

**Plan for Continuous Improvement**

**SCHOOL:** Salem High School ENGLISH WRITING

**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 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*

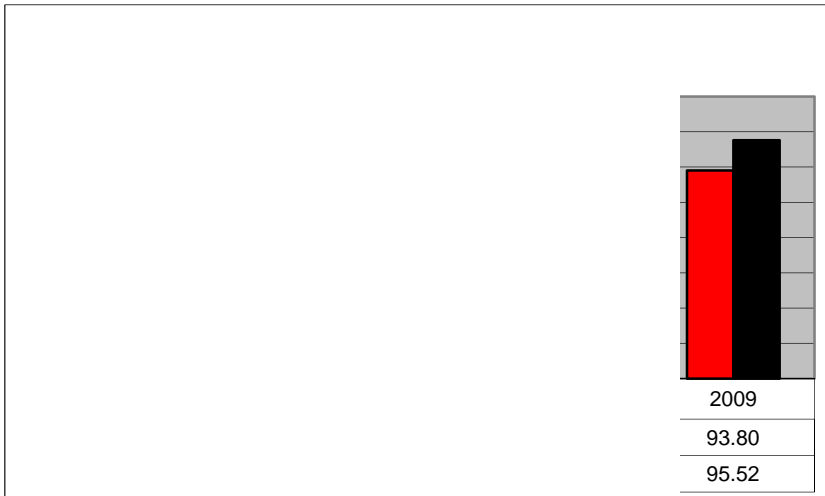
**Review and Analysis**

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)



ENGLISH WRITING GAPS

- The pass rate for the English Writing SOL test increased by 0.2% from school year 2007-08 to school year 2008-09.
- The pass rate for the English Writing SOL test at Salem High School was 93.80%.
- Male students lag behind female students by 5%, with a pass rate of 94% for female students and a pass rate of 89% for male students. Asians trail Caucasian students by 3%, while African-American students lag Caucasian students by 11%.
- The scores for the English Writing SOL test at Salem High School were the highest in the school's history.

PRIORITIES

- Increase the pass rate for students on the English Writing SOL test.
- Increase the pass rate for special education students on the English Writing SOL test.
- Focus on erasing the gender and minority gaps.



PLAN

VBCPS Plan for Continuous Improvement

Measurable Objectives

School: Salem High School

DATE: 09/03/09

<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>• Writing paragraphs</li> <li>• Editing all written work</li> <li>• Focus on support, detail, and examples</li> <li>• Use of new curriculum ancillary materials meant to improve writing through critical reading</li> <li>• Use of SAT questions to improve grammar and construction issues</li> <li>• Use varied vocabulary</li> <li>• Stronger collaboration with Special Education teachers with regard to planning and implementing strategies</li> <li>• Daily writing, including DOL</li> </ul>	<p>To improve upon the exceeded pass rate reported by the School Division for the English Writing SOL test</p>	<ul style="list-style-type: none"> <li>• Works in Progress folders (WIP's)</li> <li>• Writing Portfolios</li> <li>• Special writing projects</li> <li>• Research projects</li> <li>• Pre-post tests</li> <li>• Progress reports</li> <li>• Report cards</li> </ul>	<p>English Department</p> <p>Individual Teachers</p> <p>RAC/WAC Committee</p> <p>SpEd and English teachers</p>



**VBCPS Plan for Continuous Improvement**

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

School: **Salem High School, Dr. Donald Robertson**

DATE: **9-3-09**

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

School Focus: Professional Learning Communities

School Measurable Objective: To meet or exceed the pass rate reported by the School Division for the English Writing SOL test.

**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"> <li>a. Active writing/editing strategies, including <i>Holt Reader</i> and <i>Holt Handbook</i></li> <li>b. Continuous daily writing</li> <li>c. Writing Portfolios</li> </ul>	<p>Increased SOL scores</p> <p>Pretests</p> <p>Unit tests</p>	<p>Increase the SpEd SOL score beyond the AYP compliance to 85%</p> <p>Reduce achievement gap among other populations by five percentage points</p>	<p>Writing instruction for inclusion English teachers</p> <p>Access to latest strategies for teaching writing for all staff</p> <p>File folders; portfolios</p> <p>Common planning opportunities for vertical and horizontal teams</p>	
<ul style="list-style-type: none"> <li>d. Works in Progress (WIP) folder</li> <li>e. Inclusion English for Struggling SpEd population employing Kagan and kinesthetic Activities</li> </ul>	<p>EOC tests</p>	<p>Increase Pass/Advanced rate to an additional five percent in both Reading and Writing</p>	<p>Increased staff development in shaping vertical teams and best practices</p> <p>Staff training on motivating reluctant students</p>	

<ul style="list-style-type: none"> <li>f. Vertical and horizontal teaming focusing on writing and rubrics</li> <li>g. Continued support by Regular Ed teachers for SpEd teachers after given more specific data/strategies from SpEd teachers</li> <li>h. Encourage students to seek help from SOL tutoring during Study Block</li> <li>i. Writing Lab</li> <li>j. Functional Writing for the 21<sup>st</sup> century workplace</li> <li>k. DOL's</li> </ul>	AP Scores	Increase AP #+ scores by 10%	<p>Pre-Ap materials</p> <p>Implementation of UbD and Differentiation strategies</p> <p>Dictionaries; thesauruses</p> <p><i>Holt Handbooks</i></p> <p>Smart Boards and multi-media projectors in each classroom and portable to meet SO1</p>			
<b>DO</b> Review Cycle:	Weekly <input type="checkbox"/>	Bi-weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Bi-monthly <input type="checkbox"/>	Quarterly <input checked="" type="checkbox"/>	Semi-annually <input type="checkbox"/>