

**Plan for Continuous Improvement (PCI)**  
**Virginia Beach City Public Schools**  
***Compass to 2020: Charting the Course***

School:	Princess Anne High School	Date of Plan:	10/15/15
School Year(s):	2015-2016		
<b>VBCPS Goals Compass to 2020</b>	1. High Academic Expectations (Literacy and Numeracy) 2. Multiple Pathways (Approach to personalized learning) 3. Social – Emotional Development (SE learning strategies, RSN behavior) 4. Culture of Growth & Excellence (Build capacity of staff)		
<b>School Mission</b>	The mission of Princess Anne High School, in collaboration with family and community, is to empower our students to become lifelong learners and to meet the challenges of the 21 <sup>st</sup> century.		

**LITERACY**

SRI Data as of October 7, 2015

Grade	Testers	On Grade Level	Fall Percentage	Mid-Year	Spring
9	434	331	76		

Achieve 3000 Levels

Grade	Below	Approaches	Meets	Exceeds	Goal
9	775	780 – 1045	1050 – 1260	1265 and above	<b>1040</b>
10	830	835 – 1075	1080 – 1335	1340 and above	<b>1049</b>
11	950	995 -1180	1185 - 1385	1390 and above	<b>1087</b>
12	950	995 - 1180	1185 - 1385	1390 and above	<b>1151</b>
Total					

Grade	Sept Lexile	Oct	Nov	Dec	Change
9	940	935	942	956	+26
10	949	992	955	988	+39
11	987	1039	1034	1049	+62
12	1051	1073	1069	1106	+55
Total	981	1005	994	1019	+38

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**MATH**

SOL Scores

Course	Pass Rate 2012-13	Pass Rate 2013-14	Pass rate 2014-15	Change
Algebra	50.68%	42.26%	66.96%	+26.70%
Geometry	63.53	61.60%	67.12%	+6.12%
Algebra II	72.95	68.99%	83.34%	+15.35

SMI

	Students tested	Below Basic	%	Basic	%	Proficient	%	Advanced	%
Fall 2015	184	138	75%	34	18%	10	5%	2	1%
Fall 2014	158	107	67.7%	49	31%	2	1.3%	0	

11/16/15

SOL Subgroups

<b>SUBJECT</b>	<b>SUBGROUP</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Change</b>
Mathematics	All Students	69	71	83	<b>+12</b>
Mathematics	Black	53	53	68	<b>+15</b>
Mathematics	Hispanic	69	62	83	<b>+21</b>
Mathematics	Asian	85	89	91	<b>+2</b>
Mathematics	Economically Disadvantaged	55	55	74	<b>+19</b>
Mathematics	Limited English Proficient	65	88	94	<b>+6</b>
Mathematics	Students with Disabilities	44	41	56	<b>+15</b>
Mathematics	White	74	77	89	<b>+12</b>
Mathematics	Female	73	75	86	<b>+11</b>
Mathematics	Male	65	67	81	<b>+14</b>

VDOE 8/21/15

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**Graduation**

<b>Four Year Virginia On -Time Graduation Rate</b>	graduated 2012	2013	2014	2015	Change
All Students	88.84%	89.07%	93.43%	94.20%	+0.77
Female	92.25%	94.51%	95.95%	96.90%	+0.95
Male	84.62%	83.87%	91.32%	91.30%	-0.02
Black	85.54%	76.71%	91.35%	91.11%	-0.24
Hispanic	79.41%	85.00%	97.78%	95.24%	-2.54
White	89.44%	91.39%	91.63%	94.61%	+2.98
Asian	97.06%	93.55%	100.00%	97.10%	-2.9
American Indian	100.00%	100.00%		100.00%	
Native Hawaiian	100.00%	100.00%	100.00%	100.00%	
Two or more races	96.43%	94.29%	100.00%	93.55%	-6.45
Students with Disabilities	82.22%	78.43%	96.08%	90.00%	-6.08
Students with Disabilities anytime	74.51%	73.68%	91.38%	88.89%	-2.49
Economically Disadvantaged	81.11%	85.05%	91.80%	98.00%	+6.2
Economically Disadvantaged anytime	78.03%	81.38%	88.24%	88.36%	+0.12
Limited English Proficient	100.00%	100.00%	100.00%	100.00%	
Limited English Proficient anytime	100.00%	100.00%	100.00%	66.67%	-33.33
Homeless	0.00%	50.00%	87.50%	83.33%	-4.17
Homeless anytime		62.50%	93.75%	84.62%	-9.13

Compiled from VDOE on time graduation rates report 2013-15

10/27/15

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Student Learning Outcomes / Compass 2020 Goals	SMART Goals
Goal 1:	The percentage of students reading on grade level will increase from 76% to 83% as measured by the SRI. Additionally the overall proficiency rate, as measured by Achieve 3000 will increase by 100 Lexile points.
Goal 2:	PAHS will increase the pass rate on the mathematics SOL assessment for all African American students from 68% to 75%, for students with disabilities from 56% to 62% and the overall math pass rate from 83% to 86%.
Goal 3:	PAHS will increase the on time graduation rate for students from 94.2% to 96%.

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PAHS will increase the graduation rate for students from 94.1% to 95%.	<b>Strategies</b>
Graduation at risk list	<ul style="list-style-type: none"> <li>• Identify students with disabilities who are eligible for a standard diploma and are at risk of not graduating on time</li> <li>• Academic support teachers in collaboration with case managers will develop in collaboration with case managers will develop a plan for each student with a disability who is eligible for a standard diploma and is at risk of not graduating on time. Teachers will monitor progress and provide frequent ongoing support on an individual basis.</li> <li>• Guidance counselors will include parents of seniors at risk of not graduating in action plans.</li> <li>• Drop out task force was created to proactively meet with students not on schedule to graduate. This task force meets monthly.</li> </ul>
Individualized progress monitoring and ongoing support	<ul style="list-style-type: none"> <li>• Quarterly progress reports</li> <li>• School planning council has members that represent gap groups and students with disabilities</li> <li>• All requirements and sequencing required for graduation will be presented at the junior and senior class assemblies.</li> <li>• Priority lists of students receiving a D or E in classes are turned in to administration. Action plans /conferences created from priority lists provide strategies and methods of improving individual student achievement.</li> <li>• DREAM mentors review grades and provide support for AA Males.</li> <li>• GRT identifies and meets with underachieving gifted students.</li> <li>• Academic development is assigned to provide a time for students to complete and return missing/incomplete assignments.</li> <li>• Tutoring is available after school.</li> </ul>
Guidance counselors will meet with seniors at risk of not graduating on time	<ul style="list-style-type: none"> <li>• Guidance will hold small group meetings with seniors to ensure they are on track for graduation.</li> <li>• Guidance created a cohort list for 2016 to identify students not on track to graduate.</li> </ul>
Following the end of the first semester, underclassmen at risk of failing a core class needed for graduation will be notified	<ul style="list-style-type: none"> <li>• Guidance will hold small group meetings with juniors to ensure they are on track for graduation</li> <li>• Guidance created a cohort list for 2016 to identify students not on track to graduate.</li> </ul>
Creation of a withdrawal list to document and confirm the reenrollment of all exiting students	<ul style="list-style-type: none"> <li>• The list is reviewed bi-weekly by administration and the guidance director.</li> </ul>

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	<b>Strategies</b>
<p>PAHS will reduce the failure rate in math by 10% which will increase the pass rate for all African American students from 68% to 75% and for students with disabilities from 56% to 62%. Additionally, the overall math percentage would increase 3% from 83% to 86%.</p>	
<p>Students in Algebra 1 classes will take the SMI test.</p>	<ul style="list-style-type: none"> <li>• Examine SMI results for correct placement and areas of strength /weakness</li> <li>• Enrolled all ninth grade students in Algebra 1 in a math lab that corresponds to their math class and is taught by their math teacher. All math labs have access to the computer based IXL program.</li> </ul>
<p>PSAT given to all 10<sup>th</sup> and 11<sup>th</sup> grade students. PSAT 8/9 given to all 9<sup>th</sup> grade students.</p>	<p>Score findings are not available at this time.</p>
<p>Algebra I, Geometry and Algebra II will take the VBCPS benchmark tests.</p>	<ul style="list-style-type: none"> <li>• Develop and utilize professional learning communities to strengthen teaching skills and to create and analyze common assessments. Teachers will use data to identify students' needs and to continuously monitor progress.</li> <li>• Provide common planning time for all math teachers.</li> <li>• Collaborated with another high school to discuss successful strategies and methods.</li> <li>• AFDA classes provide support, appropriate placement and credit recovery for struggling students.</li> <li>• Self-contained math classes focused on Pre-Algebra skills for struggling students</li> </ul>
<p>Individualized progress monitoring and ongoing support</p>	<ul style="list-style-type: none"> <li>• Created a list of all students in Algebra 1, Geometry and Algebra II and tiered intervention based on need.</li> <li>• Enrolled all ninth grade students in an Academic Support bell with an academic coach.</li> <li>• Math coach collaborates with math PLC's and provides ongoing support.</li> </ul>

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	<b>Strategies</b>
<p>The percentage of students reading on grade level will increase from 76% to 83% as measured by the SRI. Additionally the overall proficiency rate, as measured by Achieve 3000 will increase by 100 Lexile points.</p>	
<p>Students in English 9 classes will take the Scholastic Reading Inventory (SRI) test.</p>	<ul style="list-style-type: none"> <li>• Appropriate placement of students in the Effective Reading course if at risk of not reading on grade level by May (according to the fall SRI)</li> </ul>
<p>All core and honors English and social studies classes will use the Achieve 3000 program.</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of increased reading comprehension.</li> <li>• Provides information on benchmark readiness to aid in tiering support.</li> </ul>
<p>Individualized progress monitoring and ongoing support</p>	<ul style="list-style-type: none"> <li>• Develop and utilize professional learning communities to strengthen teaching skills and to create and analyze common assessments. Teachers will use data to identify students' needs and to continuously monitor progress.</li> <li>• Provide common planning time for all math teachers.</li> <li>• Collaborated with another high school to discuss successful strategies and methods.</li> <li>• All ninth grade students are enrolled in an Academic Support bell with an academic coach.</li> <li>• Literacy coach, gifted resource teacher and ITS' work with core departments during common planning / PLC's to include literacy strategies into their planning.</li> <li>• Use the vocabulary.com program.</li> <li>• Use of sustained reading to increase comprehension and provide a basis for analysis.</li> </ul>