

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: **Shelton Park Elementary School**

DATE: **October 2008**

SCHOOL MISSION STATEMENT

- **Our mission** is to ensure that all students acquire the knowledge, skills, and dispositions essential to their success as ongoing learners by providing an effective, safe learning environment for all.
- **Our vision** is to be a responsive, collaborative, learner-centered community wherein the pursuit of academic and technological excellence will equip all learners with the skills necessary to face the future with confidence and enthusiasm.

- | | |
|---|---|
| <input type="checkbox"/> SACS | <input checked="" 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	

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Demographic Overview (Attach School Report Card)

Shelton Park ES is located in the Bayside Borough and serves students from the Lake Shores neighborhood, Sandpiper Crescent Navy housing, and a small section off of Diamond Springs Road. Eighty-two percent of our students are from military families and our annual student turnover rate is 37%. Additionally, 55% of our students qualify for free or reduced meals, which qualifies us as a School-wide Title I school.

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Demographic Overview

Educational Services	Special School Programs	Community Partnerships	Awards
<ul style="list-style-type: none"> • Special Education Services • Cross-categorical classes (3) • Speech teacher (1) • Gifted program (1) • Reading Resource (1) • PALs (1) • Reading Recovery (2) • Early Discoveries (program for at-risk 4-year-olds) • Full-day Kindergarten for all kindergarten students • General assistant (1) • Title II: Grade 4 teacher and a Math Coach <p><i>(Indicates # of staff)</i></p>	<ul style="list-style-type: none"> • Eaters as Readers • Family Math Night • Student of the Month • The Stock Market Game • Principal's List Breakfast • Chess Club • Title 1 Storyteller • Tutoring • Patrols • Mentors • Noblemen – Dictionaries (1 per 3rd grader) • Great Computer Challenge • PTA-initiated clubs • Emerging Scholars Initiative • Chorus and Orchestra (1) • SCA • Green Team • FAST (Families And Schools Together) Program • Enrichment Camp • Adult Tech Trek Classes 	<ul style="list-style-type: none"> • PTA • Petty Officer Association, Little Creek • Chick-Fil-A • Lincoln Military Housing • Noblemen • Norfolk Academy • Virginia Wesleyan College • Rita's • Expeditionary Command, NAB, Little Creek • Navy Federal Credit Union 	<ul style="list-style-type: none"> • Full SOL Accreditation 00-08 • Achieved AYP 03-08 • Building Futures Grants, 02-08 • PTA Exemplary Award, 02; 04; 05 • PTA Cardinal Award, 01-04; 06/07 • Parental Involvement Schools of Excellence Award 03-06 • 100% PTA membership: 03/04, 04/05, 06/07 • Great American Challenge participation 03-07; Finalist 06/07 • Stock Market Game: Two Regional Top Ten Teams, 06/07 • National Board Certified Teacher: 06/07 • Technology Teacher of the Year, 07-08 • ISTE-NETS*T Certified Teacher 07/08

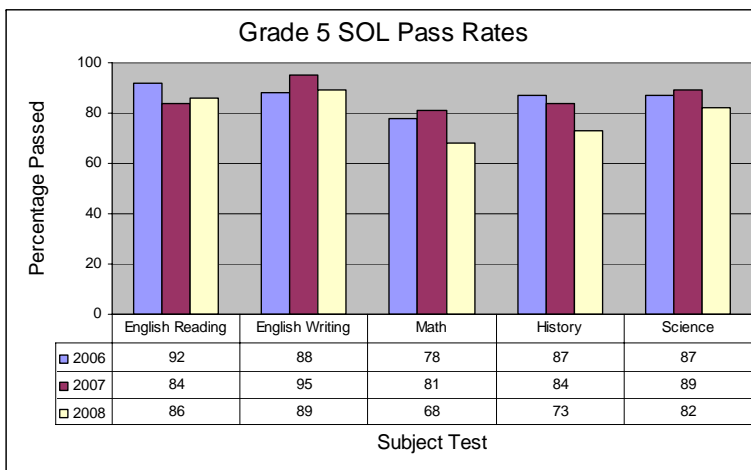
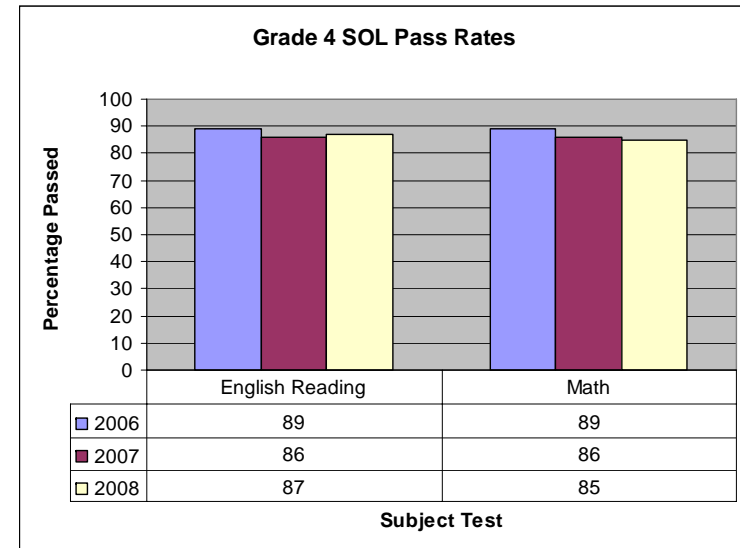
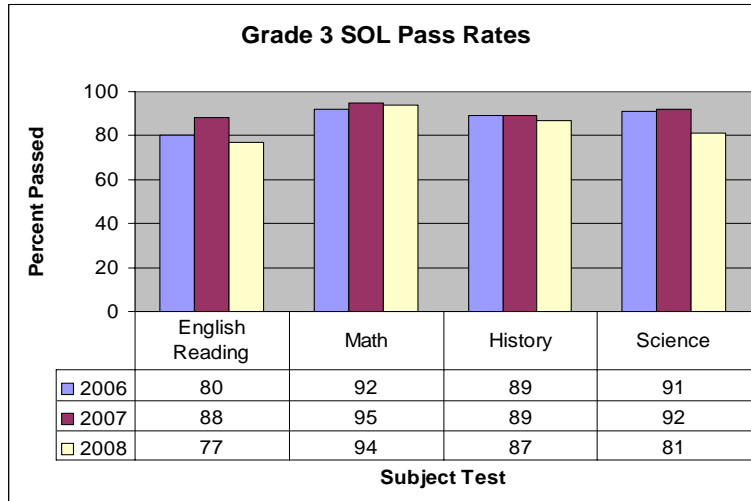
PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Shelton Park Elementary

DATE: October 2008



Priorities for Shelton Park:

- Improve Reading, Writing, and Math scores for all students
- Increase SOL scores for all African-American students in all subject areas
- Decrease failure rate for minorities and students with disabilities
- Increase overall performance of Grade 5 students on all SOL tests

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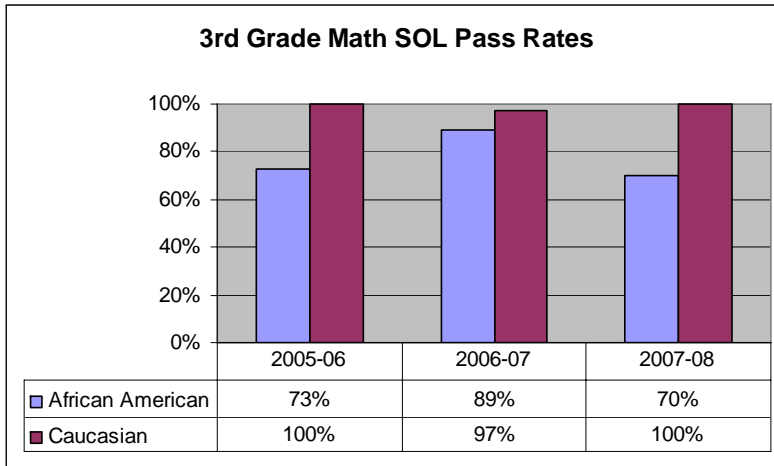
VBCPS Plan for Continuous Improvement

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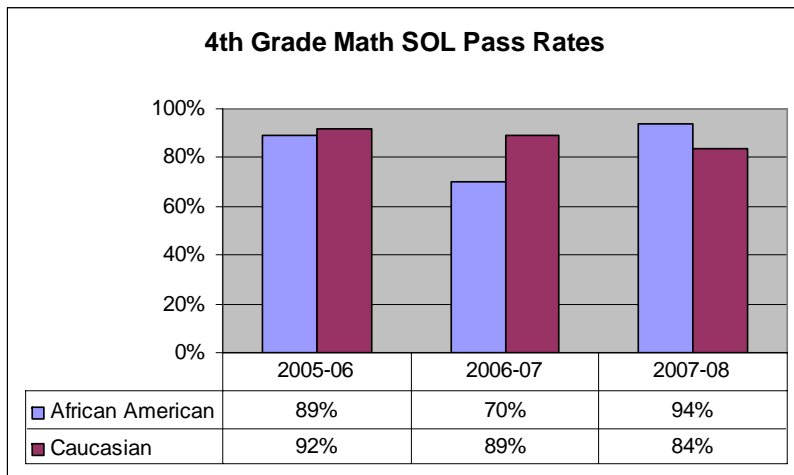
DATE: October 2008

3rd Grade Math SOL Pass Rates



Over the past three years, the 3rd grade math scores have remained consistently high for Caucasian students while scores in math for African American students have fluctuated. In 2008, we saw our largest gap between the number of Caucasian students and African American students passing the math SOL for 3rd grade.

4th Grade Math SOL Pass Rates



There has been a steady decline in the 4th grade math scores for Caucasian students over the past three years. While scores in math for 4th grade African American students have fluctuated during the same three-year time period, there was a dramatic increase in the pass rate for African American students on the 4th grade math SOL in 2008, outscoring the Caucasian students by 10 percentage points, our largest subgroup increase to date.

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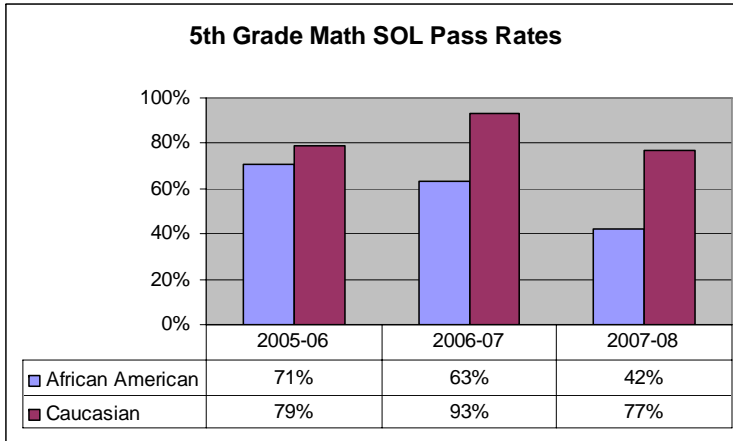
VBCPS Plan for Continuous Improvement

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5th Grade Math SOL Pass Rates



In 2008, 5th grade math was our most challenging area.

The overall passing rate dropped from 81% in 2007 to 68% in 2008. Over the past three years there has been a steady decline in the passing rate for African American students with the largest discrepancy occurring in 2008 with a 35 percentage point gap.

Math will continue to be an area of focus at Shelton Park Elementary School.

When reviewing the overall scores for individual math strands, there appears to be several areas of concern: Computation and Estimation for 3rd grade, Probability and Statistics for 4th grade, and Patterns, Functions, and Algebra and Computation and Estimation for 5th grade.

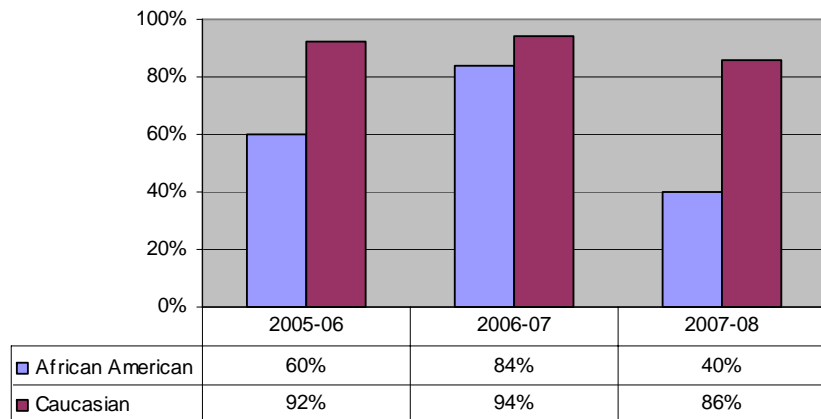
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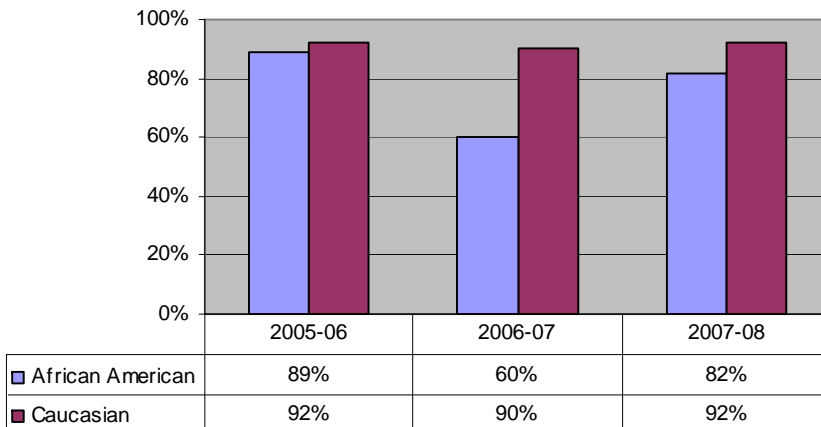
School: Shelton Park Elementary

3rd Grade Reading SOL Pass Rates



Over the past three years, the 3rd grade reading SOL scores have fluctuated for both Caucasian and African American students. In 2008, we saw our largest gap between the number of Caucasian students and African American students passing the reading SOL for 3rd grade.

4th Grade Reading SOL Pass Rates



Over the past three years, the 4th grade reading scores have remained consistently high for Caucasian students while scores in math for African American students have fluctuated. In 2007, we saw our largest gap between the number of Caucasian students and African American students passing the reading SOL for 4th grade. In 2008, we narrowed that gap by ten percentage points.

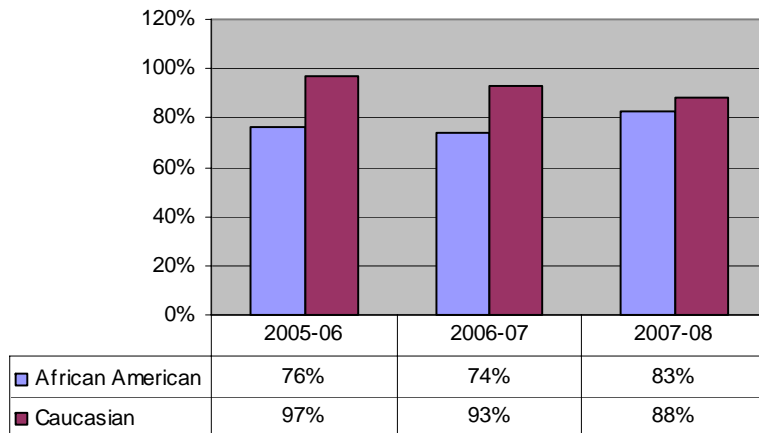
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VBCPS Plan for Continuous Improvement

Review and Analysis of Results

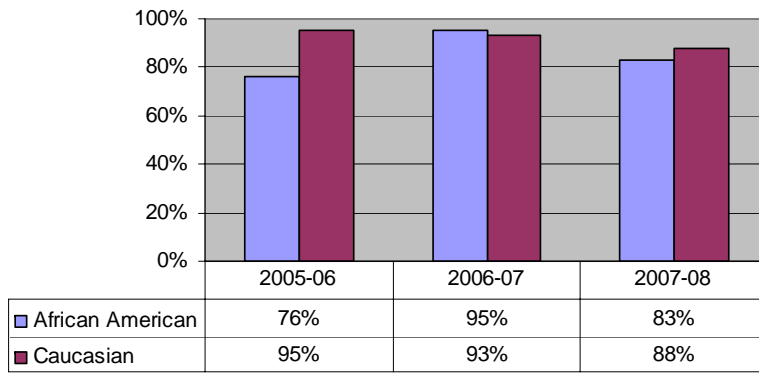
School: Shelton Park Elementary

5th Grade Reading SOL Pass Rates



While there has been a steady decline in the overall passing rate for the 5th grade reading SOL over the past three years there has been a significant decrease in the gap between the number of Caucasian students and African American students passing the 5th grade reading SOL.

5th Grade Writing SOL Pass Rates



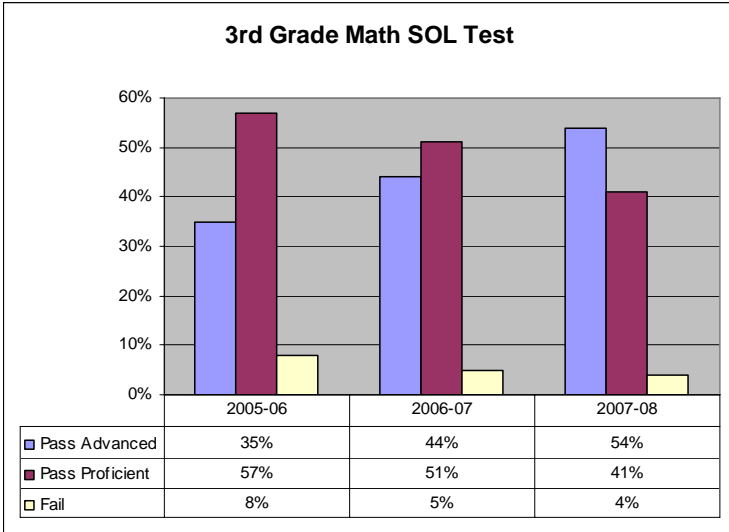
The overall passing rate on the 5th Grade writing SOL dropped from 95% passing in 2007 to 89% passing in 2008. While we saw both the number of Caucasian students and African American students passing the writing SOL drop, there was a significant decrease in the number of African American students passing from 95% in 2007 to 83% in 2008.

PLAN

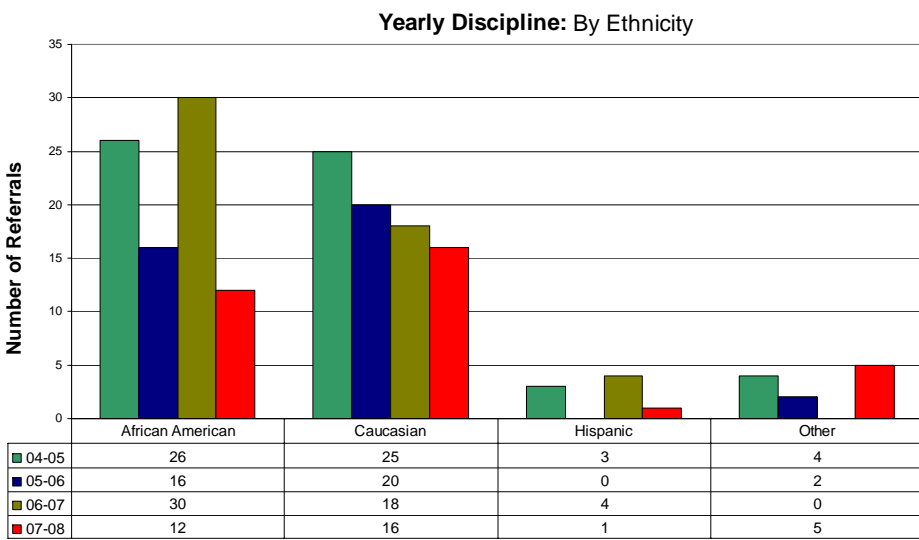
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Over the past three years, the number of 3rd graders achieving Pass Advanced on the 3rd grade math SOL has steadily increased. In 2008 more 3rd grade students scored at the Pass Advanced level in math than at the Pass Proficient level.



The total number of referrals dropped from 52 in 2006-2007, to 34 in 2007-2008. In 2007-2008 we saw the largest decline in referrals of African American students. Caucasian and Hispanic referrals also decreased during the 2007-2008 school year. We credit our work with dispositions-appropriate behaviors for students-during the 2007-2008 school year for these gains.

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Measurable Objectives

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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>By June of each academic year, 100% of students will increase their skills in reading, writing, and math equivalent to at least one year's academic growth.</p>	<p>2008-2009:</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Math Calendar <p>2009-2010:</p> <ul style="list-style-type: none"> • Generating Nonlinguistic Representations through Technology • Project and Problem Based Learning Activities <p>2010-2011:</p> <ul style="list-style-type: none"> • Reinforcing Effort and Providing Recognition <p>2011-2012:</p> <ul style="list-style-type: none"> • Generating and Testing Hypotheses <p>2012-2013:</p> <ul style="list-style-type: none"> • Questions, Cues, and Advanced Organizers 	<ul style="list-style-type: none"> • Reading: <u>DRA</u> (Assess fluency, comprehension, and timing) 3 times per year • Writing: <u>Writing Portfolios</u> – Compare samples from beginning of the year to the end of the year. • Math: <u>Open Responses</u> – will be completed at the conclusion of each unit and kept in Open Response Portfolios. 	<p>Kristin Rimer, K Teacher Renee Sanders, 1st Gr. Teacher Carole Wasilewski, 2nd Gr. Teacher Helen White, 3rd Gr. Teacher Heather Stadler, 4th Gr. Teacher Shannan Haas, 5th Gr. Teacher Math Coach, Susan Knowles Literacy Coach, Kelly Ireland CRS, Marie Booz LMS, Cathy Bowler</p>
<p>By June 2013, all instructional staff and students will rely on performance-based assessments and rubrics in order to measure students' achievement in critical thinking skills and provide feedback that is timely, specific, and constructive.</p>	<p>Setting objectives and providing feedback through:</p> <ul style="list-style-type: none"> • Anecdotal Records • Writing and Project-Based Learning Rubrics • Electronic Journaling • Learning Logs • Project-based Learning Checklists • Math Open Responses 	<ul style="list-style-type: none"> • Reading: DRA Scores • Writing: Writing Portfolios • Math: Open Responses 	<p>Kristin Rimer, K Teacher Renee Sanders, 1st Gr. Teacher Carole Wasilewski, 2nd Gr. Teacher Helen White, 3rd Gr. Teacher Heather Stadler, 4th Gr. Teacher Shannan Haas, 5th Gr. Teacher Math Coach, Susan Knowles Literacy Coach, Kelly Ireland</p>

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By 2013, all teachers and students will collaborate on setting academic goals for the year.

2008-2009:

- Teachers will set 3 learner centered goals each year to include 1 technology based, 1 project based, and 1 other student learning focused

- Students will set 1 goal in reading

2009-2010:

- Students will set 1 goal in reading and math

2010-2011:

- Students will set 1 goal in reading, writing, and math

2011-2012:

- Students will set 1 goal in reading, writing and math for each semester

2012-2013:

- Students will set 1 goal in reading, writing and math for each grading period

- Self-directed learning thru SMART goal setting
- Learning contracts for achieving specific goals

Kristin Rimer, K Teacher
Renee Sanders, 1st Gr. Teacher
Carole Wasilewski, 2nd Gr. Teacher
Helen White, 3rd Gr. Teacher
Heather Stadler, 4th Gr. Teacher
Shannan Haas, 5th Gr. Teacher
Cathy Bowler, LMS
LouAnne Metzger, Principal