

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI
FORM 4 – 1

Due annually October 1st



VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Plan for Continuous Improvement

SCHOOL: **Ocean Lakes High School**

DATE: **10/23/2008**

SCHOOL MISSION STATEMENT: The mission of Ocean Lakes High School, in partnership with family and community, is to provide a safe, challenging, and innovative learning environment in which all individuals are encouraged and empowered to achieve their potential as contributing citizens of society.

- SACS
- SOA
- 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 2001 – 2007
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

Now in its fifteenth year of “Building a Great Tradition,” Ocean Lakes High School is a bright, spacious, and inviting school of 330, 575 square feet, making it the city’s largest educational facility, and one of the largest in Virginia. A fifteen room addition opened early in 2007. Ocean Lakes houses a student population of 2444, 169 faculty members, and 72 classified staff. The student body is 48.7% female and 51.3% male, with students from diverse socioeconomic backgrounds. Over 46% of the faculty members hold advanced degrees. The graduation rate in 2007-2008 was 84%, well above both the division and state averages. Eight hundred and four advanced placement tests were given to 409 OLHS students in 2008, and seventy-two percent of the students who took advanced placement tests scored a 3 or higher. The average attendance rate is 96 %. Ocean Lakes High School was again recognized in *Newsweek*’s top 1000 schools in the country.

Ocean Lakes High School is fully accredited and met all criteria for Adequate Yearly Progress under No Child Left Behind in 2006-2007. For the past 5 years, Ocean Lakes students have been named National Merit Scholar finalists or semifinalists; three students were named National Merit Semifinalists in 2007. The class of 2008 was offered 3.4 million dollars in scholarships. In 2007-2008, Ocean Lakes High School staff members were awarded 6 individual Building Futures Grants and 3 school-wide Building Futures Grants. This year staff members are meeting in Professional Learning Communities to enhance teaching practices, to better address the learning styles of all students, and to encourage cross-curricular collaboration to improve the number of advanced proficient scores on SOL tests. The Ocean Lakes High School writing center, the Writing Reef, staffed by members of the English department, continues to help students with writing assignments and improves writing skills.

Since September 1996, Ocean Lakes High School has been the site for the Mathematics & Science Academy for Virginia Beach City Public Schools. This advanced academic program currently serves 519 students - 261 females and 258 males. It offers an interdisciplinary curriculum infused with the most advanced technology available. Each summer Academy staff members facilitate SMARTS Camp, a three-day experience for rising ninth graders that ensures their success in both the program and in the high school setting. The Academy senior project involves a successful mentoring program that partners with the community to provide a real application experience and/or a formal research opportunity. Academy students and staff have won awards on the local, state and national levels. Seniors have proven themselves to be extremely competitive, obtaining admission into the nation’s most competitive higher education institutions.

Other unique programs within Ocean Lakes High School’s curriculum include a student-run coffee shop, the Brew Ha Ha, which enhances the students’ mathematical, communication, and career skills. Another is the work-study program for select students; these students gain essential workplace skills and enhance their academic and social skills by working in retail establishments. Students may also study American Sign Language and Leadership Skills. A Catering class is now offered at Ocean Lakes High School, providing skills for future careers in the foods industry.

Understanding that success in school depends largely on a student’s success in ninth grade, a ninth grade transition program began in 2003-2004 where teachers mentored students who were identified as possibly benefiting from this program. The program continues to thrive, working with the Freshman Orientation in August and the FRESHman START Adventure Camp in the fall. This is an overnight, two-day workshop for selected ninth grade students. Forty-seven ninth graders attended the camp, and fifteen student advisors, as well as thirteen staff volunteers, provided freshmen with sessions on topics such as time management, organization, goal setting, communication, problem solving, teamwork, and what it takes to get involved.

The Student Activities program continues to thrive at Ocean Lakes High School, with over 80 clubs and 35 athletic teams achieving recognition at district, regional, and state levels. Ocean Lakes has been awarded the VHSL Wachovia Sportsmanship, Ethics and Integrity Award thirteen times, more than any other school in Virginia. In addition, Ocean Lakes won the VHSL “Stay in the Game” award for the third time in 2007-2008. For the second year in a row and the third time in school history, the Ocean Lakes High School band received Honor Band status, receiving a superior rating at the state marching festival and the state concert festival. In addition, the PTSA received the 2007-2008 Exemplary Award from the Virginia Beach Council of PTAs, the Merit Award for 100% faculty and staff membership, and the Cardinal Award for membership.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Ocean Lakes High School

DATE: 10/20/08

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

(Identify gaps and list priorities)

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Ocean Lakes High School

DATE: 10/20/08

Review

(Objective data, qualitative indicators, trends and comparisons)

Ocean Lakes High School made Adequate Yearly Progress (AYP) for the 2007-2008 school year; however, the following areas of concern were identified:

Students with Disabilities:

- Despite a 3.2% increase in the English pass rate, students with disabilities continue to have the lowest SOL scores as a subgroup.
- In 2007-2008, math scores for students with disabilities decreased 2.95% from 2006-2007. This subgroup has the lowest SOL pass rate.

African American Students:

- Despite the increase in SOL scores in math (+5.6%), African American students have the 2nd lowest pass rate in mathematics as a subgroup.
- In 2007-2008, English scores for African American students decreased 2.54% from 2006-2007. This subgroup has the 2nd lowest SOL pass rate.

Geometry scores at OLHS increased slightly (+4.94) from last year; however, we remain below the division pass rate of 86.30%

Analysis

(Identify gaps and list priorities)

- The English pass rate for students with disabilities increased from 87.17% to 90.19% (+3.02%). Despite these gains, the gap between students with disabilities and all students is 7.71%.
- The math pass rate for students with disabilities decreased from 86.73% in 2006-2007 to 83.78% in 2007-2008.
- The mathematics pass rate for African American students increased from 79.62% to 85.09%. However, the gap between African American students and all students is 6.55%.
- The English pass rate for African American students decreased from 94.69% to 92.15%. This resulted in a 5.75% gap between all students and African American students.
- The pass rate for the Geometry SOL in 2006-2007 was 76.94%. In 2007-2008, it increased to 82.95%. However, a gap exists of 3.35% between OLHS and the division.

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Review and Analysis of Results

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Review

(Objective data, qualitative indicators, trends and comparisons)

VBCPS as a whole had a decrease in both scores and the number of students in each subgroup taking the SAT. Consequently, Ocean Lakes High School had significant decreases in SAT scores across all domains. Minority subgroups will continue to be encouraged to take the SAT for the 2008-2009 schools.

Ocean Lakes High School's average daily attendance rate in 2006-2007 was 94.47%. The average daily attendance rate in 2007-2008 was 95.6% resulting in a slight decrease (1.87%) from the previous year. All subgroups attendance rates were higher than the districts.

Attendance related disciplinary infractions will be monitored throughout the 2008-2009 school year, especially those of freshmen.

With the exception of Hispanics, the on-time graduation rate for all subgroups of OLHS students was above the district's on-time graduation rate.

Ocean Lakes High School students took 5,587 SOL tests in 2007-2008. 1,956 of those SOL tests earned Pass Advanced scores.

Analysis

(Identify gaps and list priorities)

The average OLHS SAT critical reading score decreased from 521 in 2006-2007 to 508 in 2007-2008 (-13).

The average OLHS SAT mathematics score decreased from 540 in 2006-2007 to 533 in 2007-2008 (-7).

The average OLHS SAT on the newly implemented writing test score decreased from 509 in 2006-2007 to 492 in 2007-2008 (-17).

During the 2007-2008, attendance will continue to be monitored for the 2008-2009 school year.

During the 2007-2008 school year, there were a total of 696 attendance related disciplinary infractions (class cutting, leaving school grounds). The freshmen class accounted for 30% of the 696 attendance related infractions.

In the 2007-2008 school year, OLHS had a 89.56 on-time graduation rate; however, it will continuously be monitored throughout the year.

35% of all tests in 2007-2008 scored in the Pass Advanced range.

PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Ocean Lakes High School

DATE: 10/23/08

Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<ul style="list-style-type: none"> To decrease the performance gap on math SOL tests by 4% between all students and the African American and students with disabilities subgroups To decrease the performance gap on the English SOL by 4% between all students and African American and students with disabilities subgroups To monitor the attendance rate at 96% or better To increase communication between the school and parents in order to improve awareness of student academic performance and to increase participation in school activities 	<ul style="list-style-type: none"> Achievement levels of African American students and students with disabilities Achievement levels of African American students and students with disabilities Student daily and classroom attendance Communication among teachers, guidance counselors, administrators, parents, and the PTSA 	<ul style="list-style-type: none"> 2008-2009 SOL and AYP data SOL tutoring data 2008-2009 SOL and AYP data SOL tutoring data Monthly attendance reports Number of parents signed up for My School Mail Use of Schoolnet and Pinnacle parent portal Alert Now system PTSA Newsletter online OLHS "The Current" newspaper online 	<ul style="list-style-type: none"> Special Education Department Mathematics Department OLHS Administration OLHS Faculty Special Education Department English Department OLHS Administration OLHS Administration Student Support Team OLHS Administration Guidance Department Principal PTSA President Administration Newspaper sponsor

PLAN				
<i>VBCPS Plan for Continuous Improvement</i>		Measurable Objectives	School: Ocean Lakes High School	DATE: 10/23/08
Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team	
<ul style="list-style-type: none"> • To increase SAT scores by 13 points in Critical Reading, 7 points in Mathematics, and 17 points on the Writing subtest. • To increase the participation of subgroups by 5% on the SAT • To increase the number of Pass Advanced SOL scores by 4% • To increase the performance of all math SOL scores above the district average. • To decrease the number of attendance related discipline infractions by 4% • To create 21st Century learners by increasing the number of NOCTI assessments passed and the number of state licenses and industry certifications by 4%. 	<ul style="list-style-type: none"> • Achievement levels of all students on the SAT • Participation levels of all students and participation of subgroups on the SAT • Achievement levels of all students who take EOC SOL tests • Achievement levels of all students taking a math EOC SOL test • Discipline infractions of students • NOCTI results and number of state licenses and industry certificates 	<ul style="list-style-type: none"> • 2008-2009 SAT data • SAT tutoring data • SAT PREP Class • 2007-2008 SAT data • 2007-2008 SOL data • 2008-2009 SOL data • Monthly discipline reports • 2008-2009 Career and Technical Education assessment results 	<ul style="list-style-type: none"> • SAT tutors • OLHS Administration • SAT PREP class instructors • OLHS Administration • OLHS Teaching Staff • OLHS Administration • SOL Tutors • OLHS Teaching Staff • OLHS Administration • SOL Tutors • OLHS Administration • Student Support Team • OLHS Administration • OLHS Teaching Staff 	

VBCPS Plan for Continuous Improvement

Sheet # _____ of _____

School: Ocean Lakes High School

DATE:
10/23/08

SOA Alignment: Student Achievement

School Division Goal: Expanded Instructional Opportunities Through Data-Driven Curriculum

School / Office / Department Measurable Objective:

1. To decrease the performance gap on the Reading SOL by 4% between all students and African American students and students with disability
2. To increase the performance of all students by 13pts on the Reading subtest and 17 points on the Writing subtest of the SAT
3. To increase the participation of subgroups on the SAT by 5%.
4. To create 21st Century Learners by increasing number of NOCTI, state licenses and industry certificates by 4%.

Focus: To increase student achievement in reading.

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<ul style="list-style-type: none"> • Model and discuss various reading and writing strategies • Promote reading comprehension through the implementation of Kagan strategies • Incorporate <i>Reading to Learn</i> strategies into daily/unit lesson plans • Share best practices at departmental and grade level meetings • Promote continued use of the OLHS writing center, <i>The Writing Reef</i> • Utilize computer-based <i>READ 180</i> software for the remediation of ninth grade students and students with disabilities • Employ SOL/SAT tutors to work in small group situations in the writing center 	<ul style="list-style-type: none"> • English Department • Reading Specialist • SOL tutors • SAT tutors 	<ul style="list-style-type: none"> • Funding of professional leave for staff development opportunities • SOL Remediation Grant • Funding for <i>The Writing Reef</i> • <i>Read 180</i> Software 	<p>2007-2008 SOL and AYP data</p> <p>2007-2008 SAT data</p> <p>SOL Remediation End –of-the-Year Report</p> <p>SAT Tutoring data</p> <p>Student academic progress as measured by 9 weeks grades</p>	<ul style="list-style-type: none"> • To decrease the performance gap on the Reading SOL by 4% between all students and students with disabilities • To increase the performance of all students by 2pts on the reading/writing sections of the SAT • To increase the participation of subgroups on the SAT by 5%

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<ul style="list-style-type: none"> • Differentiate instruction for different learning styles/abilities • Make comparisons between English literature and the literature of the target language while applying analytical strategies to improve comprehension • Confer with members of the English department to share writing performance rubrics • Promote and carry out interdisciplinary activities and instruction • Develop tutoring programs which target specific teacher-selected topics • Utilize the SharePoint for SOL review sheets and PowerPoint presentations • Conduct Departmental Professional Learning Community meetings to formalize collaboration in the area of methods and delivery of instruction and how to best implement the curriculum goals/objectives • Collaborate by team teaching and team planning whenever possible • Assess students' opportunities to improve writing performance and provide increasingly challenging tasks • Allow student to visit a 	<ul style="list-style-type: none"> • Foreign Language Department • Social Studies Department 	<ul style="list-style-type: none"> • Interdisciplinary writing performance rubrics • SOL Remediation Grant • Access to SharePoint and Schoolnet 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<p>different section of the same class to “relearn” the lesson</p> <ul style="list-style-type: none"> • Conduct peer observations to promote effective teaching techniques • Move students to social studies teachers’ study blocks for help and reinforcement with reading and understanding material • Read and follow directions to complete laboratory experiments • Identify critical information needed to conduct a laboratory experiment or product evaluation • Collect, evaluate, and organize information for safety and sanitation, careers, food service, and meal planning • Use Think-Pair-Share Reading log when reading <i>ServSafe</i> book • Read, interpret, and analyze printed materials on food labels and in trade periodicals • Use specific vocabulary and information for principles of meal planning and cooking • Create a variety of printed materials (brochures, PowerPoints, reports) • Read and summarize current event articles to enrich reading skills 	<ul style="list-style-type: none"> • Work and Family Studies Department 	<ul style="list-style-type: none"> • Access to online and print reference materials • Materials for laboratory experiments • Current events articles • Reading comprehension activities • Chart of fundamental writing skills 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<p>time for special education teachers and core teachers</p> <ul style="list-style-type: none"> • Lower the ratio of students with disabilities permitted in an inclusive instructional setting • Increase the level of parental awareness of after-school study sessions directly linked to SOL tests • Collaborate with teachers of core subject areas to pair general education students to serve as mentors for special education students • Provide students with supplemental readings at different reading levels • Create professional learning communities that foster collaboration and provide meaningful learning experiences for teachers and students • Analyze data from common assessments to identify students' and teachers' strengths and weaknesses and share strategies for improvement • Engage all student in science activities using effective teaching strategies geared towards high-level expectations and student mastery • Integrate technology into science instruction 	<ul style="list-style-type: none"> • Science Department 	<ul style="list-style-type: none"> • Equipment and materials for laboratory investigations • Scantrons and Scantron Data Analysis sheets • Logger Pro software on all laptop computers and Vernier LabPros and Probeware for use in all science disciplines • Planning time to develop curriculum using Understanding by Design 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
special education teachers to develop best instructional practices focused on weaknesses outlined in the SOL Student's Performance by Question Reports <ul style="list-style-type: none"> • Train staff to incorporate 21st Century critical thinking and problem solving skills • Establish rigorous and relevance with curriculum and teaching practices and develop relationships with students • Implement and promote semester SAT prep class 	<ul style="list-style-type: none"> • SAT prep class teachers 	<ul style="list-style-type: none"> • 2008-2009 SAT data 		

DO

Start Date:	Review Cycle: <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Bi-monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Semi-annually
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CHECK

Resulting Data

ACT

Adjustments or Improvements

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School: _____ Action Team: _____

CHECK Resulting Data School:	ACT Adjustments or Improvements

CHECK Resulting Data	ACT Adjustments or Improvements

CHECK Resulting Data	ACT Adjustments or Improvements

<i>VBCPS Plan for Continuous Improvement</i>	Sheet #	of	School: Ocean Lakes High School	DATE: 10/23/08
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SOA Alignment: Student Achievement

School Division Goal: Expanded Instructional Opportunities Through Data-Driven Curriculum

School / Office / Department Measurable Objective:

5. To decrease the performance gap on all math SOL tests by 4% between all students and following subgroups: African Americans and Students with Disabilities.
6. To increase the pass rates of all math SOLs (Algebra I & II, Geometry) to the district pass rate
7. To increase the performance of all students by 7 points on the mathematics section of the SAT
8. To increase the participation of subgroups on the SAT by 5%.
9. To create 21st Century Learners by increasing number of NOCTI, state licenses and industry certificates by 4%.

Focus: To increase student achievement in mathematics.

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<ul style="list-style-type: none"> • Continue to provide after school SOL/SAT tutoring to enhance student performance on SOL/SAT tests • Provide Algebra Readiness tutoring for eligible students through a partnership with <i>University Instructors</i> • Establish quarterly content team meetings to address student needs and help close the gaps in pass rates between AYP subgroups • Use of computer labs for tutoring, practicing online SOL test, and exploring College Board SAT/PSAT preparation material • Post homework and projects on SharePoint, Homework Live, or Homework Hotline to enhance communication 	<ul style="list-style-type: none"> • Math Department • Algebra Readiness Tutor • SOL Tutors • SAT prep class 	<ul style="list-style-type: none"> • SOL Remediation Funds • SAT Tutoring Funds • Algebra Readiness Grant • Access to SharePoint, Homework Live, and Homework Hotline • SAT Prep class teachers • <i>University Instructor</i> tutors 	<p>2007-2008 SOL and AYP data</p> <p>2007-2008 SAT data</p> <p>SOL Remediation End-of-the-Year Report</p> <p>2006-2007 SOL Student Performance By Question Reports</p> <p>SAT Tutoring data</p> <p>Student academic progress as measured by 9 weeks grades</p>	<ul style="list-style-type: none"> • To decrease the performance gap on all math SOL tests by 4% between all students and following subgroups: African Americans and Students with Disabilities. • To increase the performance of all students by 2pts on the mathematics section of the SAT • To increase the participation of subgroups by 5%

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<ul style="list-style-type: none"> • Continue to offer inclusion classes for SOL courses • Use item analysis for each unit test in each SOL course • Design subject unit tests to include a multiple choice portion • Continue to provide intensive review of subject matter and calculator techniques before fall and spring SOL testing • Encourage government students to volunteer (for community service points) as assistants in large (non-inclusion) classes • Create a team of special education teachers to implement a program entitled "Parents Involved in Education" (PIE) designed to provide parents with information and strategies to be used at home to increase student success • Pair a special education teacher with a general education teacher to conduct tutoring sessions in order to increase the number of students with disabilities in attendance • Provide common planning time for special education teachers and core teachers • Lower the ratio of students with disabilities permitted in an inclusive instructional 	<ul style="list-style-type: none"> • Social Studies Department • Special Education Department 	<ul style="list-style-type: none"> • Community service logs/project • SOL Remediation Grant 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<p>setting</p> <ul style="list-style-type: none"> • Collaborate with teachers of core subject areas to pair general education students to serve as mentors for special education students • Create professional learning communities that foster collaboration and provide meaningful learning experiences for teachers and students • Analyze data from common assessments to identify students' and teachers' strengths and weaknesses and share strategies for improvement • Engage all student sin science activities using effective teaching strategies geared towards high-level expectations an student mastery • Integrate technology into science instruction • Use formative assessment to monitor student learning • Based on assessment results, provide ongoing quality instruction to build on students' understanding, remediate as needed, and enrich when possible • Provide laboratory investigations that allow student interactions with natural phenomenon to 	<ul style="list-style-type: none"> • Science Department 	<ul style="list-style-type: none"> • Equipment and materials for laboratory investigations • Scantrons and Scantron Data Analysis sheets • Logger Pro software on all laptop computers and Vernier LabPros and Probeware for use in all science disciplines • Planning time to develop curriculum using Understanding by Design 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<p>manipulate scientific equipment, collect and organize data, analyze results, and draw conclusions</p> <ul style="list-style-type: none"> • Use mathematical functions to create Excel spreadsheets and tables • Implement various economic concepts (financial statements, accounting spreadsheets, sales and production records) to reinforce math concepts • Apply mathematical skills to determine teacher/student ratio and square footage for the in-house child care program • Assign quantitative problems regarding the kinetic molecular theory as applied to cooking methods • Reinforce the use of the Scientific Method as applied to cooking situations • Utilize knowledge of fractions to measure ingredients in order to halve and double recipes • Perform calculations for recipe and formula conversions using current technology and reinforcing math skills • Compare store bought food to home made food and use math in order to determine 	<ul style="list-style-type: none"> • Business and Marketing Department • Work and Family Studies Department 	<ul style="list-style-type: none"> • Microsoft Office Suite • Measuring ball • Measuring flashcards • Four-function calculators 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<p>which preparation method is the more cost effective method</p> <ul style="list-style-type: none"> • Develop interdisciplinary problem-solving skills using the Universal Systems Model • Continue to teach measuring concepts that can be applied to other classes • Utilize measurement and concepts of geometry to complete set design and construction • Implement various artistic techniques (tessellation, grid transfer, reading X and Y axes, and perspective drawing) to reinforce mathematical concepts • Visit classrooms to increase awareness of PSAT/SAT preparation resources and inform them of testing dates/times • Increase student/parent awareness by mailing home senior status letters • Lower the ratio of students with disabilities permitted in an inclusive instructional setting • Distribute and encourage the use of SAT preparation guides in all study blocks and resource areas • Invite specialists to present cross-curricular math activities 	<ul style="list-style-type: none"> • Technology Department • Fine Arts Department • Guidance Department • Administration 	<ul style="list-style-type: none"> • Large classroom charts for teaching fractions, measuring, and scientific notation • Oscilloscope • Electronic frequency counter • Tape measures and yardsticks • Graduated cylinders • Architectural and engineering scales • Electronic weight scale • Digital calipers • Web-based resources • PSAT/SAT Registration packets and preparation materials • List common teacher planning times • SAT preparation guides • SOL SPBQ Reports • Resources for professional development • Learning Walks • Professional Learning Communities (PLC) for all curriculum areas • "Failure is Not an Option" initiative in study blocks 		

PLAN

Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Point Person or Action Team	Critical Resources Needed <small>(What material needs, staff development, and resources will be needed to carry out the plan?)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections
<ul style="list-style-type: none"> Grant professional leave to regular education and special education teachers to develop best instructional practices focused on weaknesses outlined in the SOL Student's Performance by Question Reports Train staff to incorporate 21st Century critical thinking and problem solving skills Establish rigorous and relevance with curriculum and teaching practices and develop relationships with students Implement and promote semester SAT prep class 	<ul style="list-style-type: none"> SAT prep class teachers 	<ul style="list-style-type: none"> 2008-2009 SAT data 		

DO

Start Date: _____ Review Cycle: Weekly Bi-weekly Monthly Bi-monthly Quarterly Semi-annually

CHECK Resulting Data	ACT Adjustments or Improvements
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CHECK	ACT
Resulting Data	Adjustments or Improvements

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School: _____ Action Team: _____

CHECK	Resulting Data School:	ACT	Adjustments or Improvements

CHECK	Resulting Data	ACT	Adjustments or Improvements

CHECK	Resulting Data	ACT	Adjustments or Improvements

Revised May 25, 2004

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