



**SALEM CITY SCHOOLS
2010-2016 COMPREHENSIVE PLAN**

***Children First in Salem,
Every Child, Every Day***

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INTRODUCTION

The Standards of Quality for Public Schools in the Commonwealth of Virginia state that “each local school board shall adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. Each local board shall review the plan biennially and adopt any necessary revisions.” This current plan represents the efforts of as many as 1000 parents, teachers, and community partners.

The following is an outline of the steps that were used to develop the 2010-2016 Comprehensive Plan highlighting our efforts to include stakeholders in the process.

Step 1

On February 15th, 2581 emails were delivered using the ConnectED Notification System. This email provided a link to a stakeholder satisfaction survey. The results of this survey, taken by 669 parents and staff, were used in conjunction with the Fall 2009 review of the 2008-2014 Comprehensive Plan, student achievement data, and annual board goals and objectives to develop target areas for possible division goals for the 2010-2016 plan.

Step 2

The Comprehensive Planning Committee consisting of 90 stakeholders representing parents, teachers, administrators, directors, classified staff, and business partners, developed and refined a list of potential goals. This was done electronically by posting the information on the internet as a Google Document, which could be edited in real time by all committee members.

Step 3

The goals developed in step 2 were categorized into the following areas; instruction and assessment; communication and community relations; career and technical education; safety and organization management; technology, and professional development. A survey was developed which asked stakeholders to assign a priority level to each goal. The survey instrument also allowed participants to comment on the goals as presented and to address any areas where they felt that additional goals needed to be developed. Four hundred and fifty seven stakeholders participated in the survey, providing 150 comments and suggestions.

Step 4

The information collected in step 3 was used to further refine the suggested goals and objectives. Additional goals were added, some goals were eliminated, and some goals were changed to clarify their meaning.

Step 5

An initial draft of the comprehensive plan was written using the goals developed and refined through the process outlined above. Specific activities were included to indicate probable strategies to address the goals of the comprehensive plan. The draft was disseminated to the 90 members of the comprehensive planning committee, representing parents, teachers, administrators, and community partners for evaluation.

Step 7

Final revisions were made based on the suggestions from committee members.

STANDARDS OF QUALITY REQUIREMENTS

The body of law governing the operation of schools in the Commonwealth of Virginia, known as the Standards of Quality (SOQ), sets forth the requirement that all school divisions must develop a six-year planning document that is evaluated and updated every two years. The SOQ requires that each plan address certain long-range topics in addition to the most current objectives of the school division. The required topics are an enrollment forecast, a plan for regional services, a technology plan, and a needs assessment.

School Division Objectives

The objectives of the School Division are distributed annually by the Superintendent. Those Division objectives become the basis for planning and action. The objectives of the Division are diligently addressed and monitored. Outcomes are analyzed and actions are carried forward into the future.

Enrollment Forecast

The Salem School Division subscribes to a service provided by Information Management Systems of Rockford, Michigan to forecast enrollment trends. Enrollment forecasts provided by the University of Virginia Weldon Cooper Center are also reviewed each year for usefulness. Enrollment is expected to slightly decline over the next six years. Nonresident student enrollment is used to offset slight changes in enrollment from year to year.

Enrollment Projected Five Years

Grade	2010-11	2011-12	2012-13	2013-14	2014-15
K	265	240	276	285	298
1	281	270	244	281	290
2	282	290	279	252	290
3	292	288	296	285	257
4	315	296	292	300	289
5	281	313	294	290	298
6	280	296	330	310	306
7	297	282	298	333	312
8	327	296	281	297	331
9	333	357	323	307	324
10	326	318	341	309	293
11	316	305	298	320	290
12	282	280	271	264	284
K-12 Total	3877	3831	3823	3833	3862

Regional Services

Cooperation between school divisions is an effective means to provide services to small numbers of students which might otherwise be too expensive for a single school division to offer. The Division currently participates in a variety of regional programs including , but not limited to, The Roanoke Valley Governor's School, The Virginia Western Regional Career and Technical Education Academy, The Western Virginia Public Education Consortium, The Roanoke Valley Career Education Consortium, The Roanoke Valley Education Consortium, The Eastern States Consortium, the Roanoke Valley Regional Board of Low Incidence Populations, the Roanoke Regional Alternative Education Program, etc. The division will continue to pursue opportunities to enhance our programs in a cost effective manor through regionalization when available.

Technology Plan

The Six-Year Technology Plan for Salem City Schools is a comprehensive document with goals and objectives that have been included in the Six-Year Comprehensive Plan. Due to the specific requirements for the Technology Plan and the detail necessary to meet the requirements; it is not included in its entirety in this report.

Needs Assessment

Salem City Schools uses its annual Capital Improvement Plan process as a mechanism for needs assessment. The 2011-2016 plan was completed and presented to the School Board in November of 2009.

The annual operating budget also provides a forum for needs assessment in which budget needs are identified at the school level during the budget development process.



Salem City School 2010-2016 Comprehensive Plan

Mission

The mission of Salem City Schools is to provide a nurturing environment that enables and encourages ALL STUDENTS to acquire the knowledge, skills, and values necessary to become successful and responsible contributors to our society.
Children First, Every Child Every Day!

Approved 7/13/2010

Teaching and Learning

“All students are of worth and all students can learn.”

Instruction

“We believe that all students can be successful.”

Goals

- By 2012, 90% of all graduates will demonstrate mastery of [21st Century Skills](#) as determined by assessment.
- Increase the [4 year on-time graduation rate](#) annually, with a goal of 95% on-time graduation by June 2014.
- All schools will increase participation in during-the-day and before/after school intervention opportunities by 5% annually, with a goal of 90% participation from students who are failing math and/or English by 2014.
- By 2014, 90% of students will report that their grade is an accurate indication of their knowledge of subject matter.
- By 2014, 90% of seniors will be enrolled in math at the level of Algebra II or higher during their senior year.

Actions

- The division will develop and implement a curriculum to address 21st century skills in grades 3-12.
- The division will evaluate and select an assessment tool for measuring 21st century skills.
- Guidance counselors will identify student with credit deficits and develop individualized plans to promote on-time graduation in grades 9-12.
- The division will increase and communicate opportunities for students to recover and accrue credits through the use of technology.
- Staff will participate in professional development activities related to grading practices that promote learning.
- The division will communicate the importance of a rigorous high school curriculum through participation in the [Commonwealth Scholars Program](#).
- The division will annually record the number of students taking advanced math and develop strategies to increase participation and success.
- The division will benchmark math participation and success with the Eastern States Consortium Scorecard.

Assessment

“We are committed to excellence in all that we do.”

Goals

- By February 2011, all Schools and the Division will score in the top two tiers of the [Virginia Index of Performance Program](#) and meet or exceed all goals established by the program.
- By 2012, 90% of students in grades 3-8 will meet or exceed growth targets in math and English.
- By 2014, all students will meet or exceed state standards as assessed by the [Virginia SOL assessment program](#) and the percentage of students scoring in the pass advanced range for all math and English SOL assessments will increase by 2% annually with a goal of 50%.

Actions

- Each school will report VIP progress and develop plans for improvement.
- Each school will identify students in need of remediation and enrichment and develop programs to address their needs.
- Staff will participate in a variety of professional development activities designed to increase student engagement.
- Staff will develop annual goals for the use of formative assessment strategies and descriptive feedback to increase student learning.
- Curriculum committees will develop vertical alignment plans to address knowledge and skills that are essential for student success in grades K-12.
- The division will investigate opportunities to implement a program of World Language instruction in the elementary schools.
- The division will collect and report [PALS](#) data from grades K-2 as a component of the Division Scorecard.

Climate and Culture

“Students come first.”

Communication and Community Relations <i>“School programs and services must be responsive to our students’ needs and the needs of the broader community.”</i> <i>“Student success is a shared responsibility.”</i>		Safety and Organization Management <i>“Children learn best in a caring, respectful, disciplined environment.”</i> <i>“We recognize and respect differences in students.”</i>	
<p style="text-align: center;">Goals</p> <ul style="list-style-type: none"> By 2012, each school will communicate school related information with parents, students, and the community with a goal 98% overall satisfaction as measured by survey every two years. The Division will maintain a 95% approval rating with parents, students, staff, and the community as measured by survey every two years. By 2013, 75% of parents will indicate their knowledge of, and ability to access, School Division achievement data as measured by survey every two years 	<p style="text-align: center;">Actions</p> <ul style="list-style-type: none"> The Division and each school will use available technology such as the Parent Portal, ConnectED, social media, and school websites to communicate with parents and the community. Staff will participate in a variety of professional development activities related to the use of technology to facilitate communication. The division will develop and communicate the location of a division scorecard to report division and school achievement data annually. The division will participate in a national survey to measure student hope and well being. 	<p style="text-align: center;">Goals</p> <ul style="list-style-type: none"> By June 2011, 100% of Salem students participating in athletics and VHSL sanctioned competitive extracurricular activities will demonstrate their adherence to the Athletic Pledge Program. By 2014, fewer than 10% of students will report negative peer to peer interactions as a concern in each of the Salem City Schools on a survey to be administered every other year. By 2013, 100% of middle and high school coaches will be certified through the VHSL Coaches Education program. 	<p style="text-align: center;">Actions</p> <ul style="list-style-type: none"> The division will develop, implement and communicate the policies and procedures of a random drug, alcohol, and tobacco testing program for students who participate in voluntary extracurricular activities. The division will implement research based programs to address bullying and promote respect for individual differences in all schools. The division will develop a handbook and provide professional development opportunities for all middle and high school coaches and sponsors. The Division will develop evaluation rubrics that will be used at the middle and high school level for annual coach/sponsor evaluations.
Career Education		Technology	
<p style="text-align: center;">Goals</p> <ul style="list-style-type: none"> By 2012 Salem High School will offer at least one Industry Certification or Credential opportunity recognized by the Virginia Department of Education in each CTE program area. By 2014, increase the percentage of students who earn an industry certification or credential to 80% of senior CTE completers. (Students who graduate with 2 or more credits in a Career and Technical Pathway) By 2015, each student in grades 8-12 will have an Academic and Career plan which will identify career choices specific to their individual interests and aptitudes and outline plans for pursuing careers of interest. 	<p style="text-align: center;">Actions</p> <ul style="list-style-type: none"> The division will evaluate, recommend, and support the implementation of certification testing in each CTE discipline. The Division will record the results of CTE testing and report the results on the division scorecard. The division will develop and implement a career education curriculum using the Virginia Wizard Program in grades 6-8. The division will work in conjunction Virginia Western Community College to identify and define careers associated with the Career Pathways initiative. Salem High School will promote CTE opportunities available at SHS and VWCC. 	<p style="text-align: center;">Goals</p> <ul style="list-style-type: none"> By 2014, 80% of students will self report their regular use of technology in class as defined and assessed through the use student survey to be administered every other year. By 2014, 80% of at risk, homebound and alternative education students will graduate with a high school diploma or its equivalent through the use of instructional technology. By 2016, 50% of all graduates will have participated in at least one course delivered primarily through the use of technology prior to graduation. 	<p style="text-align: center;">Actions</p> <ul style="list-style-type: none"> Staff will participate in professional development activities designed to promote the use of instructional technology. Resources will be allocated for the purchase and maintenance of instructional technology and infrastructure to support its use. Hiring practices will emphasize the importance of computer literacy. The division will support the continued development and availability of online courses. A blended schedule including alternative education and traditional career education will be evaluated for use with students enrolled in the AIIMS program.

