

2012 Gap Reduction Cover Page

School: Beaumont Middle School

District: Fayette County Public Schools

Date: 1-6-11

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	Free/Reduced Gr. 6-8	64 %	36 %	86.40 %	22.4%
X	Mathematics	Disabilities Gr. 6-8	46 %	54 %	79.12 %	33.12%

Rationale: At BMS, reading and mathematics are crucial subjects for every student to reach proficiency prior to entering high school. They are also assessed at each grade level with the KCCT, and they are also assessment points for NCLB. According to the most recent NCLB report, two target areas were not met at BMS which were free/reduced lunch in reading and students with disabilities in math. The free/reduced lunch sub-group population includes students who are also in other sub-group populations. In addition, the free/reduced lunch students are the largest subgroup population at BMS. The students with disabilities are the second largest sub-group population at BMS and have the largest gap in mathematics. Thus, these two areas were selected for SB 168 targets.

Beaumont 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.*

TAKING STOCK OF THE ACHIEVEMENT GAP- AN INVENTORY OF PROGRAMS/ INITIATIVES/ACTIVITIES.

GAP SHEET

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Continue the use of Read 180 Class for identified students	Accelerate student success in reading	Training provided to Reading Teacher		Academic Component
Integrate Reading strategies into the content areas	Higher student achievement and better understanding of concepts	Training for all staff members during Grade Level Meetings and Faculty Meetings		Academic Component
Continue to implement the ESL collaboration model	Higher student achievement form ESL students	LEP training		Academic Component
Continue with the implementation of the cultural diversity training	Improved relationships and connections with students for higher student achievement	Training provided by IAKSS staff		Equity Component
Continue the use of Math Strategies Class for identified students	Accelerate student success in mathematics	Training for the staff member on successmaker		Academic Component
Implement use of technology and manipulatives in math classes	Higher student achievement and better understanding of concepts	Training for staff members who teach math		Academic Component
Implement using the curriculum map, common assessments, and learning checks	Accurate assessment of student performance level based on continuous assessment and activities	Training embedded into workday		Academic Component

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Continue vertical articulation with elementary feeders and PLD	Identify gaps in curriculum and identify struggling students earlier	None		Academic Component
Implement differentiated instruction across all classes	Higher student achievement and better understanding of concepts	Continued differentiated instruction training		Academic Component & Equity Component
Continue to implement the CAP program	All students will have computer access	None		Equity Component
Continue to implement the summer bridge program with minority students to assist in the admission and success of advanced classes.	Target minority students to increase student achievement and enroll in advanced classes	None		Equity Component