

**Plan for Continuous Improvement**

**SCHOOL:** Thoroughgood Elementary School

**DATE:** October, 2009

**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:** Our mission, in cooperation with educators, families, and the community, is to provide our children with the knowledge and skills necessary to face the challenges of the 21<sup>st</sup> Century.

**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.

	<b>VIRGINIA SOA REQUIREMENTS</b>	<b>VBCPS OUTCOME FOR STUDENT SUCCESS</b>
<input type="checkbox"/> SACS <input checked="" 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"> <li>1. Student Achievement</li> <li>2. Student / staff Attendance</li> <li>3. Drop-out Rate</li> <li>4. Staff Development</li> </ol>	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"> <li>• Academically proficient;</li> <li>• Effective communicators and collaborators;</li> <li>• Globally aware, independent, responsible learners and citizens; and</li> <li>• Critical and creative thinkers, innovators and problem solvers.</li> </ul>

**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.

**PLAN**

**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)

The Thoroughgood community is an area steeped in history. In about 1636, Adam Thoroughgood, from whom the school received its name, was granted 5,350 acres of land along the Lynnhaven River. Thoroughgood’s home, a historic landmark of our earliest culture and heritage, is thought to be the oldest brick house in America. It stands in the center of our community. The Thoroughgood school community serves a diverse population that includes the developments of Thoroughgood, Thoroughgood Estates, Thoroughgood Colony Townhomes, Lake Smith Terrace, Gracetown, Bayville Park, Baylake Pines, Ocean Park, Aeries on the Bay, Hermitage Townhouses, Gela Naval Housing, and Church Point.

# PLAN

## Demographic Overview (Attach School Report Card and School Profile Sheet)

Programs Unique to Thoroughgood		
Artist in Residence	Author in Residence	Baylake Tutoring Program
Destination Imagination	Gifted Parent Events	PTA Talent Showcase
Fall Carnival	Fifth Grade Social	Musician in Residence
Greeter Desk	High School Mentors/Tutors	Surfin' Seagulls Leadership
Monthly Parent Groups (discipline, sibling rivalry)	Kindergarten slide show, scavenger hunt for registration	5 <sup>th</sup> Grade Science Club
Military Mentors	Student Announcement Team	Tutoring during PE
PTA Supply Cart	Raisin' Up Club	Geo Bee
Field Day	SOL Bowl	SOL Information Nights
Peer Tutors	ODU Monarch Reach Out	Safety Patrols
Multicultural Week with NATO families presenting their culture	Multicultural Events (It's Greek to Me, China Feast, Mali Program)	Student Guidance Programs (deployment, divorce, friends)
Fun Run	Nature Trail/Outdoor Classroom	Safety Valet
Student of the Month	Wee Deliver Postal System	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade award celebrations
Geography Club	ORFF Ensemble	Library Helpers
Chess Club	Muffins for Mom	Doughnuts for Dad
PTA Family Fun Night	Water Safety Program	PTA AR incentive program
SCA Spirit Days	Star Lab	Thorough-good Manners Program
Student Hosts		

Partners 2007-2008		
Company	Contact	Support
Amphibious Group Two	Katherine Jacobs	Mentor students
Baylake United Methodist Church	Ellen Cummings	Weekly tutoring program after school
Bayside Public Library	Lisa Sullivan	Provide books and resources, read to classes, lessons about blind citizens, accelerated reading program, and summer reading program
Cinema Café	Briana Garcia-Worrell	Honor Roll Incentives
Farm Fresh	Sarah Redfield	Double Points for Cash Register Receipts
Ficarra Jewelers	Bess Ficarra	Donate items and provide pencils for honor roll students
Max and Erma's		Sponsor Benefit Nights
McDonald's	Gary Schleub	Host benefit nights, provide coupons/certificates for honor roll, perfect attendance, super citizens, reading programs, teacher appreciation week, and carnival
Spec War 2	Taylor Travis	Mentor students
Thoroughgood House	Roberta Wishman	Provide field trips
Underwater Construction Team One	Sharell Johnson	Mentor students
NSU	Jeanne Krail	Science professors

DEPARTMENT OF SCHOOL ADMINISTRATION

**PCI Form 4-1, page 2**

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



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Thoroughgood Elementary School

DATE: Oct, 2009

**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)

We divided the faculty into two Action Teams to address the two goals. One Action Team worked to create our faculty definition of “Student Engagement” and the other trained 100% of the faculty on different technologies that would help them create plans that supported 21<sup>st</sup> Century Skills.

#### Student Engagement Action Team:

Beginning with the first faculty meeting, this Action Team broke into groups and used the placemat consensus protocol to discuss what engagement looked like. The Staff Development Committee compiled this information into a user friendly list of terms we all can agree on.

Several other protocols were used during the school year to gather information from the faculty. We did a chalk talk and faculty listed all of the things that came to mind when thinking about engagement. Again, this information was posted on SharePoint for teachers to continue their dialog about engagement.

In February, a graphic organizer was made to represent all of the ways we were thinking about engagement and this was shared with the Engagement Action Team. Some suggestions were made and the organizer was modified.

At the end of the year, the Leadership Team, took all of the information including the graphic organizer and formulated Thoroughgood Elementary’s definition of student engagement:

Student engagement at Thoroughgood Elementary School

Looks like students:

- Who are actively participating
- Representing their learning in interesting and creative ways
- Having an active part in knowing “what” and “why”
- Who can problem solve and critically think about the essential questions

Sounds like students:

- Talking
- Reflecting
- Listening to and sharing points of view
- Being able to explain and to demonstrate the essential questions

Is supported by teachers:

- Who differentiate, model, and demonstrate to meet the needs of the individual learner
- Who provide lessons that are rich with rigor, relevance, and relationships
- Who provide opportunities for students to demonstrate their learning in various forms of assessment (i.e. problem-based assessment, projects, paper/pencil, presentations, etc.)
- Who provide immediate and constructive feedback

#### Priorities and Opportunities

- focus more closely on how planning, differentiation, and assessments play a part in student engagement.
- fine tune our definition by participating in learning walks, book talks, utilizing the UbD lesson plan format, participating in planning common assessments
- post video and text examples of best practices on our SharePoint site

At the first faculty meeting, the Technology Action Team broke in to teams to focus on a specific technology that they in turn would train the faculty on. At each faculty meeting that followed, the technology team trained the faculty on the following hardware and software: Webpage design, SmartBoard, Qwizdom, MovieMaker, and Clicker

- 100% of the faculty had their School Net Webpage up and running by the end of the school year.
- 100% of the teachers who had a SmartBoard in their classroom increased their use of the Smartboard for daily interactive lessons, and increased the lessons they shared with others who also had a Smartboard.
- 100% of the faculty created a small video using MovieMaker.
- 100% of the special education teachers and K-2 teachers incorporated a Clicker activity into their lesson plans

#### Priorities and Opportunities

- focus this year from the teachers to the students.
- look at resources to ensure that students have as much opportunity as possible to access hardware and software to demonstrate their understanding and learning.
- Increase collaboration with CRS and LMS to become more proficient with integrating authentic activities into their learning plans.



**PLAN**

VBCPS Plan for Continuous Improvement

**Measurable Objectives**

School: Thoroughgood Elementary School

DATE: October, 2009

<p><b>Focus</b> (Innovation and refinement of needs)</p>	<p><b>Measurable Objectives</b> (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p>	<p><b>Performance Measures</b> (What quantitative and qualitative measures will demonstrate the objectives are being met?)</p>	<p><b>Assigned Action Team</b></p>
<p>Continue to work on our shared definition of student engagement and develop PLC's to maintain an open dialog of best practices to support student engagement.</p>		<p>As a whole school, we can use our engagement definition to continue to identify what student engagement looks like and what best practices support student engagement.</p>	<p>Staff Development Committee Student Engagement PLC</p>
<p>Continue to focus on integrating authentic activities into learning plans making sure to integrate technology when appropriate for student. Our focus will be on how 21<sup>st</sup> Century students learn and think in order to better plan for technology uses</p>		<p>As evidenced in teacher learning plans, there will be an increase in the use of authentic assessments, portfolios, and problem-based projects using technology.</p> <p>100% of the students will use multi-media room to demonstrate their understanding of curriculum and use of 21<sup>st</sup> Century Skills</p> <p>100% of the faculty will participate in posting comments and learning plans that highlight the use of technology.</p> <p>Increase use of technology in learning plans as evidenced by frequency and range of technology or instructional software used</p>	<p>Technology PLC's</p>