

DEPARTMENT OF SCHOOL ADMINISTRATION

PCI

Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction



VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Plan for Continuous Improvement

SCHOOL: **Luxford Elementary**

DATE: **10/30/09**

SCHOOL MISSION STATEMENT

- 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 Compass to 2015
A Strategic Plan for Student Success**

- S01. 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.
- S02. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
- S03. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
- S04. 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.
- S05. 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.

PLAN

Demographic Overview (Attach School Report Card)

Overview	Demographic Breakdown	Student Engagement Initiative	Parental Involvement Initiative										
Luxford Elementary School continues to provide a variety of school wide activities, initiatives, activities and programs to enhance academic achievement. Administration staff, students, parents, and volunteers work in collaboration to this end. Key groups, such as Luxford Leadership Forum (PTA, School Planning Council, Guidance Advisory Committee), Student SCA, Partners in Education, and school action teams support the school's efforts toward continuous improvement. Luxford Elementary is a school strongly rooted in tradition, yet eager and open to innovation.	<table border="1"> <tr> <td>Number of Students</td> <td>507</td> </tr> <tr> <td>% Caucasian</td> <td>53%</td> </tr> <tr> <td>% African American</td> <td>29%</td> </tr> <tr> <td>% Special Education</td> <td>9%</td> </tr> <tr> <td>% Economically Disadv.</td> <td>56%</td> </tr> </table>	Number of Students	507	% Caucasian	53%	% African American	29%	% Special Education	9%	% Economically Disadv.	56%	<ul style="list-style-type: none"> • 78% of all 3rd, 4th, and 5th grade students are participating in one or more of the 16 extracurricular clubs at Luxford Elementary, 14 are held after-school. • Students use relevant data collected during weekly running days applied in multiple subjects. • A community atmosphere is fostered through monthly assemblies, and other school wide activities. • Instruction and encouragement is given to students to decrease behavior infractions and increase attendance. 	<ul style="list-style-type: none"> • Luxford has begun several "Buddy Programs" for parents to participate as learning partners; these include Book Buddies, Graph Buddies and Game Buddies. • Parents are encouraged to attend academic programs, assemblies, and clubs.
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PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: Luxford Elementary

DATE: 10/30/09

Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

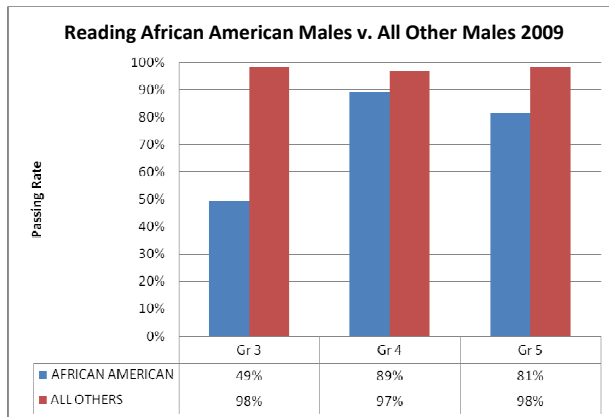
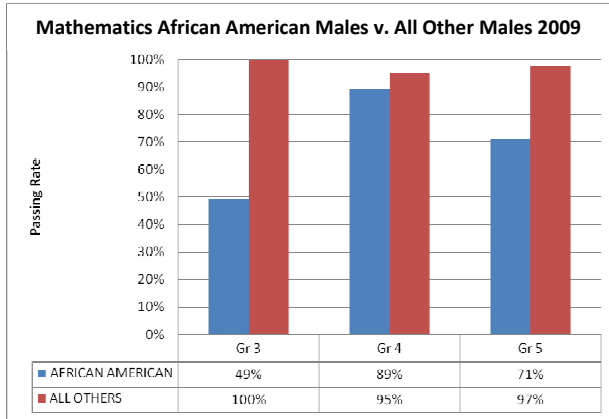
(What does the data mean to the school? Identify gaps and list priorities)

All instructional staff reviewed the bottom ten SOL question descriptions for the past three years in reading and mathematics for grades 3-4. This information was reviewed and analyzed as grade levels, and shared with all instructional staff. This information is attached to this plan.

By targeting SOL question descriptions, Luxford will be better able to address specific areas of opportunities to raise category scores, which should raise overall SOL test scores.

Virginia Beach City Public Schools has established the goal to eliminate the double digit gap between African American males and non-African American males on reading and mathematics Standards of Learning (SOL) tests. While grade 4 at Luxford had a single digit gap between between African American males and non-African American males on reading and mathematics, grades 3 and 5 did not meet this goal in 2009. It is hoped that by targeting identified areas of opportunities to raise category scores, overall SOL test scores will increase, including the scores of African American males.

An area of staff examination, through a Professional Learning Community, will be the exploration of the historical strength at 4th grade in minimizing ethnicity gaps.





PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis of Results

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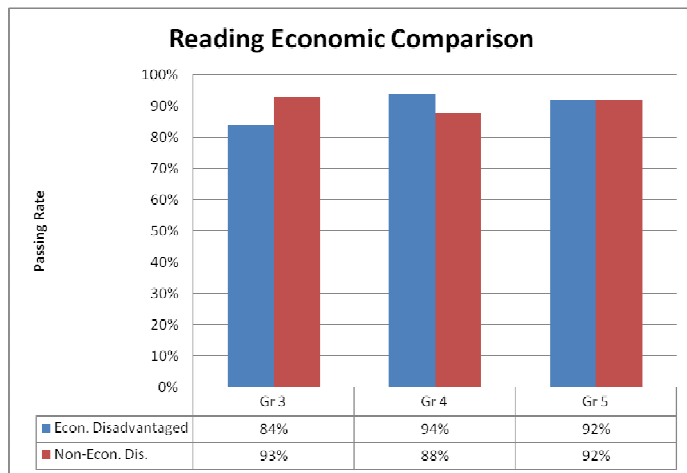
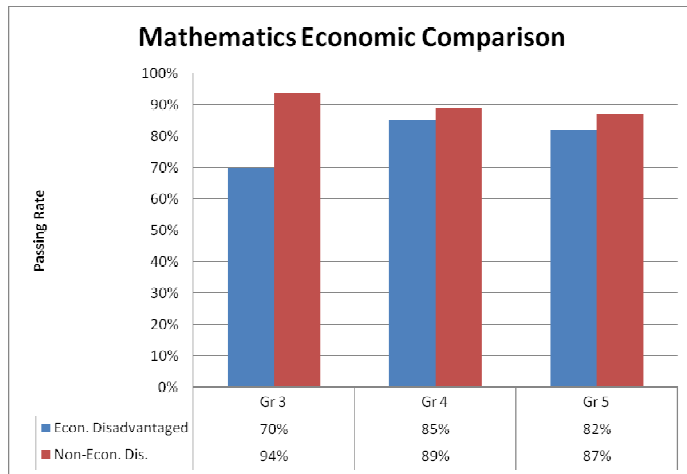
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Review

(Objective data, qualitative indicators, trends and comparisons)

Analysis

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



Gaps can be found in SOL test scores between economically disadvantaged (free/reduced lunch) students, and students not economically disadvantaged.

In addition to the overall gaps between African Americans and all others, and economically disadvantaged students and non-disadvantaged students, it was noted that the combination of ethnicity, gender, and economic status had an impact on SOL test scores, as can be seen below.

