

# 2012 Gap Reduction Cover Page

**School:** Julius Marks

**District:** Fayette County Public Schools

**Date:** 11/19/2010

## Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	Disability	63%	25.9	85	22
X	Math	Disability	52%	35.1	80	28
X	Reading	Free/Reduced Lunch	83.8%	5.1	96	12.2
X	Math	African American	79.1%	7.9	91	11.9

## Rationale:

Based on our 2010 KPR data showed that special education students were performing at a much lower rate in the proficient and distinguished performance cells in reading as compared to regular education students.

Based on our 2010 KPR data showed a small achievement gap among African American students in the proficient and distinguished cells exists as compared to Caucasian students.

## Council signatures:

Principal:

Teachers:

# Julius Marks Senate Bill 168 Activity Sheet

## Julius Marks 2010-2011

### Senate Bill 168 Language:

- *The principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review, in the public meeting required under Section 4 of this Act.*
- *Biennially, the local board shall review in a public meeting the portion of each school's consolidated plan that sets forth the activities and schedule to reduce the achievement gaps among the various groups of students as required in Section 1 of this Act.*

### **INVENTORY OF ACTIVITIES/ PROGRAMS AND INITIATIVES**

#### **GAP SHEET**

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
<b>Gap Analysis Protocol</b>	Close achievement gaps among Disability, African American, and F/R lunch students	On-going, Culturally Responsive Teaching	Targeted students will participate in our ESS program	Academic and equity sections
<b>ESS/Individualized Tutoring</b>	Close achievement gaps among Disability (individualized tutoring), African American and F/R lunch students	On-going, Culturally Responsive Teaching	Targeted students will participate in our ESS program	Academic section.
<b>Professional Development</b>	*Deepen teacher understanding of the 5 Es of Learning and Culturally Responsive Teaching *IAKSS Special Education PD for teachers on math and reading strategies that work for students with disability	On-going, job embedded as part of District PD Release days.	N/A	Academic section.

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<b>Math intervention teacher, primary and intermediate</b> <b>*Highly Qualified Elementary Math Intervention Teachers (2)</b>	Improve student learning and teacher instruction in math	Ongoing through staff meetings	Intervention teacher will identify students that would benefit from additional math instruction	Academic section.
<b>Reading intervention teacher, primary and intermediate</b> <b>*Highly Qualified Elementary Reading Intervention Teachers (4)</b>	Improve student learning and teacher instruction in reading	Ongoing through staff meetings and	Intervention teacher will identify students that would benefit from additional reading instruction	Academic Section.
<b>Study Island</b>	Provide ongoing review of core content and program of studies standards, weekly.	Ongoing through staff meetings	N/A	Academic section.
<b>Success Maker</b>	Increase reading comprehension and math computation/problem solving skills	Staff training on using software and understanding student progress reports	Used during ESS for targeted students	Academic section

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<b>iPad Gap Program</b>	<p>Improve student engagement in reading and math, reduce achievement gaps</p> <p>Improve student reading and math performance through “individualized” apps on iPads- 71 will be spread among our gap students and monitored by our technology specialist; APPS will be downloaded that are specific to student weaknesses</p>	<p>Staff training on implementation of iPads in reading and math to deepen and extend learning</p>	<p>Used throughout the school day and in ESS</p>	<p>Academic and Equity sections</p>