



Plan for Continuous Improvement

SCHOOL: Salem High School ALGEBRA 1

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

VBCPS Plan for Continuous Improvement

Review and Analysis

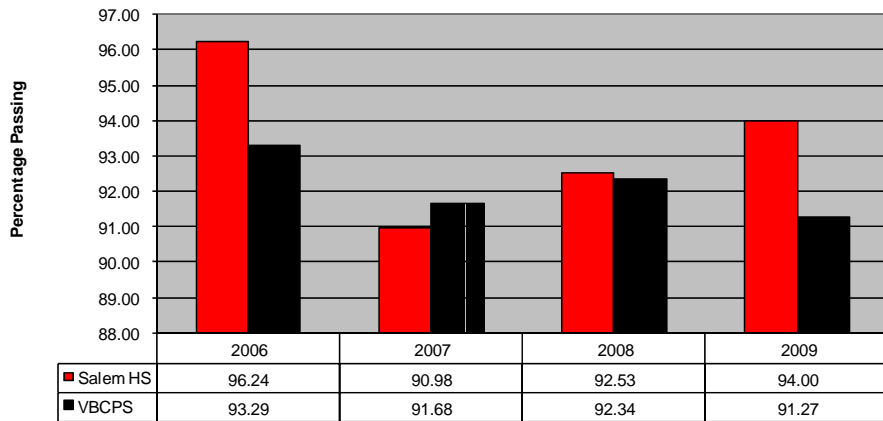
School: Salem High School

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)

Algebra I



**Algebra I
GAPS**

- Percentage of Black (Not of Hispanic Origin) students failing is 9% higher than that of the percentage of White (Not of Hispanic Origin) students.
- Algebra X students with disabilities lag behind those of Algebra I students with disabilities.

PRIORITIES

- Increase the percentage of minority, disabled, and career tech/ed students passing the Algebra I SOL test.
- Increase the percentage of students passing from the proficient level to the advanced level.



PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Salem High School

DATE: 09/01/09

<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>
<ul style="list-style-type: none"> • Increase proficiency with equations and inequalities • Increase proficiency with statistics • Increase proficiency with graphing of linear equations • Increase proficiency with relations and functions • Increase proficiency with expressions and operations 	<ul style="list-style-type: none"> • Increase the percent of students passing the Algebra I SOL test by 5% from the proficient level to the advanced level. • Increase the percentage of black (not of Hispanic Origin) students passing the SOL test by 5%. • Increase the percent of students with disabilities passing the SOL test by 5%. 	<ul style="list-style-type: none"> • PLC Horizontal planning, worksheets, and assessments • Student grades • SOL Tests • Quarterly Test 	<p>Liz Kress and Algebra I, X, and Intro teachers</p>



VBCPS Plan for Continuous Improvement

Sheet # **5** of **5**

School: Salem High School

DATE: 09/01/09

Alignment to School Division Objective: SO #1 SO #2 SO #3 SO #4 SO #5

School Focus: PLC

School Measurable Objective: To meet or exceed the pass rate reported by the School Division

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)
<ul style="list-style-type: none"> ➤ SOL review questions ➤ SOL practice tests ➤ Use of technology ➤ Collaborating groups ➤ Hands on activities/projects 	<ul style="list-style-type: none"> ➤ 2010 SOL data ➤ Formal / Informal assessment 	<ul style="list-style-type: none"> ➤ All subgroups passing SOL test at least 85% 	<ul style="list-style-type: none"> ➤ Laptops ➤ Computer labs ➤ SOL Released tests ➤ Smart boards/Symposiums ➤ Smart View ➤ Materials for activities 	<ul style="list-style-type: none"> ➤ Algebra I teachers ➤ Special Education inclusion teachers
<ul style="list-style-type: none"> ➤ SOL review questions ➤ SOL practice tests ➤ Use of technology ➤ Collaborating groups ➤ Hands on activities/projects 	<ul style="list-style-type: none"> ➤ 2010 SOL Data 	<ul style="list-style-type: none"> ➤ Overall passing rate at least 90% 		
<ul style="list-style-type: none"> ➤ SOL review questions ➤ SOL practice tests ➤ Use of technology ➤ Collaborating groups ➤ Hands on activities/projects 	<ul style="list-style-type: none"> ➤ 2010 SOL Data 	<ul style="list-style-type: none"> ➤ Decrease gaps between special education students ➤ Decrease gaps of African American students 		

DO Review Cycle: Weekly Bi-weekly Monthly Bi-monthly Quarterly Semi-annually