

*Landstown High School
& Technology Academy*

*PLAN FOR CONTINUOUS
IMPROVEMENT
2008 – 2009*

Brian S. Baxter
Principal

PCI Form 4-1

2008 - 2009

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: **Landstown High School & Technology Academy**

DATE: **10/08**

SCHOOL MISSION STATEMENT

The mission of Landstown High School, in partnership with family and community, is to provide a balanced and diverse educational experience, through the integration of academics, electives, and technology to allow students to discover and develop their full potential for performance and success.

- X SACS
- X SOA
- X HSTW
- TITLE I
- OTHER GRANT
- 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



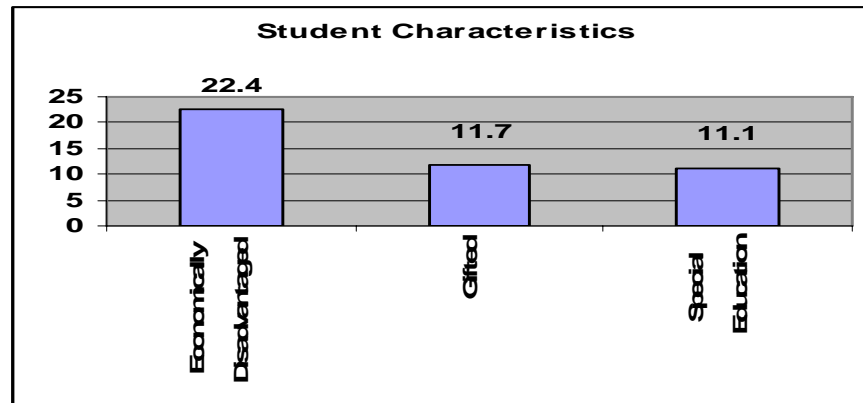
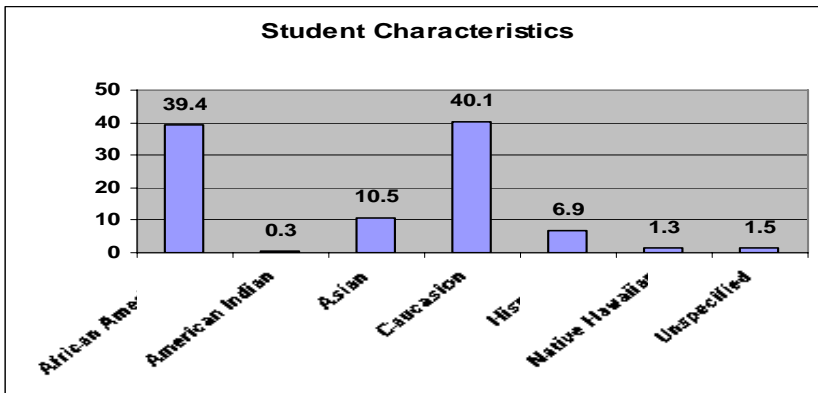
Meaningful Involvement of Community, Parents, and Partners

PLAN

Demographic Overview (Attach School Report Card)

Landstown High School opened in the Fall of 2001 and serves a diverse population located in Virginia Beach. Landstown is home to the Technology Academy, a magnet program emphasizing emerging technologies. The Technology Academy draws from every attendance zone in the district, adding to the diversity of the student population.

Student Demographics



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VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

<p>Educational Programs</p> <ul style="list-style-type: none"> • Technology Academy – three areas of emphasis: Information Technology, Entrepreneurship, and Pre-Engineering • SOL Tutoring Study Blocks – English 11, Algebra, Geometry • SOL After-school Tutoring Program – all SOL subject areas • SAT On-line Program • SAT Study Block Initiative • CAP Center – Career and Academic Preparation • AVID (Advancement Via Individual Determination) • NJROTC – Cadet Corps • Eagle Advantage – Mentorship Program • Special Education Services – Inclusion, Self-contained, and Resource programs • SECEP – South Eastern Cooperative Education Program 	<p>Community Partnerships</p> <ul style="list-style-type: none"> • First Colony Coffee – “Eagle Morning Brew” • Hampton Roads Rotarians – Provides Mentors • WTKR – Guest Speakers and Field Trips • LifeNet –Guest Speakers • Virginia Army National Guard – Guest Speakers/School supplies • Operation Blessing – Feed the Hungry program • Sentara Princess Anne – Students donate artwork to display • Navy Recruiting Station – Guest Speakers • HomeArama – Student work showcased • Chick-fil-a – Incentives • Cinema Café – Incentives • Arena Racing – Incentives • Rita’s Italian Ice – Incentives • Sonic – Incentives • Maroon’s Café – Incentives & wrestling Team Shirts
<p>Extracurricular Activities</p> <ul style="list-style-type: none"> • 34 Athletic Teams • 51 Clubs and Co-Curricular Programs 	<p>Honors and Awards</p> <ul style="list-style-type: none"> • Student Scholarships Awarded June 2008 -\$2,430,000 • Inklings, Literary-Art Magazine – Awarded Trophy Class • Selected to become an AVID Demonstration Site • Claudia Dodson VHSL Sportsmanship Award • SCA Achievement Award and Sportsmanship Award
<p>Grants</p>	
<ul style="list-style-type: none"> • High Schools That Work • Algebra Readiness • SOL Remediation Initiative • 9th Grade Transition 	

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Landstown High School

DATE: 10/08

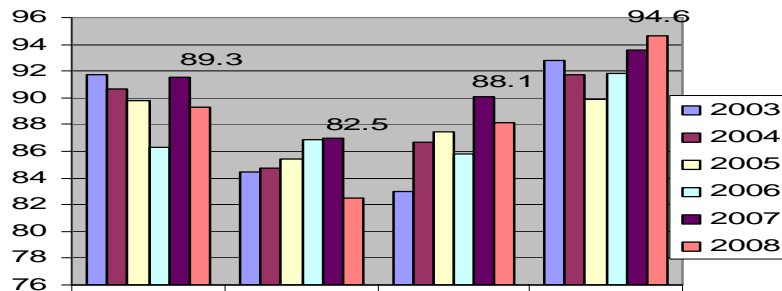
Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

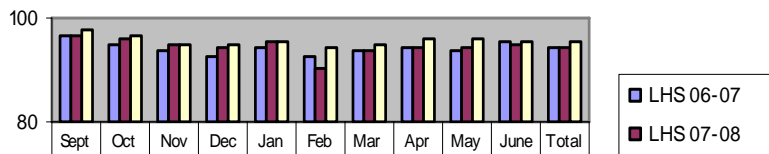
All EOC Subjects ~ 6-Year Trend



	Math	Science	Social Studies	English
2003	91.7	84.4	83	92.8
2004	90.7	84.7	86.7	91.7
2005	89.8	85.4	87.5	89.9
2006	86.3	86.9	85.8	91.8
2007	91.5	87	90.1	93.6
2008	89.3	82.5	88.1	94.6

- Overall pass rate for 2007-2008 was 90%

Student Attendance 2 yr & VBCPS

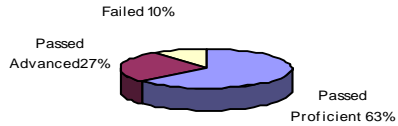


	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
LHS06-07	96.45	95.08	93.53	92.58	94.41	92.48	93.92	94.02	93.77	95.15	94.14
LHS07-08	96.41	95.83	94.68	94.3	95.17	90.56	93.81	94.56	94.1	94.89	94.43
VBCPS07-08	97.5	96.46	95.07	95.1	95.63	94.36	94.69	95.94	95.72	95.4	95.59

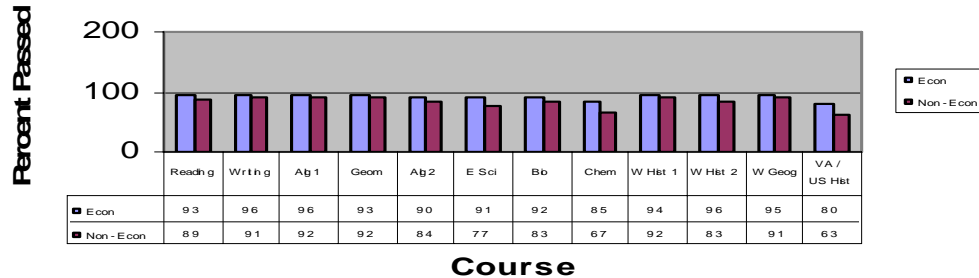
OVERALL GAPS

- Math SOL pass rates saw a net increase of 3.8 % from last year to this year.
- English SOL pass rates saw a net increase of 3.4 % from last year to this year.
- Social Studies SOL pass rates saw a net increase of 9.2 % from last year to this year.
- Science SOL pass rates saw a net increase of 2.3 % from last year to this year.
- Total attendance is 0.3 % below the division average.
- There is an overall Pass/Advanced rate of 27 % on SOL EOC tests.
- Persistent gap in student achievement between African American and Caucasian students.
- Students who are economically disadvantaged have a lower pass rate on SOL EOC tests.
- Students who receive special education services have a lower pass rate on SOL EOC tests.

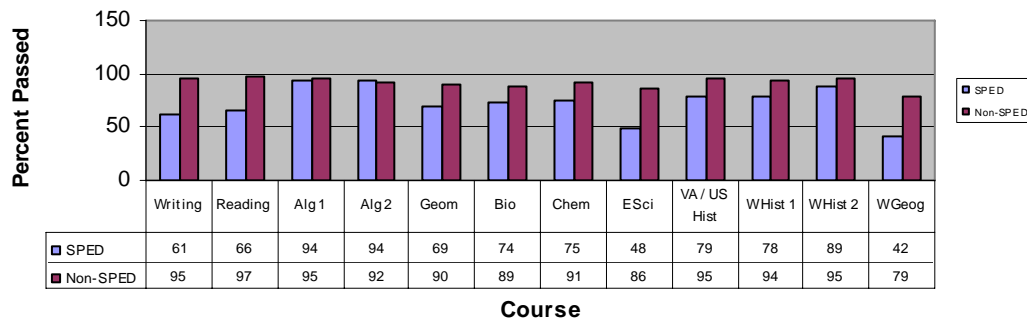
Total EOC Proficiency



Economically Disadvantaged Proficiency Levels



Special Ed. Proficiency Levels



OVERALL PRIORITIES

- Increase overall total SOL pass rate from 90% to 92%.
- Increase overall Pass/Advanced rate from 27% to 29%.
- Improve the average daily student attendance by 1%.
- Close the achievement gap between African American and Caucasian students by 2%.
- Increase SOL pass rates of Special Education students by 5%.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

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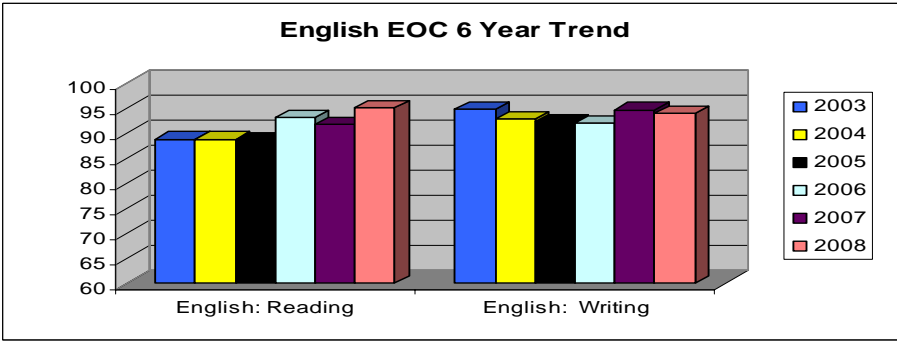
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Analysis

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

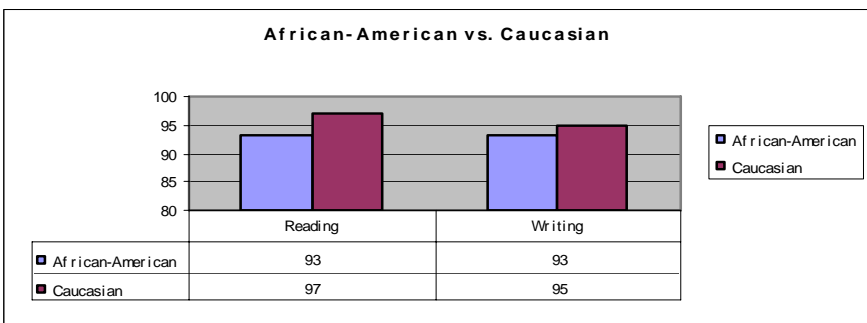
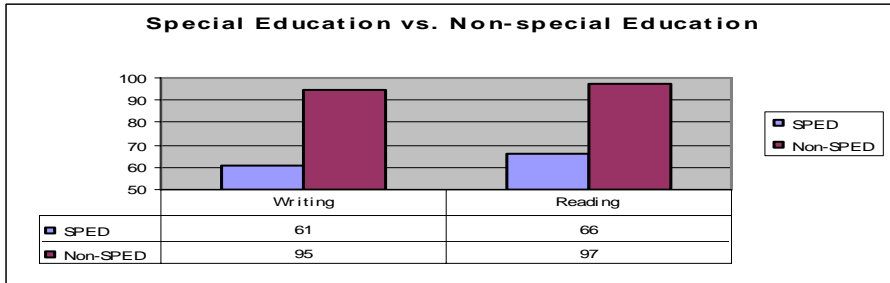


OBJECTIVE #1 English – GAPS

- Reading SOL scores increased from previous year by 4% to achieve a 96% passing rate
- Writing SOL scores remained the same as the previous year at 94%
- In reading, an achievement gap of 31% exists between students who receive special education services and those who do not
- In reading, an achievement gap of 4% exists between African-American students and Caucasian student, closing the gap by 3% from the previous year
- In writing, an achievement gap of 34% exists between students who receive special education services and those who do not
- In writing, an achievement gap of 2% exists between African-American students and Caucasian students

OBJECTIVE #1 English – PRIORITIES

- Increase the overall English: Reading percent pass rate to 97%
- Increase the overall English: Writing percent pass rate to 96%
- Close the achievement gap in both Reading and Writing between special education and non-special education students by 4%
- Close the English: Reading achievement gap between African-American and Caucasian students by 2%



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VCBPS Plan for Continuous Improvement

Measurable Objectives

School: Landstown High School

DATE: 10/08

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 Team
<ul style="list-style-type: none"> • Increase the overall English: Reading percent pass rate to 97% • Increase the overall English: Writing percent pass rate to 96% • Reading and Writing, close the achievement gap between special education and non-special education students by 4% • Close the English: Reading achievement gap between African-American and Caucasian students by 2% 	<ul style="list-style-type: none"> • Reading • Writing • Coordination with special Education Teachers • Cooperative Planning • AVID Strategies • Instructional Strategies 	<ul style="list-style-type: none"> • SOL Scores • ARS Data/Diagnostic Tests • Holt Reader On-line Tests • Digital/Learning Portfolio <p>Action Team Updates</p>	<ol style="list-style-type: none"> 1. Shani Twyman, SIS/ Susan Kary, Department Chair 2. Focus Group and Point Persons: <ol style="list-style-type: none"> a. T. Anderson b. S. Andleton c. K. Singer

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Landstown High School

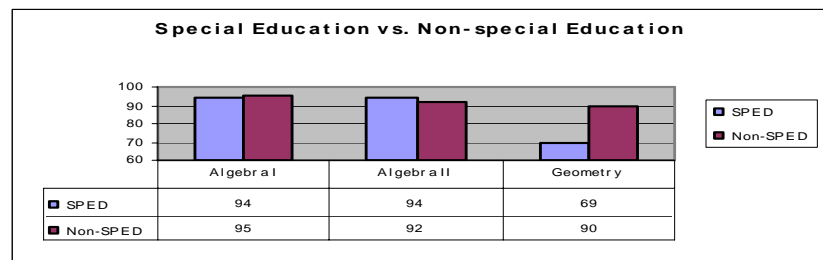
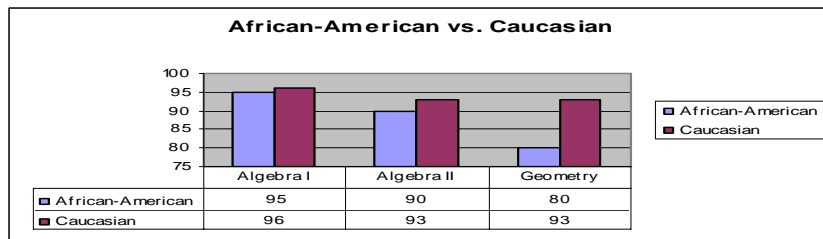
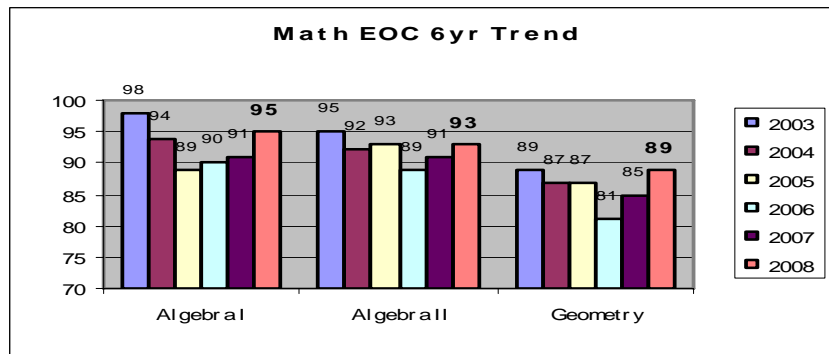
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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



OBJECTIVE #2 Math – GAPS

- Algebra I & Geometry scores increased by 4%
- Algebra II scores increased by 2%
- In Algebra I, an achievement gap of 1.5% exists between African-American students and Caucasian student
- In Geometry, an achievement gap of 39% exists between students who receive special education services and those who do not
- In Geometry, an achievement gap of 12% exists between African-American students and Caucasian students, closing the gap by 9% from the previous year
- In Geometry, an achievement gap of 13% exists between students who receive free or reduced lunch services and those who do not, closing the gap by 6% from the previous year
- In Algebra II, an achievement gap of 3% exists between African-American students and Caucasian student, closing the gap by 1% from the previous year

OBJECTIVE #2 Math – PRIORITIES

- Increase Algebra I, Geometry, & Algebra II SOL pass rates by 3%
- Close the achievement gap between African-American and Caucasian students in Geometry by 5%
- Close the achievement gap between special education and non-special education students by 5% in Geometry

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VBCPS Plan for Continuous Improvement

Measurable Objectives

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<ul style="list-style-type: none"> • Increase Algebra I SOL pass rate by 3% to achieve 98% pass rate • Increase Geometry SOL pass rate by 3% to achieve 92% pass rate • Increase Algebra II SOL pass rate by 3% to achieve 96% pass rate • Close the achievement gap between African-American and Caucasian students in Geometry by 5% • Close the achievement gap between special education and non-special education students by 5% in Geometry 	<ul style="list-style-type: none"> • Geometry • Coordination of Assessments and Lessons • Peer Teacher Observations and Coaching • Identify Students at Risk/Special Education Population • Increase Use of Technology • Study Blocks for Tutoring 	<ul style="list-style-type: none"> • SOL Scores • ARS Data • Common Assessment Data • Action Team Updates 	<ol style="list-style-type: none"> 1. Shani Twyman, SIS/ Kathleen Holbert, Department Chair 2. Focus Group and Point Persons: <ul style="list-style-type: none"> ▪ S. Siock/ ARDT Coordinator ▪ T. Henderson ▪ S. Grumney

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VBCPS Plan for Continuous Improvement

Review and Analysis of Results

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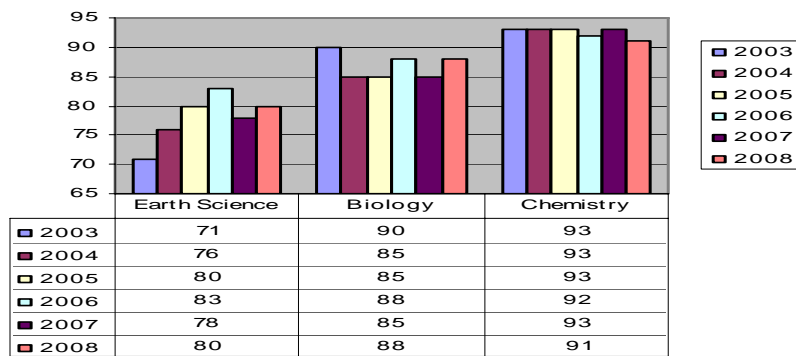
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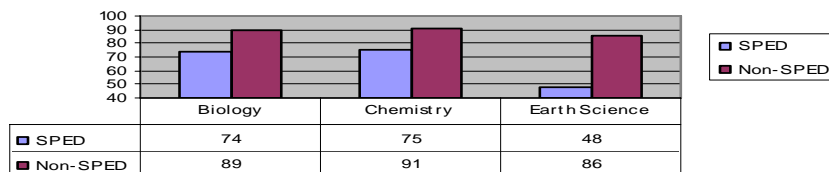
Analysis

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

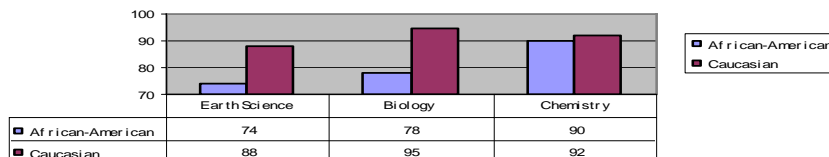
Science EOC 6yr Trend



Special Education vs. Non-special Education



African-American vs. Caucasian



OBJECTIVE #3 Science – GAPS

- Earth Science scores increased from previous year by 2%
- Biology scores increased from previous year by 3%
- Chemistry scores decreased from previous year by 2%
- In Earth Science, an achievement gap of 34% exists between students who receive special education services and those who do not
- In Earth Science, an achievement gap of 13% exists between African-American students and Caucasian student, closing the gap by 2% from the previous year
- In Biology, an achievement gap of 15% exists between students who receive special education services and those who do not, closing the gap by 20% from the previous year
- In Biology, an achievement gap of 15% exists between African-American students and Caucasian students
- In Chemistry, an achievement gap of 2% exists between African-American students and Caucasian student
- In Chemistry, an achievement gap of 16% exists between students who receive special education services and those who do not

OBJECTIVE #3 Science – PRIORITIES

- Increase Earth Science, Biology, & Chemistry SOL pass rates by 3%
- Close the achievement gap between African-American and Caucasian students by 5% in Earth Science and Biology
- Close the achievement gap between special education and non-special education students by 5% in Biology and 10% in Earth Science

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VBCPS Plan for Continuous Improvement

Measurable Objectives

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DATE: 10/08

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<ul style="list-style-type: none"> • Increase Earth Science SOL pass rate by 3% to achieve 83% pass rate • Increase Biology SOL pass rate by 3% to achieve 91% pass rate • Increase Chemistry SOL pass rate by 3% to achieve 94% pass rate • Close the achievement gap between African-American and Caucasian students by 5% in Earth Science and Biology • Close the achievement gap between special education and non-special education students by 10% in Earth Science and 5% in Biology 	<ul style="list-style-type: none"> • Earth Science • Biology • Identify Students at Risk/Special Education Population • Increase Use of Technology • Instructional Strategies • Vocabulary/Reading Strategies • Study Blocks for Tutoring 	<ul style="list-style-type: none"> • SOL Scores • ARS Data • Classroom Assessment Data • SOL Workbooks • Action Team Updates 	<ol style="list-style-type: none"> 1. Shani Twyman, SIS/ Ann Marie Sprague, Department Chair 2. Focus Group and Point Persons: <ul style="list-style-type: none"> ▪ R. Shaneyfelt ▪ T. Fish ▪ M. Mungin

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VBCPS Plan for Continuous Improvement

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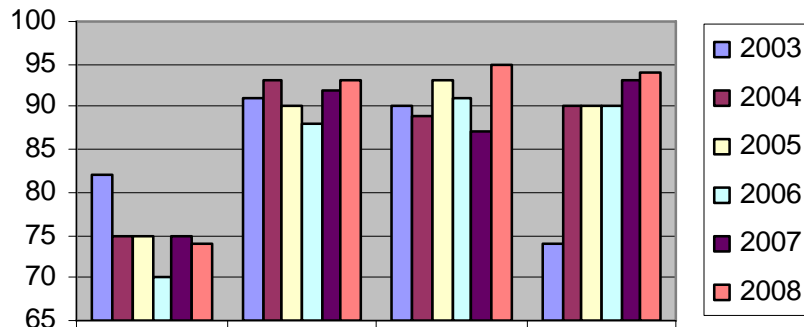
Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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

Social Studies EOC 6yr Trend



	World Geography	World History I	World History II	VA/US History
2003	82	91	90	74
2004	75	93	89	90
2005	75	90	93	90
2006	70	88	91	90
2007	75	92	87	93
2008	74	93	95	94

OBJECTIVE #4 Social Studies – GAPS

- World History II scores increased by 8% to 95%
- World History I & VA/US History scores increased by 1%
- World Geography scores decreased by 1%
- In World History I, an achievement gap of 16% exists between students who receive special education services and those who do not
- In World History I, an achievement gap of 10% exists between African-American students and Caucasian students, closing the gap by 4% from the previous year
- In World History II, an achievement gap of 6% exists between students who receive special education services and those who do not
- In World History II, an achievement gap of 5% exists between African-American students and Caucasian students
- In World Geography, an achievement gap of 37% exists between students who receive special education services and those who do not, closing the gap by 8% from the previous year
- In World Geography, an achievement gap of 17% exists between African-American students and Caucasian student, closing the gap by 3% from the previous year
- In VA/US History, an achievement gap of 16% exists between students who receive special education services and those who do not
- In VA/US History, an achievement gap of 6% exists between African-American students and Caucasian students

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VBCPS Plan for Continuous Improvement

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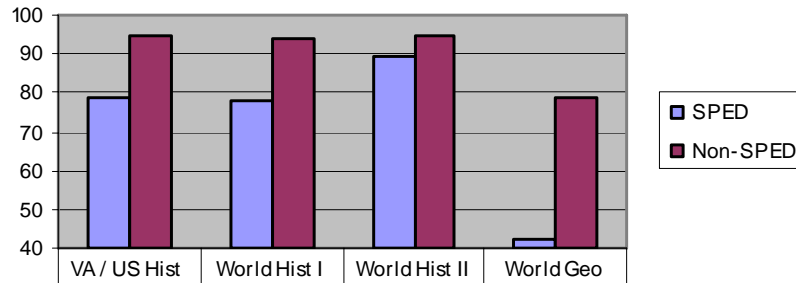
Review

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Special Education vs. Non-special Education

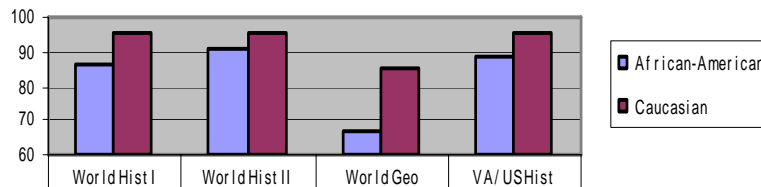


SPED	79	78	89	42
Non-SPED	95	94	95	79

OBJECTIVE #4 Social Studies – PRIORITIES

- Increase World History I, World History II, World Geography, and VA/US History SOL pass rates by 3%
- Close the achievement gap between African-American and Caucasian students by 4% in World History I and VA/US History
- Close the achievement gap between special education and non-special education students by 8% in World Geography
- Close the achievement gap between special education and non-special education students by 4% in World History I and VA/US History

African-American vs. Caucasian



African-American	86	91	67	89
Caucasian	96	96	85	96

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VBPCS Plan for Continuous Improvement

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 Team
<ul style="list-style-type: none"> • Increase World History I, World History II, World Geography, and VA/US History SOL pass rates by 3% • Close the achievement gap between African-American and Caucasian students by 4% in World Geography, World History I, and VA/US History • Close the achievement gap between special education and non-special education students by 8% in World Geography and 4% in World History I and VA/US History 	<ul style="list-style-type: none"> • SOL Content Areas • World Geography/ Charts and Diagrams • Identify Students at Risk/Special Education Population • Collaboration With Peers/ Special Education & Content • Instructional Strategies • Vocabulary/Reading Strategies • Study Blocks for Tutoring 	<ul style="list-style-type: none"> • SOL Scores • ARS Data • Collaborative Quizzes/Tests • Classroom Assessment Data • Geography Alive • Action Team Updates 	<ol style="list-style-type: none"> 1. Shani Twyman, SIS/ Richard Cox, Department Chair 2. Focus Group and Point Persons: <ul style="list-style-type: none"> ▪ R. Newland ▪ E. Tonnesen ▪ A. Young

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VBCPS Plan for Continuous Improvement

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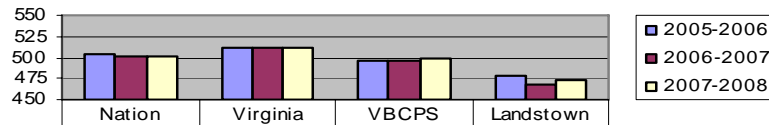
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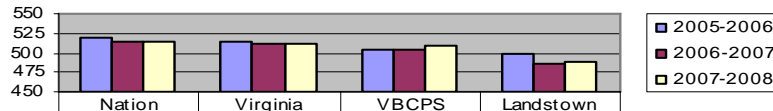
(What does the data mean to the school? Identify gaps and list priorities)

SAT Critical Reading



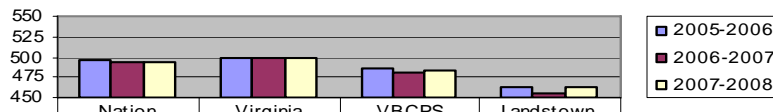
	Nation	Virginia	VBCPS	Landstown
2005-2006	504	512	497	479
2006-2007	502	511	496	468
2007-2008	502	511	500	472

SAT Mathematics



	Nation	Virginia	VBCPS	Landstown
2005-2006	518	515	505	498
2006-2007	515	511	504	485
2007-2008	515	512	510	488

SAT Writing



	Nation	Virginia	VBCPS	Landstown
2005-2006	497	500	485	463
2006-2007	494	498	482	455
2007-2008	494	499	484	463

OBJECTIVE #5 SAT - GAPS

- Overall average raw score is lower than district, state, and national averages on the Critical Reading section of the SAT
- Increase in raw score value from previous year on the Critical Reading section of the SAT by 4 points
- Overall average raw score is lower than district, state, and national averages on the Mathematics section of the SAT
- Increase in raw score value from previous year on the Mathematics section of the SAT by 3 points
- Overall average raw score is lower than district, state, and national averages on the Writing section of the SAT
- Increase in raw score value from previous year on Writing section of the SAT by 8 points

OBJECTIVE #5 SAT - PRIORITIES

- Increase the average raw score pass rate on the Critical Reading section to the national average
- Increase the average raw score pass rate on the Mathematics section to the national average
- Increase the average raw score pass rate on the Writing section to the national average
- Identify students for SAT preparation
- School-wide SAT preparation

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VCBPS Plan for Continuous Improvement

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Measurable Objectives <small>(SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</small>	Areas of Focus <small>(Specific sub-category areas that need attention)</small>	Performance Measures <small>(What public information is available to measure the objective)</small>	Assigned Point Person or Action Team
<ul style="list-style-type: none"> • Increase the average raw score pass rate on the Critical Reading section to the national average • Increase the average raw score pass rate on the Mathematics section to the national average • Increase the average raw score pass rate on the Writing section to the national average 	<ul style="list-style-type: none"> • Reading in the Content Areas • Writing in the Content Areas • WICR strategies • Differentiated instruction • SAT Online preparation available for all students • Identify students for SAT preparation 	<ul style="list-style-type: none"> • PSAT test • SAT test • SAT Pre-tests and Post-tests from SAT Online program • Action Team Updates 	<ol style="list-style-type: none"> 1. Principal 2. Focus Group or Point Person <ul style="list-style-type: none"> • D. Fincher • J. Quick • S. Culpepper • R. Vader

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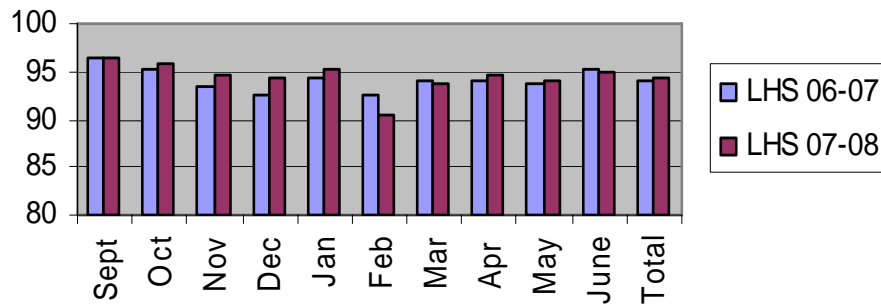
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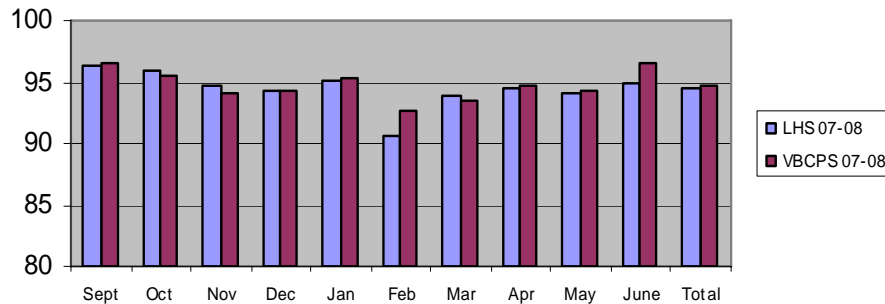
(What does the data mean to the school? Identify gaps and list priorities)

Student Attendance sy06-07 & sy 07-08



Overall student attendance rate increased by 0.3%

Attendance sy 07-08



LHS is 0.3% below the overall VBCPS HS attendance rate

OBJECTIVE #6 Attendance – GAPS

- Overall Landstown student attendance increased by 0.3% from the previous year
- The highest record of attendance is in the first reporting month (September)
- Student attendance improved in 7 out of the 10 months from the previous year
- Landstown student attendance recorded the lowest in the month of February
- Landstown is 0.3% below the VBCPS HS overall attendance rate

OBJECTIVE #6 Attendance - PRIORITIES

- Increase the overall daily attendance rate by 1%
- Streamline attendance procedures
- Decrease the number of *Class Cutting* offenses

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

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Landstown High School

DATE: 10/08

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
<ul style="list-style-type: none"> • Increase the overall daily attendance rate by 1% • Streamline attendance procedures • Decrease the number of <i>Class Cutting</i> offenses 	<ul style="list-style-type: none"> • Daily student attendance rates • Discipline referrals for cutting class • Attendance procedures/ In-service 	<ul style="list-style-type: none"> • Daily attendance report • Monthly Attendance Reports • Administrator and Teacher feedback 	<ul style="list-style-type: none"> • Amy Sulcer, AP and Paula Johnson, AP • Focus Group and Point Persons <ul style="list-style-type: none"> ○ C. Vadersen ○ S. Lindsey-Law ○ J. Chowns ○ D. Rima