

Approved Version

2012 Gap Reduction Cover Page

School: **Jessie Clark**

District: Fayette County Public Schools

Date: January 10, 2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	Special Education	49.1%	35.7%	74.54%	12.72%
X	Math	Special Education	45.5%	35.8%	72.74%	13.62%

Rationale: 1. 84.8 % of students without disabilities scored p/d in Reading and only 49.1% with disabilities scored p/d . This resulted in a 35.7 % gap.
 2. 81.3% of students without disabilities scored p/d in Math and only 45.5 % with disabilities scored p/d. This resulted in a 35.8% gap.

Council signatures:

Principal:

Teachers:

Parents:

Jessie Clark 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?
Special Ed. Staff has attended release day trainings with Math department to be trained on new standards.	To be trained/ learn new content standards.	PD funds	NA	PD Plan
Special Ed. Staff has attended release day trainings with Language Arts department to be trained on new standards.	To be trained/ learn new content standards.	PD funds	NA	PD Plan
Implementation of school-based mentoring programs for students in need of adult role models, decision-making skills, and academic tutoring.	Enhance student self-esteem, positive relationships and academic achievement	NA	NA	Parent Involvement Component #6
Use of Success Maker Math with all students with disabilities.	Improve individual student math skills using enrichment, drill& practice using technology.	NA	Can be used during ESS	

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Implementation of Study Island for all students with disabilities.	This is used as an individualized program to pre-teach and enrich the curriculum. Students are engaged in the use of technology.	NA	Can be used during ESS.	
Moby Math used in 6th grade .	Technology tool to enhance students individual skills.	NA	NA	
Students with reading goals on their IEP have a resource reading class in addition to a language arts class.	Small class, specific reading skills targeted.	NA	NA	
Read,Write,Gold Computer program used with many of the students.	Pre-teaching content material in advance.	NA	NA	
Students that need extra support are placed in a support skills class. (During elective block)	The students receive reteaching,preteaching,study skills, organizational skills, drill and practice.	NA	NA	

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Students that need extra help with failing grades attend our ESS program.	To prevent student failures	NA	Funding for staffing	Equity #2
Students receive instruction in Calendar Math in all grade levels.	To review core content and skills daily.	NA	NA	
Students in the FMD class will begin instruction using "Equals" curriculum to enhance the core content.	To enhance the KY. Core Content	NA	NA	
Students will be engaged in on-going, authentic formative assessments in each subject, at all grade levels.	Teachers will have a better understanding of how well students are learning essential standards	NA	NA	Curr.&Instruction# 3