improvement	Sheet # 2 of 3	School: Christopher Farms		DATE: 10/31/08
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SOA Alignment: Student Achievement and Staff Development

School Division Goal: Expanded Instructional Opportunities through Data Driven Curriculum/Recognition of our diversity- respect for all people

School Measurable Objective: Increase Math SOL (measurement /geometry) pass rate grades 3-5 to exceed the school division's average

Focus: Increase attention in the areas of measurement and geometry and computation and estimation

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)
Examine testing data to determine weaknesses in measurement and geometry in grades 2-5 and plan vertically to address weaknesses	City-wide math assessment	Improve teaching focus	<ul style="list-style-type: none"> ➤ Testing results ➤ Collaborative planning ➤ Supplementary materials for measurement and geometry 	Math Action Team
Plan and implement a "Math Game Night" for each grade level to provide take-home math resources	Dates and attendance of the Math Game Nights	Improve student and parent awareness of geometry and measurement	<ul style="list-style-type: none"> ➤ Materials for games ➤ Flyers 	Math Action Team
Use Colt TV to air math review on TV during lunch	City-wide math assessment SOL math results	Improve student s' mental math abilities	<ul style="list-style-type: none"> ➤ TV questions ➤ TV in cafeteria 	Math Action Team Phil Hull

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Provide afterschool tutoring for students with math difficulty	City-wide math assessment Classroom performance	Improved student performance in math, specifically in measurement and geometry and computation and estimation	<ul style="list-style-type: none"> ➤ Tutors ➤ Materials for lessons and games 	Leadership Team
Develop take home math kits for each grade level that can be checked out for home use	Number of check outs Parent/student feedback	Improvement in student performance in math	<ul style="list-style-type: none"> ➤ Materials for games ➤ Check out procedures ➤ Survey 	Math Action Team

DO	Review Cycle: <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Bi-monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Semi-annually
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VBCPS Plan for Continuous Improvement Sheet # 3 of 3 School: Christopher Farms DATE: 10/31/08

SOA Alignment: Student Achievement and Staff Development
 School Division Goal: Expanded Instructional Opportunities through Data-Driven Curriculum/Recognition of our diversity-respect for all people
 School / Office / Department Measurable Objective: Increase the SOL pass rate on 3rd grade history and 5th grade Virginia Studies test to 80%

Focus: Increase Economic awareness

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 <small>(What is the outcome of implementing this strategy?)</small>	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>
Collaborate with music, art, P.E., computer, and media specialists to reinforce SOL information in their lessons	Monitor collaborative meetings	Improved understanding of social studies concepts	<ul style="list-style-type: none"> ➤ Outlines of materials covered ➤ SOL trivia for Colt TV ➤ Lists of resources (in building and out) ➤ Readers' Theatre plays ➤ Opportunities for staff development 	<ul style="list-style-type: none"> ➤ Social Studies Action Team ➤ Specialists ➤ Social Studies Action Team ➤ Phil Hull ➤ Anne Young ➤ Social Studies Action Team
Use of multi-media, visitors, and supplemental materials to increase knowledge of economic factors	City-wide social studies assessment SOL results Classroom performance	Students will have a deeper understanding of economic and geographic objectives		
Provide staff development	Enhanced social studies lessons	Provide broader knowledge of how to teach economics to young children		

DO

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