

2012 Gap Reduction Cover Page

School: Yates

District: Fayette County Public Schools

Date:

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	Disability	63.41%PD	16%	86.83%	23.42%
X	Math	Disability	70.73%PD	18%	85.37%	14.64%
X	Reading	White	79.38%PD	15%	89.70%	10.32%

Rationale: In Reading, Yates African-American population is at 94.64% Proficient and/or Distinguished. Our Free and Reduced students were at 87.50%PD. Our White population is at 79.38% and our With Disabilities population is at 63.41%. Since the White and With Disabilities population are below target at this time, they have been our targets with regard to Reading. In Math, Yates White population is at 88.66%PD, our African-American population is at 85.71%PD, and our Free and Reduced population is at 88.97%PD. Since our With Disabilities population is at 70.73%PD, this group will be the focus of both Reading and Math.

Council signatures: *Yates SBDM meets on January 24th to approve this information.

Principal: Monica Eversole

Teachers:

Parents:

Yates Senate Bill 168 Activity Sheet

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?
Weekly team meetings to discuss and monitor instructional next steps for students with disabilities and white students	Learn what works and doesn't work and make adjustments for individual students.	Yes	No	Academic B3
Use Number Worlds daily for 2 nd and 3 rd grade students who are one or two grade levels below including Yates White students.	Intense intervention will close math achievement gaps with all students	Yes	No	Academic E3
Visit schools scoring over 100 (in particular for writing and special education programs 2010)	Gain insight and ideas about expectations	Yes	No	Academic G7
Students with disabilities progress will be monitored on grade-level work after every assessment 2011	Ensure that students aren't falling behind their peers	Yea	No	*New
Save 1 Relationship Building 2011	All students with disabilities will be paired with a mentor	No	Yes	*New

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Grade-level objectives will be written in all IEP's beginning January 2011	Students with disabilities will be expected to work on grade-level objectives	Yes	Yes	*New
Collaboration between special education and ESL teachers and the regular classroom teacher will be held 2 X monthly	Differentiation activities can be created and monitored	Yes	No	Equity A1
Data or Student Achievement Notebooks will be kept by all teachers with specific focus on the achievement of white students and students with disabilities.	All students will receive individually prescribed reading and math instruction	Yes	Yes	Equity C1
Sub-populations of students below the 50th percentile (proficient) will receive extra instruction using KCCT Coach books.	All will be proficient given some additional time to learn	Yes	Yes	Equity C2
Provide Math intervention to those students scoring below the 50th percentile (proficiency)	All will be proficient given some additional time to learn	Yes	Yes	Equity C5