



Plan for Continuous Improvement

SCHOOL: Kemps Landing Magnet School

DATE: 10/25/09

VBCPS MISSION: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

SCHOOL MISSION STATEMENT: Kemps Landing Magnet School will provide a challenging and rigorous program, based upon the unique needs and talents of identified academically gifted learners, which allows these students to be rig takers as they develop their potential through the pursuit of original and innovative curricula.

VBCPS STRATEGIC GOAL – Compass to 2015: Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.

	VIRGINIA SOA REQUIREMENTS	VBCPS OUTCOME FOR STUDENT SUCCESS
<input type="checkbox"/> SACS <input type="checkbox"/> SOA <input type="checkbox"/> HSTW <input type="checkbox"/> TITLE I <input type="checkbox"/> OTHER GRANT <input type="checkbox"/> Other	<ol style="list-style-type: none"> 1. Student Achievement 2. Student / staff Attendance 3. Drop-out Rate 4. Staff Development 	Our primary focus is on teaching and assessing those skills our students need to thrive as 21st century learners, workers, and citizens. All VBCPS students will be: <ul style="list-style-type: none"> • Academically proficient; • Effective communicators and collaborators; • Globally aware, independent, responsible learners and citizens; and • Critical and creative thinkers, innovators and problem solvers.

VBCPS Strategic Objectives

- SO1. All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
- SO2. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- SO3. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- SO4. VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
- SO5. VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division’s strategic goal and outcomes for student success.

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Demographic Overview (Briefly summarize background information for understanding the context of the educational process within with in your community. Attach School Report Card for Demographic information)

Kemps Landing Magnet School serves approximately 600 academically gifted students. The students come from all corners of Virginia Beach, and are selected through an application/selection process. The school offers an extended day schedule that requires students to take four core classes, and provides choices of elective and foreign language classes at each grade level. All students take Latin I in sixth grade and they may continue the study of Latin or start a new foreign language sequence in seventh grade. Students have the option of taking Japanese, Spanish, or French in seventh and eighth grades. When students leave Kemps Landing Middle School it is possible for them to enter high school with at least six high schools credits: 3 foreign language, Algebra I, Geometry, and Earth Science.

Because Kemps Landing Magnet School encourages its parents to become partners with the school, the KLMS PTA membership has remained above 100% since the unit was formed in 1995. Additionally, the KLMS PTA has received the exemplary PTA award for the past eight years. Kemps Landing Magnet School also offers students a wide variety of after-school extracurricular activities:

Academic Challenge
Birding Club
Chess Club
Computer Club
Debate Team
Destination Immagination
Forensics
FUEL Creative Arts Magazine
Intramural Sports Program
National Junior Honor Society
Newspaper
SCA
Thespian Society
Trailblazers Geography Club
Yearbook

Additionally, many Kemps Landing Magnet School students play on the sports teams of their respective home schools.

Kemps Landing Magnet School also has an extensive Partners in Education Program:

Buffalo Beach	Virginian-Pilot
Home Depot	Eddy's Ice Cream
Classic Cookie	Tropical Smoothie
Krispy Kreeme	Eastern Virginia Medical School
Jason's Deli	Bayside Public Library
MetLife	Old Dominion University College of Engineering and Technology
Rock Gym	Pet Care Veterinary Hospital
Chick-Fil-A	Town Center Fitness
Sonic	Chesapeake Bay Foundation
Bagels 'n More	Lynnhaven Golf Park

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VBCPS Plan for Continuous Improvement

Review and Analysis

School: **Kemps Landing Magnet School**

DATE: **10/25/09**

Review of Data
(Qualitative and quantitative data)

Test	Average SOL Score	Pass Proficient	Pass Advanced	Perfect Score
English				
Grade 6 Reading	557	100%	86.4%	38.3%
Grade 7 Reading	565.4	100%	96.9%	34.6%
Grade 8 Reading	554.1	100%	93.8%	29.4%
Grade 8 Writing	492.6	100%	25.8%	13.5%
Mathematics				
Grade 7 Math	541.7	100%	80.3%	18.7%
Algebra I	539.6	100%	79.4%	9.8%
Geometry	550.3	100%	88.7%	17.9%
Social Studies				
Grade 6 History	468.1	90.3%	30.1%	4.9%
Grade 7 History	582.7	100%	96.9%	58.1%
Grade 8 History	546	100%	77.4%	14.7%
Science				
Grade 8 Science	548.6	100%	90.1%	25.6%
Earth Science	516.2	100%	63.5%	3.4%

Analysis and Interpretation of Data

(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Areas of Strength


KLMS students continue to demonstrate academic excellence in all core subjects.

Reading. This continues to be an area of great strength for KLMS students. Almost 97% of students scored Pass Advanced on the Reading 8 SOL test, while almost 94% of seventh grade students and 86% of sixth grade students scored Pass Advanced on their respective reading SOL tests. Almost 30% of KLMS students scored a perfect 600 on the reading tests.

Mathematics. KLMS sixth grade students take the Math 7 SOL test, and approximately 80% of them scored Pass Advanced. Almost 80% of seventh grade students, who take Algebra I, earned a Pass Advance score, and almost 90% of our eighth grade students taking Geometry scored Pass Advanced.

Social Studies. Almost 97% of KLMS students scored Pass Advanced on the History 7 SOL test, and 58% of them had a perfect score of 600. Over 77% of KLMS students scored Pass Advanced on the History 8 SOL test.


Science. KLMS seventh grade students take the Science 8 SOL test, and 90% of them scored Pass Advanced on that test. The Earth Science Pass Advanced rate increased from 57.4% in 2008 to 63.5% in 2009.


DEPARTMENT OF SCHOOL ADMINISTRATION		PCI Form 4-1, page 4 <i>Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction</i>		 VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A H E A D O F T H E C U R V E</small>	
PLAN					
<i>VBCPS Plan for Continuous Improvement</i>		Review and Analysis		School: Kemps Landing Magnet School	DATE: 10/25/09
Review of Data (Qualitative and quantitative data)			Analysis and Interpretation of Data (What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)		
			Areas of Concern <p>History 6. This continues to be the only SOL test in which KLMS students have failed since 2007. In 2009 a total of 20 students failed this test, yielding a failure rate of 9.7%. This failure rate is more than double than last year's 4.6% rate. Additionally, the Pass Advanced rate was only 30%. The average SOL score fell from 480 in 2008 to 468.1 in 2009.</p> <p>Writing 8. While no KLMS students failed the Writing 8 SOL test this year, the Pass Advanced rate is only 25.8% and the average 2009 SOL score has fallen below the Pass Advance level of 500, to 492.6</p>		


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<i>VBCPS Plan for Continuous Improvement</i>	Measurable Objectives	School: Kemps Landing Magnet School	DATE: 10/25/09
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Focus <small>(Innovation and refinement of needs)</small>	Measurable Objectives <small>(SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</small>	Performance Measures <small>(What quantitative and qualitative measures will demonstrate the objectives are being met?)</small>	Assigned Action Team
<p style="text-align: center;">Social Studies</p> <p>1. Develop professional learning community.</p>	<p>Increase the 2010 History 6 SOL Pass Proficient rate from 90% to 95%</p>	<p>Quarterly local assessments</p> <p>Learning walk discussions</p> <p>2010 History 6 SOL test results</p>	<p style="text-align: center;">Principal Assistant Principal School Improvement Specialist Social Studies Department Chair Sixth Grade Social Studies Teachers</p>
<p style="text-align: center;">Writing</p> <p>1. Develop professional learning community.</p> <p>2. Writing portfolios for all students.</p>	<p>Quarterly reviews of writing portfolios</p> <p>Increase the 2010 Writing 8 SOL Pass Advance rate from 25.86% to 40%</p>	<p>Learning walk discussions</p> <p>2010 Writing 8 SOL test results</p>	<p style="text-align: center;">Principal Assistant Principal School Improvement Specialist English Teachers All English Teachers</p>

DEPARTMENT OF SCHOOL ADMINISTRATION		PCI Form 4-2 <i>Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction</i>			 IRGINIA BEACH CITY PUBLIC SCHOOLS <small>A H E A D O F T H E C U R V E</small>	
VBCPS Plan for Continuous Improvement		Sheet #	1	of	2	School: Kemps Landing Magnet School
Alignment to School Division Objective:		<input type="checkbox"/> SO #1	<input type="checkbox"/> SO #2	<input type="checkbox"/> SO #3	<input type="checkbox"/> SO #4	<input type="checkbox"/> SO #5
School Focus:		Social Studies				
School Measurable Objective:		Increase the 2010 History 6 Pass Proficient rate from 90% to 95%				
PLAN						
Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections		Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>	
<p>Learning walks Differentiated instruction Paul's Reasoning Develop critical thinking and problem solving skills</p> <p>History teachers will brainstorm with curriculum leaders to determine what they know and believe about PLCs</p> <p>History teachers will work in teams, engaging in an ongoing cycle of questions that promote deep team learning</p> <p>History teachers will continue to develop formative assessments to monitor each students mastery of essential outcomes</p>	<p>Informal Assessments</p> <p>Authentic performance tasks</p> <p>Quarterly assessments</p> <p>2010 History 6 SOL test</p>	<p>95% Pass Proficient rate on the 2010 History 6 SOL test</p>		<p>Academic support bell</p> <p>After school tutoring</p> <p>Social Studies Coordinator</p>	<p>Principal</p> <p>Assistant Principal</p> <p>School Improvement Specialist</p> <p>Social Studies Department Chair</p> <p>Sixth Grade Social Studies Teachers</p>	
DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input checked="" type="checkbox"/>	Semi-annually <input type="checkbox"/>

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VBCPS Plan for Continuous Improvement		Sheet #	2	of	2	School:	Kemps Landing Magnet School	DATE:	10/25/09
Alignment to School Division Objective:		<input type="checkbox"/> SO #1	<input type="checkbox"/> SO #2	<input type="checkbox"/> SO #3	<input type="checkbox"/> SO #4	<input type="checkbox"/> SO #5			
School Focus:		Writing							
School Measurable Objective:		Increase the 2010 Grade 8 Writing 6 SOL score Pass Advanced rate from 25.8% to 40%							
PLAN									
Strategies/Procedures <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections			Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>			
<p>Learning walks</p> <p>Writing potfolios</p> <p>Differentiated instruction</p> <p>Paul's Reasoning</p> <p>Develop critical thinking and problem solving skills</p> <p>English teachers will brainstorm with curriculum leaders to determine what they know and believe about PLCs</p> <p>English teachers will work in teams, engaging in an ongoing cycle of questions that promote deep team learning</p> <p>English teachers will continue to develop formative assessments to monitor each students mastery of essential outcomes</p>	<p>Informal assessments</p> <p>Authentic performance tasks</p> <p>Writing portfolios</p> <p>2010 Grade 8 Writing SOL test</p>	<p>40% Pass Advancet rate on the 2010 Writing 8 SOL test</p>			<p>Academic support bell</p> <p>After school tutoring</p> <p>English Coordinator</p>	<p>Principal</p> <p>Assistant Principal</p> <p>School Improvement Specialist</p> <p>Social Studies Department Chair</p> <p>Sixth Grade Social Studies Teachers</p>			
DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input checked="" type="checkbox"/>	Semi-annually <input type="checkbox"/>			

DEPARTMENT OF SCHOOL ADMINISTRATION		PCI Form 4-3 <i>Updated and available for review at the school</i>			 VIRGINIA BEACH CITY PUBLIC SCHOOLS <small>A H E A D O F T H E C U R V E</small>		
VBCPS Plan for Continuous Improvement		Sheet #	of	School:	DATE:		
DO Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Semi-annually <input type="checkbox"/>	
CHECK	Resulting Data (What quantitative and qualitative measures will demonstrate the objectives are being met?)			ACT	Adjustments or Improvements		