



**Plan for Continuous Improvement**

**SCHOOL:** Salem High School SO2

**DATE:** 09/01/09

**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:** The Salem High School community is united in educating its students for the future by encouraging students to succeed, to achieve, to lead, to excel, and to mature.

**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.

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

**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)

Salem High School is a comprehensive secondary public school consisting of approximately 1865 students in grades 9-12. The school also houses The Visual and Performing Arts Academy, which accepted its initial group of students in August 2004. The school membership during the 2009-2010 school year reported 792 Caucasians, 689 African Americans, 211 Asian/Pacific Islanders, and 116 Hispanics.

The diversity of the school noted in the configuration of the student population is also mirrored in the composite characteristics of the school's staff, which consists of 40.8 Caucasians, 38.2 African Americans, 11.1 Asian/Pacific Islanders, and 6.9 Hispanics. This configuration reflects the 137 instructional personnel, 55 classified workers, 6 administrative staff members, and 5 individuals considered as others.

The comprehensive efforts of the school's staff assisted with the school achieving AYP and maintaining class sizes that average 24.4 in English, 24 in mathematics, 24.5 in science, and 24 in social studies. Maintaining a safe and orderly environment with adequate class sizes resulted in the school acquiring the not persistently dangerous school status. Salem's spring 2008 SOL percentage passing scores reflected 92.4% in math, 95.0% in reading, 93.8% in writing, 90.0% in science, and 92.2% in social studies. The school's overall attendance percentage for school year 2008-2009 was 95.7%.



PLAN

VBCPS Plan for Continuous Improvement

Review and Analysis

School: Salem High School

DATE: 09/02/09

**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)

NO DATA TO REPORT

NO DATA TO REPORT

**PLAN**

VBCPS Plan for Continuous Improvement

**Measurable Objectives**

School: Salem High School

DATE: 09/02/09

<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>
<ul style="list-style-type: none"> <li>To create and give to students at least one authentic assessment that incorporates Workplace Readiness Skills and rubrics for each subject.</li> </ul>	<ul style="list-style-type: none"> <li>The authentic assessment and accompanying rubric will occur annually.</li> <li>It will be evaluated by the department chair and the AP overseeing the department.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will submit the assessment and rubric to their department chair prior to the third quarter.</li> <li>The AP will evaluate the assessment and rubric and provide feedback during a post-conference on whether the assessment was authentic and whether it incorporated Workplace Readiness Skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Department Chairs, AP</li> </ul>
<ul style="list-style-type: none"> <li>Implement building-level staff development that provides Workplace Readiness Skills and training.</li> </ul>	<ul style="list-style-type: none"> <li>PDP will be provided annually to refresh teachers on how to incorporate Workplace Readiness Skills.</li> <li>Coordinators from TCE will be invited to train teachers during staff development.</li> </ul>	<ul style="list-style-type: none"> <li>An agenda will be created for the PDP by the TCE coordinator, the TCE teachers, and the AP.</li> <li>An evaluation of the PDP will be completed by the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, TCE Teachers, TCE Coordinators, AP</li> </ul>
<ul style="list-style-type: none"> <li>Establish a model for facilitated student review of peer work, performance tasks, and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will have students perform peer review of student work in order to provide feedback and to facilitate modifications of performance tasks and assessments.</li> <li>Information from student work will be shared at horizontal planning meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Students will provide feedback on the process of peer review. This can be in the form of an evaluation or simply an exit ticket activity.</li> <li>The teacher discussion in horizontal meetings will be included on the team's agenda and minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Students, Teachers, and Department Chairs</li> </ul>



<b>VBCPS Plan for Continuous Improvement</b>	Sheet # <b>5</b>	of <b>5</b>	School: <b>Salem High School</b>	DATE: <b>09/02/09</b>	
<b>Alignment to School Division Objective:</b>	<input type="checkbox"/> SO #1	<input checked="" type="checkbox"/> SO #2	<input type="checkbox"/> SO #3	<input type="checkbox"/> SO #4	<input type="checkbox"/> SO #5
<b>School Focus:</b>	Incorporating Workplace Readiness Skills in authentic assessments and rubrics				
<b>School Measurable Objective:</b>	To meet or exceed the pass rate reported by the School Division				

**PLAN**

<b>Strategies/Procedures</b> (Describe briefly what will be done to accomplish the goal.)	<b>Assessment</b> (How will progress be measured?)	<b>Targets / Projections</b>	<b>Critical Resources Needed</b> (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	<b>Point Person or Action Team</b> (List of people who oversee this plan)
<ul style="list-style-type: none"> <li>The authentic assessment will occur annually.</li> <li>It will be evaluated by the department chair and the AP overseeing the department.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will have submitted the assessment and the rubric to their department chair and AP in a timely manner prior to the third quarter.</li> <li>The AP will evaluate the assessment and rubric and provide feedback during a post-conference on whether the assessment was authentic and whether it incorporated Workplace Readiness Skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will add more balanced assessments in their learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>Workplace Readiness Skills binders from TCE Coordinators to distribute to subject area department chairs.</li> </ul>	<ul style="list-style-type: none"> <li>TCE Teachers, Teachers, AP</li> </ul>
<ul style="list-style-type: none"> <li>PDP will be provided annually to refresh teachers on how to incorporate Workplace Readiness Skills.</li> <li>Coordinators from TCE will train teachers during staff development.</li> </ul>	<ul style="list-style-type: none"> <li>An agenda will be created for the PDP by the TCE coordinator.</li> <li>An evaluation of the PDP will be completed by the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will implement workplace readiness skills in their classes.</li> </ul>		

<b>DO Review Cycle:</b>	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Semi-annually <input checked="" type="checkbox"/>
-------------------------	---------------------------------	------------------------------------	----------------------------------	-------------------------------------	------------------------------------	---