### Close the Gap:

By the end of 2015-16 school year, Gap Groups 1 (LEP, SWD, ED), 2 (Black) and 3 (Hispanic) students pass rate on the 2016 spring SOLs, in the areas of HS Geometry, HS Reading, and MS Math, MS Reading and MS Writing will increase by at least 3% over baseline (2015 spring SOL data).

**Strategy 1**

Assessment coach will provide departments with SOL data from the 2014-2015 school year to identify standards and strands that were weakest for all SOL areas. See Summary Reports by Teacher:

P:\SOL\SOL Reports\Spring_2015

**Strategy 2**

MS 7 & 8 Math, HS Geometry, Geometry 2x2, Geometry Self Contained, and 7, 8 English, HS Grade 11 English and Self-Contained English 11 teachers will be trained by SBTS/assessment coach to create/use eCart assessments in order to compile baseline common assessment data which will be used to determine appropriate intervention strategies.

**Strategy 3**

MS 7 & 8 Math, HS Geometry, Geometry 2x2, Geometry Self Contained, and 7, 8 English, HS Grade 11 English and Self-Contained English 11 CT’s will implement strategies to support students who have deficits that impede SOL success.

### End of Year SMARTR Outcome

#### Raise the Bar:

To decrease the gap in enrollment based on demographic data by 10% (of the gap) * in advanced academic courses during the Spring 2016 academic advising process among Gap Groups 2 & 3. (Gap Group 2 (Black); Gap Group 3 (Hispanic), with a long term goal of matching the percentage of the general population in advanced academics, as measured per Department.

*pending updated data

**Strategy 1**

Increase the percentage of Hispanic and black students’ (Gap Groups 2 and 3) enrollment in advanced academic courses offered in Math, English, Science, Social Studies, World Languages, and Fine and Practical Arts courses, for the 2016-2017 school year.

**Strategy 2**

**Strategy 3**

For additional information regarding this School Improvement Plan, please contact the school principal.