

Plan for Continuous Improvement (PCI)
Virginia Beach City Public Schools
Compass to 2020: Charting the Course

School: Kempsville Middle School		Date of Plan: October 4, 2016
School Year(s): 2016 – 2017		
VBCPS Goals Compass to 2020	1. High Academic Expectations (Literacy and Numeracy) 2. Multiple Pathways (Approach to personalized learning) 3. Social – Emotional Development (SE learning strategies, RSN behavior) 4. Culture of Growth & Excellence (Build capacity of staff)	
School Mission	Our mission is to empower students to become academically proficient, critical and creative problem solvers who are able to face the future as life-long learners and independent, productive, responsible citizens.	

Data Summary	Describe in detail the items selected for inclusion (Reading, Math, Discipline, Graduation Rate, Academics, Attendance, etc.)																												
	<u>Math</u> -																												
	SMI – (2015 – 2016)																												
	<table border="1"> <thead> <tr> <th>Category</th> <th>Students</th> <th>First Test Score AVG</th> <th>Last Test Score AVG</th> <th>Average Growth</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>274</td> <td>730</td> <td>850</td> <td>120</td> </tr> <tr> <td>7th</td> <td>242</td> <td>755</td> <td>895</td> <td>140</td> </tr> <tr> <td>8th</td> <td>205</td> <td>845</td> <td>970</td> <td>125</td> </tr> </tbody> </table>					Category	Students	First Test Score AVG	Last Test Score AVG	Average Growth	6 th	274	730	850	120	7 th	242	755	895	140	8 th	205	845	970	125				
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Reading -

SRI: (2015 –2016)

Category	Students	Below Basic	Basic	Proficient	Advanced
Asian	40	5%	15%	35%	45%
Black	123	13%	33%	31%	23%
Hispanic	53	8%	25%	36%	32%
Caucasian	453	5%	22%	28%	44%
2+ Races	61	10%	16%	30%	44%
LEP	0	0	0	0	0
SWD	DNI	DNI	DNI	DNI	DNI

SOL – English Reading & Writing (2015-2016)

Category	Students - Read	Rate – Reading	Students - Writing	Rate - Writing
Asian	39	85.71	11	100%
Black	162	71.09	54	48.14%
Hispanic	48	75.47	9	88.88%
Caucasian	496	89.46	157	75.7%
LEP	9	73.33	N/A	N/A
SWD	91	49.33	18	22.2%
Overall	796	85.27	260	71.15%

Attendance data:

Year-end data shows approximately 8.7% of students with 16 or more absences, with an average of 20.11 and range of 16 – 55 absences.

*Baseline data includes both excused and unexcused absences.

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Student Learning Outcomes / Compass 2020 Goals	SMART Goals
Goal 1 (academic):	<p>By the end of the 2016-17 school year, Kempsville Middle School will increase the mathematics SOL-pass rate from 83% to 88%, based on state accreditation scores, while simultaneously reducing the failure rate for the students with disabilities subgroup by 10% as indicated by the 2017 mathematics SOL based on adjusted federal accountability, increasing the pass rate from 40.78% to 46.7%.</p> <p>By the end of the 2016-17 school year, Kempsville Middle School will reduce the AA & Hisp measured vs. non-AA, non-Hisp gaps to a single digit rate, African American & Hispanic students' pass rate will increase from 71.53% and 75.92% to 74.37% and 78.32%, respectively.</p> <p>By the end of the 2016-17 school year, Kempsville Middle School will increase our economically disadvantaged pass rate from for mathematics as measured by federal accountability from 74.48% to 77.03%.</p>
Goal 2 (academic):	<p>By the end of the 2016-17 school year, Kempsville Middle School will increase the combined reading and writing SOL-pass rate from 83% to 88% based on state accreditation scores, while simultaneously reducing the failure rate for the students with disabilities subgroup by 10% as indicated by the 2017 reading SOL based on adjusted federal accountability, increasing the pass rate from 49.33% to 54.39%.</p> <p>By the end of the 2016-17 school year, Kempsville Middle School will reduce the AA & Hisp measured vs. non-AA, non-Hisp gaps to a single digit rate, African American & Hispanic students' pass rate will increase from 71.09% and 75.47% to 73.98% and 77.92% respectively.</p> <p>By the end of the 2016-17 school year, Kempsville Middle School will increase our economically disadvantaged pass rate for reading as measured by federal accountability from 78.09% to 80.28%.</p>
Goal 3 (other):	<p>By the end of the 2016-17 school year, Kempsville Middle School improve its attendance rate in the following manner: Specifically, KMS will reduce the number of number of students with 4 or more absences by 15%; and excessive absences among identified students by 20% (4 absences).</p>

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Duplicate and increase as necessary to address each of the Goal areas.

<p>Goal 1: (academic) By the end of the 2016-17 school year, Kempsville Middle School will increase the mathematics SOL-pass rate from 83% to 88%, based on state accreditation scores, while simultaneously reducing the failure rate for the students with disabilities subgroup by 10% as indicated by the 2017 mathematics SOL based on adjusted federal accountability, increasing the pass rate from 40.78% to 46.7%.</p> <p>By the end of the 2016-17 school year, Kempsville Middle School will reduce the AA & Hisp measured vs. non-AA, non-Hisp gaps to a single digit rate, African American & Hispanic students' pass rate will increase from 71.53% and 75.92% to 74.37% and 78.32%, respectively.</p> <p>By the end of the 2016-17 school year, Kempsville Middle School will increase our economically disadvantaged pass rate from for mathematics as measured by federal accountability from 74.48% to 77.03%.</p>	<ol style="list-style-type: none"> 1. Collect and analyze data on each student, include ARDT, SOL, SMI, and Benchmark Tests data. A more in-depth analysis of SDBQ will also be incorporated into PDP. PDP sessions to help teachers select appropriate data from SWD students and disaggregate the information effectively. (See ACTION STEP #1.) 2. PLC meetings on data, look at test results and monitor understanding, identify weaknesses, and create remediation opportunities. SIS will identify data trends from current tests and assist teachers with lesson planning. (See ACTION STEP #2.) 3. Students failing/struggling in classes will be enrolled in SOL Lab/Academic Support classes. Additionally, SWD will be enrolled in Academic Resource to support our special education students (as needed). Administration will monitor identified students during teacher observations and add any pertinent data to a notebook. (See ACTION STEP #3.) 4. Teachers will use best practices in differentiated instruction, formative assessments, and personalized learning to ensure student engagement and achievement. Additional "mock" SOL data will be collected to indicate skills students need to work on as well as provide data to teachers who are holding "boot camp" sessions pre-SOLs. (See ACTION STEP #4.)
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5. With assistance from IST, teachers will utilize technology in a meaningful and appropriate way to supplement materials for all major concepts. Additionally, through the use of such web-based tutorial programs as Achieve-3000, E-Science, and IXL, students will prepare for their studies using appropriate Lexile and mathematical ability.

(See ACTION STEP #5.)

6. SIS will provide additional tutoring opportunities after school and a homework lab. Invitations will be sent out to these students.

(See ACTION STEP #6.)

7. ARDT funds provided a tutor to support small group instruction in Math classes and in Academic Support. Administration will monitor these students during teacher observations and add any pertinent data to a notebook.

(See ACTION STEP #7.)

8. IEP Goals for Students With Disabilities (SWD) will focus on foundational mathematics and strategies to ensure math preparedness, as directed by data from assessments. Module strategies for SWD will be incorporated based on individual need.

(See ACTION STEP #8.)

9. Collaboration with Instructional Specialists for specific assistance related to small group instruction and learning targets.

(See ACTION STEP #9.)

10. Specific PD for paraprofessionals in the Special Ed classrooms. Assistance will be provided to ensure TAs have effective strategies related to purposeful instruction and behavior management.

(See ACTION STEP #10.)

11. Visitations to neighboring Middle Schools with a focus on small group instruction in mathematics.

(See ACTION STEP #11.)

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Goal 2: (academic)

By the end of the 2016-17 school year, Kempsville Middle School will increase the combined reading and writing SOL-pass rate from 83% to 88% based on state accreditation scores, while simultaneously reducing the failure rate for the students with disabilities subgroup by 10% as indicated by the 2017 reading SOL based on adjusted federal accountability, increasing the pass rate from 49.33% to 54.39%.

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By the end of the 2016-17 school year, Kempsville Middle School will increase our economically disadvantaged pass rate for reading as measured by federal accountability from 78.09% to 80.28%.

12. Collect and analyze data on each student, include ARDT, SOL, MI, and Benchmark Tests data.

PDP sessions to help teachers select appropriate data from SWD and disaggregate the information effectively.

(See ACTION STEP #12.)

13. PLC meetings on data, look at test results and monitor understanding, identify weaknesses, and create remediation opportunities. Additional SQBQ information will be analyzed and instruction will be differentiated by need.

SIS will identify data trends from current tests and assist teachers with lesson planning.

(See ACTION STEP #13.)

14. Students failing/struggling in classes will be enrolled in SOL Lab/Academic Support classes. Additionally, SWD will be enrolled in Academic Resource to support our special education students (as needed).

Administration will monitor identified students during teacher observations and add any pertinent data to a notebook.

(See ACTION STEP #14.)

15. Teachers will use best practices in differentiated instruction, formative assessments, and personalized learning to ensure student engagement and achievement. "Mock" SOL assessments will allow teachers to design opportunities for remediation and support.

(See ACTION STEP #15.)

16. With assistance from IST, teachers will utilize technology in a meaningful and appropriate way to supplement materials for all major concepts. Additionally, through the use of such web-based tutorial programs as Achieve-3000, E-Science, and IXL, students will prepare for their studies using appropriate Lexile and mathematical ability.

(See ACTION STEP #16.)

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	<p>17. SIS will provide additional tutoring opportunities after school and a homework lab. Invitations will be sent out to these students.</p> <p>(See ACTION STEP #17.)</p>
	<p>18. IEP Goals for Students with Disabilities will focus on foundational mathematics and strategies to ensure math preparedness.</p> <p>(See ACTION STEP #18.)</p> <p>19. Collaboration with Instructional Specialists for specific assisted related to small group instruction and learning targets.</p> <p>(See ACTION STEP #19.)</p> <p>20. IEP Goals for Students With Disabilities will focus on foundational reading and strategies to ensure reading preparedness. Module strategies for SWD will be incorporated based on individual need.</p> <p>(See ACTION STEP #20.)</p> <p>21. Specific PD for paraprofessionals in the Special Ed classrooms. Assistance will be provided to ensure TAs have effective strategies related to purposeful instruction and behavior management.</p> <p>(See ACTION STEP #21.)</p> <p>22. Visitations to neighboring Middle Schools with a focus on small group instruction in reading.</p> <p>(See ACTION STEP #22.)</p> <p>23. Reading contests designed to promote independent reading.</p> <p>(See ACTION STEP #23.)</p> <p>24. Interactive Book Club designed to incorporate reading and technology (Ozobots, Breakout EDU).</p> <p>(See ACTION STEP #24.)</p>

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<p>Goal 3: Choice: Intermediate Measures By the end of the 2016-17 school year, Kempsville Middle School improve its attendance rate in the following manner: Specifically, KMS will reduce the number of number of students with 4 or more absences by 15% (each semester); and excessive absences (7 or more per semester) among identified students by 20% (4 absences).</p>	<p>25. Collect and analyze attendance data. Determine students with excessive absences.</p> <p style="padding-left: 40px;">(See ACTION STEP #25.)</p> <p>26. Following the VBCPS protocol for attendance, letters will be mailed home to inform parents.</p> <p style="padding-left: 40px;">(See ACTION STEP #26.)</p> <p>27. Student support meetings will be held with counselors, social worker, and administrators, along with students and parents, to discuss attendance issues. Module strategies for SWD will provide individual support for instructional needs.</p> <p style="padding-left: 40px;">(See ACTION STEP #27.)</p> <p>28. Attendance contracts (and potentially CHINS petitions) will be created to ensure student accountability.</p> <p style="padding-left: 40px;">(See ACTION STEP #28.)</p>
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State Goal:

VBCPS/Division Goal: Goal #1 – High Academic Expectations – All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

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Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)

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1. Collect and disaggregate data Data wall & Notebooks	Beginning in August and six times throughout the year.	School Improvement Specialist, Administration, Guidance Dept. Chair, Special Ed. Dept. Chair, Instructional Staff	June 2017	(4) Professional Development in Best Practices, specifically in AVID strategies, Balanced Assessment, and Technology Strategies. (5) IXL, ACHIEVE 3000, E-Science, Tech strategies
2. PLC/PDP meetings – to include disaggregating data and alignment of lessons/ assessments	Biweekly, beginning in August.	School Improvement Specialist, Administration, Instructional Staff	June 2017	
3. Appropriate placement of students in remediation & classes	August 2016, and subsequently at progress report and report card distribution.	School Improvement Specialist, Guidance Dept. Chair, Administration	April 2017 (through 3 rd quarter grades and 4 th quarter progress reports)	
4. Best practices Observations & Review of learning plans	August 2016	School Improvement Specialist, Administration, Instructional Lead Team	June 2017	
5. Tech-based programs – to include Achieve 3000, E-Science, IXL	August 2016	Instructional Technology Specialist, School Improvement Specialist, Administration	June 2017	
6. Tutoring & Remediation	October 2016	School Improvement Specialist, Compliance Specialist (Special Ed), Special Ed Dept. Chair, Guidance Dept. Chair, Administration, Math (and English) Tutors	May 2017	
7. ARDT funding & personnel – utilize personnel in Math classes exhibiting low	September 2016	School Improvement Specialist, ARDT Tutor	May 2017	

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achievement (Math 8, Math 7)				
8. IEP Goals – ensure alignment with deficits in data	August 2016	Administration, Special Ed Teachers and TAs, Compliance Specialist, Instructional Specialists	June 2017	
9. Collaboration with Instructional Specialists – specifically related to small groups and learning targets	October 2016	Administration, CORE teachers, Instructional Specialists	March 2017	(9) PD in collaborative videos and modules as provided by the department of OPEC as well as division PD from CORE subject specialists
10. Specific PD for Teachers’ Assistants, purposeful instruction and behavior management	September 2016	Administration, Special Ed TAs, Special Ed teachers, Instructional Specialists	March 2017	(10) PD from OPEC instructional specialists
11. Visitations to neighboring schools to observe practice in Math (small group instruction)	October 2016	Math teachers (and Special Ed), Administration	April 2017	

State Goal (academic review):

VBCPS/Division Goal: Goal #1 – High Academic Expectations – All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

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12. Collect and disaggregate data Data wall & Notebooks	Beginning in August and six times throughout the year.	School Improvement Specialist, Administration, Guidance Dept. Chair, Special Ed. Dept. Chair, Instructional Staff	June 2017	(4) Professional Development in Best Practices, specifically in AVID strategies, Balanced Assessment, and Technology Strategies.
13. PLC/PDP meetings – to include disaggregating data and alignment of lessons/ assessments	Biweekly, beginning in August.	School Improvement Specialist, Administration, Instructional Staff	June 2017	(5) IXL, ACHIEVE 3000, E-Science, Tech strategies
14. Appropriate placement of students in remediation & classes	August 2016, and subsequently at progress report and report card distribution.	School Improvement Specialist, Guidance Dept. Chair, Administration	April 2017 (through 3rd quarter grades and 4th quarter progress reports)	
15. Best practices Observations & Review of learning plans	August 2016	School Improvement Specialist, Administration, Instructional Lead Team	June 2017	
16. Tech-based programs – to include Achieve 3000, E-Science, IXL	August 2016	Instructional Technology Specialist, School Improvement Specialist, Administration	June 2017	
17. Tutoring & Remediation	October 2016	School Improvement Specialist, Compliance Specialist (Special Ed), Special Ed Dept. Chair, Guidance Dept. Chair,	May 2017	

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		Administration, English (and Math) Tutors		
18. IEP Goals – ensure alignment with deficits in data	August 2017	Administration, Special Ed Teachers and TAs, Compliance Specialist, Instructional Specialists	June 2017	
19. Collaboration with Instructional Specialists – specifically related to small groups and learning targets	October 2016	Administration, CORE teachers, Instructional Specialists, Literacy Coach	March 2017	(20) PD in collaborative videos and modules as provided by the department of OPEC as well as division PD from CORE subject specialists
20. Specific PD for Teachers’ Assistants, purposeful instruction and behavior management	September 2016	Administration, Special Ed TAs, Special Ed teachers, Instructional Specialists	April 2017	(21) PD from OPEC instructional specialists
21. Visitations to neighboring schools to observe practice in English (small group instruction)	October 2016	English teachers (and Special Ed) Administration	April 2017	
22. Reading contests to promote individual reading	November 2016	Librarian Administration	January 2017	
23. Interactive Book Clubs that link technology with reading	September 2016	Librarian	April 2017	

State Goal (academic review):

VBCPS/Division Goal: Goal #3: Social-Emotional Development – All students will benefit from an educational experience that fosters their social and emotional development.

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Action Steps (List each action step on a separate line)	Timeline (List month and year to start addressing action step)	Person(s) Responsible	Action Step Completed (List month and year)	Professional Development (Provide a brief description of PD needs)
24. Collect data for students with excessive absences	September 2016	Attendance Secretary, Administration, Drop-Out Task Force, Guidance	June 2017	
25. Mail letters to students with 5 & 7 days	Following the first incident of excessive absences – On, or around October 2016	Attendance Secretary	June 2017	
26. Meetings held for student support	(Likewise, pending excessive absence)	Guidance Dept, School Social Worker, Administration, Parents	June 2017	
27. Attendance contracts	(Pending)	Guidance Dept, School Social Worker, Administration, Parents	June 2017	

DO	Action Plan Review Cycle:	
CHECK	<p>Findings Based on Review of the Action Plan (Describe progress made toward meeting the goal based on the immediate measures)</p> <ul style="list-style-type: none"> Data from previous SOL scores, first and second marking period grades were used for Academic Support placement during the second and third marking period. The same practice was used for the fourth marking period. Math and English teachers on each grade level (general education and special education) had a scheduled day 	<p>Adjustments or Improvements (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal)</p> <ul style="list-style-type: none"> Through bi-monthly progress monitoring meetings, administrative team and core teams monitor students' progress. Due to the need for a more intensive remediation program, Academic Support and tutoring resources were adjusted. Students enrolled in Academic Support took the ARDT assessment to identify specific math needs during the first marking period.

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	<p>of planning with instructional specialists. They broke down SOL blueprints and utilized the current curriculum to create pacing guides and common assessments.</p> <ul style="list-style-type: none"> • The administrative team and instructional specialists provide immediate feedback after observations and learning walks. • Students took the Fall Integrated Performance Task. Selected staff members conducted a DDIPP to analyze a sample of Fall IPT responses. • Math and Reading teachers met to disaggregate mid-year assessment data. Specific skills that need to be remediated have been noted. 	<ul style="list-style-type: none"> • During the first marking period the ARDT tutor started. The tutor is utilized everyday as additional support during Academic Support bells and during math classes, specifically with the lowest performing students. The ARDT tutor will also pull small groups in the fourth quarter to address skill deficiencies. • More students are receiving support during the school day, more sections of math tutoring are offered weekly. Additional staff members were hired to accommodate large numbers of students attending math tutoring. • Attendance meetings are held monthly to monitor absences. The school social worker has made more contact with parents of students with excessive absences. • After analyzing data from a mock Writing SOL, a boot camp was developed to address areas of weakness. • Students were asked to set academic goals prior to the second marking period. • Administration and guidance counselors have conferences with students who are on the progress report and report card D and E lists. • Professional development opportunities provided to teachers in addition to the PDP offerings given bi-monthly include training on Improving Student Engagement, Differentiated Strategies for All Learners, Supporting Literacy Across the Curriculum, Positive Behavior Interventions and Supports, Opportunities for Student Response, and using a Data-Decision Making Process. • Staff and student input was collected through a school climate survey. • A student advisory panel was established in April 2017 to collect additional qualitative data from students at Kempsville Middle School.
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