

Plan for Continuous Improvement

SCHOOL: Salem High School

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>VIRGINIA SOA REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Student / staff Attendance 3. Drop-out Rate 4. Staff Development 	<p>VBCPS OUTCOME FOR STUDENT SUCCESS</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"> • Academically proficient; • Effective communicators and collaborators; • Globally aware, independent, responsible learners and citizens; and • Critical and creative thinkers, innovators and problem solvers.
<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		

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.

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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%.



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VBCPS Plan for Continuous Improvement

Review and Analysis

School: Salem High 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)

In support of SO 5, Salem HS completed the following tasks in 2008-09:

1. Formed the ALOT scholars program, a student-to-student mentorship program working with African-American males.
2. Continued work with Spartan Prep, a college-bound program for African-American males.
3. Completed the second year of implementation with the African-American Male Committee.
4. Provided guest speakers and convocations for our African-American male students.
5. Completed the fifth year of AVID; successfully fulfilled the site-team visitation.
6. Incorporated horizontal and vertical team planning to Professional Learning Communities within SHS.
7. Integrated modified learning strategies and accommodations for special education students through communication in IEP meetings, SST meetings.
8. Encouraged an increase in teacher-parental contact.
9. Created a semester SAT prep class for ½ credit.
10. Continued work with Renaissance program, celebrating student success and improvement.
11. Continued to provide SOL tutoring, Algebra Readiness tutoring, after-school tutoring and remediation.
12. Provided an SAT root word-of-the-week, which was announced daily; provided SOL questions of the day through study halls.
13. Disaggregated data in order to identify gaps in achievement.
14. Provided support services through Student Support Specialist, Dayla Brown and School Social Worker, Bryan Ball.

Programs listed under “Review of Data” were created to provide opportunities for improving student achievement. Furthermore, the programs specifically targeted students in at-risk populations. Achievement gaps were discovered in the special education population. The data involving African-American males has improved dramatically since the inception of several of the aforementioned strategies.

The plan is to continue and expand the programs in these areas this year.



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Measurable Objectives

School:

DATE:

<p>Focus (Innovation and refinement of needs)</p>	<p>Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p>	<p>Performance Measures (What quantitative and qualitative measures will demonstrate the objectives are being met?)</p>	<p>Assigned Action Team</p>
<ol style="list-style-type: none"> 1. Expand the focus of the minority male committees to target other minority students, not exclusive of females, to identify needs in other populations. 2. Increase enrollment of minority students in AP classes. 3. Obtain more business world involvement through speakers and presentations. 4. Raise level of performance on standardized test for special education students, decreasing the achievement gap between special education and non-special education students. 	<ol style="list-style-type: none"> 1. Identify at-risk males and provide mentorship with other successful students. 2. Identify high achieving minority students using test data and encourage enrollment Advanced Placement classes. 3. Contact minority leaders in the community to secure speakers/presenters. 4. Identify areas of exceptionalities/deficits with special education students and compare with test results, identifying students in need of support for SOL testing. 	<ol style="list-style-type: none"> 1. Participation and attendance in programs. 2. Enrollment into classes. 3. Number of speakers participating in classes. 4. SOL pass rate for Special Education population. 	<ol style="list-style-type: none"> 1. Diversity Youth Advisory Council, Tony Anderson AP 2. Elaine Benwitz, Guidance director 3. Rosa Jones, PIE coordinator 4. Wellinthon Muñoz (SIS), Cathy Benn (Dept. Chair-Special Ed), Special Education teachers



VBCPS Plan for Continuous Improvement

Sheet # 5 of 5

School: Salem High School, Dr. Donald Robertson

DATE: 9-3-09

Alignment to School Division Objective:

SO #1 SO #2 SO #3 SO #4 SO #5

School Focus: Professional Learning Communities

School Measurable Objective:

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Strategies/Procedures (Describe briefly what will be done to accomplish the goal.) HOW	Assessment (How will progress be measured?) MEASUREMENT	Targets / Projections THE AMOUNT OF CHANGE	Critical Resources Needed (A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)	Point Person or Action Team (List of people who oversee this plan)
1. Gather data on student achievement and categorize to identify the student populations needing extra support. 2. With test data, identify high achieving student to place into advanced classes. 3. Work with Partners in Education to identify leaders in their fields to share their expertise with students. 4. Gather data on student achievement in areas of special education. Compare test needs with special education accommodations, tailoring the extra support to SOL related requirements.	1. SOL performance for minority students in EOC courses. 2. Percentage of diversity in AP classes 3. Number of presentations. 4. SOL performance for Special Education population.	1. Raise achievement 5%. 2. Increase the population of African-American and Hispanic students in advanced classes by 10%. 3. Increase the number of presentations in the Business/Marketing and STEM classes by 3 speakers. 4. Close achievement gap between Special Education and Non-Special Education students by 5%.	1. School Improvement Specialist to assist in disaggregating data. Teacher mentors, tutors, and counselors to assist with extra support. DYAC to support with mentors. 2. Counselors working in conjunction with School Improvement Specialist and AP teachers to market advanced classes. 3. Partners in Education, Business Community, PIE liaison, letters to businesses, mailing and/or postage. 4. Special Education Department Chair, OPEC Coordinator, Special Education teachers, SIS, Disaggregated data, Time to prepare data	1. Diversity Youth Advisory Council 2. Elaine Benwitz, Guidance Director 3. Helicopter Squadron, Chic-Fil-A, Texas Steakhouse, CHKD, PIE Coordinator 4. Special Education Department Chair, OPEC Coordinator, Special Education teachers, SIS

DO Review Cycle:

Weekly

Bi-weekly

Monthly

Bi-monthly

Quarterly

Semi-annually