

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: **Indian Lakes Elementary**

DATE: **10/31/08**

SCHOOL MISSION STATEMENT

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> SACS | <input type="checkbox"/> TITLE I |
| <input checked="" type="checkbox"/> SOA | <input type="checkbox"/> OTHER GRANT |
| <input type="checkbox"/> HSTW | <input type="checkbox"/> Other _____ |

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 2003 – 2009
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)

Indian Lakes Elementary School is located in the Kempsville area of Virginia Beach. We serve the Indian Lakes, Brigadoon, Lake Christopher, and Colony Oaks neighborhoods. These communities are made up of a diverse mixture of age, race and economic backgrounds which includes approximately 40 to 50 military families. Indian Lakes is an established neighborhood with no new home construction at present. Indian Lakes has 26% economically disadvantaged students, 12% special education students, 2% limited English proficient students, and 6% identified gifted education students. The average daily attendance for the 2007-2008 school year is approximately 96%.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Indian Lakes Elementary

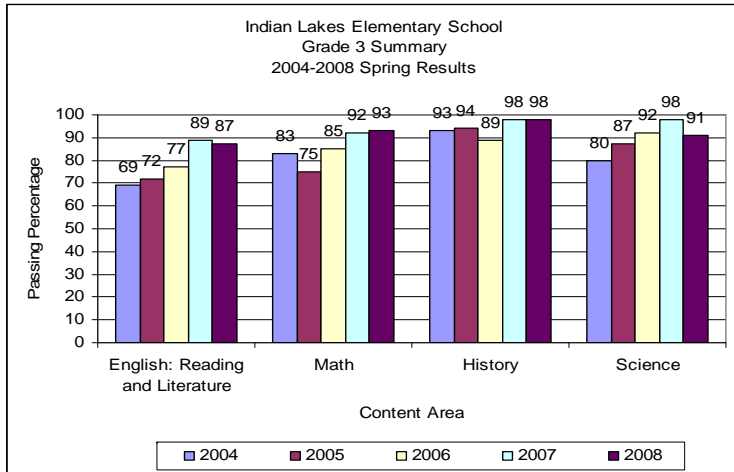
DATE: 10/31/08

Review

(Objective data, qualitative indicators, trends and comparisons)

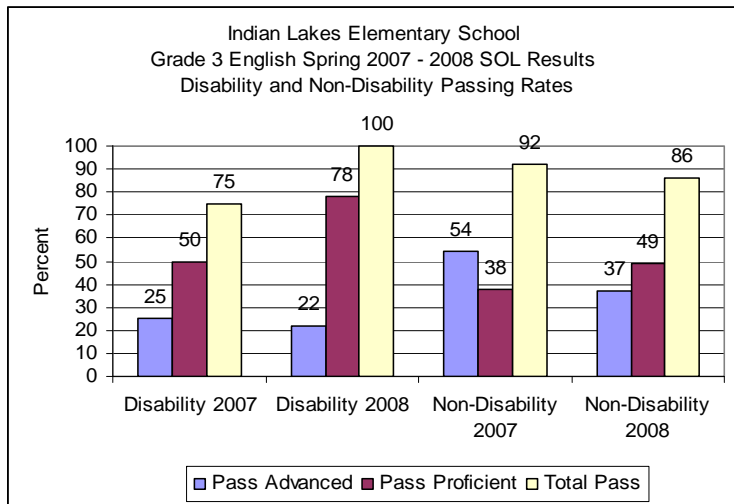
Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Grade 3 SOL Scores – Spring 2007
SOL Reading pass rate of 89%
SOL Math pass rate 92%

Grade 3 SOL Scores – Spring 2008
SOL Reading pass rate of 87%
SOL Math pass rate 93%



Analysis of AYP Subgroup passing rates

Grade 3 English Total Pass Rates:
Disability- 75%
Non-disability- 92%

Identified gap of 17%

Analysis of AYP Subgroup passing rates

Grade 3 English Total Pass Rates:
Disability- 100%
Non-disability- 86%

Identified gap of 0%

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Indian Lakes Elementary

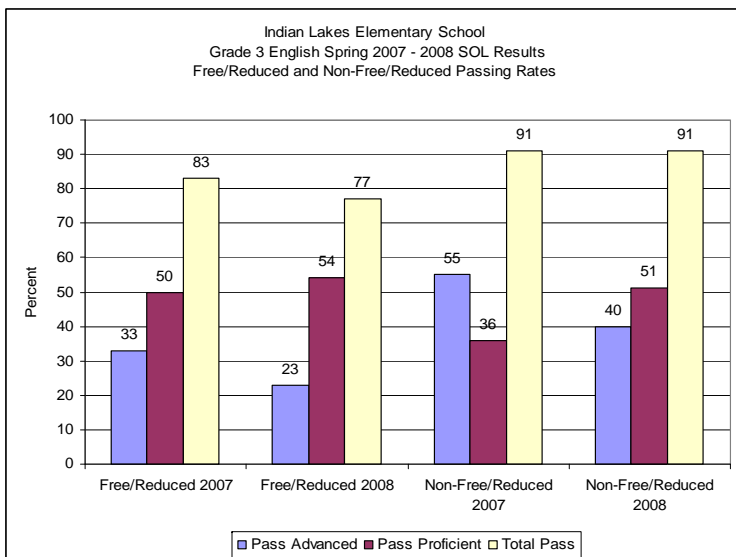
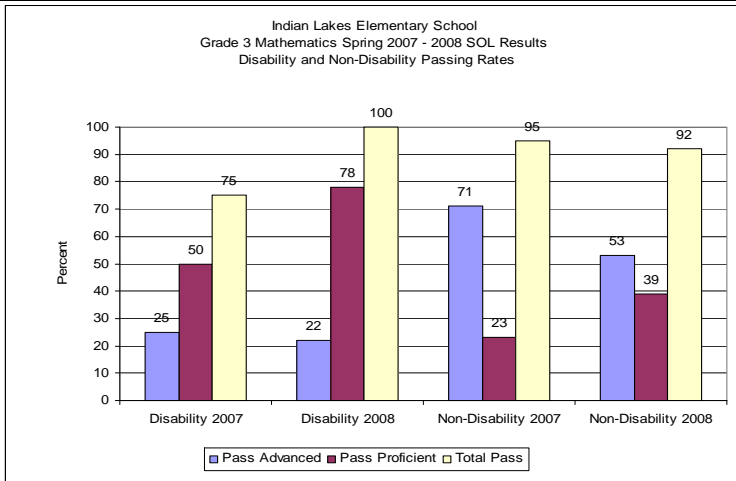
DATE: 10/31/08

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 3 Math Total Pass Rates:

Disability- 75%

Non-disability- 95%

Identified gap of 20%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 3 Math Total Pass Rates:

Disability- 100%

Non-disability- 92%

Identified gap of 0%

Analysis of AYP
Subgroup passing rates

Grade 3 English Total Pass Rates:

Free/Reduced- 83%

Non-Free/Reduced- 91%

Identified gap of 8%

Analysis of AYP
Subgroup passing rates

Grade 3 English Total Pass Rates:

Free/Reduced- 77%

Non-Free/Reduced- 91%

Identified gap of 14%

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Indian Lakes Elementary

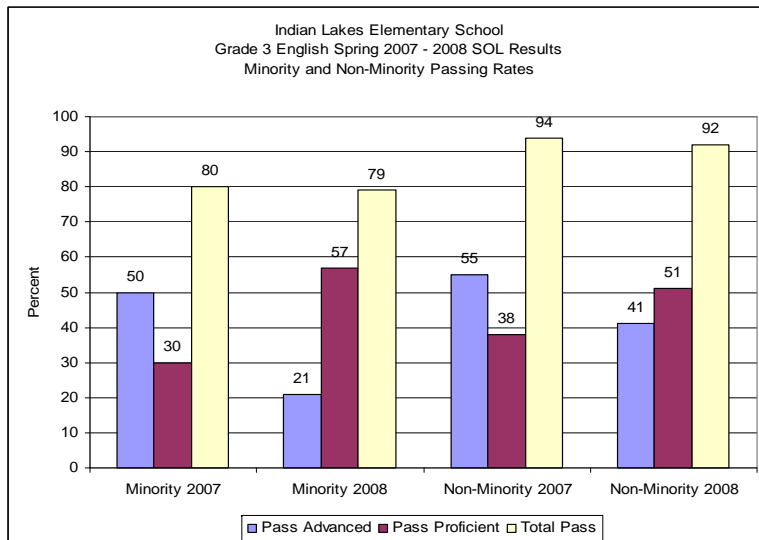
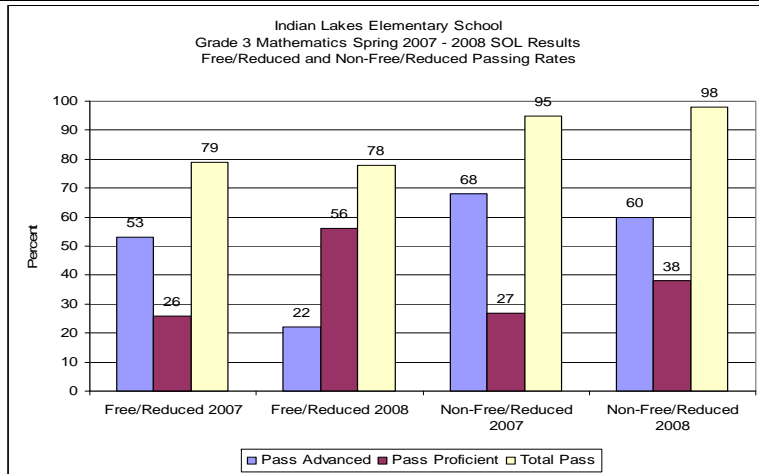
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 3 Math Total Pass Rates:
Free/Reduced- 79%
Non-Free/Reduced- 95%

Identified gap of 16%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 3 Math Total Pass Rates:
Free/Reduced- 78%
Non-Free/Reduced- 98%

Identified gap of 20%

Analysis of AYP
Subgroup passing rates

Grade 3 English Total Pass Rates:
Minority- 80%
Non-Minority- 94%

Identified gap of 14%

Analysis of AYP
Subgroup passing rates

Grade 3 English Total Pass Rates:
Minority- 79%
Non-Minority- 92%

Identified gap of 13%

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Indian Lakes Elementary

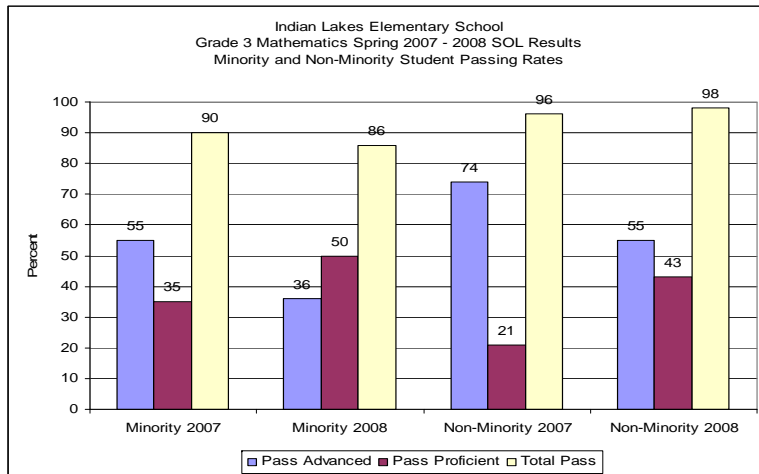
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

**Analysis of AYP
Subgroup passing rates**

Grade 3 Math Total Pass Rates:
Minority- 90%
Non-Minority- 96%

Identified gap of 6%

Spring 2008

**Analysis of AYP
Subgroup passing rates**

Grade 3 Math Total Pass Rates:
Minority- 86%
Non-Minority- 98%

Identified gap of 12%

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

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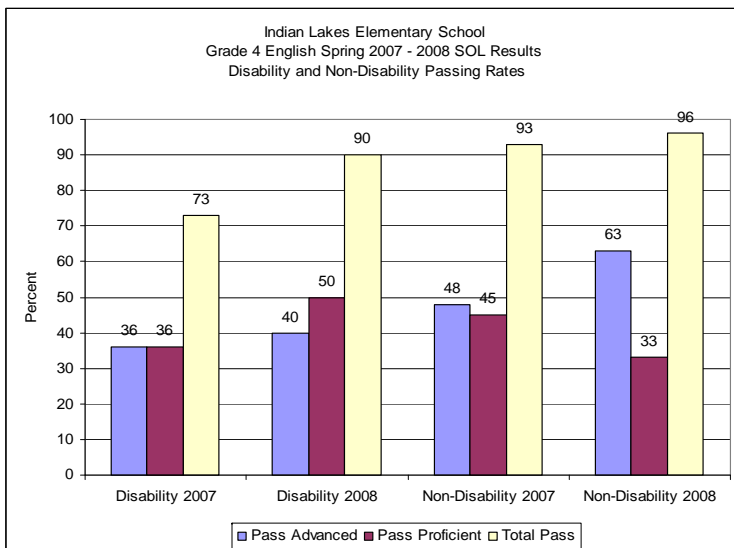
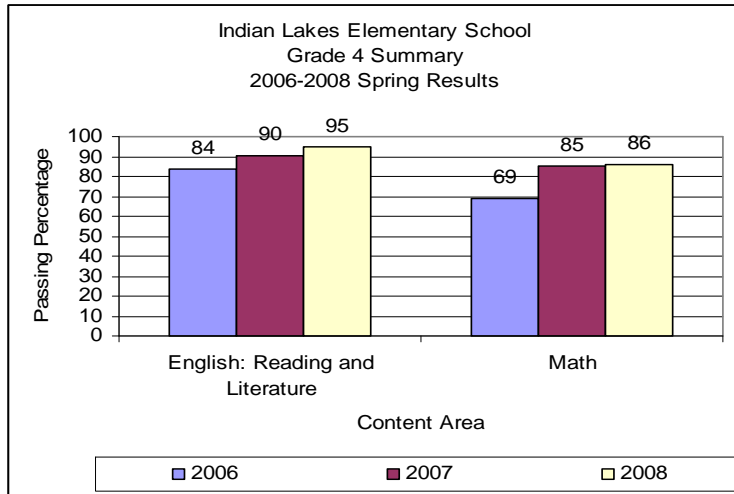
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Grade 4 SOL Scores – Spring 2007
SOL Reading pass rate of 90%
SOL Math pass rate 85%

Grade 4 SOL Scores – Spring 2008
SOL Reading pass rate of 95%
SOL Math pass rate 86%

Analysis of AYP Subgroup passing rates

Grade 4 English Total Pass Rates:
Disability- 73%
Non-disability- 93%

Identified gap of 20%

Analysis of AYP Subgroup passing rates

Grade 4 English Total Pass Rates:
Disability- 90%
Non-disability- 96%

Identified gap of 6%

PLAN

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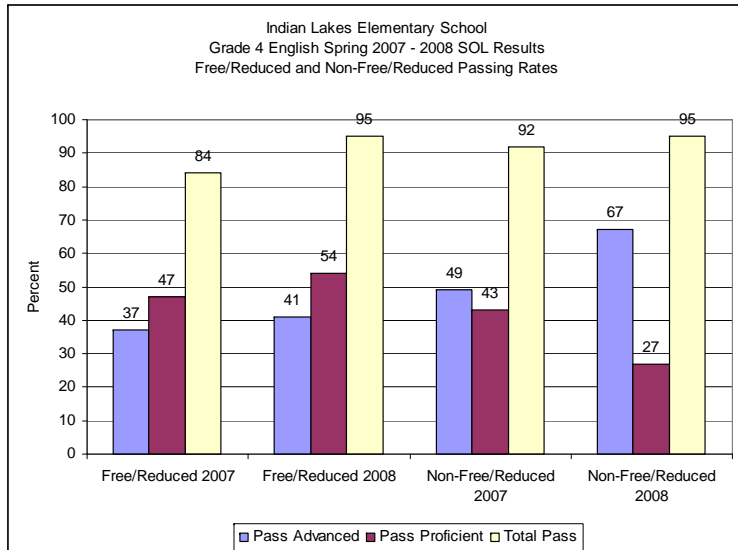
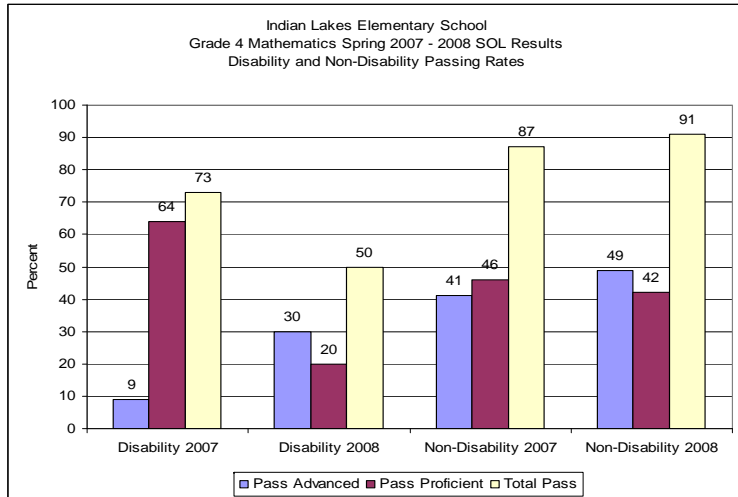
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 4 Math Total Pass Rates:

Disability- 73%

Non-disability- 87%

Identified gap of 14%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 4 Math Total Pass Rates:

Disability- 50%

Non-disability- 91%

Identified gap of 41%

Analysis of AYP
Subgroup passing rates

Grade 4 English Total Pass Rates:

Free/Reduced- 84%

Non-Free/Reduced- 92%

Identified gap of 8%

Analysis of AYP
Subgroup passing rates

Grade 4 English Total Pass Rates:

Free/Reduced- 95%

Non-Free/Reduced- 95%

Identified gap of 0%

PLAN

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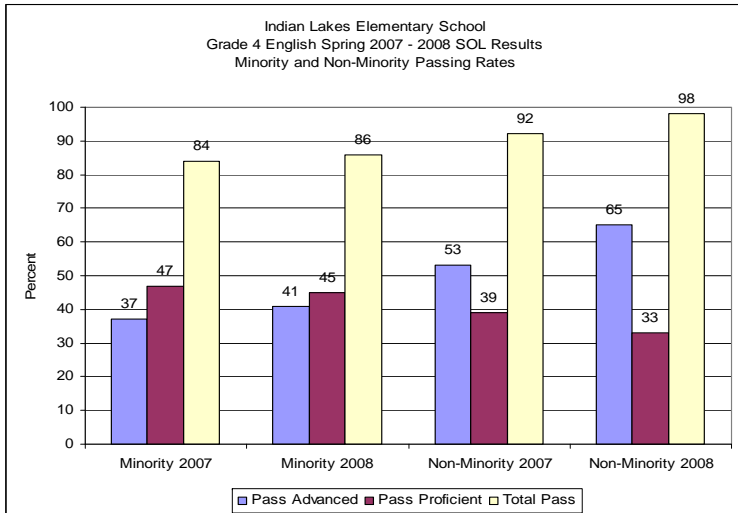
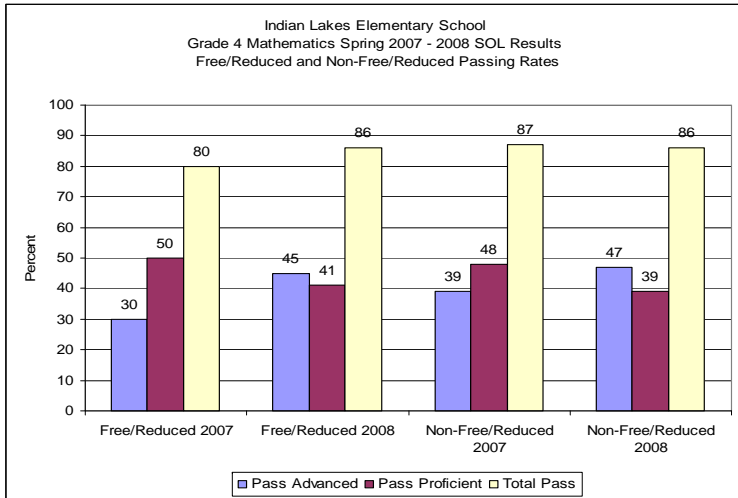
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 4 Math Total Pass Rates:

Free/Reduced- 80%
Non-Free/Reduced- 87%

Identified gap of 7%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 4 Math Total Pass Rates:

Free/Reduced- 86%
Non-Free/Reduced- 86%

Identified gap of 0%

Analysis of AYP
Subgroup passing rates

Grade 4 English Total Pass Rates:

Minority- 84%
Non-Minority- 92%

Identified gap of 8%

Analysis of AYP
Subgroup passing rates

Grade 4 English Total Pass Rates:

Minority- 86%
Non-Minority- 98%

Identified gap of 12%

PLAN

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Review and Analysis of Results

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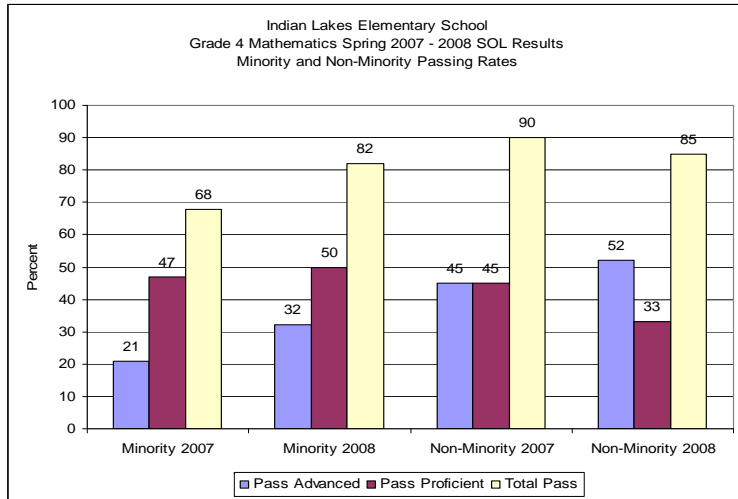
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 4 Math Total Pass Rates:
Minority- 68%
Non-Minority- 90%

Identified gap of 38%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 4 Math Total Pass Rates:
Minority- 82%
Non-Minority- 85%

Identified gap of 3%

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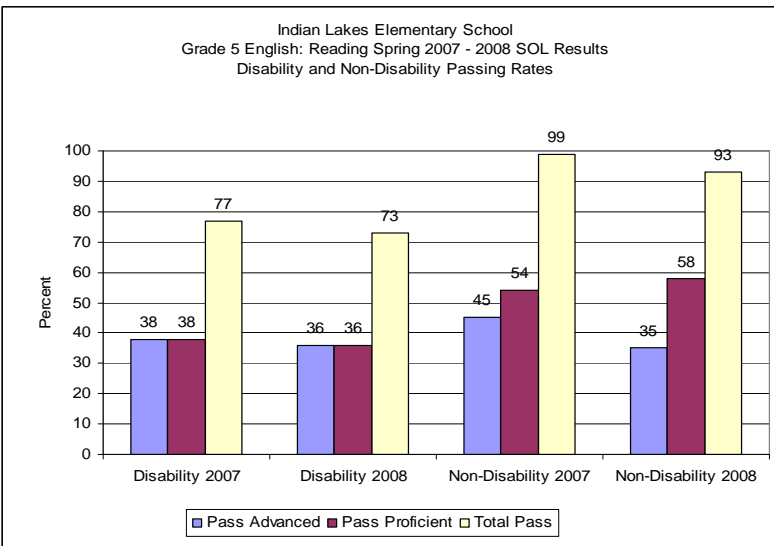
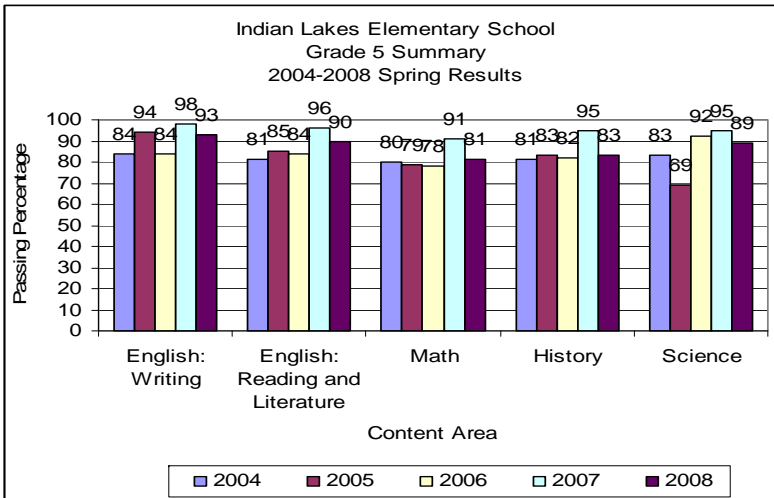
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Grade 5 SOL Scores – Spring 2007
SOL Reading pass rate of 96%
SOL Math pass rate 91%

Grade 5 SOL Scores – Spring 2008
SOL Reading pass rate of 90%
SOL Math pass rate 81%

Analysis of AYP Subgroup passing rates

Grade 5 English Total Pass Rates:
Disability- 77%
Non-disability- 99%

Identified gap of 22%

Analysis of AYP Subgroup passing rates

Grade 5 English Total Pass Rates:
Disability- 73%
Non-disability- 93%

Identified gap of 20%

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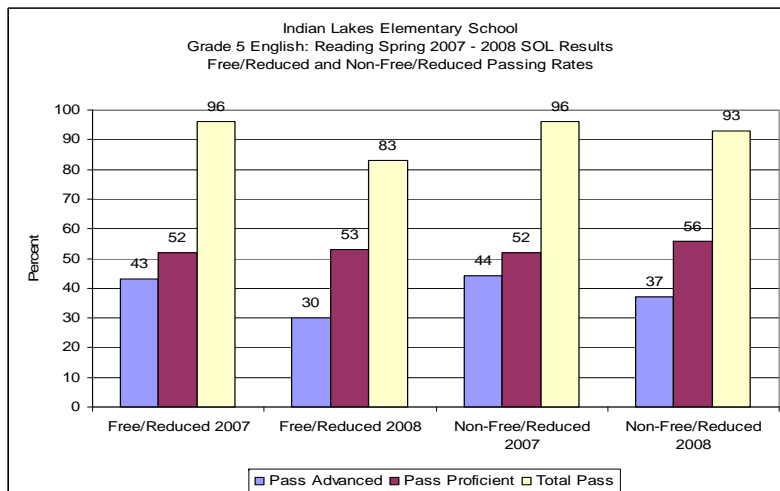
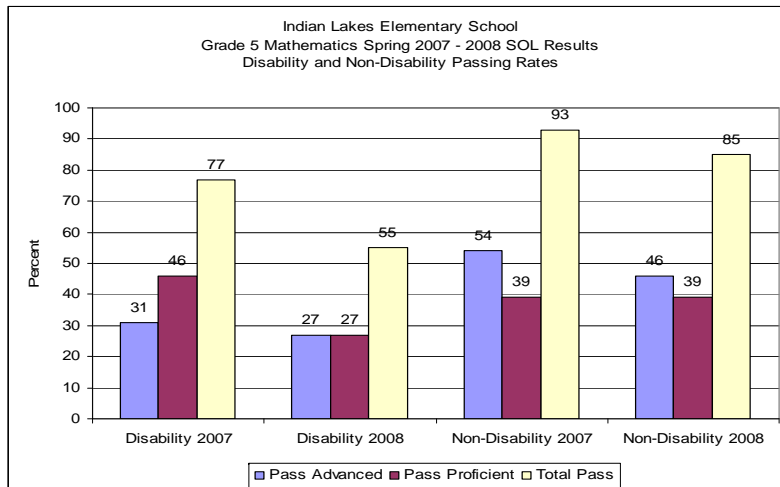
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 5 Math Total Pass Rates:
Disability- 77%
Non-disability- 93%

Identified gap of 16%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 5 Math Total Pass Rates:
Disability- 55%
Non-disability- 85%

Identified gap of 30%

Analysis of AYP
Subgroup passing rates

Grade 5 English Total Pass Rates:
Free/Reduced- 96%
Non-Free/Reduced- 96%

Identified gap of 0%

Analysis of AYP
Subgroup passing rates

Grade 5 English Total Pass Rates:
Free/Reduced- 83%
Non-Free/Reduced- 93%

Identified gap of 10%

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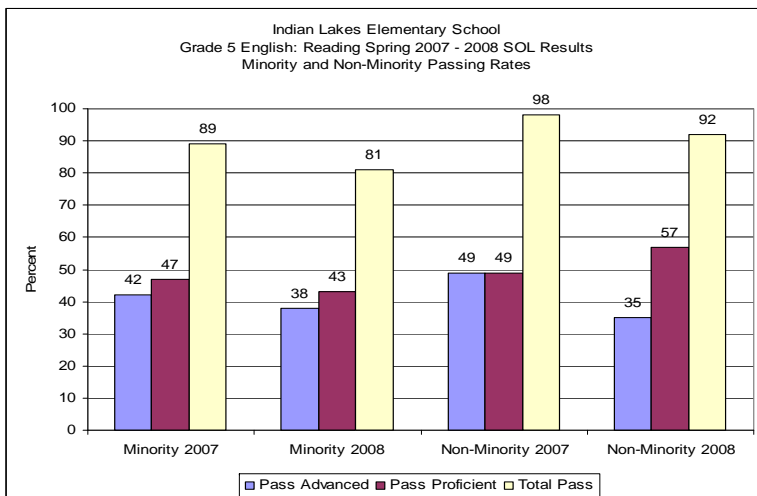
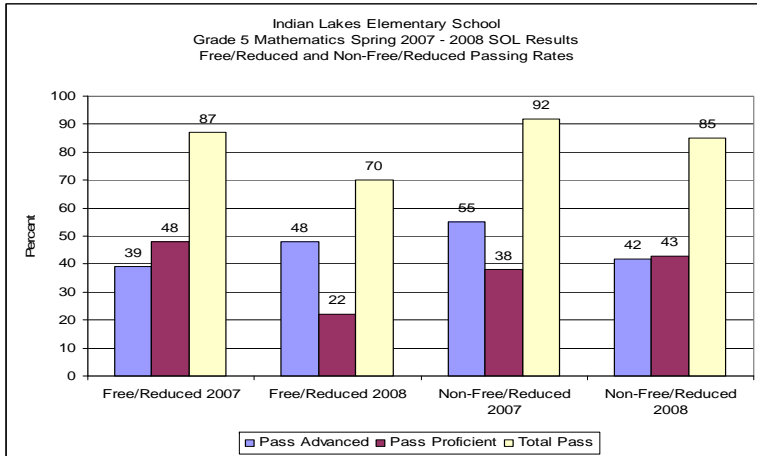
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Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 5 Math Total Pass Rates:

Free/Reduced- 87%
Non-Free/Reduced- 92%

Identified gap of 5%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 5 Math Total Pass Rates:

Free/Reduced- 70%
Non-Free/Reduced- 85%

Identified gap of 15%

Analysis of AYP
Subgroup passing rates

Grade 5 English Total Pass Rates:

Minority- 89%
Non-Minority- 98%

Identified gap of 9%

Analysis of AYP
Subgroup passing rates

Grade 5 English Total Pass Rates:

Minority- 81%
Non-Minority- 92%

Identified gap of 11%

PLAN

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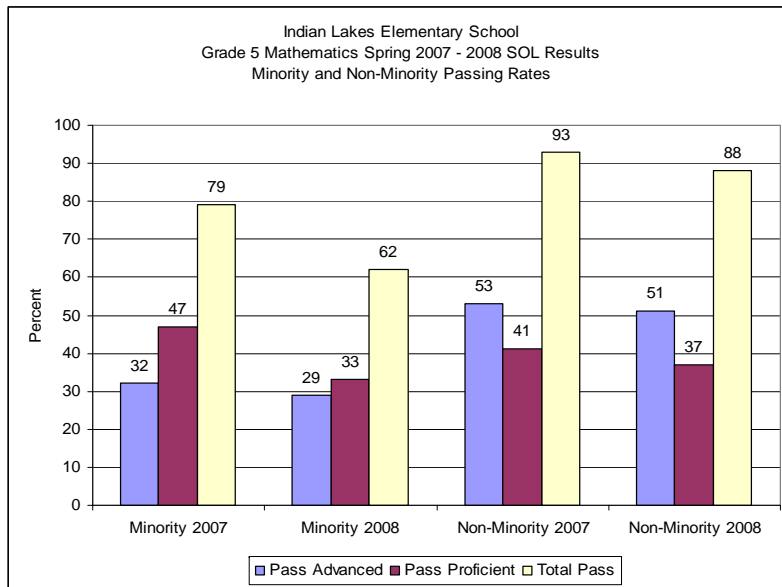
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Analysis

(What does the data mean to the school? Identify gaps and list priorities)



Spring 2007

Analysis of AYP
Subgroup passing rates

Grade 5 Math Total Pass Rates:
Minority- 79%
Non-Minority- 93%

Identified gap of 14%

Spring 2008

Analysis of AYP
Subgroup passing rates

Grade 5 Math Total Pass Rates:
Minority- 62%
Non-Minority- 88%

Identified gap of 26%

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI
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Review

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PALS Spring 2007 Data

72% of students in Kg are meeting or exceeding the benchmark

92 % of students in grade 1 are meeting or exceeding the benchmark

77% of students in grade 2 are meeting or exceeding the benchmark

SAT 10 Fall 2006 Data

Total Reading – 50

Total Math – 46

Attendance

Student attendance, with an average of 96% is not an area of concern at this time. Existing attendance programs will be maintained and monitored during the 2007-2008 school year.

Discipline

PALS Spring 2008 Data

91% of students in Kg are meeting or exceeding the benchmark

94% of students in grade 1 are meeting or exceeding the benchmark

93% of students in grade 2 are meeting or exceeding the benchmark

SAT 10 Fall 2007 Data

Total Reading – 66

Total Math – 67

Attendance

Student attendance, with an average of 96% is not an area of concern at this time. Existing attendance programs will be maintained and monitored during the 2008-2009 school year.

Discipline

Priorities:

Increase the SOL Reading and Math pass rate by 5% in grades 3, 4, and 5 to include the AYP subgroups of students with disabilities, economically disadvantaged, and minority students.

Decrease the gap between disabled/non-disabled, free/reduced lunch/non-free reduced lunch, minority/non-minority students by 5% in each area.

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PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School:

DATE:

Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Areas of Focus (Specific sub-category areas that need attention)	Performance Measures (What public information is available to measure the objective)	Assigned Action Team
<p>1. By the spring of 2009 increase the SOL Reading pass rate by 5% and decrease the gap by 5% in grades 3, 4, and 5 to include the AYP subgroups of students with disabilities, economically disadvantaged, and minority students.</p>	<p>Utilize a variety of instructional strategies that address a diverse population of students and recognize cultural differences.</p>	<p>SOL Tests Action Plan Updates</p>	<p>Leadership Team</p>
<p>2. By the spring of 2009 increase the SOL Math pass rate by 5% and decrease the gap by 5% in grades 3, 4, and 5 to include the AYP subgroups of students with disabilities, economically disadvantaged, and minority students.</p>	<p>Utilize a variety of instructional strategies that address a diverse population of students and recognize cultural differences.</p>	<p>SOL Tests Action Plan Updates</p>	<p>Leadership Team</p>
<p>3. By the spring of 2009 maintain consistency within the discipline process to include: data entry, referrals, and suspensions.</p>	<p>Equity and fairness in discipline.</p>	<p>SASI Reports Action Plan Updates</p>	<p>Student Conduct Action Team</p>