

# 2012 Gap Reduction Cover Page

**School:** Edythe J. Hayes Middle School

**District:** Fayette County Public Schools

**Date:** January 10, 2011

**Gap Reductions Target(s):** *Content Area: Reading and Math*

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	African American	61%	19%	81%	20%
	Reading	Free-Reduced Lunch	64%	16%	82%	18 %
X	Reading	Students w/Disabilities	38%	42%	68%	30%
	Math	African American	52%	19%	76%	24%
	Math	Free – Reduced Lunch	53%	18%	77%	24%
X	Math	Students w/Disabilities	34%	37%	66%	32%

**Rationale:** In comparing 2008 and 2010 state results the following was noted in students that scored of Proficient or Distinguished:

- African American - increase of 4% in Reading and 8% in Math
- Free-Reduced Lunch – increase of 5% in Reading and 7% in Math
- Students with Disabilities – increase of 14% in Reading and 18% in math.

While this indicates that improvement was made it is not significant with African American students and students approved for Free-Reduced Lunch. Significant improvement was made with students with disabilities yet below targeted levels of proficiency. EJ Hayes will be monitoring student performance in all areas as identified in the above table. Our primary target will remain students with disabilities in the area of reading and math.

**Council signatures:**

Principal:

Teachers:

Parents:

# Edythe J. Hayes 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?
<p><b>I. Special education teachers</b> will analyze and track student results on common assessment, M.A.P. and state assessment results for all special education students that are in their reading and math classes. (SB 168)</p> <p>a) All Special Education teachers will update their spreadsheet with student names and Ky core content test results, M.A.P. scores and common assessment throughout each academic year.</p> <p>b) All special education teachers will analyze the trend data of their spreadsheet to check student progress toward goals and develop plans. (i.e. routine Gap to Goal Analysis)</p> <p>c) All special education teachers will identify the target strategies for student's not progressing toward their goals.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p><b>AND</b></p> <p><b>By May, 2012, 80% African American,</b> students on <b>Free/Reduced Lunch</b> and <b>students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Math test.</p> <p><b>AND</b></p> <p><b>By May, 2012, 90% African American,</b> students, students on <b>Free/Reduced Lunch</b> and <b>students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Reading test</p>	Job embedded monthly department meetings	N/A	Appendix A

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/Activity	PD Implications?	ESS Implications?	Located where in CSIP?
<p><b>II. Special education teachers</b> will meet weekly with <b>reading and math teachers</b> to plan modifications and instruction for students with special needs using co-teaching models. (SB 168)</p> <p>a) Special education and general education teacher collaboratively design and organize lesson based on weekly plan sheet developed in content area collegial plan.</p> <p>b) Special education and general education teachers will conduct weekly analysis of student work to determine effectiveness and/or needed adjustments to instructional plan.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p><b>AND</b></p> <p><b>By May, 2012, 80% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Math test.</p> <p><b>AND</b></p> <p><b>By May, 2012, 90% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Reading test</p>	<p>Weekly collegial planning sessions</p> <p>Job embedded</p> <p>Content Release Days</p> <p>Follow up to Co-Teaching Model training ( delivered in Spring, 2010)</p> <p>Release Days</p>	<p>N/A</p>	<p><b>Appendix A</b></p>

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/Activity	PD Implications?	ESS Implications?	Located where in CSIP?
<p><b>III. All Language Arts Teachers</b> will Implement Shared Inquiry lessons in the classroom</p> <p>a) All <b>Language Arts teachers</b> will <b>identify Shared Inquiry lessons</b> to implement in each SBUS</p> <p>b) In the school year 2011-2012, teachers will implement at Shared Inquiry lessons no less than once every 3 weeks.</p> <p>c) All <b>Language Arts teachers</b> will <b>share experiences</b> using Shared Inquiry in the classroom at <b>monthly department meetings</b>.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p>AND</p> <p><b>By May, 2012, 90% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Reading test</p>	<p>Follow up to Shared Inquiry training</p> <p>Department Meetings job embedded training</p> <p>Release Days</p>		<b>Appendix A</b>
<p><b>IV. All Language Arts Teachers</b> Implement Laying the Foundation Lessons in the classroom</p> <p>a) All Language Arts teachers will collaborate to determine at least 2 Laying the Foundations strategies to teach during each SBUS.</p> <p>b) In the school year 2011-2012, teachers will implement at least 2 Laying the Foundation lessons in each SBUS.</p> <p>c) In the school year 2011-2012, teachers will implement at least 2 Laying the Foundation lessons in each SBUS.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p>AND</p> <p><b>By May, 2012, 90% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Reading test</p>	<p>Continue year 2 of 3 - Laying the Foundation Training</p> <p>Release days for analysis and planning</p>		<b>Appendix A</b>

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<p><b>V. All Language Arts Teachers</b> will Implement school wide writing strategies for On-Demand Writing.</p> <p>a) <b>All Language Arts teachers</b> will collaborate to incorporate writing strategies in the classroom</p> <p>b) By May, 2011, a <b>school wide framework</b> will be developed to implement <b>On-Demand Writing across each grade level</b> beginning 2011-2012.</p> <p>c) By August, 2011 <b>M.A.P. Language Usage will be administered across all grade levels</b> to measure the impact of writing instruction.</p> <p>d) By May 2012, <b>strategies</b> will be implemented in <b>every Language Arts</b> classroom in the building.</p> <p>e) <b>All Language Arts teachers</b> will share student work examples at monthly department meetings.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p>AND</p> <p><b>By May, 2012, 90% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Reading test</p>	<p>Release days for planning and analysis</p> <p>Training/workshop school wide on effective implementation</p> <p>Job embedded department meetings</p> <p>Collegial planning</p>	<p><b>N/A</b></p>	<p><b>Appendix A</b></p>

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<p><b>VI. All Math Teachers will</b> increase usage of high level questioning/ thinking skills</p> <p>a) <b>All core math teachers</b> will teach one lesson from each of the Laying the Foundation modules in school year 2010-2011 in <b>EVERY</b> class for a minimum of four lessons</p> <p>b) In school year 2011-2012 teachers will implement at least 2 lessons per module for a minimum of eight lessons.</p> <p>c) All core math teachers will use Laying the Foundation questions as part of their formative assessment during instruction as evident through the daily planner.</p> <p>d) All core math teachers will use Laying the Foundation questions on common assessments.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p>AND</p> <p><b>By May, 2012, 80% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Math test.</p>	<p>Release days for planning, analysis and effective implementation strategies.</p> <p>Continue year 2 of 3 of the Laying the Foundation training</p> <p>Job embedded department meetings</p> <p>Collegial planning</p>	<p>N/A</p>	<p><b>Appendix A</b></p>

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<p><b>VII. All Math Teachers will</b> emphasize instructional strategies that focus on foundational concepts without using a calculator.</p> <p>a) Identify and implement essential content.</p> <p>b) Collaborate on strategies for implementation for teaching foundational concepts.</p> <p>c) Review impact on student learning monthly through department meetings.</p> <p>d) Identify students that are more than 2 grade levels below using M.A.P. data.</p> <p>e) Lowest performing students excluding IEP students will be referred to RTI classes and remainder of students will receive instruction in foundational concepts.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p>AND</p> <p><b>By May, 2012, 80% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Math test.</p>	<p>Release days for planning and analysis</p> <p>Job embedded department meetings</p> <p>Collegial planning</p>	<p><b>Panther Academic Boot Camp</b> every 4 ½ to 5 weeks focused on essential skills from previous or current unit of study</p>	<p><b>Appendix A</b></p>

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<p><b>VIII. All Math Teachers will</b> implement inquiry base learning</p> <p>a) Gather data on the impact of instruction using inquiry based activities.</p> <p>b) All math teachers will implement inquiry based learning in all classes, weekly as evidence through the daily planner.</p> <p>c) Impact of instruction will be measured cumulatively through analysis of common assessments.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by MAP.</p> <p>AND</p> <p><b>By May, 2012, 80% African American, students, students on Free/Reduced Lunch and students with disabilities</b> will perform proficient or distinguished as measured by the KCCT Math test.</p>	<p>Release days for planning, analysis and effective implementation strategies.</p> <p>Continue year 2 of 3 of the Laying the Foundation training</p> <p>Job embedded department meetings</p> <p>Collegial planning</p>	<p><b>Panther Academic Boot Camp</b> every 4 ½ to 5 weeks focused on essential skills from previous or current unit of study</p>	<p><b>Appendix A</b></p>

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<p><b>All Social Studies Teachers</b> will utilize the reading MAP reports.</p> <p>a) Gather class data on MAP Reading Goal Performance Area "Understanding Informational Text".</p> <p>b) Identify essential skills utilized in current Unit.</p> <p>c) Collaborate with both social studies and language arts colleagues to design differentiated lessons focused on skills to both accelerate and remediate.</p> <p>d) Student's chart progress on MAP test and common assessments through GROW folders.</p>	<p><b>By May, 2012, 80% African American, students, students on Free/Reduced Lunch and students with disabilities will perform proficient or distinguished as measured by the KCCT Social Studies test.</b></p>	<p>Release days for planning and analysis of all data</p> <p>Job embedded department meetings</p> <p>Collegial planning</p>	N/A	Appendix A
<p><b>All Science Teachers</b> will implement strategies based upon the 5E Training</p> <p>a) <b>All Science teachers</b> will participate in job embedded Professional Development on the 5E Process through Department Meetings.</p> <p>b) <b>The Science Department</b> will develop a resource bank for investigation activities.</p> <p>c) <b>All Science teachers</b> will embed an investigation <b>within each SBUS</b> to teach and reinforce the criteria for a standards based investigation to all students. (embedded instruction)</p> <p>d) <b>All Science teachers</b> will share student work and impact of strategies at monthly department meetings.</p>	<p><b>By May, 2012 - 80%</b> of students will score above the 50 percentile as measured by Science MAP.</p> <p>AND</p> <p><b>By May, 2012, 80% African American, students, students on Free/Reduced Lunch and students with disabilities will perform proficient or distinguished as measured by the KCCT Science test.</b></p>	<p>Release days</p> <p>Follow up to 5 E Training received in 2010/2011 school year</p> <p>Job embedded department meetings</p> <p>Collegial planning</p>	<p><b>Panther Academic Boot Camp</b> every 4 ½ to 5 weeks focused on essential skills from previous or current unit of study</p>	Appendix A