

2012 Gap Reduction Cover Page

School: Lexington Traditional Magnet School

District: Fayette County Public Schools

Date: 2-11-2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	7 th grade Math	Free and Reduced	48%	52%	74%	26%
X	7 th grade Reading	Free and Reduced	68%	32%	86.4%	18.4%

Rationale:

1. LTMS has a significant free and reduced population.
2. This population includes several other subgroups with achievement gaps.
3. The 7th grade data is being used as a baseline for comparison for the students moving to 8th grade.
4. The 2011 IPR will include the 8th grade scores for a measurement of academic growth. Thereafter, the measurement will target the 8th grade.

Council signatures:

Principal:

Teachers:

Lexington Traditional Magnet 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>Increase differentiated instruction to meet the needs of the free and reduced population.</p>	<p>The goal of this initiative is to increase awareness of various scientifically-proven and research-based instructional methods to be utilized by the teachers. This will improve the overall quality of instruction delivered to the students in this subgroup.</p>	<p>Professional Development will be offered on skill building, Response to Intervention, differentiation, and implementing instruction through a focus on learning styles.</p>	<p>Teachers who receive this training will assist with building and implementing the curriculum to the students in this subgroup.</p>	<p>Academic Performance</p>

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Provide access to computers and other technology for students without those resources at home.	Student usage of technology will be increased in order for students to practice 21st Century skills and experience practical applications of required standards.	Teachers will be trained on various types of technology.	Technology Time will be provided before and after school.	Academic Performance
Content-specific Intervention courses will be offered during the school day and in the ESS program.	Intervention classes will be used as a safety net for students in the free and reduced population that are not experiencing academic success.	Teachers will spend time researching and creating a set curriculum for these courses.	Students at risk of not achieving the P/D status on the KCCT test will be invited to the ESS program.	Academic Performance

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Springboard Curriculum for Reading and Math	This will better prepare the students in the free and reduced population for success on the advance placement pathway in high school.	Teachers will attend an annual professional development on the Springboard curriculum.	None	Academic Performa nce

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<p>Parent Resource Programs will be developed to provide parents with community resources and educational opportunities.</p>	<p>A parent resource program will be created with partnerships from various organizations which may include Americorps, Comprehensive Care, PTSA, etc.</p>	<p>Teachers will be informed of resources for parents. Teachers will participate in a workshop for teaching the adult-learner.</p>	<p>The ESS program will include “Parent University” where parents can come to the ESS program with their children in order to learn the standards.</p>	<p>Parental and Community Involvement</p>
<p>Attendance Intervention Program that partners with the LTMS Truancy Diversion Program. Students will be identified and counseled to decrease absences. This may include home visits.</p>	<p>The goal will be to decrease school absences from this subgroup in turn increasing exposure to curriculum.</p>	<p>Counselors will seek learning opportunities for attendance concerns.</p>	<p>None</p>	

