

**DEPARTMENT OF SCHOOL
ADMINISTRATION**

PCI ACTION PLAN

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: Bettie F. Williams

DATE: October 31, 2008

SOA Alignment: Student Achievement

School Division Goal: Expand Instructional Opportunities Through Data Driven Curriculum

School / Office / Department Measurable Objective: **To increase the Social Studies pass rate of the 5th grade SOL's from 52% to 75% by the end of the 2008-09 school year.**

Focus: **History, Economics, Civics, Geography**

PLAN

Strategies/Procedures (Describe briefly what will be done to accomplish the goal.)	Point Person or Action Team	Critical Resources Needed (What material needs, staff development, and resources will be needed to carry out the plan?)	Assessment (How will progress be measured?)	Targets / Projections
Design and use formative and summative assessment data to differentiate and adjust instruction.	Administration Curriculum Specialist Data Support Specialist Social Studies Teachers		Data reports for teachers and grade level Teacher lesson plans	75% SOL pass rate in 5 th grade Social Studies
Develop a common benchmark assessment that will be administered during the first semester.	C&I Coordinator Curriculum Specialist Research, Evaluation, and Assessment Specialist	REA Support	Production of a benchmark assessment	
Develop written assessments that are aligned to the SOLs with regards to content, format (i.e. graphics) and questions that address knowledge, comprehension, application, and reasoning skills.	Curriculum Specialist Social Studies Teachers	On-the-clock staff development time	Production of a common assessment for each unit of study	
Integrate technology in social studies lessons. (PowerPoint presentations, use of laptops, and teacher lead lessons in lab.)	CRS Classroom Teachers		Report Card Grades Local Assessments Data SOL Released Tests Site Based Assessment Data	
Integrate social studies with language arts (guided reading, shared reading, word sorts, reader's theater, non-fiction writing)	Reading Specialists Curriculum Specialist Classroom Teachers	Collaboration planning with reading specialists and team partner		
Implement Kagan structures and strategies to ensure student engagement and interaction with peers.	Classroom Teachers	Teacher training through Organizational Development		
Maintain word walls with content words in all 5 th grade classrooms.	Classroom Teachers			
Use the interactive notebook for note taking and learning social studies concepts.	Classroom Teachers			

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
Provide enrichment opportunities <ul style="list-style-type: none"> • Field trip to Jamestown for 4th grade and Richmond for 5th grade • Key Virginians Walk of Fame • Young Audiences performance • Jamestown Outreach Program 	Classroom Teachers	Title I funds to subsidize field trips	Report Card Grades Local Assessments Data SOL Released Tests Site Based Assessment Data	75% SOL pass rate in 5 th grade Social Studies
Use interactive games and flashcards to reinforce social studies concepts	Classroom Teachers			
Provide ongoing staff development <ul style="list-style-type: none"> • Weekly collaborative planning • Quarterly on the clock collaborative planning • Workshops on social studies instructional practices 	Administrators Reading Specialists Curriculum Specialist	Planning time Professional leave quarterly Substitutes for quarterly planning		
Incorporate school wide rules and procedures to ensure student engagement and learning.	Administrators Classroom teachers Staff members	Rules and procedures chart with visuals	Discipline referrals Monthly Discipline Report	Decrease the referral rate by 25% from 152 to 114 referrals (duplicated) for 2008-09.
Promote high student attendance	Attendance Action Team	Funds for incentive program in February and March	Monthly Attendance Data	96% student attendance rate
Improve Parental Involvement <ul style="list-style-type: none"> • Eagles Excelling in Education Program • Parent Involvement Programs • Title I Parent Meetings • PTA Events • Communication Tools (Newsletter, Wednesday envelope, Alert Now) 	Assistant Principal School Social Worker Parent Involvement Committee Title I Teachers PTA	VB Education Foundation Grant (\$5,000) Title I Funds	School Report Card Annual Survey	Attain a parent satisfaction rate of 90%.

DO

Start Date: 11/05/08	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

Social Studies Assessment Tests: 2008-2009

	Geography		History		Civics		Economics	
	1	2	1	2	1	2	1	2
4th	60%	61%	72%	57%	39%	62%	57%	65%
5th	83%	N/A	75%	73%	78%	79%	68%	71%

Social Studies Assessment Tests: 2007-2008

	Geography		History		Civics		Economics	
	1	2	1	2	1	2	1	2
4th	58%	59%	65%	47%	31%	59%	55%	58%
5th	73%	N/A	65%	58%	73%	57%	65%	43%

Social Studies: Report Card Grade Distribution Quarter 1 2008-2009

	# of Students	A	B	C	D	E
4th Grade	202	33	84	71	12	2
5th Grade	190	37	54	47	30	22

Social Studies: Report Card Grade Distribution Quarter 2 2008-2009

	# of Students	A	B	C	D	E
4th Grade	198	26	71	77	23	1
5th Grade	184	30	64	50	29	11

Social Studies: Report Card Grade Distribution Quarter 3 2008-2009

	# of Students	A	B	C	D	E
4th Grade	210	39	79	61	24	7
5th Grade	180	26	59	58	27	10

ACT

Adjustments or Improvements

November 2008

- The social studies assessment is not administered until the end of the first semester.
- The social studies report card results are mixed for grades 4 and 5. In 4th grade, a non-testing grade in this area, 93% of our students received a grade of C or better. However, in 5th grade, 72% of the students earned a C or better.

February 2009

- A mid-point social studies benchmark test was given to the 5th grade students in December. Since the results are compiled according to the four categories, the results could not be reported in this document. Those results were shared with the fifth grade teachers and used to identify areas of concern and the need for re-teaching.
- The local assessment results for the first semester were promising for our 5th grade students. Compared to last year, these scores supported our belief that our students in 08-09 are stronger as a group than last year. Our 4th grade students performed at a slightly higher level from last year's class, too. It is apparent that improvement is needed in civics.
- The report card results show that the percentage of 4th graders earning a "C" or better dropped 5% to 88%. The number of 5th graders earning a "C" or better increased 6% to 78%. The number of 5th graders who received an "E" dropped by 50% this quarter.

April 2009

- An interim social studies benchmark assessment will be given in late April/ early May.
- The Social studies report card grades show that 85% of our 4th grade students and 79% of our 5th grade students earned a "C" or better in the third grading period. These results are very similar to the previous marking period.

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CHECK	Resulting Data	ACT	Adjustments or Improvements
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Social Studies: Report Card Grade Distribution
Quarter 4 2008-2009

	# of Students	A	B	C	D	E
4th Grade	206	37	81	70	11	7
5th Grade	179	24	68	45	31	11

June 2009

- The results of the social studies assessment 2 were very positive for both grade levels. When compared to the 2007-08 results, the students' scores improved in all areas for grades 4 and 5. The 5th grade scores improved dramatically with increases ranging from 15%-28%.
- The social studies report card grades show that 91% of our 4th graders earned a "C" or better and 77% of our 5th graders earned a "C" or better in the fourth marking period. We had a 6% increase in 4th grade and 2% decrease in 5th grade.

Final Analysis 2009

- According to preliminary adjusted SOL results, it appears as if our students will exceed our goal of a 75% pass rate. Our projected results reveal a gain of 37% with a pass rate of 89.13%. It is important to note that 44% of our students passed with an advanced score.

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CHECK	Resulting Data	ACT	Adjustments or Improvements
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<i>VBCPS Plan for Continuous Improvement</i>	Sheet # 1 of 4	School: Bettie F. Williams	DATE: October 31, 2008
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SOA Alignment: Student Achievement

School Division Goal: Expand Instructional Opportunities Through Data Driven Curriculum

School / Office / Department Measurable Objective: **To increase the Math SOL pass rate in 4th and 5th grade combined from 67% to 79% by the end of the 2008-09 school year.**

Focus: **Computation/Estimation; Measurement and Geometry**

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
Provide extra small group remediation <ul style="list-style-type: none"> • Breakfast tutoring club • After school remediation program • Galaxy Program 	Math Specialists Academic Coordinator	2 Math Specialists, one for each grade level Tutors for math tutoring	Report Card Grades Local Assessments SOL Scores	79% SOL pass rate in math for 4 th and 5 th grade combined.
Provide hands-on enrichment experiences <ul style="list-style-type: none"> • Measurement lab monthly • Power game days weekly • Young Audiences performance 	Math Specialists Classroom teachers	Title I funds for materials and contracted services		
Implement school wide math review activities <ul style="list-style-type: none"> • Problem of the week on morning announcements • Vocabulary review on screen in cafeteria • Review cards given to staff members for use at lunch and PE 	Data Support Specialist Math Specialists Teacher assistants Classroom teachers Computer Resource Specialist	Flash cards Problems on the announcements Vocabulary PowerPoint		
Enhance practice of facts using Fastt Math program	Math Specialists Classroom teachers	Fastt Math software Assistance in Computer Lab provided by Math Specialists		
Implement Calendar Math in all classrooms	Math Specialists Classroom teachers			
Integrate math into all curriculum areas including music, PE, and art	Math Specialists Curriculum Specialist Art, Music, and PE teachers			
Provide ongoing staff development <ul style="list-style-type: none"> • Weekly collaborative planning • Quarterly on the clock collaborative planning • Workshops on Math instructional practices 	Administrators Reading Specialists Curriculum Specialist	Planning time Professional leave quarterly Substitutes for quarterly planning		

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A H E A D O F T H E C U R V E

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
Incorporate school wide rules and procedures to ensure student engagement and learning.	Administrators Classroom teachers Staff members	Rules and procedures chart with visuals	Discipline referrals Monthly Discipline Report	Decrease the referral rate by 25% from 152 to 114 referrals (duplicated) for 2008-09.
Promote high student attendance	Attendance Action Team	Funds for incentive program in February and March	Monthly Attendance Data	96% student attendance rate
Improve Parental Involvement <ul style="list-style-type: none"> • Eagles Excelling in Education Program • Parent Involvement Programs • Title I Parent Meetings • PTA Events • Communication Tools (Newsletter, Wednesday envelope, Alert Now) 	Assistant Principal School Social Worker Parent Involvement Committee Title I Teachers PTA	VB Education Foundation Grant (\$5,000) Title I Funds	School Report Card Annual Survey	Attain a parent satisfaction rate of 90%.

DO

Start Date: 11/05/08	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

Math Assessments 2008-2009

Grade	Computation/ Estimation			Geometry			Measurement			Number/ Number Sense			Patterns/Functions/ Algebra			Probability/ Statistics		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
4 th	76	67	71	66	na	na	na	74	62	71	68	59	na	65	na	74	50	75
5 th	41	40	38	57	62	na	na	52	52	58	48	59	na	32	51	47	60	na

Math Assessment Results 2007-2008

Grade	Computation/ Estimation			Geometry			Measurement			Number/ Number Sense			Patterns/Functions/ Algebra			Probability/ Statistics		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
4 th	75	63	67	65	na	na	na	64	60	67	64	58	na	63	na	71	50	72
5 th	41	47	36	60	65	na	na	55	46	58	50	55	na	32	51	46	59	na

**Math: Report Card Grade Distribution
Quarter 1 2008-2009**

	# of Students	A	B	C	D	E
4th Grade	202	21	106	64	11	-
5th Grade	188	26	68	61	31	2

**Math: Report Card Grade Distribution
Quarter 2 2008-2009**

	# of Students	A	B	C	D	E
4th Grade	192	22	84	57	28	1
5th Grade	183	13	57	58	45	10

ACT Adjustments or Improvements

November 2008

- The math local assessment test scores for 4th grade were very positive. All scores were better than 70% except for geometry. Unfortunately, the 5th grade scores were not as good as we expected. All scores were below 60% with the lowest being in computation/estimation. These results (for both grades levels) are very similar to last year's results.

- The report card grades show that the vast majority of our students are making satisfactory progress. In grade 4, 95% of the students received a grade of C or better and no student received an E on their report card. In the 5th grade, 82% of the students received a C or better on their report card. In 4th and 5th grade combined, 88% of our students received a C or better.

February 2009

- The math local assessment 2 scores for 4th grade showed improvement from last year in almost every category tested. Probability/Statistics was the weakest area. The 5th grade scores were rather disappointing. When compared to last year, the students' scores were lower or the same in 5 out of 6 categories. This is a bit surprising because the same group of students did better last year. Improvement is needed in all areas.

- The report card grades show that significantly more students at both grade levels earned less than "C" this marking period. In grade 4, 85% of the students earned a "C" or better, down 10% from the first grading period. The drop was even greater in fifth grade when only 70% earned a "C" or better, a decrease of 12%. Overall, 78% of our students earned a "C" or better in math.

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Resulting Data

Math: Report Card Grade Distribution

Quarter 3 2008-2009

	# of Students	A	B	C	D	E
4th Grade	210	19	82	77	27	5
5th Grade	180	8	67	68	28	9

Math: Report Card Grade Distribution

Quarter 4 2008-2009

	# of Students	A	B	C	D	E
4th Grade	206	29	98	61	18	-
5th Grade	179	15	72	66	22	4

ACT Adjustments or Improvements

April 2009

- The math local assessment 3 results were not available at the time of this update.
- Report card grades show that 85% of our 4th grade students and 79% of our 5th grade students earned a “C” or better in the third grading period. Overall, 82% of our students earned a “C” or better. This is a 4% increase over the second marking period.

June 2009

- The math local assessment 3 results show gains in 3 out of 4 areas in both grade 4 and grade 5 when compared to last year’s results. Our 5th grade score in computation/estimation was disappointing because it decreased with each assessment. The 4th grade scores were better than the 5th grade scores for the second year in a row.
- The report card grades show that 91% of our 4th graders and 86% of our 5th graders earned a “C” or better in the fourth marking period. Overall, 89% of our students earned a “C” or better. This is a 7% increase over the third marking period.

Final Analysis 2009

- According to the preliminary adjusted SOL results our students achieved our goal of a combined 79% pass rate with a score of 79.53%. It should be kept in mind that these results are unofficial and subject to change when state reports are received.

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VBCPS Plan for Continuous Improvement

Sheet # 1 of 4

School: Bettie F. Williams

DATE: October 31, 2008

SOA Alignment: Student Achievement

School Division Goal: Expand Instructional Opportunities Through Data Driven Curriculum

School / Office / Department Measurable Objective: **To improve the English-Reading SOL pass rate in 4th and 5th grades combined from 80% to 85% by the end of the 2008-09 School year.**

Focus: **Understand a variety of printed materials/resource.**

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
Emphasize guided reading and reading comprehension strategies	Reading Specialists Classroom teachers	Guided reading materials Instruction in reading strategies	Language Arts tests DRA scores Report Card Grades	85% SOL pass rate in English-Reading for 4 th and 5 th grade combined.
Increase small group and individual reading intervention <ul style="list-style-type: none"> Small group reading instruction in classrooms Volunteers reading with students during school 	Reading Specialists Title I staff	2 full time Reading Specialists Highly trained volunteers Title I Reading Staff	DRA scores for 4 th grade Language Arts tests Report Card Grades	
Increase reading practice using technology	Title I Coordinator	Read About computer program for 4 th and 5 th grades	Post tests on the Read About program	
Motivate students to enjoy reading	Reading Specialists Library/ Media Specialist	Boys Reading Club Girls Reading Club High interest reading materials Accelerated Reading Program	Reading Interest Inventory	
Provide extra resources for reading assistance <ul style="list-style-type: none"> Galaxy program Triple E program SOL After school Remediation Program 	Classroom teachers Office Staff	VB Education Foundation Grant Title I Funds SOL Remediation Funds	LA Assessment Scores DRA scores Report Card Grades	
Provide ongoing staff development <ul style="list-style-type: none"> Weekly collaborative planning Quarterly on the clock collaborative planning Workshops on reading and writing instructional practices 	Administrators Reading Specialists Curriculum Specialist	Planning time Professional leave quarterly Substitutes for quarterly planning	Planning notes and observation Learning walks	
Incorporate school wide rules and procedures to ensure student engagement and learning.	Administrators Classroom teachers Staff members	Rules and procedures chart with visuals	Discipline referrals Monthly Discipline Report	

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DEPARTMENT OF SCHOOL ADMINISTRATION	PCI ACTION PLAN FORM 4 – 2 Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction	 VIRGINIA BEACH CITY PUBLIC SCHOOLS A H E A D O F T H E C U R V E
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PLAN

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Promote high student attendance	Attendance Action Team	Funds for incentive program in February and March	Monthly Attendance Data	96% student attendance rate
Improve Parental Involvement <ul style="list-style-type: none"> • Eagles Excelling in Education Program • Parent Involvement Programs • Title I Parent Meetings • PTA Events • Communication Tools (Newsletter, Wednesday envelope, Alert Now) 	Assistant Principal School Social Worker Parent Involvement Committee Title I Teachers PTA	VB Education Foundation Grant (\$5,000) Title I Funds	School Report Card Annual Survey	Attain a parent satisfaction rate of 90%.

DO

Start Date: 11/05/08	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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Resulting Data School:

Language Arts Quarterly Tests: 2008-2009

	Word Study			Reading		
	1	2	3	1	2	3
4th	70%	55%	78%	73%	71%	71%
5th	72%	72%	68%	61%	67%	67%

Language Arts Quarterly Tests: 2007-2008

	Word Study			Reading		
	D	1	2	D	1	2
4th	75%	58%	80%	72%	68%	70%
5th	57%	70%	65%	61%	62%	62%

Subgroup Analysis 2008-2009

Grade 4	1	2	3	Grade 5	1	2	3
POV	72%	68%	74%		62%	67%	65%
LEP	63%	52%	63%		N/A	N/A	N/A
SWD	64%	65%	65%		55%	55%	56%
Unspecified	76%	67%	75%		64%	84%	65%
African American	72%	68%	72%		62%	67%	66%
Caucasian	70%	58%	71%		62%	67%	69%
Hispanic	70%	74%	74%		73%	79%	74%
Amer. Indian	N/A	N/A	N/A		N/A	N/A	N/A
Asian	84%	69%	87%		75%	85%	90%
Pacific	95%	65%	60%		N/A	N/A	N/A
Male	71%	68%	71%		60%	63%	65%
Female	74%	68%	74%		66%	73%	70%

ACT

Adjustments or Improvements

November 2008

- The LA Assessment results for the first language arts test are fairly promising. Our 4th grade students performed above 70% in both reading and word study. Our 5th grade students scored 72% in word study and 61% in reading. Hopefully, the 4th grade scores will only get better and the 5th grade results will rise to the 70% range.

February 2009

- The LA Assessment 2 results are somewhat mixed. In 4th grade, both word study and reading scores dropped. The word study score was significantly less than the first LA assessment results. In 5th grade there was improvement in reading by 6% and word study stayed the same. When compared to SY 07-08, the results are similar for both grade levels.

November 2008

- The local LA assessment results disaggregated by subgroup are rather positive. The 4th grade results are better than the 5th grade, but almost all of the scores are above 60%.

February 2009

- The local LA assessment results disaggregated by subgroups are similar to the November results. Overall, the 4th grade scores are slightly lower. In grade 5, there was improvement in every subgroup.

April 2009

- The LA Assessment 3 results showed good improvement in both word study and reading when compared to the 07-08 results for our 5th grade students. We are proud of our 4th grade students' performance in that their scores were 70% or better in both areas.
- When the LA local assessment results are disaggregated by subgroup, the results show that most subgroups in grade 4 performed better than 70%. In 5th grade, all but one subgroup scored 60% or better. In this assessment, a score of 60% or better indicates a level of performance that would be successful on a SOL test.

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Resulting Data School:

Reading: Report Card Grade Distribution
 Quarter 1 2008-2009

	# of Students	A	B	C	D	E
4th Grade	203	37	70	71	17	8
5th Grade	190	16	73	58	27	16

Reading: Report Card Grade Distribution
 Quarter 2 2008-2009

	# of Students	A	B	C	D	E
4th Grade	194	27	84	60	22	1
5th Grade	184	20	66	51	36	11

Reading: Report Card Grade Distribution
 Quarter 3 2008-2009

	# of Students	A	B	C	D	E
4th Grade	210	20	69	82	35	4
5th Grade	180	6	59	65	37	13

Reading: Report Card Grade Distribution
 Quarter 4 2008-2009

	# of Students	A	B	C	D	E
4th Grade	206	25	73	88	18	2
5th Grade	179	14	65	67	24	9

ACT

Adjustments or Improvements

November 2008

- The report card grades indicate that most of our students are making satisfactory progress in reading at the end of the first grading period. In 4th grade, 88% of the students received a C or better on their report card. In 5th grade, 77% of the students received a C or better. Overall, 83% of our 4th and 5th grade students combined are earning a C or better.

February 2009

- The report card grades for the second marking period are very similar to the first nine weeks. In grade 4, 88% of the students continue to earn a “C” or better. In 5th grade, 74% of the students received a “C” or better, a drop of 3%. Overall, 81% of our students’ earned a “C” or better in the second marking period.

April 2009

- The report card grades for the third marking period shows that 81% of our 4th grade students and 72% of our 5th grade students earned a “C” or better on their report card. Overall, 77% of our students earned a “C” or better. This is a 4% decrease when compared to their performance in the second grading period.

June 2009

- The report card grades for the fourth marking period shows that 90% of our 4th grade students and 82% of our 5th grade students earned a “C” or better on their final report card. Overall, 86% of our students earned a “C” or better. This is a 9% increase from the third quarter.

Final Analysis 2009

- According to the preliminary adjusted SOL results we fell 2% short of our goal of an 85% combined pass rate with a score of 83.07%. Despite not reaching our goal, we were pleased with the 9% increase in our 5th grade score from the previous year.

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Resulting Data

Discipline Data 2008-2009

	2008-09 # of Referrals	2008-09 Total # of Students	2007-08 # of Referrals	Male	Female	African	Cauc.	Hisp.	Amer. Ind.	Asian	Native Haw.	Unsp.	ISS	OSS
Sept.	2	2	6	2	0	2	0	0	0	0	0	0	0	2
Oct.	8	8	23	7	1	6	1	1	0	0	0	0	0	8
Nov.	11	9	12	9	0	7	1	1	0	0	0	0	0	9
Dec.	10	10	6	9	1	10	0	0	0	0	0	0	0	8
Jan.	6	6	25	5	1	5	0	0	0	0	0	1	0	3
Feb.	9	9	15	7	2	8	1	0	0	0	0	0	2	6
Mar.	19	18	14	14	4	18	0	0	0	0	0	0	0	18
Apr.	14	14	19	9	5	13	1	0	0	0	0	0	0	13
May	14	14	28	12	2	13	0	0	0	0	0	1	1	7
June	4	3	4	3	1	4	0	0	0	0	0	0	0	2
Totals for the year	97	93	152	77	17	86	4	2	0	0	0	2	3	76
Total %				83%	17%	92%	4%	2%	0%	0%	0%	2%	3%	78%
Pop %				53.7%	46.3%	86.1%	4.1%	4.1%	0.0%	2.1%	0.3%	3.3%		

ACT Adjustments or Improvements

November 2008

- The total number of discipline referrals entered this year is down 56% from the same time in 2007-08.

February 2009

- The total number of discipline referrals continued to decrease in the second marking period. So far in 08-09, 53% fewer referrals have been received.

April 2009

- Overall, there have been 36 fewer discipline referrals from September through March when compared to the 07-08 school year. This is a 36% decrease from last year.

June 2009

- The total number of referrals for the 2008-09 school year was 97. When compared to 2007-08, this is a decrease of 59 referrals.

Final Analysis 2009

- The unduplicated number of discipline referrals decreased 36.2% from the 2007-08 school year. Overall, the number of discipline referrals has declined 63% since the inception of the tri-campus concept.

DEPARTMENT OF SCHOOL
ADMINISTRATION

PCI ACTION PLAN

FORM 4 – 2

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



CHECK

Resulting Data

	Williams 2007-08	Williams 2008-09	Year to Date 2008-09
Sept.	97.85%	97.78%	97.78%
Oct.	96.47%	97.11%	97.45%
Nov.	95.31%	97.24%	97.38%
Dec.	94.94%	96.97%	97.31%
Jan.	95.95%	96.04%	97.12%
Feb.	96.00%	95.50%	96.58%
Mar.	96.04%	95.81%	96.48%
Apr.	96.29%	96.62%	96.47%
May	95.83%	97.33%	96.57%
June	92.48%	92.96%	96.30%

ACT

Adjustments or Improvements

November 2008

- We are off to a good start this year. Student attendance in September and October is better than it was at the same time last year.

February 2009

- Student attendance continues to progress at a good rate. We are very pleased to have our overall attendance exceed 96% at this point in the year.

April 2009

- Student attendance continues to be exceptional. We are still on pace to reach our goal of 95% and we have met the 94% standard required for AYP on our “other academic indicator.”

June 2009

- Our site-based data indicates that our attendance for school year 2008-09 will be 96.30.

Final Analysis 2009

- Our site-based data indicates that our student attendance improved .34% from 2007-08. Our unofficial rate of attendance was 96.30, easily surpassing the 94% standard required for our “other academic indicator” used to determine adequate yearly progress for NCLB.