

2012 Gap Reduction Cover Page

School: Bryan Station Middle

District: Fayette County Public Schools

Date: December 13, 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	African/American Males	55%	45%	78%	23%
X	Math	Disability	57%	43%	78.5%	21.5%

Rationale:

1. There is a 45% gap in Reading for our African American males as opposed to a 19% gap for our white males. This means that 59 of our 107 African American males were at the P/D performance level in reading on the KCCT this spring. To reach our goal of 78% by 2012, we will need 83 or 24 more of our African American makes to score at the P/D range. We already have 238 of our 295 white males reading at the P/D level.
2. We are targeting our African American males also because of the district initiative for this sub-population.
3. There is almost a 30 point difference in the gap for African Americans in Science(34.21) and Social Studies(32.10) and the gap in both contents(64.04 and 62.89) for Whites. By targeting reading we will also impact both Science and Social Studies because of the reading involved in both.
4. Our largest gaps continue to be in our Disability sub population. Of the total population, our student disability population makes up 9.6%. In 2009-10 there were 58 students with a disability (IEP or 504) that were tested, and 31 of them scored Distinguished or Proficient. With our other primary target being in Reading content, we have decided to target the Math content for our Disability population. There is a 43% gap in Math disability as opposed to a 27% gap for all students. To make our school target we would need 78.5% of the 70 students we currently have in this population to score P/D. This would work out to 55 students or 24 more than the number that scored P/D last year.

Bryan Station Middle 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 SIP?
MAP testing, learning checks, and common assessments in both reading and math for diagnostic purposes.	Data will help design and differentiate instruction.	Content meetings, team meetings, and learning talks to monitor student progress and match instruction.	Novice and apprentice scores will be referred to ESS.	Academic Performance A1.1, C2 and Equity B1
Reading Plus, Study Island, Success Maker computer programs will be used in intervention classes for students not at Proficient in math or reading.	To meet individual learning needs of students in bringing them to proficient.			Academic Performance A2.1 and Equity A1.
Students will be pulled out from intervention classes to do one-on-one instruction in reading content.	To meet individual learning needs of students in bringing them to Proficient			Academic Performance A2.1 Equity A2 and B1
Teachers will be trained in using MAP data along with DesCartes to differentiate instruction.	To know for each of their students the skills and concepts to introduce and to develop.	Using planning time to meet with teams and content teachers to see where students are and to find/create activities and strategies to move them.		Academic Performance A1.1

