

**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: **Holland Elementary**

DATE: **10-31-08**

SCHOOL MISSION STATEMENT The mission of the Holland family is to produce responsible life-long learners by providing a quality education through best teaching practices in a secure, respectful, and inviting learning environment.

- 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 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)

Demographic Overview (see School Report Card)

Holland Elementary School is located in the heart of the Green Run section of Virginia Beach and services three communities: The Lakes, Scarborough Square, and Magic Hollow. Holland has a diverse student population of 566 students. A review of the ethnicity data shows our population being composed of 56% African American, 23% Caucasian, 13% Hispanic, 4% Asian, and 4% other. Holland is once again fully accredited with a diverse population of highly qualified teachers. Holland has consistently met the attendance benchmarks at a 95% rate. Holland Elementary offers a variety of special education programs. We have a preschool speech program. We offer full inclusion in grades K-5. We also offer self contained and resource cross categorical classified classes to best meet the needs of our students.

Approximately 61% of our students qualify for free and reduced lunch. The percentage qualifies Holland as a Schoolwide Title 1 School. We offer a full day kindergarten program for all students which provides remediation, reinforcement and enrichment for students performing at all academic levels. There are many educational services that are provided by Title 1 funding and they are listed on the next two pages.

Over the past three years there has been a steady increase in parent participation, which is directly linked to achievement, academics, and personal development of our students. Holland Elementary is a member of the NNPS (National Network of Partnership Schools) which supports all of the parental involvement initiatives that are taking place. Some of our unique initiatives are detailed on the following pages.

Language Arts PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

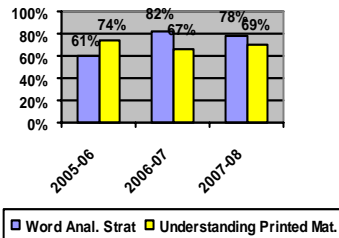
School: Holland Elementary

DATE: 10-31-08

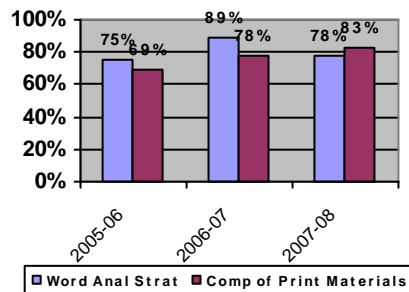
Review

(Objective data, qualitative indicators, trends and comparisons)

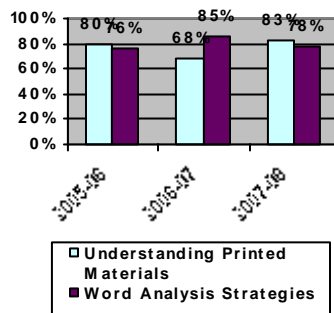
3rd grade



4th grade



5th grade



3rd grade review

65% total students passed
72% Caucasian students passed
59% African American students passed
32% Economically disadvantaged students passed
11% Special Education students passed

Trends

Understanding Printed Material has remained under the benchmark for the past 2 years.

4th grade review

81% total students passed
85% Caucasian students passed
75% African American students passed
81% Economically disadvantaged students passed
50% Special Education students passed

Trends

Comprehension of Printed Material has steadily improved over the past 3 years.

5th grade review

79% total students passed
82% Caucasian students passed
74% African American students passed
72% Economically disadvantaged students passed
50% Special Education students passed

Trends in all grades

Word Analysis decreased among all grade levels over the past year.

Overall Scores 05-08	3 rd gr English	4 th gr English	5 th gr English
2005-2006	78%	66%	79%
2006-2007	73%	86%	64%
2007-2008	66%	81%	79%

Analysis

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

Gaps

3rd grade

13% gap between African American and Caucasian/Other students
66% gap between non special ed and special ed students
9% gap between African American students and Caucasian/Other students

Strands

As noted by the graphs, 3rd grade students at Holland are scoring lowest in the area of Comprehension of Printed Materials and Word Analysis decreased 4%.
2006-2007 67% passed Comprehension of Printed Materials
2007-2008 69% passed Comprehension of Printed Materials

4th grade

10% gap between African American and Caucasian/Other students
36% gap between non special ed and special ed students
11% gap between African American students and Caucasian/Other students

Strands

As noted by the graphs, 4th grade students at Holland are scoring lowest in the area of Word Analysis.
2006-2007 89% passed
2007-2008 78% passed

5th grade

7% gap between African American and Caucasian/Other students
34% gap between non special ed and special ed students
6% gap between African American students and Caucasian/Other students

Strands

As noted by the graphs, 5th grade students at Holland are scoring lowest in the area of Word Analysis.
2006-2007 85% passed
2007-2008 78% passed

Priorities

Enhance effective word study instruction in grades K-5
To effectively implement the recently adopted Making Meaning program in all K-5 classrooms.
To improve the passing rate in reading for our African American students.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Language Arts PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Holland Elementary

DATE: 10-31-08

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
By the end of the 2008 – 2009 school year, Holland Elementary School will increase the school’s passing rate on the Language Arts SOL test by 5% in grades 3, 4, and 5.	Reading Comprehension Word Analysis	Language Arts SOL scores for 2008 Language Arts Quarterly Assessments DRA scores Reading Survey	Leach (Chair of L. A. Action Team) Amy Dirks (Lead of Guided Reading sub-committee) Dozier Davis Baumgardner Myers Portlock Mungin Kotic (Lead of Multicultural Sub-committee) Edwards Fletcher Surber Adamson Hall (Lead of Word Study Sub-committee) Leach Holmes Haber Fernheimer VanAllen (Lead of Making Meaning Sub-committee) Dixon McLendon Parise Mulske

Math PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

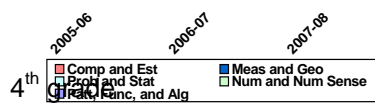
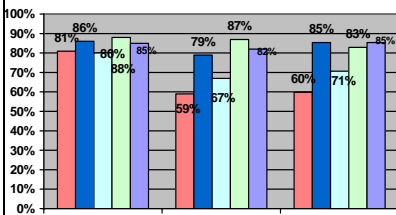
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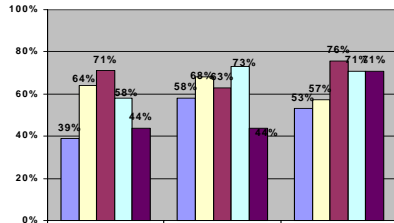
Review

(Objective data, qualitative indicators, trends and comparisons)

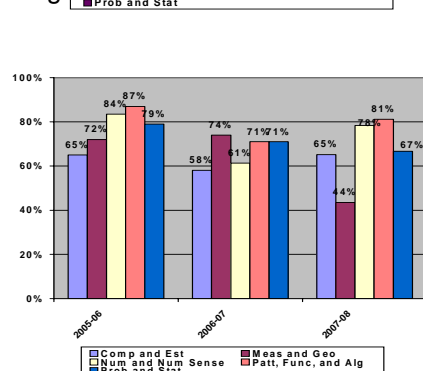
3rd grade



4th grade



5th grade



3rd grade review

68% total students passed
86% Caucasian students passed
59% African American students passed
59% Economically Disadvantaged students passed
36% Special Education students passed
Trends
Computation and Estimation has remained under the benchmark for the past 2 years.

4th grade review

62% total students passed
76% Caucasian students passed
51% African American students passed
54% Economically Disadvantaged students passed
25% Special Education students passed
Trends
Computation and Estimation and *Measurement and Geometry* has remained under the benchmark for the past 3 years.

5th grade review

67% total students passed
76% Caucasian students passed
67% African American students passed
60% Economically Disadvantaged students passed
58% Special Education students passed
Trends
Computation and Estimation has remained under the benchmark for the past 3 years. *Measurement and Geometry* dropped significantly last year. *Probability and Statistics* has steadily decreased over the past 3 years.

Analysis

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

Gaps

3rd grade

28% gap between Caucasian and African American students
36% gap between non special ed and special ed students
28% gap between non-economically disadvantaged and economically disadvantaged

Strands

As noted by the graphs, 3rd grade students at Holland are scoring lowest in the areas of *Computation and Estimation*. The passing rate only increased by 1%.
2006-2007 59% passed
2007-2008 60% passed

4th grade

25% gap between Caucasian and African American students
43% gap between non special ed and special ed students
27% gap between non-economically disadvantaged and economically disadvantaged

Strands

As noted by the graphs, 4th grade students at Holland are scoring lowest in the area of *Computation and Estimation*. The passing rate decreased by 5%.
2006-2007 58% passed
2007-2008 53% passed
4th graders also decreased their passing rate in *Measurement and Geometry* by 11%.
2006-2007 68% passed
2007-2008 57% passed

5th grade

9% gap between Caucasian and African American students
10% gap between non special ed and special ed students
18% gap between non-economically disadvantaged and economically disadvantaged

Strands

As noted by the graphs, 5th grade students at Holland are scoring low in the area of *Computation and Estimation*. The passing rate increased by 7% but this doesn't meet the benchmark.
2006-2007 58% passed
2007-2008 65% passed
5th graders also decreased their passing rate in *Measurement and Geometry* by 30%.
2006-2007 74% passed
2007-2008 44% passed

Priorities

- To provide additional resources which promote student understanding in the areas of computation and estimation
- To provide activities which promote student understanding in the area of measurement
- To provide direct instruction in math vocabulary to improve overall understanding of math tasks



Math PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Holland Elementary

DATE: 10-31-08

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
<p>By the end of the 2008-2009 school year, Holland Elementary School will increase the school's passing rate on the Mathematics SOL test.</p> <p>3rd Grade will increase by 8%</p> <p>4th Grade will increase by 8%</p> <p>5th grade will increase by 8%</p>	<p>Computation/Estimation</p> <p>Vocabulary</p> <p>Measurement</p>	<p>SOL Scores</p> <p>Kindergarten Benchmark tests</p> <p>Grades 3-5 District Assessments</p> <p>Grades 1-2 Yearly Assessments</p>	<p>Math Action Team:</p> <p>Lewis (chair)</p> <p>Guffie</p> <p>Cleghorn</p> <p>Russo</p> <p>Hay</p> <p>Dieter</p> <p>Elliott</p> <p>Diaz</p> <p>Ward</p> <p>Coauette</p> <p>Marcotte</p> <p>Moushegian</p>

Discipline Action Team PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

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DATE: 10-31-08

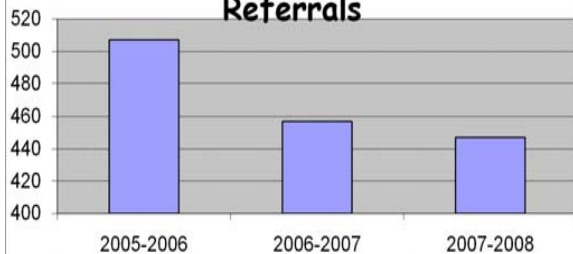
Review

(Objective data, qualitative indicators, trends and comparisons)

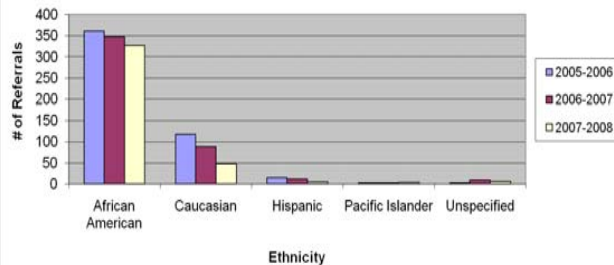
Analysis

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

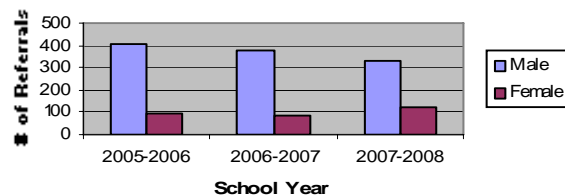
Total # of Formal Discipline Referrals



Discipline Referrals by Ethnicity



Discipline Referrals by Gender



Total Referrals

2005-2006 507 total referrals
2006-2007 457 total referrals
2007-2008 447 total referrals

Trend

Referrals are decreasing steadily each year.

Ethnic Referrals

-2005-2006 364 African American and 143 Caucasian/Other referrals
-2006-2007 357 African American and 100 Caucasian/Other referrals
-2007-2008 381 African American and 56 Caucasian/Other referrals

Trend

African American referrals increased sharply last year while Caucasian/Other has decreased steadily over the past 3 years.

Gender Referrals

2005-2006 411 male and 96 females
2006-2007 375 males and 82 females
2007-2008 324 males and 113 females

Trend

While the male referrals are decreasing steadily the female referrals are increasing.

Analysis

In 2005-2006 there were 63% more males referred than females.
In 2006-2007 there were 65% more males referred than females.
In 2007-2008 there were 49% more males referred than females.

Of the 447 referrals in 2007-2008, 248 were from repeat offenders. 25 repeat offenders were accounting for over half of the referrals.

19 of the males were repeat offenders. One African American had 24 referrals and 7 other males had 13 or more referrals.

6 of the females were repeat offenders. One African American female had 17 referrals and the other 5 ranged from 5-7 referrals.

Priorities

Decrease the number of repeat offenders by targeting them early in the year and throughout the school year.

Decrease the gap between our male and female referrals.



Discipline Action Team PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Holland Elementary

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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 Action Team
<p>By the end of the 2008-2009 school year, Holland Elementary School will reduce the total # of repeat offenders by 5%.</p> <p>Note: A student is considered a repeat offender if they have more than 3 referrals.</p>	<p>Referrals for disruptive behavior in the classroom, cafeteria, and gym</p> <p>Referrals from repeat offenders</p>	<p>Number of referrals for disruptive behavior per 9 weeks</p>	<p>Naomi Pearson-Brown (cochair) Cari Hall (cochair) Marie Culver Scott Fredrick Rosalyn Wiggins Judith Heiser Raymond Lawrence Lorena Kelly Anne Russell Cindi Carter Tara Walker Clay Shampoe Shannon Knight Connie Stanley Micah Barks Sherri Woodie Kathy Burgess Darnita Pearce Robin Hairston Demetria Cofield Julie Harrison Mitch Scheffler</p> <p><u>Assistants:</u> Kristi Thompson Denise Freshwater Kathy Kosma Peggy Boehm Thelma Burnham</p>

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

Demographic Overview

Educational Services

Special Education (inclusion and self-contained)
Gifted Program
Extended Day Kindergarten
Reading Recovery (grade 1)
PALS (grades K-3)
Reading Resource
Title One Reading(grades 2-5)
Title One Math Coach (grades K-5)
Writing Specialist (grades K-5)
DARE
Enrichment After School Program
After School Tutoring (Brain Academy)
Being a Writer Pilot Program

**School-Wide
Recognition of Students**

Principal's List Breakfast
Student of the Month Ceremony
Student of the Month Yard Sign
Weekly Cafeteria Class of the Week
Weekly Bus Student of the Week
Birthday Recognition
Monthly Classroom Perfect Attendance Award
Beaded Brag Tags
Art Class of the Month
Music Class of the Month
PE Class of the Month
Husky Hero
Student Achievement Awards

**Clubs and
Special Programs**

Lunch Bunch Book Club
Math Club
Student Hosts
Peer Mediation
Safety Patrols
Reflections Contest
Husky Buddies
Drum Club
DARE
Accelerated Reader
Enrichment After School Program
Lunch Bunch Book Club
Math Club
Book It Club
Strings
SCA
Student Newspaper Club
School Yearbook Club
Talent Show
Step Team

**Awards and
Special Recognition**

President's Award Council of PTA's
PTA Exemplary Status Award

Volunteer Information

Number of Volunteers– 99
Number of Volunteer Hours– 4,554
Volunteer of the Year– Sandra King



Demographic Overview Continued

**Parental and Community
Involvement Initiatives**

Monthly Parent Newsletter
(take home and on line)
Student Performances for
parents at general PTA meetings
Book-it Club
Math Family Night
Fall Festival
Spruce Up the Garden Day
Holiday Family Support
Monthly take home calendar of parental involvement activities
Young Authors' Night
Boys' Night
Girls' Night
Faculty vs Student kickball game
Reading Night
The Gift of Reading Bus Ride
Gifted Parent Workshops
School Planning Council
Puppy Night
PTA Movie Nights
PTA Game Night
PTA Family Fitness Night

Community Partnerships

Farm Fresh
General Mills
King Tiger Martial Arts
Campbell's Soup
SPCA
Carrabbas
TGI Fridays
YMCA
Chuck E. Cheese
Applebees
Cheeseburger in Paradise
Chick-Fil-A
Barnes and Noble
Andre Brown Funeral Home
Calz
McDonalds
Lynnhaven Golf
Navy Expeditionary Combat Command

Staff Development activities and strategies

Extended grade level planning (90 minutes bimonthly) in grades K-5
Making Meaning collaboration bimonthly
Being a Writer collaboration bimonthly (pilot for the district)
Motivational speaker—Carlton Ashby M. Ed.
Gifted Cluster Teacher trainings
Everyday Math collaboration bimonthly
21st Century Learning Initiative