

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: **Princess Anne Middle School**

DATE: 10/23/08

SCHOOL MISSION STATEMENT

Our mission is to educate and to nurture during the middle school experience.

Princess Anne Middle School, valuing the individual's unique developmental needs and the importance of positive self-concept, is committed to fostering a student-centered, success oriented program dedicated to the academic needs and personal fulfillment of early adolescents.

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| <input type="checkbox"/> SACS | <input type="checkbox"/> TITLE I |
| <input checked="" type="checkbox"/> SOA | <input type="checkbox"/> OTHER GRANT |
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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 – 2008
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)

Princess Anne Middle School has the opportunity to serve nearly 1500 students who represent the varied communities in Virginia Beach. Our large geographic area begins at the North Carolina border and moves through the Pungo and Blackwater communities to the ocean and bay front at Sandbridge. The boundaries then run to the south side of Culver Lane and London Bridge Road through Pine Ridge. This makes for a student population of 48% female, 52% male, 6% African-American, 86% Caucasian, 3% Asian, and 5% falling into all other ethnic categories. We also currently have 8% economically disadvantaged, 8% special education, and 21% gifted students within our population. Our dedicated staff, concerned parents, and outstanding students work to meet our school's mission and vision statements.

The Princess Anne Middle School family is proud of student performance evident in Standards of Learning testing. The school has been consistently recognized as SOL fully accredited status. This past year, we showed growth in 90% of our tests. Outstanding teaching and instruction helps to continue this high level of achievement. PAMS was the first non-magnet VBCPS middle school to receive full accreditation from the Virginia Department of Education.

Membership in the school's PTA continues to increase. Two Open Houses and a new student orientation program this fall allowed parents multiple opportunities to meet their child's teachers and become acquainted with the school. A new sixth grade transition program was also implemented with great success this year helping to make our sixth graders even more successful.

Teachers, students, athletes and scholars excel at Princess Anne Middle School. Eighty-two students have been inducted into the National Junior Honor Society, over half of the students achieved Honor Roll last year, and 12% of the student body earned the Principal's list. Individually, students are encouraged to pursue other avenues of excellence: many students participated in the Tidewater Science Fair; over 40 students participated in the Johns Hopkins University Center for Talented Youth Talent Search with nine students winning awards for their performance. The girls' volleyball and field hockey teams were city champions as were the boys' soccer and wrestling teams. Our girls' soccer team and our baseball team also earned the distinction of southern division champions.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Princess Anne Middle

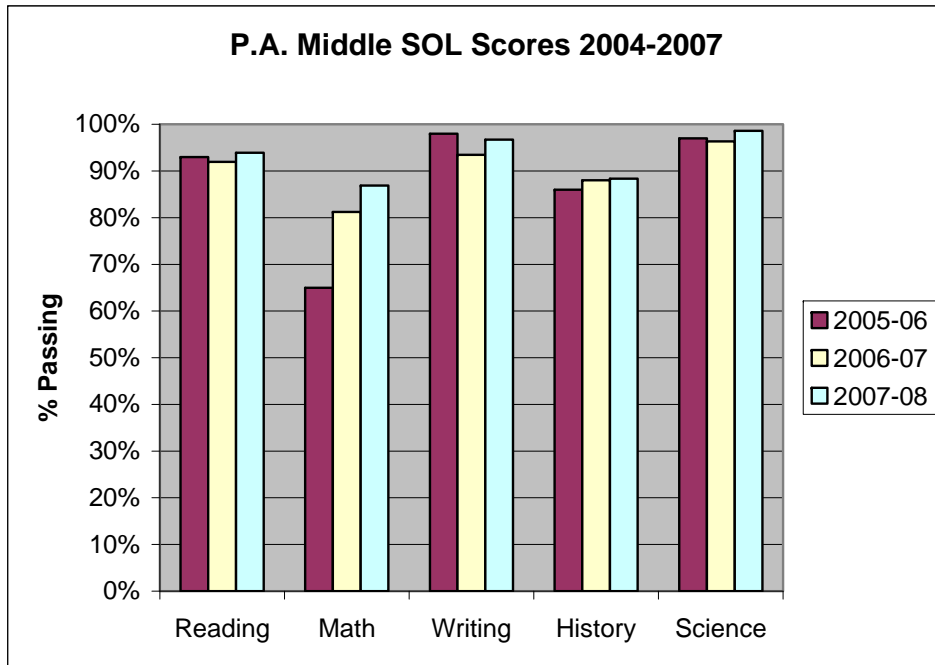
DATE: 10/23/08

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(Identify gaps and list priorities)



Summary of 2007 SOL Scores

Grade 8

- Writing: 96.90%
- Geometry: 100.00%
- Algebra 1: 99.24%
- Earth Science: 100.00%
- Science 8: 95.12%
- Reading: 94.87%
- Math 8: 91.70%
- Civics: 86.68%

Grade 7

- Algebra 1: 100.00%
- Science 8: 100.00%
- Reading: 92.47%
- Math: 52.83%
- Social Studies: 94.78%

Grade 6

- Math: 81.87%
- Reading: 93.51%
- Social Studies: 80.76%

Our overall math scores increased by over 5% on 2008 tests. The 7th grade test continues to be a challenge for us and has become an area where we need to concentrate our resources. Although all of our school-wide scores showed growth we lost ground or stayed level in nearly all of our 7th grade tests. Sixth and 8th grade scores showed growth in every category.

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Review and Analysis of Results

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Review

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Ethnicity Differences for 2008

Reading: Eighth grade had the highest gap between African American students and Caucasian students with a gap of 15%, seventh grade followed with an 11% gap and sixth grade had a reverse gap with Caucasians scoring nearly 2% below African American students. Overall the school had just below a 10% gap in reading scores. All other ethnicities are too small to report.

Writing: PAMS is pleased to report that the racial gap in writing did not exist for our 2008 data. In fact, African American students outperformed their Caucasian counterparts by nearly 1%. All other ethnicities are too small to report.

History: Eighth grade had the highest gap between African American students and Caucasian students with a gap of 19%, sixth grade followed with a 14% gap and seventh grade had a reverse gap with Caucasians scoring nearly 1% below African American students. Overall the school had just below a 12% gap in history scores. All other ethnicities are too small to report.

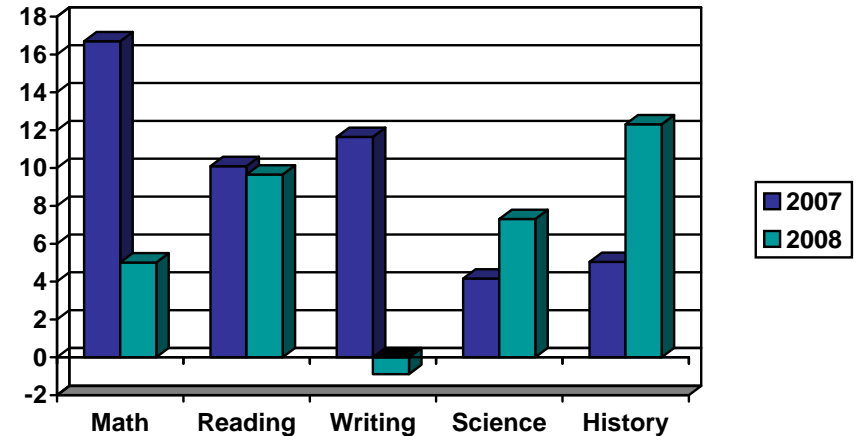
Math: Overall PAMS had a gap of 5% between African American students and Caucasian students. With sixth grade having the largest gap of nearly 17% and eighth grade falling behind with under a 7% gap. Seventh grade had a reverse gap with African American students outperforming Caucasian students by nearly 17%. All other ethnicities are too small to report.

Science: The gap between African American and Caucasian students was just over 7%. All other minorities are too small to report.

Analysis

(Identify gaps and list priorities)

Gap Percentage between African American and Caucasian Students from 2007 to 2008 scores



Although it is notable that PAMS decreased the gap between African American and Caucasian students in three out of the five areas, it is a vital goal to lower the gap in all areas. With history and reading being our only overall gaps that were greater than 10% each grade level has areas with greater needs: 8th grade civics and reading; 7th grade history and reading; and 6th grade math all had gaps over 10%. Closing the achievement gap will remain an important focus for PAMS.

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Review and Analysis of Results

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Review

(Objective data, qualitative indicators, trends and comparisons)

Disability and Economic Status Differences for 2008

Reading: Students with disabilities earned a 71.17% pass rate compared to the 93.87% pass rate for students with no disabilities. We saw a decrease of 17% for this subgroup from the 2007 test. Economically disadvantaged students were 12 percentage points below students with no economic disadvantage. Both areas showed a decrease in the gap when compared with all students.

Writing: Students with disabilities earned a 69% pass rate compared to 96.7% pass rate for the entire student body. The gap was narrowed by 1% with disabled students compared to the entire student body. Students who are economically disadvantaged earned an 93.1% pass rate versus 96.7% of the entire student body narrowing the gap by 10% from 2007.

History: Students with disabilities earned a 64.54% pass rate compared to 88.37% pass rate for all students. The gap was narrowed by nearly 7% between disabled students and the entire student body. There were 16 percentage points difference between the economically disadvantaged students and non-disadvantaged students causing this gap to increase from 2007.

Math: Students with disabilities earned a 49.09% pass rate compared to the 86.88% pass rate for all students. Although we are not close to our AYP goal, our scores continue to rise from 2006 when disabled students earned a 33.07% pass rate. Economically, the gap between groups is has improved with disadvantaged students earning 77.27% pass rate compared to all students with an 86.88% pass rate. This gap narrowed by 7%.

Science: All eighth grade students take either the Earth Science test or the Science 8 test. Seventh grade students in Advanced Science take the Science 8 test, but no other students take an SOL Science test. 83.72% of disabled students passed the Science 8 test while 98.6% of the all students category passed. There was a mere 4% difference in disadvantaged and the all students category on the science test.

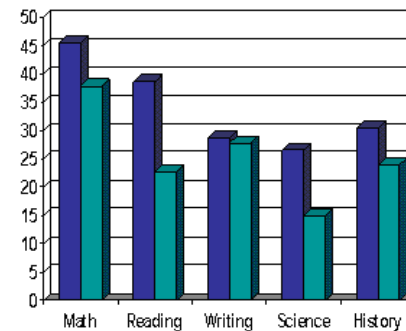
Analysis

(Identify gaps and list priorities)

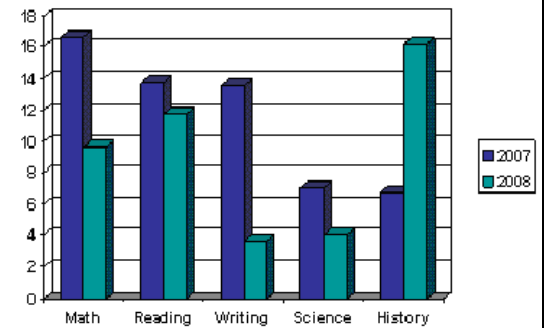
Graph 1: Gap Percentage between disabled students and all students from 2007 to 2008 scores

Graph 2: Gap Percentage between disadvantaged students and all students from 2007 to 2008 scores

GRAPH 1



GRAPH 2



Although all of our gaps are decreasing between disabled students and the entire population, there are still some areas of concern. Math continues to be a target for growth with a success rate below 50% for disabled students. With great successes in reading last year it is important to continue the great strides that were started in 2007 with our disabled subgroup.

As for our disadvantaged group, history was the only test that showed a growth in the gap between disadvantaged students and the entire student body. Reading is our second largest gap and math closely follows for disadvantaged students making these areas remain areas of concern.



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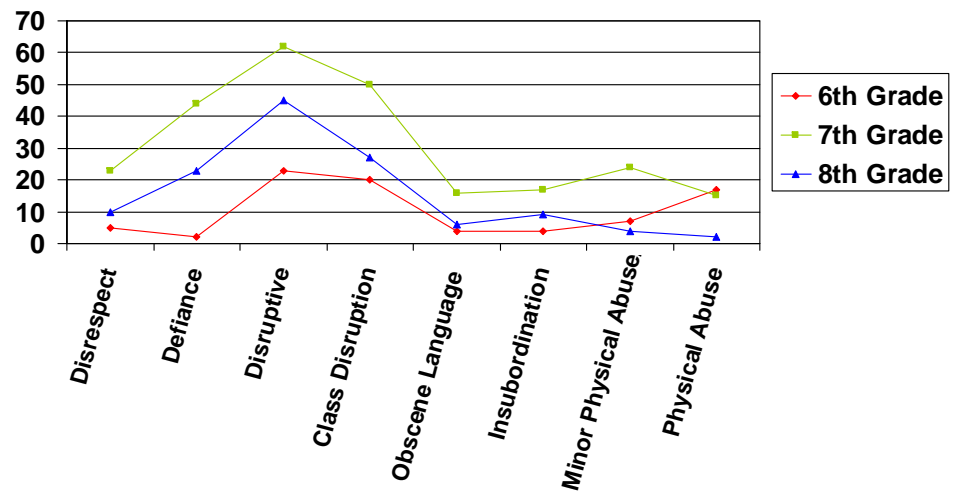
	Grade 6	Grade 7	Grade 8	Total Unique
Bullying	0	1	3	4
Drug Use/Possession/Sale	1	0	2	3
Disrespect	5	23	10	38
Defiance/Insubordination	2	44	23	69
Disruptive Demonstration	23	62	45	130
Possession of Obscene Literature	0	4	2	6
Class Disruption	20	50	27	97
Obscene Language/Gestures	4	16	6	26
Minor Insubordination	4	17	9	30
Discrimination/Harassment	1	0	0	1
Fight no Injury	4	10	4	18
Tardiness	0	0	4	4
Class Cutting	2	10	6	18
Truancy	0	0	4	4
Leaving School Grounds	0	7	3	10
Cell phones	3	2	5	10
Physical Abuse Harassment	7	24	4	35
Inappropriate Personal Property	3	8	4	15
Misrepresentation	0	3	5	8
Minor Physical Abuse	17	15	2	34
Offensive Touching	0	0	1	1
Indecent Exposure	0	0	1	1
Amorous Behavior	0	1	4	5
Tobacco Use/Possession	0	0	2	2
Theft of Student Property	0	1	0	1
Possession of Stolen Property	0	1	1	2
Threaten a Student	0	0	1	1
Unauthorized Area	1	1	4	6
Unexcused Absence Detention	3	8	1	12
Vandalism of School Property	0	5	2	7
Graffiti	0	3	0	3
Incite/Instigate	0	5	4	9
Bring a Look-alike Weapon to School	1	0	0	1
Bring a Knife to School	0	0	2	2
Possession of Other Weapon	0	1	0	1
Bring a Razor/Box Cutter to School	0	0	1	1
Total Unique	101	322	192	

Disciplinary Incidents by Type 2007-2008

Analysis

(Identify gaps and list priorities)

Major Discipline by Grade Level



Seventh graders created the most disciplinary infractions at PAMS. Disruptive demonstrations followed by disruption in the classroom are the biggest offenses. Disciplinary measures need to be applied early, effectively, and evenly to all PAMS students to limit the number of infractions.

Overall, African-American students received 11.4% of all referrals which is a difference of +5.4% from the school's population. Caucasian students received 78.8% of all referrals which is a difference of -7.2% from the school's population.

When administrators handle fewer disruptions, they can spend more time in the classrooms. Students and teachers need to see the administrator's role as instructional leaders.

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VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Princess Anne Middle School

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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>1. Increase scores for Students with Disabilities in English performance by at least 3% in order to work towards meeting the AYP benchmark without safe harbor or proxy points.</p>	<ul style="list-style-type: none"> • Structure the focus for teachers planning their lessons and reviewing accomplishments within the disabled subgroup • Regular collaboration with C & I with both OPEC and English • Follow the remediation plan that includes AM and PM tutoring starting during the 2nd quarter for students failing or at risk of failing. • Fully populate Read 180 with students who failed last years SOL test as well as students who are failing English at the end of the first semester. • Increase the levels of communication between special education teachers and regular education teachers • Continue training teachers on SchoolNet so that they can access data on their students. • 6th grade - Comparing and contrasting information, Understanding characters, Summarizing information – getting the main idea(s) • 7th grade - Comparing and contrasting characters, Recognizing the author’s purpose and impact on the reader, Identifying the main idea and details • 8th grade - Summarizing information, Identifying the main idea and details, Character development 	<ul style="list-style-type: none"> • SOL tests • ARS test results • Skills Tutor • Performance in SOL lab • Common assessments within each grade level • STAR reading software • HOLT Reading Diagnostic Test • READ 180 	<ul style="list-style-type: none"> • Lead English Teachers • Robin Hoffman (C & I English) and Kathy Sidel (C & I OPEC) • Special Education Teachers who collaborate with English Teachers • Administration • SIS

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Measurable Objectives

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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>2. Increase scores for Socio-economically Disadvantaged students in math in order to make AYP: Show a 3% growth to make the new benchmark for AYP</p>	<ul style="list-style-type: none"> • Structure the focus for teachers planning their lessons and reviewing accomplishments within the black subgroup • Regular collaboration with C & I • Utilize the Algebra Readiness Program tutor to assist with SOL lab class for math • Follow the remediation plan that includes AM and PM tutoring starting during the 2nd quarter for students failing or at risk of failing. • Remove students from exploratory classes that failed last years SOL math test as well as those who are in jeopardy of failing Math at the end of the first semester and place them in an SOL lab class. • 6th grade - Word problems (the actions of the problem), Orders of operation (sequence/order) • 7th grade - Word problems, Equivalent decimals for a percent (Number/Number Sense), Addition/subtraction of integers and fractions (Computation/Estimation), Algebraic expression into verbal expression • 8th grade - Understanding a variety of graphs 	<ul style="list-style-type: none"> • SOL tests • ARS test results • Skills Tutor • Performance in SOL lab • Common assessments within each grade level 	<ul style="list-style-type: none"> • Lead Math Teachers • Administration • Dena McElligott (C & I Math) • SIS • Guidance



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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>3. Increase scores for Students with Disabilities for math in order to continue to make AYP: make a minimum of a 5% gain for safe harbor with a goal of a 10% gain so that we can raise our composite score for 2010 since safe harbor will not be an option.</p>	<ul style="list-style-type: none"> • Structure the focus for teachers planning their lessons and reviewing accomplishments within the black subgroup • Regular collaboration with C & I • Utilize the Algebra Readiness Program tutor to assist with SOL lab class for math • Follow the remediation plan that includes AM and PM tutoring starting during the 2nd quarter for students failing or at risk of failing. • Remove students from exploratory classes that failed last years SOL math test as well as those who are in jeopardy of failing Math at the end of the first semester and place them in an SOL lab class. • 7th grade math is our main point of focus with the lowest SPED score in math only achieving an 18% pass rate. 6th grade only achieved a 42% pass rate. 8th grade only achieved a 55% pass rate. (these are excluding VAAP scores) • 6th grade - Word problems (the actions of the problem), Orders of operation (sequence/order) • 7th grade - Word problems (the actions of the problem), Orders of operation (sequence/order), Algebraic expression into verbal expression • 8th grade - Word problems (the actions of the problem), Orders of operation (sequence/order), Identifying the graph of an equation 	<ul style="list-style-type: none"> • SOL tests • ARS test results • Skills Tutor • Performance in SOL Lab • Common assessments within each grade level 	<ul style="list-style-type: none"> • Lead Math Teachers • Dena McElligott (C & I Math) • Administration • SIS • Guidance

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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>4. Decrease gaps between African American students and Caucasian students to work towards having all gabs below 10%.</p> <ul style="list-style-type: none"> ▪ 8th Grade Gaps <ul style="list-style-type: none"> ▪ Decrease Civics by 10% ▪ Decrease reading by 6% ▪ 7th Grade Gaps <ul style="list-style-type: none"> ▪ Decrease reading by 2% ▪ 6th Grade Gaps <ul style="list-style-type: none"> ▪ Decrease History by 5% ▪ Decrease math by 8% 	<ul style="list-style-type: none"> • 6th grade math - Multiplication/Subtraction of fractions (Computation/Estimation), Word problems (the actions of the problem) • 6th grade history - linking significance of historical figures, effects of geography and climate, Identifying the US states, events associated with slavery, Terminology (vocabulary) specific to Social Studies • 8th grade civics - importance of key figures, Matching cities with key industry (geography and its effects), Identifying the main idea and details, significance of a given US amendment • 8th grade reading - Reading and writing for sentence variety, Figurative language (Poetry) 	<ul style="list-style-type: none"> • SOL tests • ARS test results • Skills Tutor • HOLT Reading Diagnostic • READ 180 • SOL Lab performance 	<ul style="list-style-type: none"> • Principal's Instructional Team • C & I curriculum specialists • Administration • SIS