

2012 Gap Reduction Cover Page

School: Leestown Middle School

District: Fayette County Public Schools

Date: 1/13/11

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	Hispanic	54.5	17.5	86.4	31.9
X	Reading	Special Education	31.03	28.59	86.4	55.37
X	Math	Hispanic	46.85	13.15	79.12	32.27
X	Math	Special Education	22.99	26.41	79.12	56.13

Rationale: After reviewing our KCCT and MAP data for our current school population, these two sub-groups consistently score below other student groups within our school. Though there are gaps with our African-American students as well, our greatest need fall with our Hispanic and students qualifying for special education. Our Hispanic students represent approximately one-third of our students, so focusing on this group should have a large impact on our scores overall as a school, and our students with special needs cross all ethnic sub-groups within the school.

Council signatures:

Principal:

Teachers:

Parents:

Leestown 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?
Co-teaching collaborative model	Expose all students with learning disabilities to the state mandated curriculum with the POS by a highly qualified content teacher in an inclusive setting.	All teachers will have job-embedded training on effective co-teaching and differentiation strategies	None	Equity
One on one testing or small group	All students with learning disabilities are tested one on one or small group for all common classroom and state assessments.	Matching student needs with appropriate accommodations	None	Equity
Additional Reading Class	All students with a reading disability will have reading instruction in addition to language arts that will meet daily	All special needs teachers will receive training on specific reading strategies and programming for students	Some students may also be included in our daytime waiver program or our Saturday academies	Equity

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
PASS Program Implementation	PASS allows students with emotional/behavioral disorders to remain in the general education setting with continuous monitoring every 15 minutes by PASS staff. Thus students are taught by the content experts and provided good behavioral role models while accessing the general education curriculum.	Job-embedded		Equity
Special Education Instructional Coach	SEIC hired to work specifically with both general education and special education teachers on co-teaching, differentiation, and making/maximizing accommodations for students	Job-embedded		Equity
Differentiation of learning	Collaborative teachers will take lesson plans for week and detail the specially designed instruction for each day in all content areas to meet the learning needs of students	Job-embedded		Equity

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Content Reinforcement	Through the co-teaching model, all students with special needs will have a content reinforcement class along with their core classes to pre-teach and extend lessons/concepts for a mastery learning approach.			Equity
Common assessments	After each common assessment, special education teachers analyze the data to determine who is not reaching proficiency and develops a strategic plan for mastering the concepts taught.		Daytime waiver or Saturday Academy	Equity
Reading for Native Spanish Speakers	Taught as a bi-lingual course that targets native Spanish speaking students to build on their English acquisition reinforcing and strengthening reading comprehension skills, and English fluency	Job-embedded	After school program for reinforcement	Equity

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Rosetta Stone for Native Spanish Speakers	The Rosetta Stone software is used during pull out ELL classes to assist our Spanish Speaking students with English acquisition and speaking fluency.	Training for ELL and general ed teachers who will be using the software	After-school program	Equity
Rosetta Stone for Staff	Allow Leestown Staff to increase communication between students and parents who speak minimal English	Training for ELL and general ed teachers who will be using the software		Equity
Fast Math	Computer based program to improve basic math skills with our ELL students during ELL pullout classes and ESS.	Training for staff implementing the program	After school program	Equity
Bi-lingual staff assisting with ESS	Employing bi-lingual staff members as ESS teachers to assist with re-teaching of content and homework assistance		After school program	Equity