2016-17
Robinson Secondary School
Region IV
Matt Eline, Principal

End of Year SMARTR Outcome – Close the Gap

**Math 7:** By May 2017, all Math 7 students, including ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic, will demonstrate measurable growth in applying math vocabulary to solve both simple and multi-step word problems.

Progress will be measured by a multiple-choice assessment, given as a pre-test, mid-year test, and end-of-year test. All students will increase their scores by at least 20%. Students who scored an 80% on the pre-test in the fall will maintain or increase their score.

**Math 8:** By May 2017, all Math 8 students, including ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic, will demonstrate measurable growth in application of mathematical vocabulary as measured by a multiple choice assessment. All students will increase their scores by at least 20% on the assessment. Students who scored an 80% in the fall will maintain or increase their score.

**Geometry:** During the 2016-2017 school year, all Geometry students, to include ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic, will make measurable progress from their baseline assessment, as measured by a diagnostic assessment on the material and vocabulary covered during all four quarters. The specific progress goal for each student is dependent upon their pre-assessment baseline score, according to the following table:

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20%</td>
<td>32%</td>
<td>64% or higher</td>
</tr>
<tr>
<td>22-40%</td>
<td>48%</td>
<td>70% or higher</td>
</tr>
<tr>
<td>42-60%</td>
<td>64%</td>
<td>80% or higher</td>
</tr>
<tr>
<td>Over 62%</td>
<td>72%</td>
<td>84% or higher</td>
</tr>
</tbody>
</table>

**Strategy 1:** Math 7, Math 8 and HS Geometry teachers and administrators will work to improve the attendance of at-risk students, ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic.

**Strategy 2:** During first quarter 2016-2017, MS/HS Math Department Chairs, SBTS and the SIIP Committee will work with the Math 7, Math 8 and HS Geometry Collaborative Teams to investigate and determine appropriate instructional changes in response to the instructional needs of students, ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic.

**Strategy 3:** Teachers in grades 7-12 will integrate literacy instruction into their curriculum.
End of Year SMARTR Outcome – Close the Gap

**MS Reading and Writing:** By the end of the 2016-2017 school year, 50% of the ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic students who failed the 6th grade or 7th grade Reading SOL will pass the Spring MS Reading SOL.

By the end of the 2016-2017 school year, 50% of 8th Grade students in targeted gap groups who failed the 7th grade writing prompt will pass the March 17th 8th grade SOL Writing Exam.

**11th Grade Reading and Writing:** By the end of the 2016-2017 school year, 50% of ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic students who failed the eighth grade Reading SOL will pass the 2017 Spring HS Reading SOL.

By the end of the 2016-17 school year, 50% of the ELL, SWD, Gap Group 2-Black and Gap Group 3-Hispanic students who failed the eighth grade Writing SOL will pass the 2017 Spring HS Writing SOL.

| Strategy 1: | MS and HS English teachers will use various forms of data to identify individual students by name and need who are at-risk for failing their Writing and/or Reading SOL(s) and are in need of remediation and/or differentiation in order to meet the standards. |
| Strategy 2: | Teachers across the curriculum in grades 7-12 will integrate literacy instruction. |
| Strategy 3: | The English Department will continue to run the after school Writing and Reading Success Program and will use RAISE to focus on intervention and remediation for students identified as being at-risk for failing the Writing and/or Reading SOL. |

End of Year SMARTR Outcome – Raise the Bar

**Advanced Placement (AP) Exam Scores/End-of-Year Grades:** By July 2017, the number of AP scores which deviate excessively from the respective student’s course grade will be reduced by one third, based on July 2016 data. Excessive deviation between an AP score and course grade is defined as more than 1 point difference between the quality point and the AP score. For example, a student earning a grade of a B (quality point of 3.0), should earn an AP score in the range of 2 to 4. A student earning a grade of an A (quality point of 4.0) should earn an AP score in the range of 3 to 5.

| Strategy 1: | Support AP teacher development of instructional best practices to meet the needs of a diverse population of learners. |
### End of Year SMARTR Outcome – Raise the Bar

**Honors Enrollment:** By June 2017, the number of seats being occupied by students in Gap Group 2-Black and Gap Group 3-Hispanic in advanced academic courses will increase by 10% with the long term goal of achieving a ratio proportionate to the enrollment of Gap Group 2 and Gap Group 3 in the total population.

**Strategy 1:** Continue the plan of increasing the number of seats held by Gap Group 2-Black and Gap Group 3-Hispanic in Honors, IB and AP course sections.

### End of Year SMARTR Outcome – Raise the Bar

**Renaissance Program–Character Ed:** By the end of the 2016-2017 school year, disciplinary entries in SIS will decrease by 3% from the 2015-2016 baseline data. School climate survey results will aid in determining effective strategies that will inform future Renaissance programs.

**Strategy #1:** Utilize the Renaissance program to positively impact student behavior by supporting "community building" peer interactions.

**Strategy 2:** Create, administer and analyze a school climate survey and its results

### End of Year SMARTR Outcome – Raise the Bar

**Innovation–Teacher Led Learning Groups:** By the end of the 2016-2017 school year, faculty knowledge of learning group topics will increase by an average of two levels as evaluated by questions 2 and 3 on the survey.

**Strategy 1:** Determine the effectiveness and participation of teacher-led learning groups’ professional development.