

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

School: Bayside Middle School School Year(s): 2017-2018		Date of Plan: 11/20/17
VBCPS Goals Compass to 2020	<ol style="list-style-type: none"> 1. High Academic Expectations (literacy and numeracy; content knowledge; globally competitive skills) 2. Multiple Pathways (personalized learning & leveraging technology) 3. Social – Emotional Development (SE learning strategies, RSN behavior, school/community activities, learning environments) 4. Culture of Growth & Excellence (Building capacity, partnerships with stakeholders, culture of respect) 	
School Mission	Our mission in the Bayside Middle School Community is to provide equal opportunities to all students to reach their full potential, giving each student the knowledge and skills necessary to meet the challenges of the future.	

Data Summary	<ul style="list-style-type: none"> ● Grade 7: 321 students: <ul style="list-style-type: none"> ○ Caucasian- 17.4% ○ African American- 62.6% ○ Asian- 4.0% ○ American Indian- 0% ○ Native Hawaiian/Pacific Islander- 0.6% ○ LEP Status- 4 students ○ Gifted and Talented- 21 students ○ SPED- 60 students ● Grade 8: 313 students: <ul style="list-style-type: none"> ○ Caucasian- 14.4% ○ African American- 65.8% ○ Asian- 4.2% ○ American Indian- 0.3% ○ Native Hawaiian/Pacific Islander- 1.0% ○ LEP Status- 2 students ○ Gifted and Talented- 25 students ○ SPED- 32 students ● 2016-2017 Standards of Learning Unadjusted* Assessment Data pass rates: <ul style="list-style-type: none"> ○ English - Reading Performance: <ul style="list-style-type: none"> ○ All students- 74% ○ African American Students- 67% ○ Students with disabilities- 30% ○ Writing Performance: <ul style="list-style-type: none"> ○ All students- 66% ○ African American Students - 56% ○ Students with disabilities- 17%
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	<ul style="list-style-type: none"> ○ Mathematics Performance: <ul style="list-style-type: none"> ○ All students- 70% ○ African American Students - 63% ○ Students with disabilities- 23% ○ History Performance: <ul style="list-style-type: none"> ○ All students- 89% ○ African American Students - 85% ○ Students with disabilities- 53% ○ Science Performance: <ul style="list-style-type: none"> ○ All students- 80% ○ African American Students - 73% ○ Students with disabilities- 30%
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Student Learning Outcomes	SMART Goals Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound Developed to answer the question: <i>“What outcomes do we want for our students?”</i>															
Literacy	<p>By the end of the 2017-2018 school year, Bayside Middle School will increase the SOL pass rate of the following assessments when calculated as shown below:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Unadjusted* - based on VBCPS Fact Sheet</th> <th>Adjusted* - based on VDOE Quality Profile</th> </tr> </thead> <tbody> <tr> <td>Civics</td> <td>89% to 92%</td> <td>92% to 93%</td> </tr> <tr> <td>Reading</td> <td>74% to 77%</td> <td>77% to 80%</td> </tr> <tr> <td>Writing</td> <td>66% to 69%</td> <td>69% to 71%</td> </tr> <tr> <td>Science</td> <td>80% to 83%</td> <td>83% to 87%</td> </tr> </tbody> </table> <p>By the end of the 2017-2018 school year, Bayside Middle School will increase the pass rate on the reading SOL test by 10% for students with disabilities when calculated by accountability rules.</p> <ul style="list-style-type: none"> - Reading: 42% to 52% - Writing: 23% to 33% 		Unadjusted* - based on VBCPS Fact Sheet	Adjusted* - based on VDOE Quality Profile	Civics	89% to 92%	92% to 93%	Reading	74% to 77%	77% to 80%	Writing	66% to 69%	69% to 71%	Science	80% to 83%	83% to 87%
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<p>Numeracy</p>	<p>By the end of the 2017-2018 school year, Bayside Middle School will increase the pass rate on the Mathematics assessment when calculated as shown below:</p>		
		<p>Unadjusted* - based on VBCPS Fact Sheet</p>	<p>Adjusted* - based on VDOE Quality Profile</p>
<p>Choice</p>	<p>Mathematics</p>	<p>70% to 73%</p>	<p>75% to 78%</p>
	<p>By the end of the 2017-2018 school year, Bayside Middle School will increase the pass rate on the Mathematics SOL test by 10% for students with disabilities from 33% to 43%.</p>		
<p>By the end of the 2017-2018 school year, Bayside Middle students and staff will foster a growth mindset within the school community through the utilization of the Positive Behavior Intervention and Supports (PBIS). We will focus on behavior, academic performance, attendance, and social perception; as indicated by increasing student eligibility for the quarterly celebrations through a 10% decrease in students participating in the refocus meetings as compared to the 45 from Quarter 4 of the 2016-2017 school year.</p>			

*Unadjusted scores are the first attempt of all students that tested. The adjusted scores provided by the division include any expedited testing, eliminates any students that transferred in from out of district past the deadline, and any recovery points that were earned for students that had previously failed.

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Literacy: Intermediate Measures (i.e. Reading Quarterly Assessments, DRA, RI)	Strategies
Reading Quarterly Assessments through the district	
RI – given three times during the year	
NoRedInk	Continue to utilize NoRedInk to individualize and personalize instruction.
Achieve 3000	Used cross-curricularly to improve reading skills, used with ESL students.
Vocabulary.com	Explicit daily vocabulary instruction and utilization of vocab.com – all subjects.
Instructional strategies	Vertical reading strategies to enhance comprehension and fluency, working to pair text (fiction, nonfiction and poetry).
E-Science	Reading and notetaking through E-Science, reading and note-taking through E-Science and review of 6-7 curricular.
Literacy Coaches	Collaboration with Specialists cross-curricularly – with a special focus on integrating writing into both 6 th and 7 th grades; formal writing assignments in other content classes.
	Development of writing portfolios - vertical alignment with 6th Grade Campus and High School.
	Establish individual goals with content and elective teachers for integration of literacy strategies.
Small Group Instruction	Raider Prep pullouts, reading and writing bootcamps.
	Professional development provided to teachers on implementing small group instruction.
Raider Advisory	Students set goals for themselves and reflect on their progress quarterly.
Breakfast Literacy Club	Students arriving early report to the cafeteria and complete a literacy task daily.
Planning Days	All day planning days provided for each PLC to plan/create assessments/analyze data with various specialists.
	All-day English planning days quarterly, 2 vertical planning days with entire English department.
Tutoring	Small group pull-outs will occur during the instructional day with a focus on reading and writing.
	After school tutoring will begin in the first quarter with a focus on writing. Based on data from classroom, district, and state assessments.
<i>Innovator’s Mindset</i> Book Study	Staff will participate in a book study to explore ways to implement innovation in our building both instructionally and behaviorally.

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Numeracy: Intermediate Measures (i.e. Math Quarterly Assessments, Exemplars, SWAPS, TenMarks)	Strategies
District Assessments (pre-, Mid-, and Post-Assessments)	Spiral/cumulative review integrated throughout the school year
TenMarks, IXL	Individualized review
APEX Tutorials	Targeted reviews used specifically in self-contained classes
Small Group Instruction	ARDT bells, Raider Prep pullouts and boot camps
	Professional development provided to teachers on implementing small group instruction
Raider Advisory	Students set goals for themselves and reflect on their progress quarterly
Planning Days	All day planning days provided for each PLC to plan/create assessments/analyze data with building specialists.
Tutoring	After school tutoring will begin in the first quarter. Based on data from classroom, district, and state assessments.
<i>Innovator’s Mindset</i> Book Study	Staff will participate in a book study to explore ways to implement innovation in our building both instructionally and behaviorally.

Choice: Intermediate Measures (i.e. Monthly Discipline Data, Attendance Data, Graduation Rate, Community Service Learning, Digital Integration)	Strategies
Positive Behavior Intervention Supports	PBIS Matrix, Four Keys to raider Success, Monday lessons, and quarterly celebrations
Raider Advisory	Mentor/advisory sessions monthly with BMS advisor, goal setting and student voice
Student Recognitions	Birthday celebrations, Student of the Month, and academic acknowledgements
<i>Innovator’s Mindset</i> Book Study	Staff will participate in a book study to explore ways to implement innovation in our building both instructionally and behaviorally.