

**Plan for Continuous Improvement**

**SCHOOL:** Salem High School CHEMISTRY

**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><b>VIRGINIA SOA REQUIREMENTS</b></p> <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><b>VBCPS OUTCOME FOR STUDENT SUCCESS</b></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"> <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>
<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

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)

1. To decrease the achievement gap between black (not of Hispanic origin) (84.0%) and white (not of Hispanic origin) (93.8%) by 2%.
2. To increase the pass rate of students with disabilities. (Current pass rate is 69.23%.)

**Analysis and Interpretation of Data**

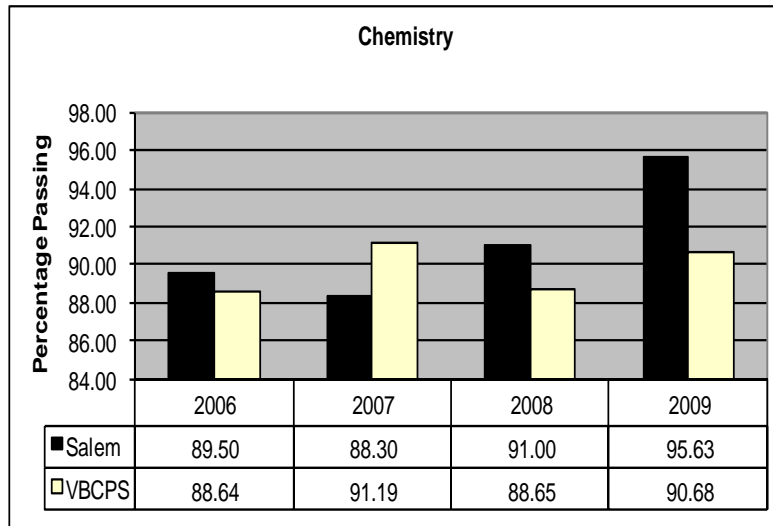
(What does the data mean to the school? Identify gaps, list priorities and opportunities for innovation)

Chemistry

- The gap between black (not of Hispanic origin) (84.0%) and white (not of Hispanic origin) (93.8%) was 9.8%. Our goal to decrease the gap by 2% was not reached, however the gap was lowered by 1.7%. The pass rate for 08-09 for black students was 90.57%; the pass rate for white students was 98.51%.
- The former pass rate of students with disabilities was 69.23%, and the goal to increase this rate was increased. The new pass rate of students with disabilities is 88.89%.

Priorities

The achievement gap between black (not of Hispanic origin) and white is still a priority.



**PLAN**

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**Measurable Objectives**

School: Salem High School

DATE: 9-1-2009

<b>Focus</b>	<b>Measurable Objectives</b>	<b>Performance Measures</b>	<b>Assigned Action Team</b>
<p>(Innovation and refinement of needs)</p> <ol style="list-style-type: none"> <li>To decrease the achievement gap between black (not of Hispanic origin) (90.57%) and white (not of Hispanic origin) (98.51%) by 2%.</li> <li>To maintain the overall high pass rate of Salem students.</li> <li>To decrease the achievement gap between black (not of Hispanic origin) (90.57%) and white (not of Hispanic origin) (98.51%) by 2%.</li> <li>To maintain the overall high pass rate of Salem students.</li> </ol>	<p>(SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p> <ol style="list-style-type: none"> <li>Review practice tests</li> <li>Increase student attendance in after school extra help sessions and SOL tutoring during study blocks.</li> <li>Continue parallel planning for all units.</li> </ol>	<p>(What quantitative and qualitative measures will demonstrate the objectives are being met?)</p> <ol style="list-style-type: none"> <li>Scores (tests, SOLs)</li> <li>Progress Reports</li> <li>Report Cards</li> <li>Tutoring logs</li> <li>SOL tutoring room data</li> </ol>	<p>Chemistry Teachers Will Munoz, SIS SOL tutoring team</p>



**VBCPS Plan for Continuous Improvement**

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

School: **Salem High School**

DATE: **9-1-2009**

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 <small>(Describe briefly what will be done to accomplish the goal.)</small>	Assessment <small>(How will progress be measured?)</small>	Targets / Projections	Critical Resources Needed <small>(A collective list of the material needed, staff development, budgetary items and resources to carry out the strategies?)</small>	Point Person or Action Team <small>(List of people who oversee this plan)</small>
Teachers will train students to utilize online textbook and practice tests to enhance at home reinforcement of Chemistry concepts.	All students will be assigned a personal log-in for online textbook use during the first week of school. Teachers will calculate percentage of students using online text at the end of each semester.	With the use of the online textbook and self-testing, 75% of students will personalize reinforcement of new and unfamiliar concepts in their spare time.	School Net ARS results  Online textbook log-in	Barbara Whaley  Chemistry teachers
Teachers will review ARS test scores through School Net. Teachers will use results to identify students who need more remediation.	Teachers will set aside class time to reinforce concepts missed by more than 50% of test takers	All students will better understand concepts through review of commonly made mistakes on ARS test.		

DO Review Cycle:

Weekly

Bi-weekly

Monthly

Bi-monthly

Quarterly

Semi-annually