



**Plan for Continuous Improvement**

**SCHOOL:** Plaza Middle

**DATE:** 10/30/09

**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:** Plaza Middle School, in partnership with the home and the community, is committed to developing its students into independent thinkers, lifelong learners, team players and responsible citizens in a safe, non-threatening stimulated and creative environment.

**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.

<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	<p align="center"><b>VIRGINIA SOA REQUIREMENTS</b></p> <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>	<p align="center"><b>VBCPS OUTCOME FOR STUDENT SUCCESS</b></p> <p>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:</p> <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>
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**VBCPS Strategic Objectives**

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

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

**School Partnerships and Programs:**

- "Partners in Education" - Sixteen local businesses provide a variety of services such as career awareness programs, volunteers, incentives/rewards, donations, and fundraisers. This is a reciprocal program with Plaza Middle providing the following: school artwork and Reflection Contest artwork entries are displayed in the participating establishments; invitations are given to our partners to attend school functions; and a bulletin board displays all Adopt-A-School Partners.

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**School-wide Honors and Awards:**

- Plaza Middle School Music Department (Band, Orchestra, and Chorus) honored as a Blue Ribbon School in Virginia
- Plaza Middle School Music Department received an Excellent rating on the state level.
- PTA – Merit Award, Cardinal Award , Exemplary Award
- Cafeteria Awards – Food Cost Control, Food Flow and Sanitation, Trainee School Trainer, Accident-Free Team
- Custodial Award –“Best in the City”

**Unique Characteristics and Special Programs:**

- Fully Accredited for the Virginia Standards of Learning
- Middle Years Program Academy (MYP) – authorized by the International Baccalaureate Academy
- Project X-CD program – 120 sixth and seventh graders are enrolled
- VBCPS Planetarium housed within Plaza Middle School – programs available to assist in supporting and reinforcing science SOL's
- Advancement Via Individual Determination (AVID) – 121sixth, seventh, and eighth graders are enrolled
- Weekly Strategies sessions training
- Kagan Cooperative Strategies training
- Jazz Band Festival host, Musical Festival Host, and All-City Band Host
- Regent University's C.H.A.N.C.E. Program – an eight-week character education program implemented by Regent's graduate counseling and psychology students
- Implementation of *Writing Across the Curriculum* (WAC) program
- Implementation of *Math Across the Curriculum* (MAC) program
- Fred Jones Tools for Teaching Implementation: Classroom Management System
- The Six-Minute Solution: Literacy Pilot (implementation in all grades)

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

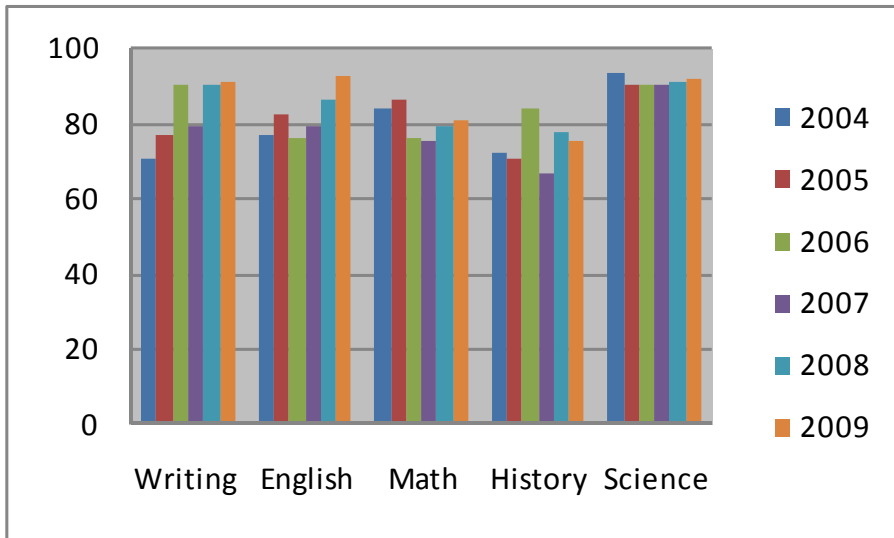
School: Plaza Middle

DATE: 10/30/09

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)

Plaza Middle School  
8<sup>th</sup> Grade Results



8<sup>th</sup> Grade SOL Results

- After no increase or decrease (2006-2008) in SOL scores in the content area of writing, an increase of +1% was noted in 2009. Total increase in three years (2006-2009) is +1%. The 2009 passing rate for Writing 8 is 91%.
- After a two-year increase (2006-2008) of +9.7% in SOL scores in the content area of English, a +7% increase was noted in 2009. Total increase in three years (2006-2009) is +16.7%. The 2009 passing rate for English 8 is 93%.
- After a two-year increase (2006-2008) of +3.1% in SOL scores in the content area of Mathematics, a +1.9 increase was noted in 2009. Total increase in three years (2006-2009) is +5%. The 2009 passing rate for Mathematics 8 is 81%.
- After a two-year decrease (2006-2008) of -6.5% in SOL scores in the content area of History, a decrease of -2.5% was noted in 2009. Total decrease in three years (2006-2009) is -9%. The 2009 passing rate for History 8 is 75%.
- After a two-year increase (2006-2008) of +1.0% in SOL scores in the content area of Science, an increase of +1.0% was noted in 2009. Total increase in three years(2006-2009) is +2%. The 2009 passing rate for Science 8 is 92%.

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DEPARTMENT OF SCHOOL ADMINISTRATION



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

## PLAN

VBCPS Plan for Continuous Improvement

### Review and Analysis

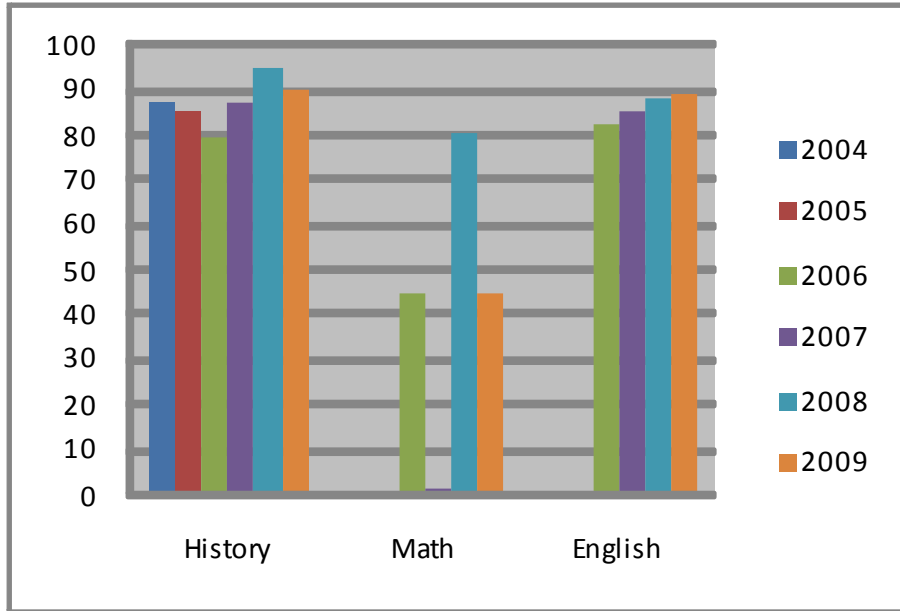
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**Review of Data**  
(Qualitative and quantitative data)

**Analysis and Interpretation of Data**  
(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

### Plaza Middle School 7<sup>th</sup> Grade Results



### 7<sup>th</sup> Grade SOL Results

- The 2005-2006 school year was the first year that the state English 7 SOL test was administered. After a two-year increase of +5.6% (2006-2008) a +.8% increase was noted in 2009. Total increase in three years (2006-2009) is +6.4%. The 2009 passing rate for English 7 is 89%.
- The 2005-2006 school year was the first year that the state Mathematics 7 SOL was administered. After a two-year increase (2006-2008) of 35.5% a -35% decrease was noted in 2009. Total increase in three-years (2006-2009) is +.5% The 2009 passing rate for Mathematics 7 is 45%.
- The 2004-2005 school year was the first year that the History 7 (History from 1877 to the Present) SOL test was administered. After a two-year increase (2006-2008) of +15%, a -4.6% decrease was noted in 2009. Total increase in three years (2006-2009) is +10.4%. The 2009 passing rate for History 7 is 90%.



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Review and Analysis

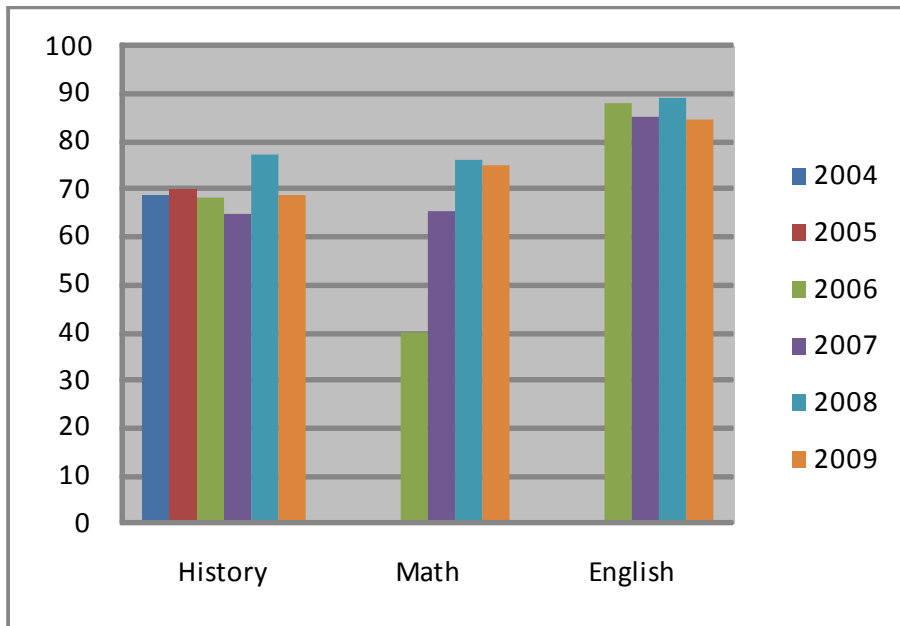
School: Plaza Middle School

DATE: 10/30/2009

Review of Data  
(Qualitative and quantitative data)

Analysis and Interpretation of Data  
(What does the data mean the school? Identify gaps, list priorities and opportunities for innovation)

Plaza Middle School  
6<sup>th</sup> Grade Results



6<sup>th</sup> Grade SOL Results

- The 2005-2006 school year was the first year that the state English 6 SOL test was administered. After a two-year (2006-2008) increase of +.8% a 4.4% decrease was noted in 2009. Total decrease in three years (2006-2009) is -3.6%. The 2009 passing rate for English 6 is 84.6%.
- The 2005-2006 school year was the first year that the state Mathematics 6 SOL was administered. After a two-year increase (2006-2008) of +36.6% a -3.7% decrease was noted in 2009. Total increase in three years (2006-2009) is +32.9%. The 2009 passing rate for Mathematics 6 is 75%.
- The 2004-2005 school year was the first year that the state History 6 (United States History to 1877) SOL test was administered. After a two-year increase (2006-2008) of +9.2%, a decrease of -8.5% was noted in 2009. Total increase in three years (2006-2009) is +.7%. The 2009 passing rate for History 6 is 69%.

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Review and Analysis

School: Plaza Middle School

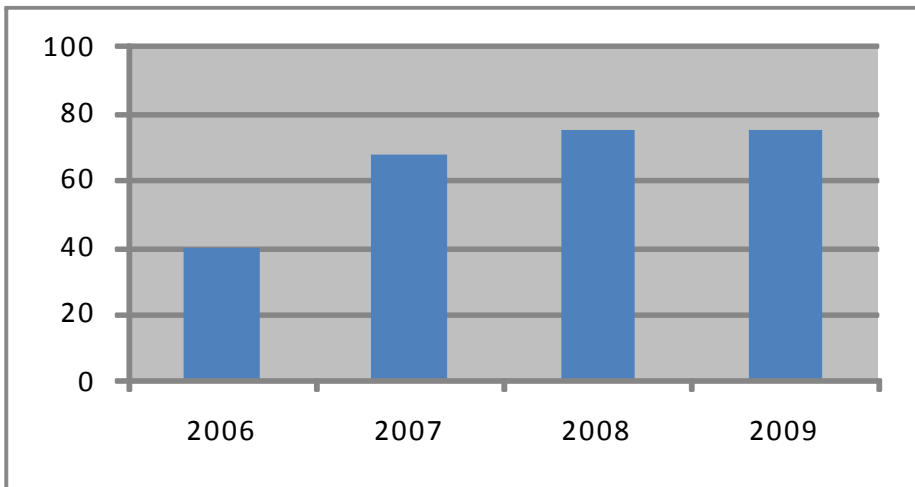
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**Review of Data**  
(Qualitative and quantitative data)

**Analysis and Interpretation of Data**  
(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Mathematics Grade 6 SOL  
Percent Passing

Mathematics Grade 6 SOL Scores  
All Students



- Percent Passing (75% in 2009)
- Percent Passing (75% in 2008)
- Percent Passing (68% in 2007)
- Percent Passing (40% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the all student subgroup of the SOL Mathematics 6 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 6 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



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VBCPS Plan for Continuous Improvement

Review and Analysis

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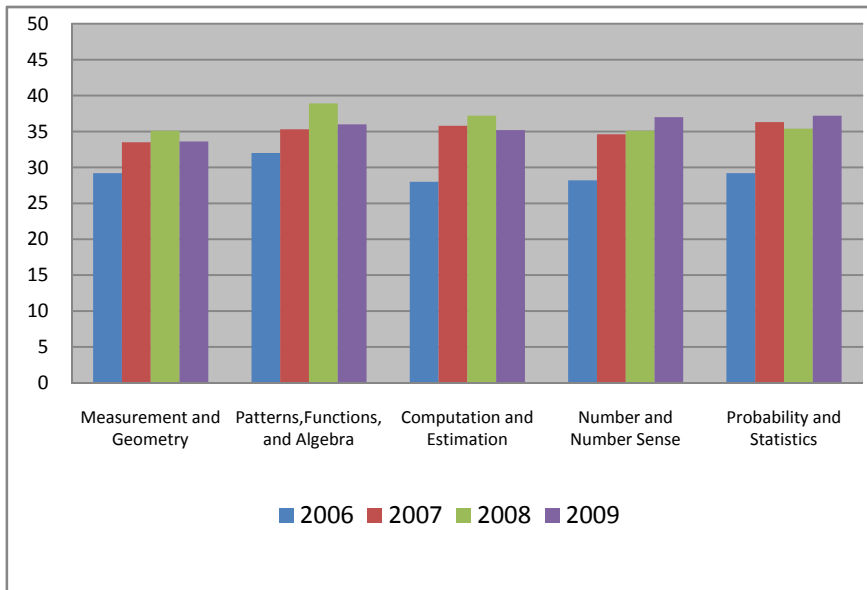
**Review of Data**  
(Qualitative and quantitative data)

**Analysis and Interpretation of Data**

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

**Mathematics Grade 6 SOL  
Mean Scale Scores**

**Mathematics Grade 6 Mean Scale Scores**



Measurement and Geometry

- Mean scale score (33.6 in 2009)
- Mean scale score (35.1 in 2008)
- Mean scale score (33.5 in 2007)
- Baseline mean scale score (29.2 in 2006)

Patterns, Functions, & Algebra

- Mean scale score (36.0 in 2009)
- Mean scale score (38.9 in 2008)
- Mean scale score (35.3 in 2007)
- Baseline mean scale score (32.0 in 2006)

Computation & Estimation

- Mean scale score (35.2 in 2009)
- Mean scale score (37.2 in 2008)
- Mean scale score (35.8 in 2007)
- Baseline mean scale score (28.0 in 2006)

Number & Number Sense

- Mean scale score (37.0 in 2009)
- Mean scale score (35.1 in 2008)
- Mean scale score (34.6 in 2007)
- Baseline mean scale score (28.2 in 2006)

Probability & Statistics

- Mean scale score (37.2 in 2009)
- Mean scale score (35.4 in 2008)
- Mean scale score (36.3 in 2007)
- Baseline mean scale score (29.2 in 2006)

This is the fourth administration of the Grade 6 Mathematics SOL test. A mean scale score of >30 is an indication of a passing score. Two reporting categories: *Measurement and Geometry*, and *Computation & Estimation* have become a priority.



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 6 Mean Scale Scores**

**Priorities Based on Comparative Data**

1. Increase the *Measurement and Geometry* reporting category by 2.4 points from 33.6 to 36.
2. Increase the *Computation and Estimation* reporting category by .8 points from 35.2 to 36.
3. Increase or maintain the mean scale score in the *Patterns, Functions, and Algebra; Number and Number Sense; and Probability and Statistics* reporting categories.

**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis**

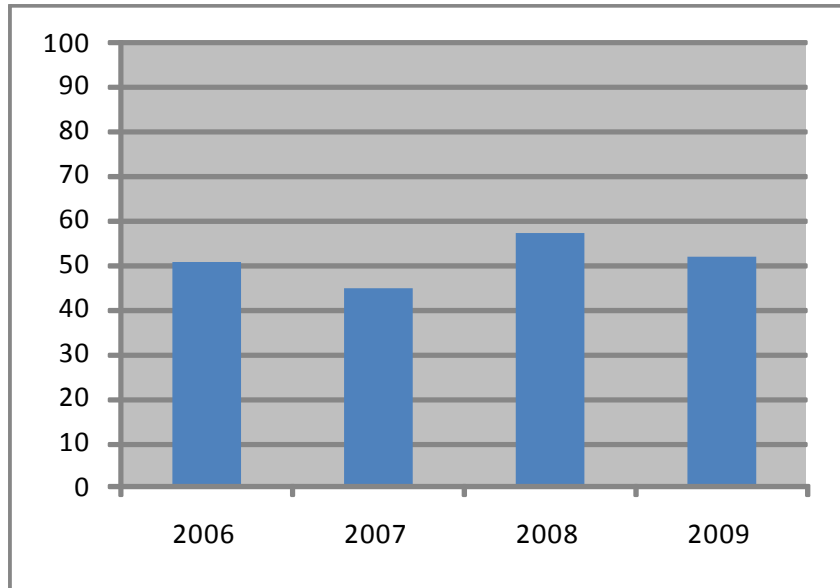
School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 6 SOL Percent Passing  
Black Ethnicity**



**Mathematics Grade 6 SOL Scores  
Black Ethnicity**

- Percent Passing (52% in 2009)
- Percent Passing (57% in 2008)
- Percent Passing (45% in 2007)
- Percent Passing (51% in 2006)

**Priorities Based on Comparative Data**

1. In order to meet the *No Child Left Behind* AYP benchmark in the black students subgroup of the SOL Mathematics 6 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 6 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.

**PLAN**

VBCPS Plan for Continuous Improvement

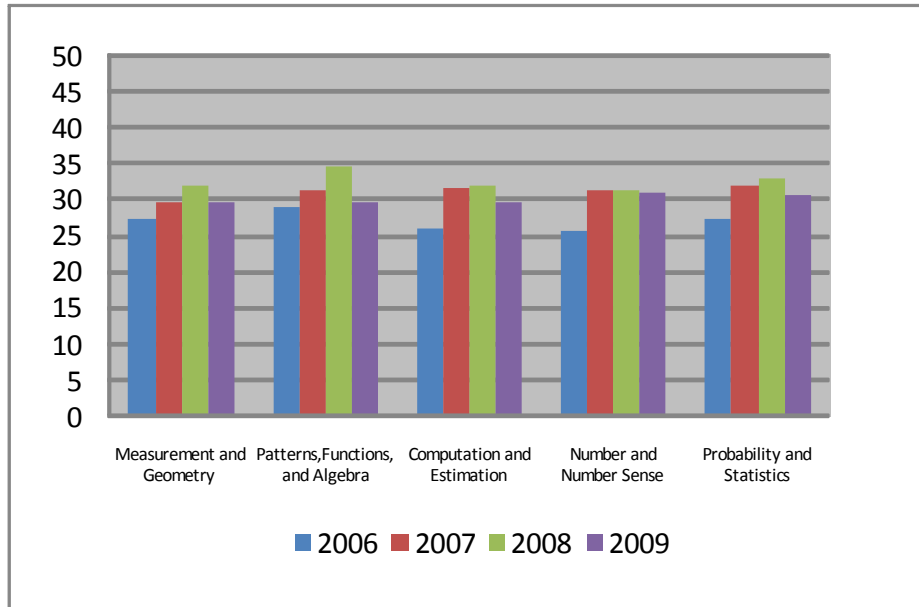
**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**Review of Data**  
(Qualitative and quantitative data)

**Mathematics Grade 6 SOL Mean Scale Scores  
Black Ethnicity**



On the Mathematics 6 SOL test reporting categories a mean scale score of >30 is an indication of a passing score. All five reporting categories: *Measurement and Geometry; Patterns, Functions, and Algebra; Computation and Estimation; Number and Number Sense; and the Probability and Statistics* reporting categories have become a priority among Black students (N=98).

**Analysis and Interpretation of Data**

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

**Mathematics Grade 6 Mean Scale Scores  
Black Ethnicity**

Measurement and Geometry

- Mean scale score (29.5 in 2009)
- Mean scale score (31.8 in 2008)
- Mean scale score (29.7 in 2007)
- Baseline mean scale score (27.3 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (29.8 in 2009)
- Mean scale score (34.6 in 2008)
- Mean scale score (31.3 in 2007)
- Baseline mean scale score (29.0 in 2006)

Computation and Estimation

- Mean scale score (29.6 in 2009)
- Mean scale score (32.1 in 2008)
- Mean scale score (31.5 in 2007)
- Baseline scale score (26.1 in 2006)

Number and Number Sense

- Mean scale score (30.9 in 2009)
- Mean scale score (31.2 in 2008)
- Mean scale score (31.2 in 2007)
- Baseline scale score (25.8 in 2006)

Probability and Statistics

- Mean scale score (30.5 in 2009)
- Mean scale score (32.9 in 2008)
- Mean scale score (32.1 in 2007)
- Baseline mean scale score (27.3 in 2006)



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**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)

**Mathematics Grade 6 Mean Scale Scores  
Black Ethnicity**

**Priorities Based on Comparative Data**

1. Increase the *Measurement and Geometry* reporting category for black students by 3.5 points from 29.5 to 33.
2. Increase the *Patterns, Functions, and Algebra* reporting category for black students by 3.2 points from 29.8 to 33.
3. Increase the *Computation and Estimation* reporting category for black students by 3.4 points from 29.6 to 33.
4. Increase the *Number and Number Sense* reporting category for black students by 2.1 points from 30.9 to 33.
5. Increase the *Probability and Statistics* reporting category by 2.5 points from 30.5 to 33.



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Review and Analysis

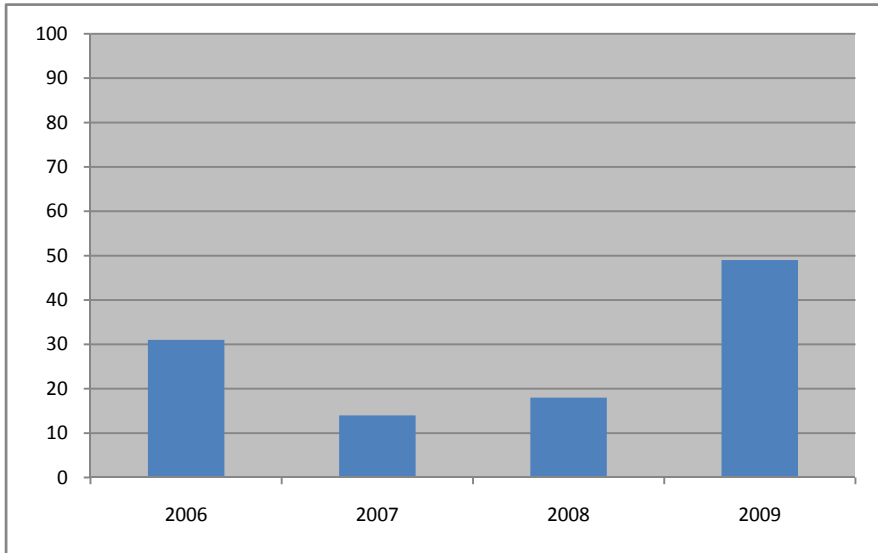
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**Review of Data**  
(Qualitative and quantitative data)

**Analysis and Interpretation of Data**  
(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Mathematics Grade 6 SOL Scores Percent Passing Students with Disabilities



Mathematics Grade 6 SOL Scores Students with Disabilities

- Percent Passing (49% in 2009)
- Percent Passing (18% in 2008)
- Percent Passing (14% in 2007)
- Percent Passing (30% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the students with disabilities subgroup of the SOL Mathematics 6 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009- 2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 6 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



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Review and Analysis

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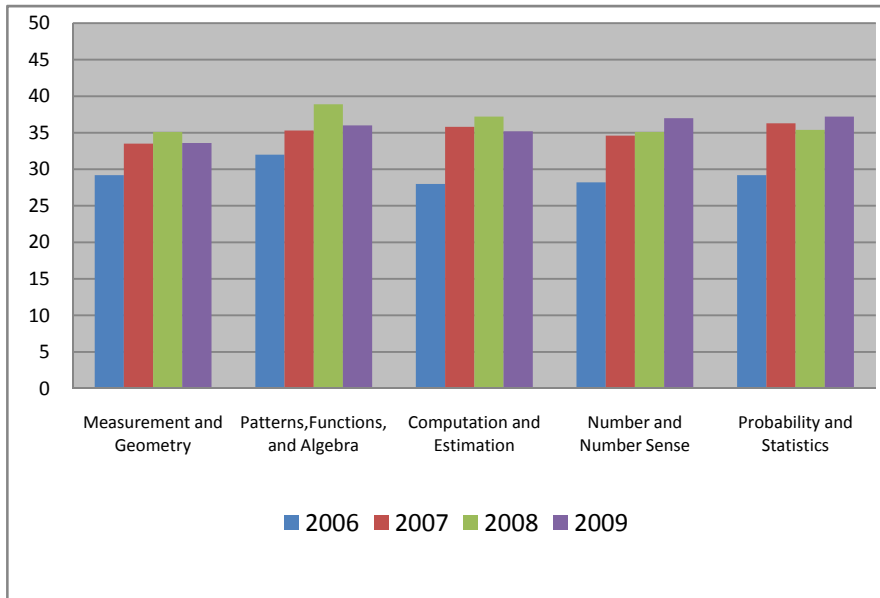
Review of Data  
(Qualitative and quantitative data)

Analysis and Interpretation of Data

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

Mathematics Grade 6 Mean Scale Scores  
Students with Disabilities

Mathematics Grade 6 Mean Scale Scores  
Students with Disabilities



Measurement and Geometry

- Mean scale score (28.0 in 2009)
- Mean scale score (25.5 in 2008)
- Mean scale score (22.0 in 2007)
- Baseline mean scale score (24.4 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (27.6 in 2009)
- Mean scale score (27.5 in 2008)
- Mean scale score (23.4 in 2007)
- Baseline mean scale score (26.9 in 2006)

Computation and Estimation

- Mean scale score (26.9 in 2009)
- Mean scale score (24.1 in 2008)
- Mean scale score (21.7 in 2007)
- Baseline mean scale score (27.0 in 2006)

Number and Number Sense

- Mean scale score (27.1 in 2009)
- Mean scale score (25.7 in 2008)
- Mean scale score (23.4 in 2007)
- Baseline mean scale score (25.3 in 2006)

Probability and Statistics

- Mean scale score (28.5 in 2009)
- Mean scale score (27.5 in 2008)
- Mean scale score (23.6 in 2007)
- Baseline mean scale score (23.7 in 2006)

This is the fourth year for the administration of the Grade 6 Mathematics SOL Test. A mean scale score of >30 is an indication of a passing score. All five reporting categories: *Measurement and Geometry*; *Patterns, Functions, and Algebra*; *Computation and Estimation*; *Number and Number Sense*; and *Probability and Statistics* have become a priority for students with disabilities (N=37).



**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis**

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**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)

**Mathematics Grade 6 Mean Scale Scores  
Students with Disabilities**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by 2.0 points from 28.0 to 30.
2. Increase the mean scale score for the *Patterns, Functions, and Algebra* reporting category by 2.4 points from 27.6 to 30.
3. Increase the mean scale score for the *Computation and Estimation* reporting category by 3.1 points from 26.9 to 30.
4. Increase the mean scale score for the *Number and Number Sense* reporting category by 2.9 points from 27.1 to 30.
5. Increase the mean scale score for the *Probability and Statistics* reporting category by 1.5 points from 28.5 to 30.



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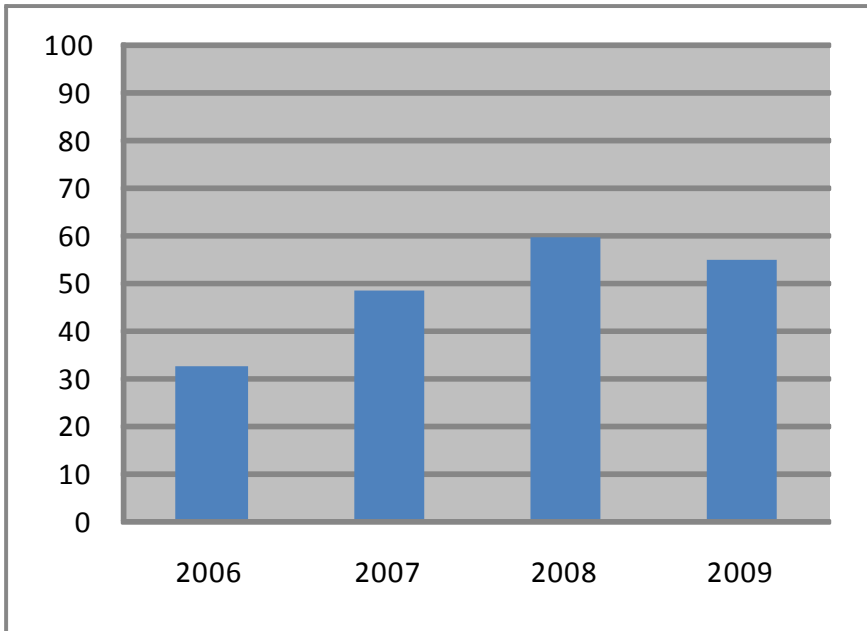
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**Review of Data**  
(Qualitative and quantitative data)

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

Mathematics Grade 6 SOL Scores Percent Passing Economically Disadvantaged Students



Mathematics Grade 6 SOL Scores Economically Disadvantaged Students

- Percent Passing (55% in 2009)
- Percent Passing (60% in 2008)
- Percent Passing (49% in 2007)
- Percent Passing (33% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the economically disadvantaged students subgroup of the SOL Mathematics 6 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 6 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



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Review and Analysis

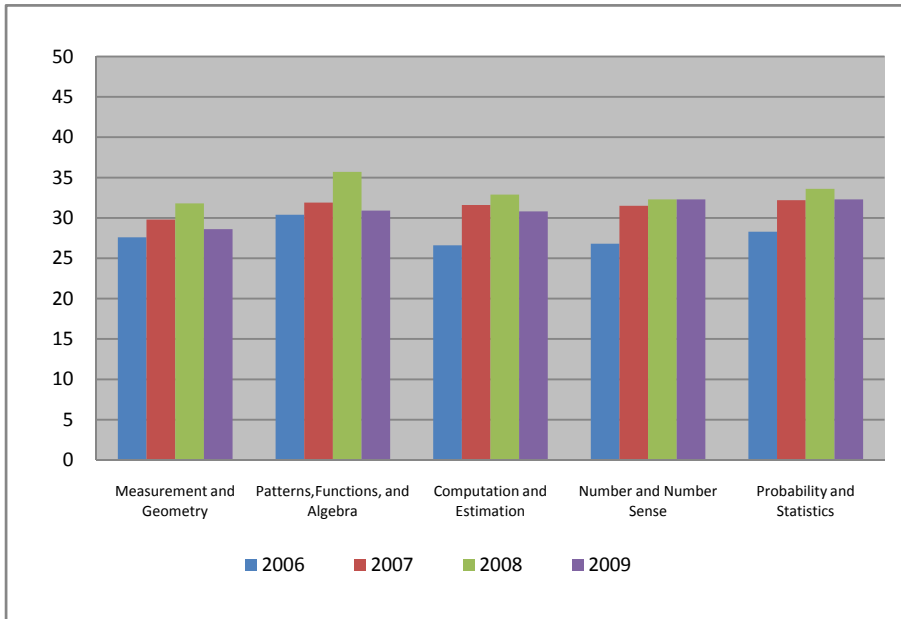
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Review of Data  
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Mathematics Grade 6 Mean Scale Scores  
Economically Disadvantaged Students



This is the fourth year for the administration of the Grade 6 Mathematics SOL Test. A mean scale score of >30 is an indication of a passing score. All five reporting categories: *Measurement and Geometry*; *Patterns, Functions, and Algebra*; *Computation and Estimation*; *Number and Number Sense*; and *Probability and Statistics* have become a priority for economically disadvantaged students (N=113).

Mathematics Grade 6 Mean Scale Scores  
Economically Disadvantaged Students

Measurement and Geometry

- Mean scale score (28.6 in 2009)
- Mean scale score (31.8 in 2008)
- Mean scale score (29.8 in 2007)
- Baseline mean scale score (27.6 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (30.9 in 2009)
- Mean scale score (35.7 in 2008)
- Mean scale score (31.9 in 2007)
- Baseline mean scale score (30.4 in 2006)

Computation and Estimation

- Mean scale score (30.8 in 2009)
- Mean scale score (32.9 in 2008)
- Mean scale score (31.6 in 2007)
- Baseline mean scale score (26.6 in 2006)

Number and Number Sense

- Mean scale score (32.3 in 2009)
- Mean scale score (32.3 in 2008)
- Mean scale score (31.5 in 2007)
- Baseline mean scale score (26.8 in 2006)

Probability and Statistics.

- Mean scale score (32.3 in 2009)
- Mean scale score (33.6 in 2008)
- Mean scale score (32.2 in 2007)
- Baseline mean scale score (28.3 in 2006)



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School: Plaza Middle School

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(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)

**Mathematics Grade 6 Mean Scale Scores  
Economically Disadvantaged Students**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by 4.4 points from 28.6 to 33.
2. Increase the mean scale score for the *Patterns, Functions, and Algebra* reporting category by 2.1 points from 30.9 to 33.
3. Increase the mean scale score for the *Computation and Estimation* reporting category by 2.2 points from 30.8 to 33.
4. Increase the mean scale score for the *Number and Number Sense* reporting category by .7 points from 32.3 to 33.
5. Increase the mean scale score for the *Probability and Statistics* reporting category by .7 points from 32.3 to 33.

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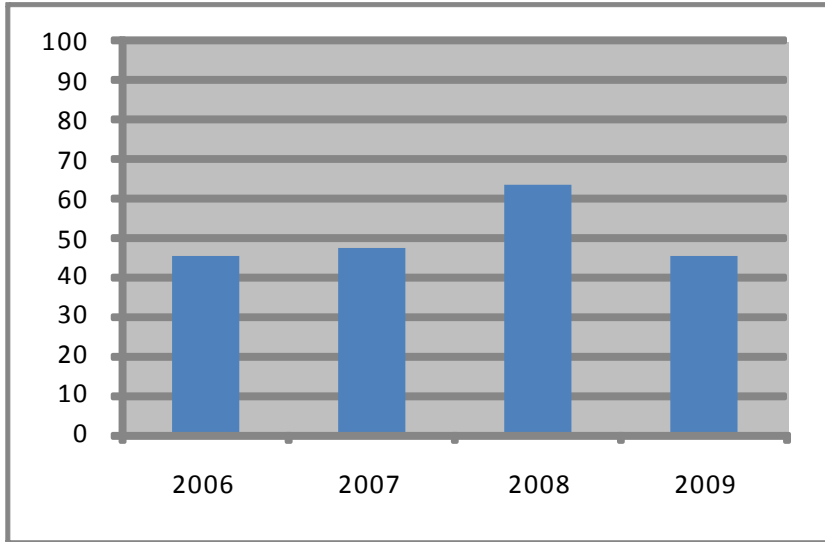
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(Qualitative and quantitative data)

**Analysis and Interpretation of Data**  
(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Mathematics Grade 7 SOL Scores  
Percent Passing



Mathematics Grade 7 SOL Scores  
All Students

- Percent Passing (45% in 2009)
- Percent Passing (64% in 2008)
- Percent Passing (47% in 2007)
- Percent Passing (45% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the all students subgroup of the SOL Mathematics 7 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 7 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

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Review and Analysis

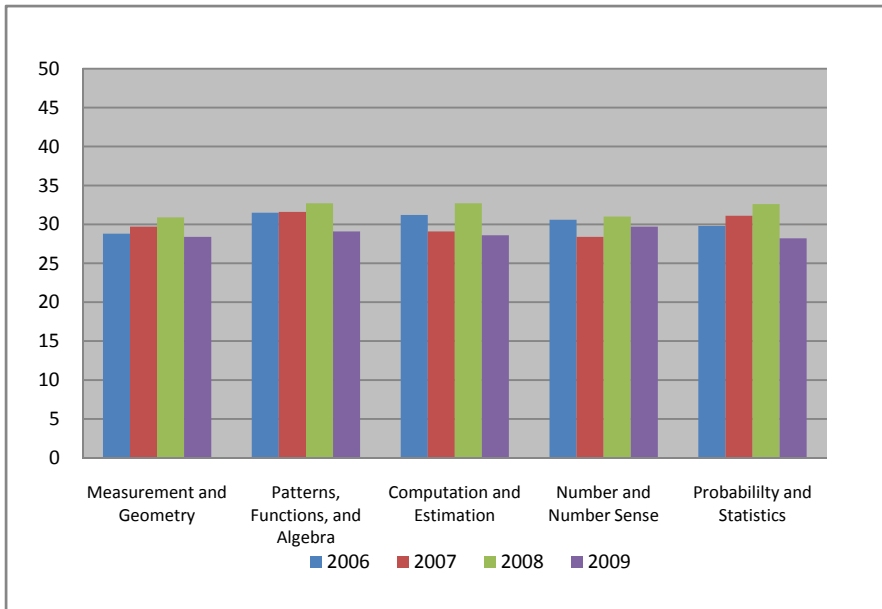
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(Qualitative and quantitative data)

**Analysis and Interpretation of Data**  
(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Mathematics Grade 7  
Mean Scale Scores



Mathematics Grade 7 Mean Scale Scores

Measurement and Geometry

- Mean scale score (28.4 in 2009)
- Mean scale score (30.9 in 2008)
- Mean scale score (29.7 in 2007)
- Baseline mean scale score (28.8 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (29.1 in 2009)
- Mean scale score (32.7 in 2008)
- Mean scale score (31.6 in 2007)
- Baseline mean scale score (31.5 in 2006)

Computation and Estimation

- Mean scale score (28.6 in 2009)
- Mean scale score (32.7 in 2008)
- Mean scale score (29.1 in 2007)
- Baseline mean scale score (31.2 in 2006)

Number and Number Sense

- Mean scale score (29.7 in 2009)
- Mean scale score (31.0 in 2008)
- Mean scale score (28.4 in 2007)
- Baseline mean scale score (30.6 in 2006)

Probability and Statistics

- Mean scale score (28.2 in 2009)
- Mean scale score (32.6 in 2008)
- Mean scale score (31.1 in 2007)
- Baseline mean scale score (29.8 in 2006)

This is the fourth year of the administration of the Grade 7 Mathematics SOL test. A score of >30 mean scale score is an indication of a passing score. All five reporting categories: *Measurement and Geometry; Patterns, Functions, and Algebra; Computation and Estimation; Number and Number Sense, and Probability and Statistics* have become a priority.



**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 7 Mean Scale Scores**

**Priorities Based on Comparative Data**

1. Increase the *Measurement and Geometry* reporting category by 4.6 points from 28.4 to 33.
2. Increase the *Patterns, Functions, and Algebra reporting* by 3.9 points from 29.1 to 33.
3. Increase the *Computation and Estimation* reporting category by 4.4 points from 28.6 to 33.
4. Increase the *Number and Number Sense* reporting category by 3.3 points from 29.7 to 33.
5. Increase the *Probability and Statistics* reporting category by 4.8 points from 28.2 to 33.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

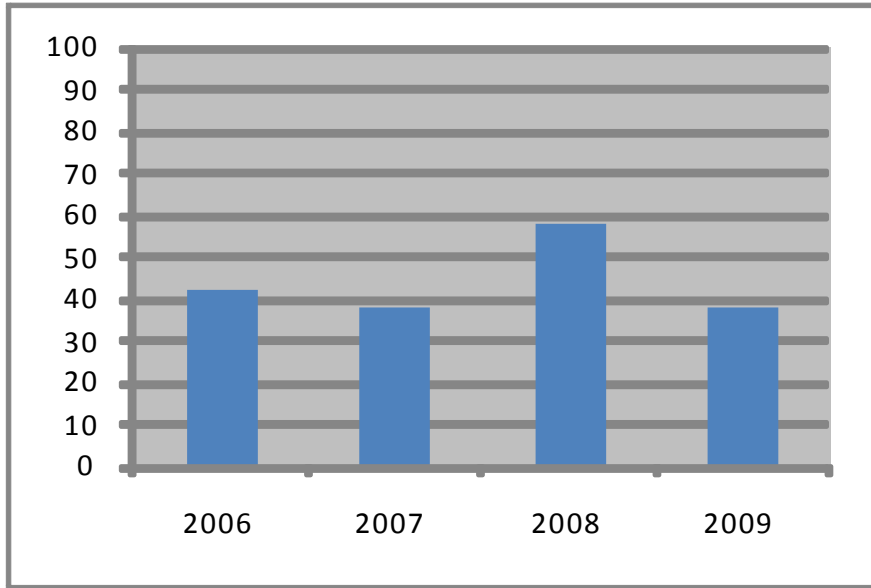
School: Plaza Middle School

DATE: 10/30/2009

**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)

Mathematics Grade 7 SOL Scores Percent Passing Black Ethnicity



Mathematics Grade 7 SOL Scores Black Ethnicity

- Percent Passing (38% in 2009)
- Percent Passing (58% in 2008)
- Percent Passing (38% in 2007)
- Percent Passing (42% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the black student subgroup of the SOL Mathematics 6 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 7 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

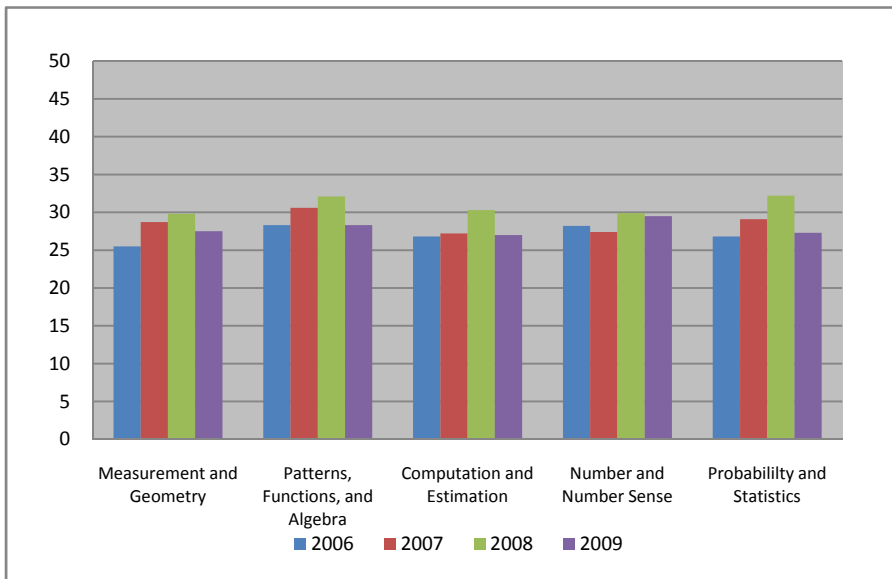
DATE: 10/30/2009

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)

Mathematics Grade 7 Mean Scale Scores  
Black Ethnicity

Mathematics Grade 7 Mean Scale Scores  
Black Ethnicity



On the Math 7 SOL test reporting categories a mean scale score of >30 is an indication of a passing score. The *Measurement and Geometry; Pattern, Functions, and Algebra; Computation and Estimation; Number and Number Sense; and Probability and Statistics* reporting categories have become a priority among Black students (N=81).

Measurement and Geometry

- Mean scale score (27.5 in 2009)
- Mean scale score (29.8 in 2008)
- Mean scale score (28.7 in 2007)
- Baseline mean scale score (25.5 in 2006)

Patterns, Functions, Algebra

- Mean scale score (28.3 in 2009)
- Mean scale score (32.1 in 2008)
- Mean scale score (30.6 in 2007)
- Baseline scale score (28.3 in 2006)

Computation and Estimation

- Mean scale score (27.0 in 2009)
- Mean scale score (30.3 in 2008)
- Mean scale score (27.2 in 2007)
- Baseline scale score (26.8 in 2006)

Number & Number Sense

- Mean scale score (29.5 in 2009)
- Mean scale score (29.9 in 2008)
- Mean scale score (27.4 in 2007)
- Baseline scale score (28.2 in 2006)

Probability and Statistics

- Mean scale score (27.3 in 2009)
- Mean scale score (32.2 in 2008)
- Mean scale score (29.1 in 2007)
- Baseline mean scale score (26.8 in 2006)



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 7 Mean Scale Scores  
Black Ethnicity**

**Priorities Based on Comparative Data**

1. Increase the *Measurement and Geometry* reporting category by 5.5 points from 27.5 to 33.
2. Increase the *Patterns, Functions, and Algebra* reporting category by 4.7 points from 28.3 to 33.
3. Increase the *Computation and Estimation* reporting category by 6.0 points from 27.0 to 33.
4. Increase the *Number and Number Sense* reporting category by 3.5 points from 29.5 to 33.
5. Increase the *Probability and Statistics* reporting category by 5.7 from 27.3 to 33.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

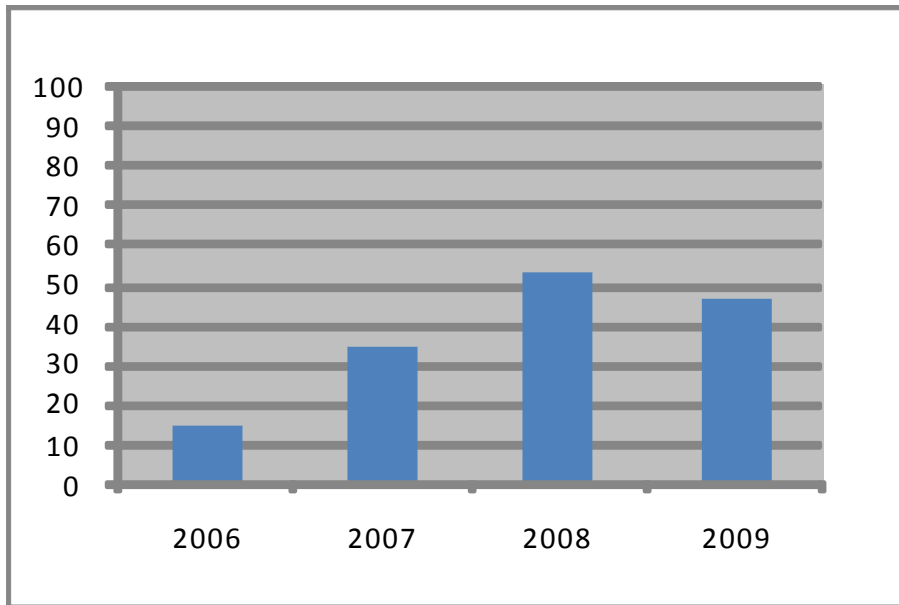
School: Plaza Middle School

DATE: 10/30/2009

**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)

Mathematics Grade 7 SOL Scores Percent Passing Students with Disabilities



Mathematics Grade 7 SOL Scores Students with Disabilities

- Percent Passing (47% in 2009)
- Percent Passing (53% in 2008)
- Percent Passing (35% in 2007)
- Percent Passing (15% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the students with disabilities subgroup of the SOL Mathematics 7 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 7 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

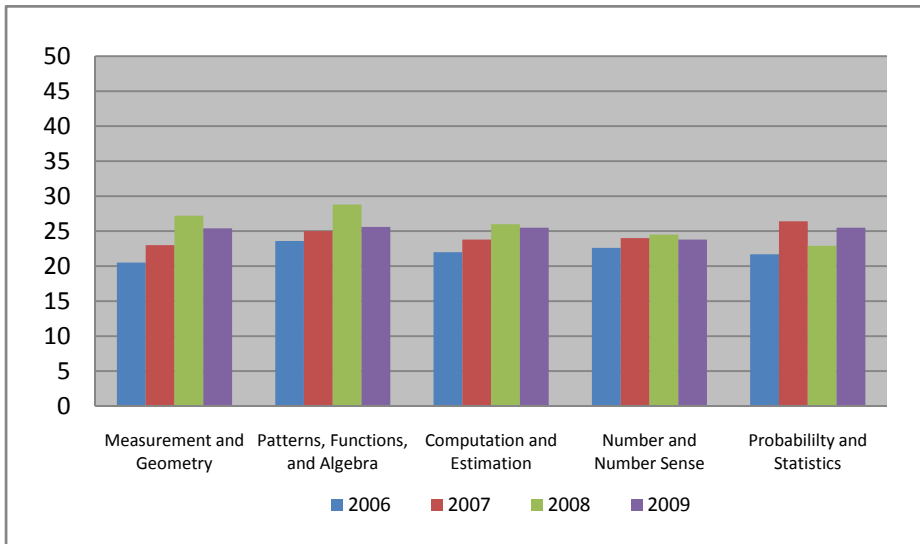
School: Plaza Middle School

DATE: 10/30/2009

**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)

Mathematics Grade 7 Mean Scale Scores  
Students with Disabilities



This is the fourth year for the administration of the Grade 7 Mathematics SOL Test. A mean scale score of >30 is an indication of a passing score. All five reporting categories: *Measurement and Geometry*; *Patterns, Functions, and Algebra*; *Computation and Estimation*; *Number and Number Sense*; and *Probability and Statistics* have become a priority for students with disabilities (N=23).

Mathematics Grade 7 Mean Scale Scores  
Students with Disabilities

**Measurement and Geometry**

- Mean scale score (25.4 in 2009)
- Mean scale score (27.2 in 2008)
- Mean scale score (23.0 in 2007)
- Baseline mean scale score (20.5 in 2006)

**Patterns, Functions, Algebra**

- Mean scale score (25.6 in 2009)
- Mean scale score (28.8 in 2008)
- Mean scale score (25.0 in 2007)
- Baseline scale score (23.6 2006)

**Computation and Estimation**

- Mean scale score (25.5 in 2009)
- Mean scale score (26.0 in 2008)
- Mean scale score (23.8 in 2007)
- Baseline mean scale score (22.0 in 2006)

**Number & Number Sense**

- Mean scale score (23.8 in 2009)
- Mean scale score (24.5 in 2008)
- Mean scale score (24.0 in 2007)
- Baseline scale score (22.6 in 2006)

**Probability and Statistics**

- Mean scale score (25.5 in 2009)
- Mean scale score (22.9 in 2008)
- Mean scale score (26.4 in 2007)
- Baseline mean scale score (21.7 in 2006)



**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade7 Mean Scale Score  
Students with Disabilities**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by 4.6 points from 25.4 to 30.
2. Increase the mean scale score for *Patterns, Functions, and Algebra* by 4.4 points from 25.6 to 30.
3. Increase the mean scale score for *Computation and Estimation* by 4.5 points from 25.5 to 30.
4. Increase the mean scale score for the *Number and Number Sense* reporting category by 6.2 points from 23.8 to 30.
5. Increase the mean scale score for the *Probability and Statistics* reporting category by 4.5 points from 25.5 to 30.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

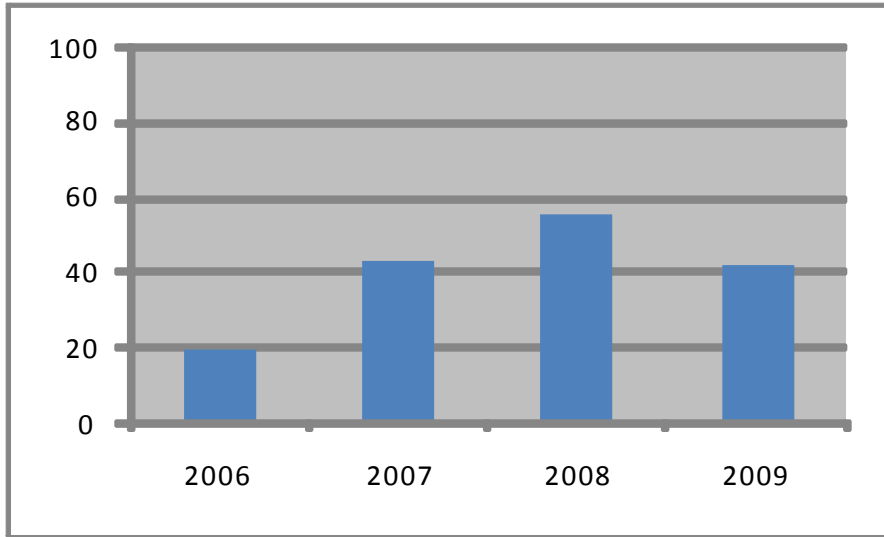
School: Plaza Middle School

DATE: 10/30/2009

**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)

Mathematics Grade 7 SOL Scores Percent Passing Economically Disadvantaged Students



Mathematics Grade 7 SOL Scores Economically Disadvantaged Students

- Percent Passing (42% in 2009)
- Percent Passing (56% in 2008)
- Percent Passing (43% in 2007)
- Percent Passing (20% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the economically disadvantaged students subgroup of the SOL Mathematics Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 7 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

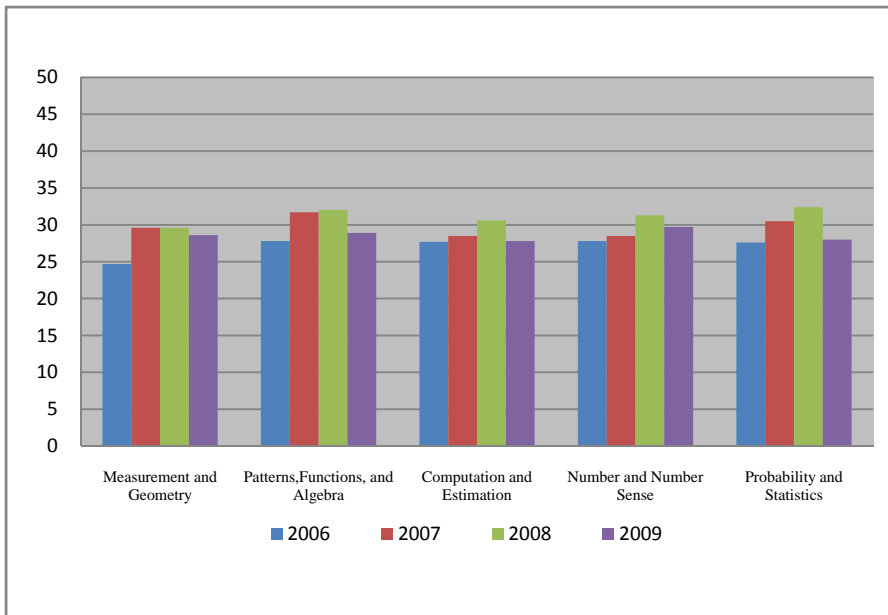
DATE: 10/30/2009

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)

Mathematics Grade 7 Mean Scale Scores  
Economically Disadvantaged Students

Mathematics Grade 7 Mean Scale Scores  
Economically Disadvantaged Students



This is the fourth year for the administration of the Grade 7 English Mathematics SOL Test. A mean scale score of >30 is an indication of a passing score. All five reporting categories: *Measurement and Geometry*; *Patterns, Functions, and Algebra*; *Computation and Estimation*; *Number and Number Sense*; and *Probability and Statistics* have become a priority for economically disadvantaged students (N=80).

Measurement and Geometry

- Mean scale score (28.6 in 2009)
- Mean scale score (29.6 in 2008)
- Mean scale score (29.6 in 2007)
- Baseline mean scale score (24.7 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (28.9 in 2009)
- Mean scale score (32.0 in 2008)
- Mean scale score (31.7 in 2007)
- Baseline mean scale score (27.8 in 2006)

Computation and Estimation

- Mean scale score (27.8 in 2009)
- Mean scale score (30.6 in 2008)
- Mean scale score (28.5 in 2007)
- Baseline mean scale score (27.7 in 2006)

Number and Number Sense

- Mean scale score (29.7 in 2009)
- Mean scale score (31.3 in 2008)
- Mean scale score (28.5 in 2007)
- Baseline mean scale score (27.8 in 2006)

Probability and Statistics

- Mean scale score (28.0 in 2009)
- Mean scale score (32.4 in 2008)
- Mean scale score (30.5 in 2007)
- Baseline mean scale score (27.6 in 2006)



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 7 Mean Scale Scores  
Economically Disadvantaged Students**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by 4.4 points from 28.6 to 33.
2. Increase the mean scale score for the *Patterns, Functions, and Algebra* reporting category by 4.1 points from 28.9 to 33.
3. Increase the mean scale score for the *Computation and Estimation* reporting category by 5.2 points from 27.8 to 33.
4. Increase the mean scale score for the *Number and Number Sense* reporting category by 3.3 points from 29.7 to 33.
5. Increase the mean scale score for the *Probability and Statistics* reporting category by 5.0 points from 28.0 to 33.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

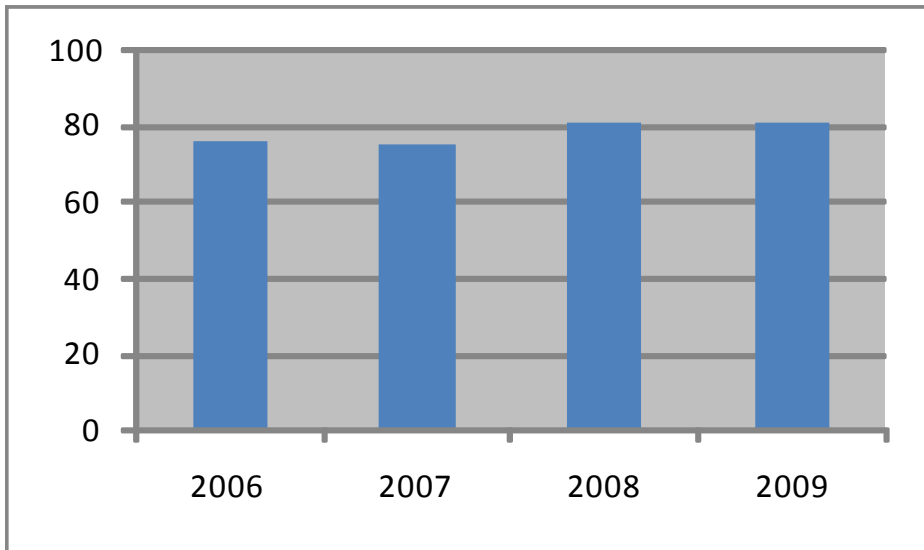
DATE: 10/30/2009

**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)

Mathematics Grade 8 SOL Scores  
Percent Passing

Mathematics Grade 8 SOL Scores  
All Students



- Percent Passing (81% in 2009)
- Percent Passing (81% in 2008)
- Percent Passing (75% in 2007)
- Percent Passing (76% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the all student subgroup of the SOL Mathematics 8 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups

On the Mathematics 7 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

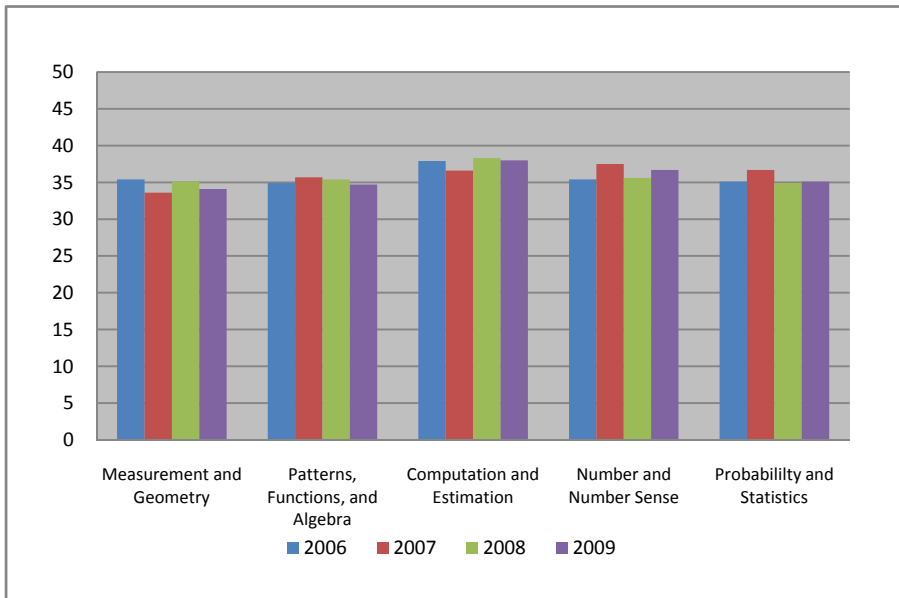
DATE: 10/30/2009

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)

Mathematics Grade 8  
Mean Scale Scores

Mathematics Grade 8 Mean Scale Scores



Measurement and Geometry

- Mean scale score (34.1 in 2009)
- Mean scale score (35.1 in 2008)
- Mean scale score (33.6 in 2007)
- Baseline mean scale score (35.4 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (34.7 in 2009)
- Mean scale score (35.4 in 2008)
- Mean scale score (35.7 in 2007)
- Baseline mean scale score (34.9 in 2006)

Computation and Estimation

- Mean scale score (38.0 in 2009)
- Mean scale score (38.3 in 2008)
- Mean scale score (36.6 in 2007)
- Baseline mean scale score (37.9 in 2006)

Number and Number Sense

- Mean scale score (36.7 in 2009)
- Mean scale score (35.6 in 2008)
- Mean scale score (37.5 in 2007)
- Baseline mean scale score (35.4 in 2006)

Probability and Statistics

- Mean scale score (35.1 in 2009)
- Mean scale score (34.9 in 2008)
- Mean scale score (36.7 in 2007)
- Baseline mean scale score (35.1 in 2006)

This is the fourth year of the administration of the Grade 8 Mathematics SOL test. A score of >30 mean scale score is an indication of a passing score. We will continue to increase or maintain the mean scale scores for each reporting category.



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 8 Mean Scale Scores**

1. Plaza Middle will continue to increase or maintain the mean scale score in each reporting category for the 2009-2010 school year.

PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

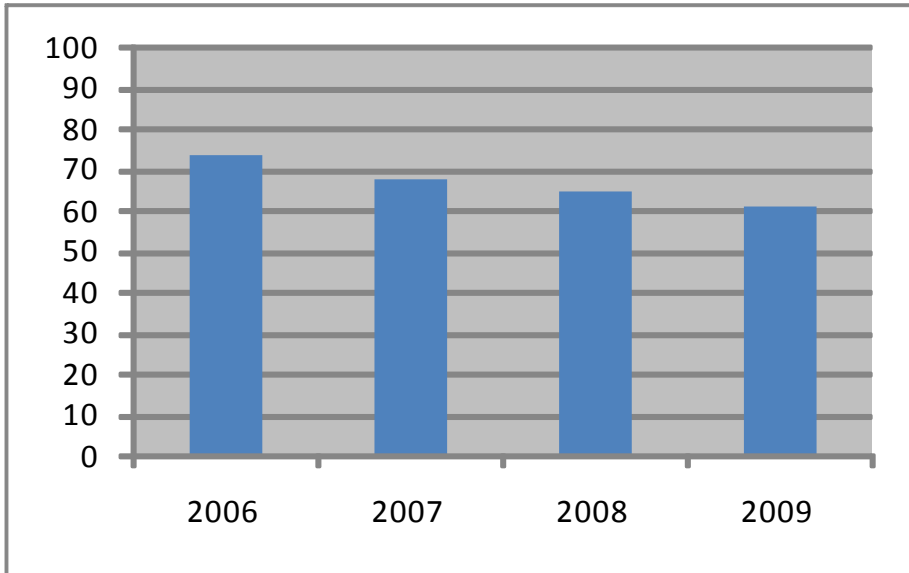
School: Plaza Middle School

DATE: 10/30/2009

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)

Mathematics Grade 8 SOL Scores Percent Passing  
Black Ethnicity



Mathematics Grade 8 SOL Scores  
Black Ethnicity

- Percent Passing (74% in 2009)
- Percent Passing (68% in 2008)
- Percent Passing (65% in 2007)
- Percent Passing (61.5% in 2006)

Priorities Based on Comparative Data:

1. In order to meet the *No Child Left Behind* AYP benchmark in the black students subgroup of the SOL Mathematics 8 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2008-2009 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 8 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

VBCPS Plan for Continuous Improvement

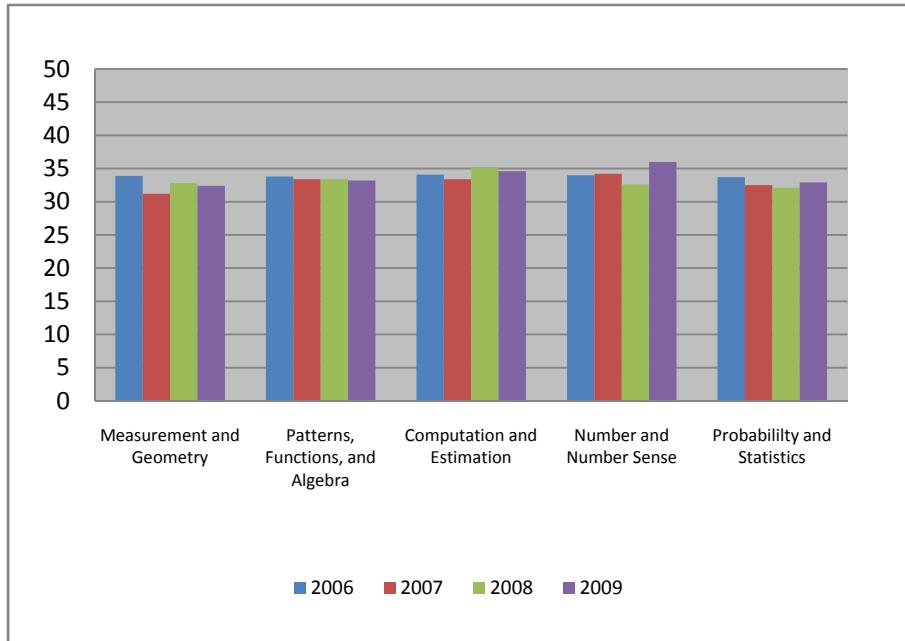
Review and Analysis

School: Plaza Middle School

DATE: 10/30/2009

Review of Data  
(Qualitative and quantitative data)

Mathematics Grade 8 Mean Scale Scores  
Black Ethnicity



On the Math 8 SOL test reporting categories a mean scale score of >30 is an indication of a passing score. The *Measurement and Geometry*, and *Probability and Statistics* reporting categories have become a priority among Black students (N=107).

Analysis and Interpretation of Data

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

Mathematics Grade 8 Mean Scale Scores  
Black Ethnicity

Measurement and Geometry

- Mean scale score (32.4 in 2009)
- Mean scale score (32.8 in 2008)
- Mean scale score (31.2 in 2007)
- Baseline mean scale score (33.9 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (33.2 in 2009)
- Mean scale score (33.4 in 2008)
- Mean scale score (33.4 in 2007)
- Baseline mean scale score (33.8 in 2006)

Computation and Estimation

- Mean scale score (34.6 in 2009)
- Mean scale score (35.1 in 2008)
- Mean scale score (33.4 in 2007)
- Baseline mean scale score (34.1 in 2006)

Number & Number Sense

- Mean scale score (36.0 in 2009)
- Mean scale score (32.6 in 2008)
- Mean scale score (34.2 in 2007)
- Baseline scale score (34.0 in 2006)

Probability and Statistics

- Mean scale score (32.9 in 2009)
- Mean scale score (32.1 in 2008)
- Mean scale score (32.5 in 2007)
- Baseline scale score (33.7 in 2006)



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 8 Mean Scale Scores  
Black Ethnicity**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by .6 from 32.4 to 33.
2. Increase the mean scale score for the *Probability and Statistics* reporting category by .1 points from 32.9 to 33.
3. Increase or maintain the mean scale scores in the *Patterns, Functions, and Algebra; Number and Number Sense; and Computation and Estimation* reporting categories.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

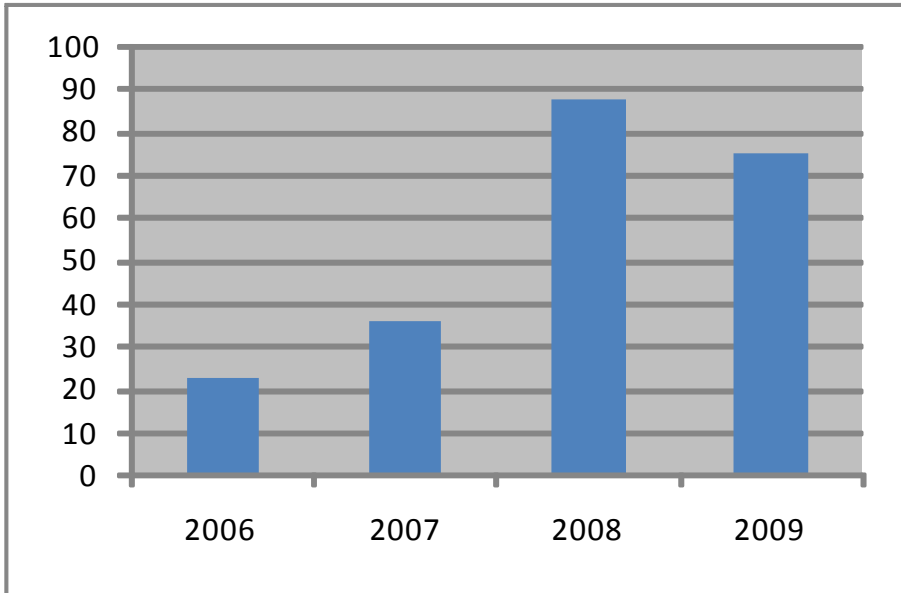
School: Plaza Middle School

DATE: 10/30/2009

**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)

Mathematics Grade 8 SOL Scores Percent Passing Students with Disabilities



Mathematics Grade 8 SOL Scores Students with Disabilities

- Percent Passing (75% in 2009)
- Percent Passing (88% in 2008)
- Percent Passing (36% in 2007)
- Percent Passing (23% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the students with disabilities subgroup of the SOL Mathematics 8 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2008-2009 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 8 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

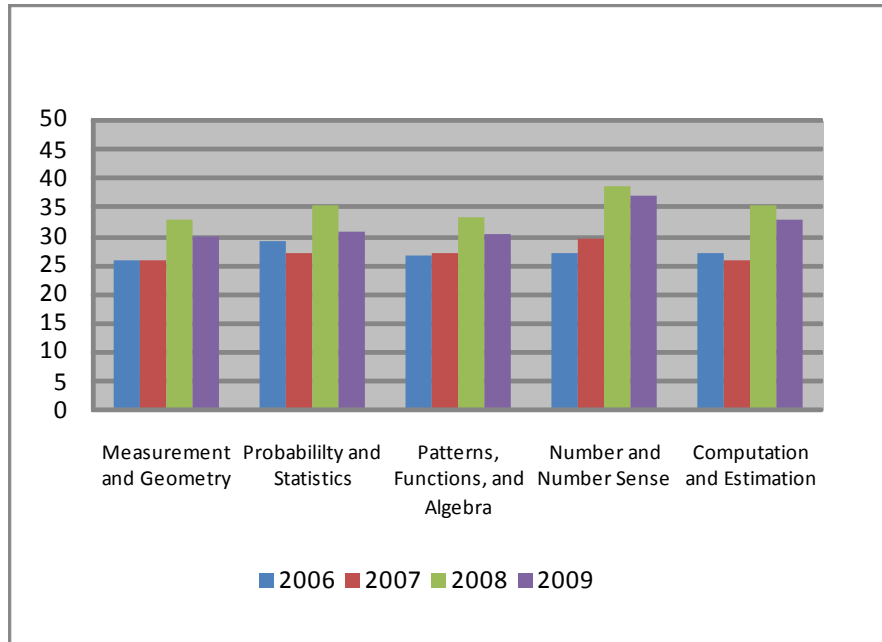
School: Plaza Middle School

DATE: 10/30/2009

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)

Mathematics Grade 8 Mean Scale Scores  
Students with Disabilities



On the Math 8 SOL test reporting categories a mean scale score of >30 is an indication of a passing mark. *The Patterns, Functions and Algebra; Measurement and Geometry; Probability and Statistics; and Computation and Estimation* reporting categories have become a priority among students with disabilities (N=18).

Mathematics Grade 8 Mean Scale Scores  
Students with Disabilities

Measurement and Geometry

- Mean scale score (30.2 in 2009)
- Mean scale score (33.1 in 2008)
- Mean scale score (26.0 in 2007)
- Baseline mean scale score (26.0 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (30.4 in 2009)
- Mean scale score (33.4 in 2008)
- Mean scale score (27.0 in 2007)
- Baseline mean scale score (26.8 in 2006)

Computation and Estimation

- Mean scale score (32.7 in 2009)
- Mean scale score (35.2 in 2008)
- Mean scale score (25.9 in 2007)
- Baseline mean scale score (27.0 in 2006)

Number & Number Sense

- Mean scale score (37.1 in 2009)
- Mean scale score (38.5 in 2008)
- Mean scale score (29.6 in 2007)
- Baseline scale score (27.3 in 2006)

Probability and Statistics

- Mean scale score (30.8 in 2009)
- Mean scale score (35.5 in 2008)
- Mean scale score (27.0 in 2007)
- Baseline scale score (29.0 in 2006)



**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 8 Mean Scale Score  
Students with Disabilities**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by 2.8 points from 30.2 to 33.
2. Increase the mean scale score for the *Patterns, Function, and Algebra* reporting category by 2.6 points from 30.4 to 33.
3. Increase the mean scale score for the *Computation and Estimation* reporting category by .3 points from 32.7 to 33.
4. Increase or maintain the mean scale score for the *Number and Number Sense* reporting category.
5. Increase the mean scale score for the *Probability and Statistics* reporting category by 2.2 points from 30.8 to 33.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

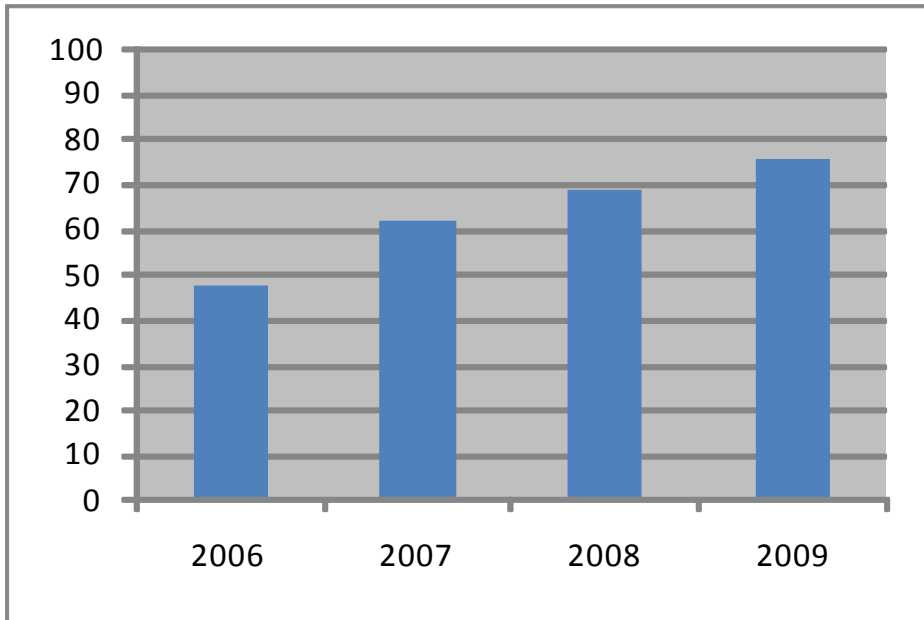
School: Plaza Middle School

DATE: 10/30/2009

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)

Mathematics Grade 8 SOL Scores Percent Passing Economically Disadvantaged



Mathematics Grade 8 SOL Scores Economically Disadvantaged

- Percent Passing (76% in 2009)
- Percent Passing (69% in 2008)
- Percent Passing (62% in 2007)
- Percent Passing (48% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the economically disadvantaged students subgroup of the SOL Mathematics 8 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2008-2009 school year.
2. Plaza Middle will increase or maintain the passing rate in each of the other AYP subgroups.

On the Mathematics 8 SOL Test a score of 70% is an indication of achieving state accreditation. A score of 83% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 Mathematics benchmark.



**PLAN**

VBCPS Plan for Continuous Improvement

**Review and Analysis**

School: Plaza Middle School

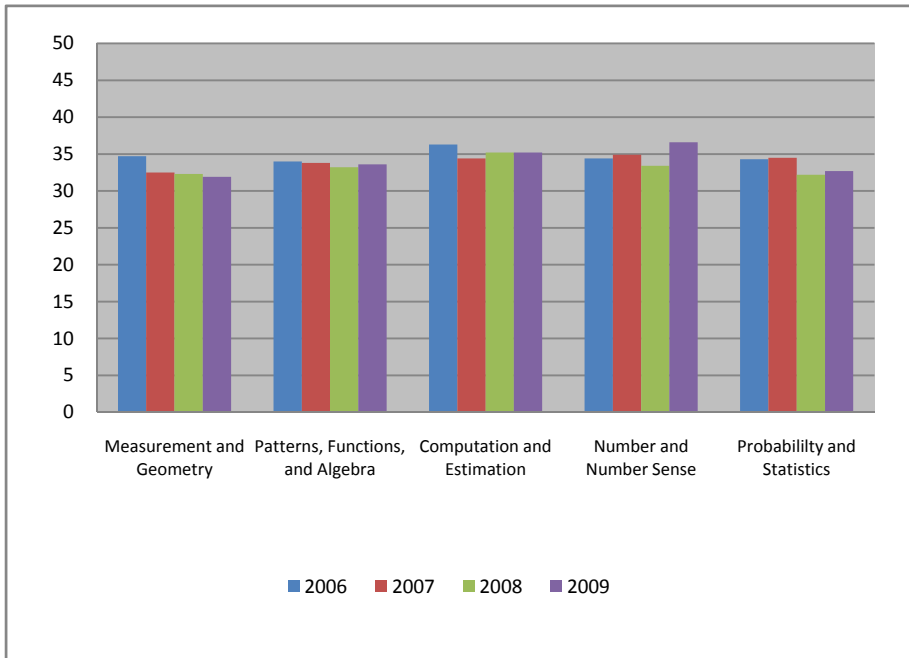
DATE: 10/30/2009

**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)

**Mathematics Grade 8 Mean Scale Scores Economically Disadvantaged Students**

**Mathematics Grade 8 Mean Scale Scores Economically Disadvantaged Students**



Measurement and Geometry

- Mean scale score (31.9 in 2009)
- Mean scale score (32.3 in 2008)
- Mean scale score (32.5 in 2007)
- Baseline mean scale score (34.7 in 2006)

Patterns, Functions, and Algebra

- Mean scale score (33.6 in 2009)
- Mean scale score (33.2 in 2008)
- Mean scale score (33.8 in 2007)
- Baseline mean scale score (34.0 in 2006)

Computation and Estimation

- Mean scale score (35.2 in 2009)
- Mean scale score (35.2 in 2008)
- Mean scale score (34.4 in 2007)
- Baseline mean scale score (36.3 in 2006)

Number and Number Sense

- Mean scale score (36.6 in 2009)
- Mean scale score (33.4 in 2008)
- Mean scale score (34.9 in 2007)
- Baseline mean scale score (34.4 in 2006)

Probability and Statistics

- Mean scale score (32.7 in 2009)
- Mean scale score (32.2 in 2008)
- Mean scale score (34.5 in 2007)
- Baseline mean scale score (34.3 in 2006)

On the Math 8 SOL test reporting categories a mean scale score of >30 is an indication of a passing score. The *Measurement and Geometry* and *Probability and Statistics* reporting categories have become a priority among economically disadvantaged students (N= 114).



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**Mathematics Grade 8 Mean Scale Scores  
Economically Disadvantaged**

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Measurement and Geometry* reporting category by 2.1 points from 31.9 to 33.
2. Increase the mean scale score for the *Probability and Statistics* reporting category by .3 points from 32.7 to 33.
3. Increase or maintain the mean scale scores for the *Patterns, Functions, and Algebra; Computation and Estimation; and the Number and Number Sense* reporting categories.



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VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

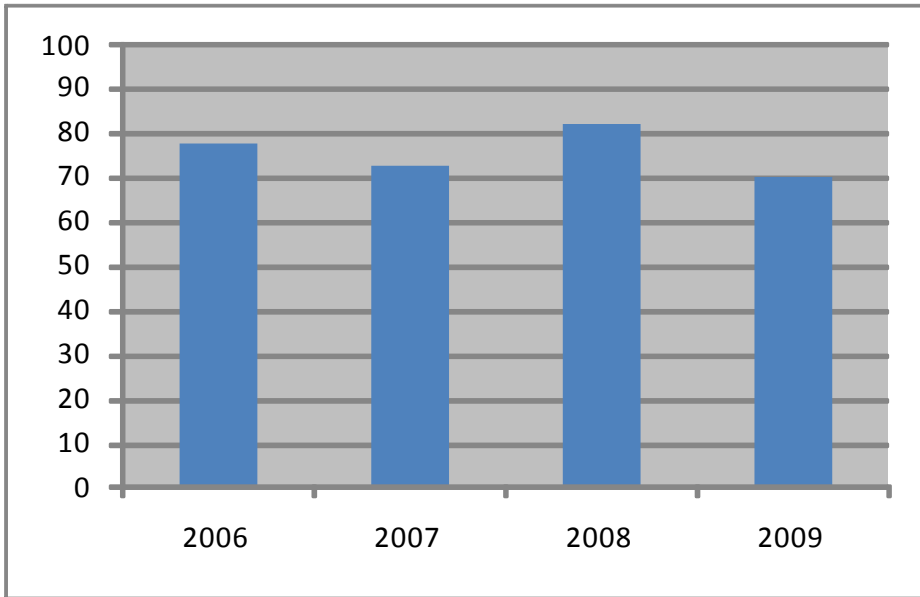
DATE: 10/30/2009

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)

English: Reading Grade 6 SOL Scores Percent Passing Economically Disadvantaged Students

English: Reading Grade 6 SOL Scores Economically Disadvantaged Students



- Percent Passing (70% in 2009)
- Percent Passing (82% in 2008)
- Percent Passing (73% in 2007)
- Percent Passing (78% in 2006)

Priorities Based on Comparative Data:

1. In order to meet the *No Child Left Behind* AYP benchmark in the economically disadvantaged students subgroup of the SOL English: Reading 6 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate of each of the other AYP subgroups.

On the English: Reading 6 SOL Test, a score of 70% is an indication of achieving state accreditation. A score of 85% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 benchmark.



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VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

DATE: 10/30/2009

**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)

English: Reading Grade 6 Mean Scale Scores  
Economically Disadvantaged Students



English: Reading Grade 6 Mean Scale Scores  
Economically Disadvantaged Students

Word Analysis and Information Resources

- Mean scale score (34.3 in 2009)
- Mean scale score (35.8 in 2008)
- Mean scale score (34.7 in 2007)
- Mean scale score (34.3 in 2006)

Demonstrate Comprehension of Printed Material

- Mean scale score (33.8 in 2009)
- Mean scale score (36.0 in 2008)
- Mean scale score (34.2 in 2007)
- Mean scale score (34.7 in 2006)

This is the fourth year of the English: Reading 6 SOL Test. A mean scale score of >30 mean scale is an indication of a passing score. Both reporting categories: *Word Analysis and Information Resources* and *Demonstrate Comprehension of Printed Material* have become a priority for economically disadvantaged students (N=122).



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VBCPS Plan for Continuous Improvement

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

English: Reading 6 Mean Scale Scores  
Economically Disadvantaged Students

**Priorities Based on Comparative Data**

1. Increase the mean scale score for the *Word Analysis and Information Resources* reporting category by 1.7 points from 34.3 to 36.
2. Increase the mean scale score for the *Demonstrate Comprehension of Printed Materials* reporting category by 2.2 points from 33.8 to 36.



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VBCPS Plan for Continuous Improvement

Review and Analysis

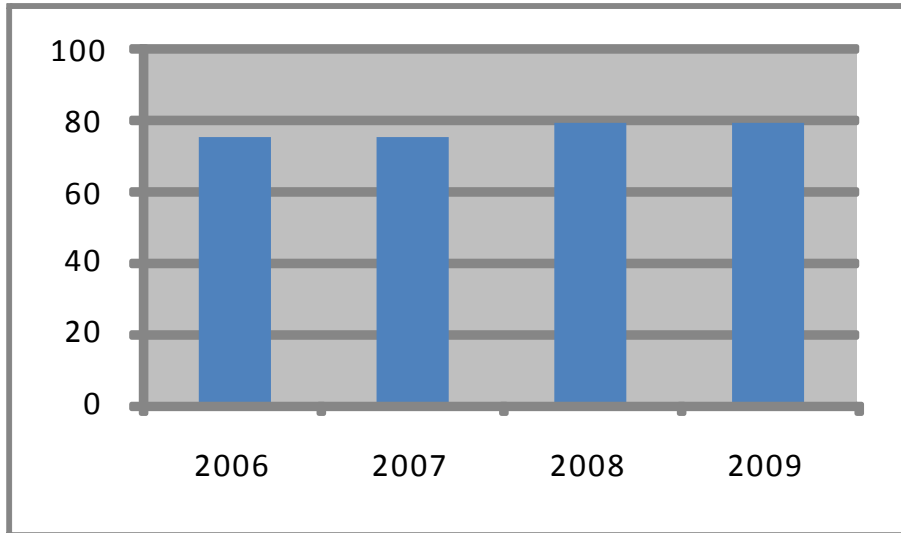
School: Plaza Middle School

DATE: 10/30/2009

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)

English: Reading Grade 7 SOL Scores Percent Passing Economically Disadvantaged Students



On the English: Reading 7 SOL Test, a score of 70% is an indication of achieving state accreditation. A score of 85% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 benchmark.

English: Reading Grade 7 SOL Scores Economically Disadvantaged Students

- Percent Passing (79% in 2009)
- Percent Passing (79% in 2008)
- Percent Passing (75% in 2007)
- Percent Passing (76% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the economically disadvantaged students subgroup of the SOL English: Reading 7 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate of each of the other AYP subgroups.



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VBCPS Plan for Continuous Improvement

Review and Analysis

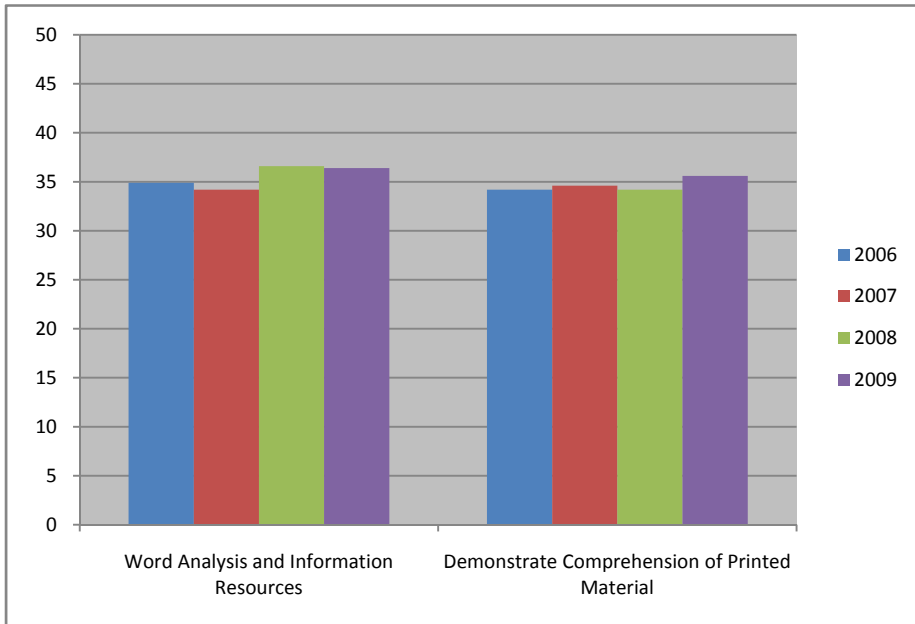
School: Plaza Middle School

DATE: 10/30/2009

**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)

English: Reading Grade 7 Mean Scale Scores  
Economically Disadvantaged Students



English: Reading Grade 7 Mean Scale Scores  
Economically Disadvantaged Students

Word Analysis and Information Resources

- Mean scale score (36.4 in 2009)
- Mean scale score (36.6 in 2008)
- Mean scale score (34.2 in 2007)
- Mean scale score (34.9 in 2006)

Demonstrate Comprehension of Printed Material

- Mean scale score (35.6 in 2009)
- Mean scale score (34.2 in 2008)
- Mean scale score (34.6 in 2007)
- Mean scale score (34.2 in 2006)

This is the fourth year of the English: Reading 7 SOL Test. A mean scale score of >30 is an indication of a passing score. The *Demonstrate Comprehension of Printed Material reporting* category has become a priority for economically disadvantaged students (N=130).



**PLAN**

*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**English: Reading Grade 7 Mean Scale Scores  
Economically Disadvantaged Students**

**Priorities Based on Comparative Data**

1. Increase or maintain the mean scale score for the *Word Analysis and Information Resources* reporting category.
2. Increase the mean scale score for the *Demonstrate Comprehension of Printed Materials* reporting category by .4 points from 35.6 to 36.



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VBCPS Plan for Continuous Improvement

Review and Analysis

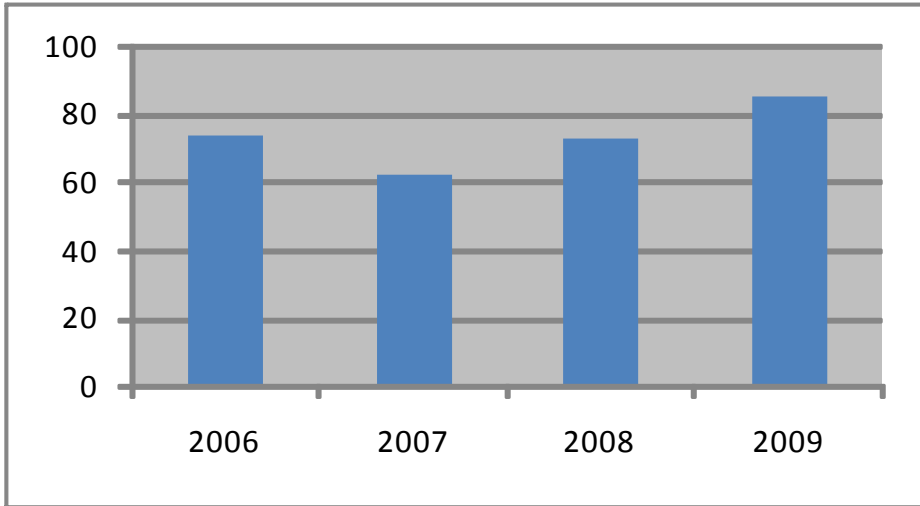
School: Plaza Middle School

DATE: 10/30/2009

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)

English: Reading Grade 8 SOL Scores Percent Passing Economically Disadvantaged Students



On the English: Reading 7 SOL Test, a score of 70% is an indication of achieving state accreditation. A score of 85% is an indication of meeting the *No Child Left Behind* AYP 2009-2010 benchmark.

English: Reading Grade 8 SOL Scores Economically Disadvantaged Students

- Percent Passing (86% in 2009)
- Percent Passing (73% in 2008)
- Percent Passing (63% in 2007)
- Percent Passing (74% in 2006)

Priorities Based on Comparative Data

1. In order to meet the *No Child Left Behind* AYP benchmark in the economically disadvantaged students subgroup of the SOL English: Reading 8 Test, Plaza Middle will reduce the failure rate by 10% by the end of the 2009-2010 school year.
2. Plaza Middle will increase or maintain the passing rate of each of the other AYP subgroups.



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VBCPS Plan for Continuous Improvement

Review and Analysis

School: Plaza Middle School

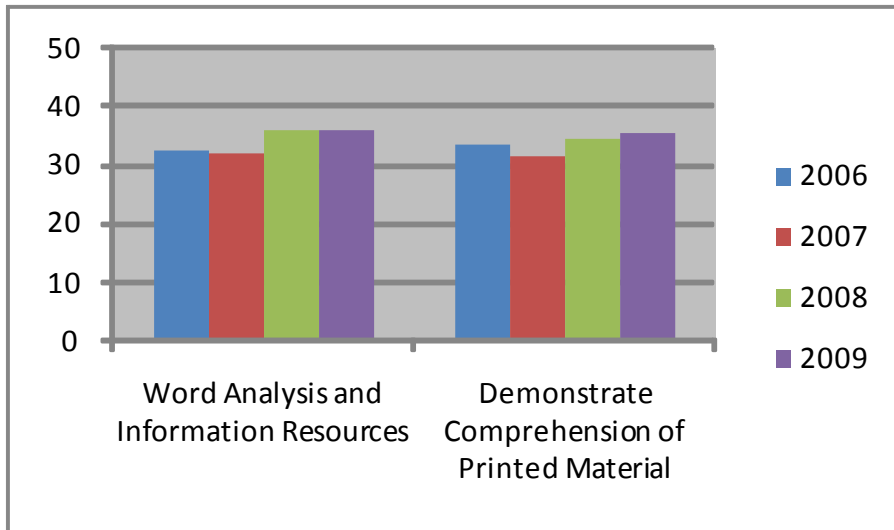
DATE: 10/30/2009

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)

English: Reading Grade 8 Mean Scale Scores  
Economically Disadvantaged Students

English: Reading Grade 8 Mean Scale Scores  
Economically Disadvantaged Students



Word Analysis and Information Resources

- Mean scale score (35.8 in 2009)
- Mean scale score (35.8 in 2008)
- Mean scale score (32.0 in 2007)
- Mean scale score (32.7 in 2006)

Demonstrate Comprehension of Printed Material

- Mean scale score (35.5 in 2009)
- Mean scale score (34.5 in 2008)
- Mean scale score (31.5 in 2007)
- Mean scale score (33.6 in 2006)

This is the fourth year of the English: Reading 7 SOL Test. A mean scale score of >30 is an indication of a passing score. Both reporting categories: *Word Analysis and Information Resources* and *Demonstrate Comprehension of Printed Material* have become a priority for economically disadvantaged students (N=109).



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*VBCPS Plan for Continuous Improvement*

**Review and Analysis**

School: Plaza Middle School

DATE: 10/30/2009

**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)

**English: Reading Grade 8 Mean Scale Scores  
Economically Disadvantaged Students**

**Priorities Based on Comparative Data**

1. Increase or maintain the mean scale score for *the Word Analysis and Information Resources* reporting category by .2 points from 35.8 to 36.
2. Increase the mean scale score for the *Demonstrate Comprehension of Printed Materials* reporting category by .5 points from 35.5 to 36.



PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Plaza Middle School

DATE: 10/30/09

<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><b>VBCPS Strategic Objective SO3:</b> Each school will improve achievement for all students while closing achievement gaps for identified student groups.</p> <p><b>VBCPS Strategic Objective SO5:</b> Each school 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.</p>	<p><u><b>Mathematics</b></u> By the end of the 2009-2010 school year, Plaza Middle will reduce the failure rate in mathematics by 10% for all students with particular focus on the following students: African-American, economically disadvantaged, and students with disabilities.</p>	<p>Curriculum pre/post assessments</p> <p>Curriculum unit assessments</p> <p>2009-2010 Local Mathematics Benchmark Assessments</p> <p>2009-2010 Spring SOL Results</p> <p>2009-2010 PCI 4-2 Action Updates</p> <p>Teacher Improvement Plans</p>	<p>Mathematics Vertical Action Team</p> <p>Mathematics Horizontal Action Teams</p> <p>Mathematics Professional Learning Community</p> <p>Curriculum Coordinators</p> <p>Instructional Specialists</p> <p>School Improvement Specialist</p> <p>Gifted Resource Teacher</p> <p>Literacy Coach</p>



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VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Plaza Middle School

DATE: 10/30/09

<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>VBCPS Strategic Objective <b>SO3:</b> Each school will improve achievement for all students while closing achievement gaps for identified student groups.</p>	<p><u>English</u> By the end of the 2009-2010 school year, Plaza Middle will reduce the failure rate in English by 10% for all students with particular focus on the following students: economically disadvantaged.</p>	<p>Curriculum pre/post assessments Curriculum unit assessments 2009-2010 Local English Benchmark Assessments 2009-2010 Spring SOL Results 2009-2010 PCI 4-2 Action Updates Teacher Improvement Plans</p>	<p>English Vertical Action Team English Horizontal Action Teams Curriculum Coordinators Instructional Specialists School Improvement Specialist Gifted Resource Teacher Literacy Coach</p>