



**Plan for Continuous Improvement**

**SCHOOL:** Salem High School DISCIPLINE

**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>
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**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

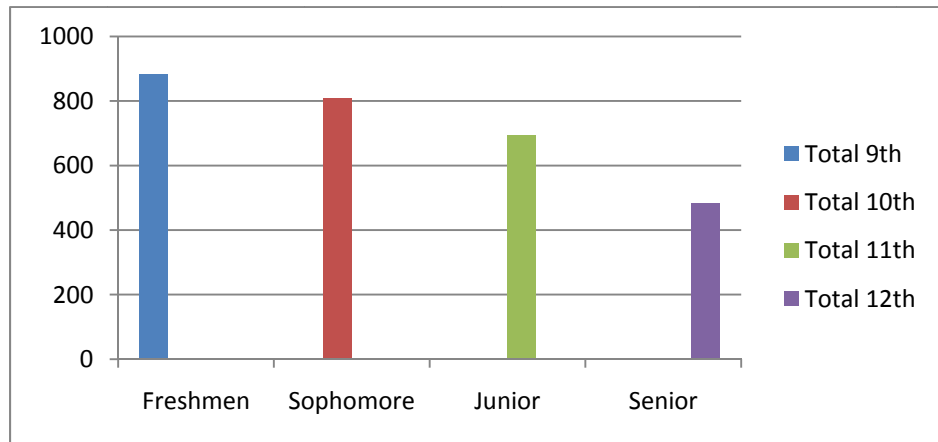
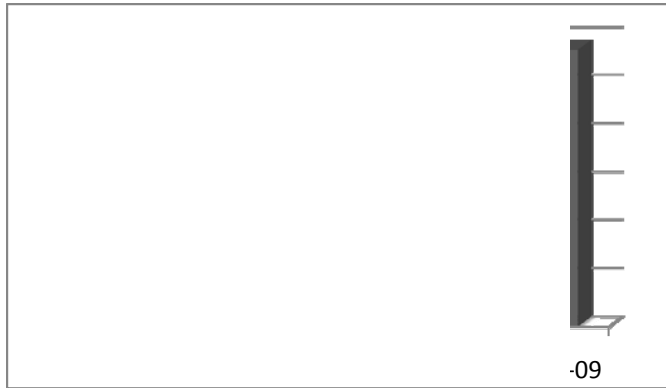
**Review and Analysis**

School: Salem High School

DATE: 09/16/09

**Review of Data**  
(Qualitative and quantitative data)

- Decrease the number of discipline referrals for all grade levels.



**Analysis and Interpretation of Data**

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

- Student discipline incidents and dispositions increased in the 2008-2009 school year due to consistent enforcement of the code of conduct.
- The 2008-2009 school year reflected a decrease of 2 discipline dispositions from the 2007-2008 school year and an increase of 241 from the 2007-2008 school year.
- Grade 9 continues to lead in the number of referrals exceeding all other grade levels. 31% of all referrals involved 9<sup>th</sup> graders.
- Class cutting was the leading offense for the 3<sup>rd</sup> consecutive year with 591 referrals or 21%.
  - Class cutting totals:
    - Grade 9: 882
    - Grade 10: 808
    - Grade 11: 693
    - Grade 12: 484
- Tardiness was the second leading offense for the 3<sup>rd</sup> consecutive year with 594 referrals or 21%.

**Priorities:**

- Decrease the number of discipline referrals for all grade levels.
- Decrease the number of class cutting referrals for all grade levels.
- Decrease the number of tardiness referrals for all grade levels.



**PLAN**

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**Measurable Objectives**

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<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>• Decrease the number of discipline referrals for all grade levels by 10%</li> <li>• Decrease the number of class cutting referrals for all grade levels by 10%</li> <li>• Decrease the number of tardiness referrals for all grade levels by 10%</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level student discipline incidents viewed quarterly</li> <li>• Consistent review of daily class attendance by teachers with parental contact for students with UNV absences</li> <li>• Quarterly review of student attendance data</li> <li>• Teachers greeting students at the door, monitoring hallways between class change.</li> <li>• Quarterly review of student attendance data.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of referrals presented to administration for each grade level.</li> <li>• Number of referrals for class cutting</li> <li>• Discipline Utility Report</li> <li>• Number of referrals for student tardiness</li> </ul>	<ul style="list-style-type: none"> <li>• All Salem staff including custodians, security, and SRO.</li> <li>• Salem teachers, administrators, and parents</li> <li>• Salem teachers, administrators, and parents</li> </ul>



**VBCPS Plan for Continuous Improvement**

Sheet #

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of

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School:

Salem High School

DATE:

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Alignment to School Division Objective:

SO #1

SO #2

SO #3

SO #4

SO #5

School Focus:

Discipline

School Measurable Objective:

**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)
Review quarterly discipline and attendance incidents report	Number of referrals for each grade level for discipline, class cutting, and tardiness	10% decrease for all disciplinary infractions	Provide staff development on establishing relationships with students	All Salem Staff

**DO** Review Cycle:

Weekly

Bi-weekly

Monthly

Bi-monthly

Quarterly

Semi-annually