



Plan for Continuous Improvement

SCHOOL: Salem High School WORLD GEOGRAPHY

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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Review and Analysis

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Review of Data
(Qualitative and quantitative data)

- To maintain and possibly surpass an overall pass rate in World Geography of 75%-80%.

Trends

	2007	2008	2009
Salem	66.67%	75.80%	82.30%
VBCPS	74.14%	80.37%	83.57%

Analysis and Interpretation of Data

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

World Geography

Gaps

- There was an approximate gap of 2% in World Geography scores between females and males.
- There was an approximate gap of 20% between learning disabled students and students who are not learning disabled.
- The gap between African American students and Caucasian students is approximately 14%.
- Overall scores increased from a 75.80% pass rate in 2008 to 82.30% in 2009

Priorities

- To close the gap between female students and male students by 1% to 2%.
- To keep the pass rate for learning disabled students from 50% to 65% or more.
- Reduce gap between African American students and Caucasian students by 2%-5%.



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Measurable Objectives

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Focus	Measurable Objectives	Performance Measures	Assigned Action Team
<p>(Innovation and refinement of needs)</p> <ul style="list-style-type: none"> • Test-taking strategies • Map, chart, and graph comprehension and analysis skills. • Use of technology for review and test taking <p>Practice with actual SOL type formatted questions</p>	<p>(SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)</p> <ul style="list-style-type: none"> • To close the gap between female students and male students by 1% to 2%. • To keep the pass rate for learning disabled students from 50% to 65% or more. • Reduce gap between African American students and Caucasian students by 2% to 5%. 	<p>(What quantitative and qualitative measures will demonstrate the objectives are being met?)</p> <ul style="list-style-type: none"> • Analyze World Geography Pre and Post Tests. • Horizontal Planning • Analyze SOL question data. • Incorporate Differentiation strategies in the lesson plans. • Encourage learning disabled students to get extra help and to utilize SOL Tutoring during their study blocks and after school. • Quick Audits • Use actual hands-on map and graphic strategies • SOL Released and review questions through in class technology and graphics • SOL Formatted Questions • Disaggregate SOL Pass Rates for 2009 	<ul style="list-style-type: none"> • All World Geography Teachers • Social Studies Dept. Chair • Special Education Teachers



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

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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

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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)
Pre and post SOL type tests will be given to all students	Test will be graded and information can be used to assess the reporting categories that need further assistance	Gaps between male and female, learning disabled and non-learning disabled students will become closer	Laptops SOL tutoring Rooms Released test items Media projector Smart board Hands-on maps and graphics Atlases Textbooks Internet SOL prep sites	All World Geography Teachers Social Studies Dept. Chair Special Education Teachers
More technology and SOL type questions will be used in the classroom	Formal and informal assessments within the class time period	Scores will improve as the year progresses		
Try to get students to attend SOL tutoring during and after school	Logs will be kept of students who attend help sessions and students will be rewarded for their participation and self motivation (ie; extra credit points, homework passes)	Students will, over the course of the year become more familiar with the material and the format of how the test is presented		

DO Review Cycle:

Weekly

Bi-weekly

Monthly

Bi-monthly

Quarterly

Semi-annually