

Plan for Continuous Improvement

SCHOOL: Salem High School SO 5

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.

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

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Review and Analysis

School: Salem High School

DATE: 09/01/09

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

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Measurable Objectives

School: Salem High School

DATE: 09/03/09

<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>
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<ul style="list-style-type: none"> Professional development that applies directly to student instruction. 	<ul style="list-style-type: none"> Complete staff survey to identify alignment of PDP to 21st century skills 100% of staff participate in teacher observations to include: learning walks, walk-throughs, observations, and videotaped lesson reflection Participation in weekly PLC meetings. 	<ul style="list-style-type: none"> Evaluation of staff survey Presentation of survey results to staff Peer observation, post conference, and documentation reviewed by administration. (Optional) Review of videotaped lesson before administration and peers. (Optional) Participation in walk-about with post conference and documentation. Administration observes and documents meetings through evidence of: <ol style="list-style-type: none"> Meeting agenda Teacher participation Minutes of the meeting Evidence of PLC protocols being used 	<ul style="list-style-type: none"> AP, teachers, department chair
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VBCPS Plan for Continuous Improvement

Sheet # **6**

of **7**

School: _____

DATE: **09/03/09**

Alignment to School Division Objective:

SO #1

SO #2

SO #3

SO #4

SO #5

School Focus:

School Measurable Objective:

VBCPS will be accountable for developing essential leader, teacher, and staff competencies and optimizing all resources to achieve the school division's strategic goal.

PLAN

Strategies/Procedures (Describe briefly what will be done to accomplish the goal.)	Assessment (How will progress be measured?)	Targets / Projections	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)
PDP that will model and train staff using 21 st century skills for student instruction by assessing areas of need and gaps that align appropriate teacher training.	<ul style="list-style-type: none"> Survey staff Align 21st century skill training sessions Apply data research and tie to student success through learning walks, walk-throughs, and observations Identify 21st C skills in learning plans during lesson (learning)checks 	100% participation, 90% satisfaction	<ul style="list-style-type: none"> Compensate or accommodate time that exceeds teacher-contract 21st C skill training and materials Paper, easels, post-its 	
Implement PLCs through a focused, school-wide meeting schedule that should be student-centered with goals, agendas, and established professional protocol.	<ul style="list-style-type: none"> Binders kept with agendas, minutes, goals, reflections Assess through reflection that meetings meet the characteristics listed 	Change the culture of the school as it relates to weekly staff development through building quality, professional learning communities.	<ul style="list-style-type: none"> Binders, compensation of off-contract time 	

<p>Build school-wide capacity through implementation of teacher learning walks, facilitation of videotaped instruction to build a library of best teaching practices, and increase number of teacher peer observations.</p>	<ul style="list-style-type: none"> • One LW per semester = 2 per year with reflective documentation • Identify the instructional leaders and ask them to model the process for videotaping instruction to their colleagues. • One peer observation per semester = 2 per year, with reflective documentation 	<ul style="list-style-type: none"> • 100% participation • 20% of staff videotape their lessons • 100% participation 	<ul style="list-style-type: none"> • Video cameras, videotapes, other taping equipment, LW/observation forms 			
<p>DO Review Cycle:</p>	<p>Weekly <input type="checkbox"/></p>	<p>Bi-weekly <input type="checkbox"/></p>	<p>Monthly <input type="checkbox"/></p>	<p>Bi-monthly <input type="checkbox"/></p>	<p>Quarterly <input type="checkbox"/></p>	<p>Semi-annually <input checked="" type="checkbox"/></p>