

2012 Gap Reduction Cover Page

School: Morton Middle School

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						
X	Math	African American	48% P/D	52%	79%	31% in P/D
X	Reading	African American	58% P/D	42%	86%	28% in P/D
	Math	Free/Reduced Lunch	62% P/D	38%	80%	18% in P/D
	Reading	Free/Reduced Lunch	69% P/D	31%	86%	17% in P/D

Rationale: The gaps in each of the primary targeted subpopulations are at least 42% and include the gaps with the largest number of actual students. Each gap includes 50 or more students. Additionally, because several students in the targeted gaps are in more than one disaggregated area, decreasing the gap in each of these subcategories will reduce the gap in other disaggregated areas. Consequently, the overall school productivity will improve.

Council signatures:

Principal:

Teachers:

Classified Staff:

Parents:

Morton Senate Bill 168 Activity Sheet

Morton Middle School
January 24, 2011

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?
Preliminary – Actual – Follow-Up – Student Achievement Conferences	*To motivate every student to enhance their knowledge and their family's knowledge of the of their current KCCT scores. *Every student will set goals to achieve proficient performance on the 2012 assessment.	Teachers help with goal setting in Academic Leadership and in their classrooms.	Increase in student participation to enhance their knowledge of core content.	*Equity pg. 4 (A9)
READ 180 Elective – designed for 6th & 7th grade students who are reading 2+ years below grade level	*To increase reading proficiency by 5%.	READ 180 teacher's training will be updated as needed.	Use as a resource for reading materials.	*Curriculum pg. 6 (A27)
Reading Development Class – designed for 7th grade students reading 1-2 levels below grade range	*To increase the number of P/D MAP scores by 10%.	Ongoing training/ support for Reading Specialist	In-school resource provided for reading enhancement.	*Curriculum pg. 6 (A28)
Reading Lab – for 7th & 8th graders without a foreign language class	*To increase reading proficiency by 10%.	Ongoing training/ support for Reading Specialist/Reading Coach	In-school resource provided for reading enhancement.	*Curriculum pg. 6 (A28)
Math Lab – for 6th graders at any level	*Real-life math connections and applications. *To increase math proficiency by 5%.	Teacher training on math core content	Use as a resource for enhancing student knowledge of math core content.	*Curriculum pg. 3 (A11)
Math Lab – for 7th & 8th graders without a foreign language class	*To increase math proficiency by 10%.	Teacher training on math core content/ Math Coach	Use as a resource for enhancing student knowledge of math core content.	*Curriculum pg. 3 (A11)

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MAP Diagnostic Tests – tracked by teachers and students	*To give teachers and students constant access to student progress in Reading and Math.	To identify content needing extra attention and possible strategies to address these needs.	Use probes as a resource for increasing student performance in Reading and Math.	*Equity pg. 4 (A10)
Clubs Unstoppable (if 21st Century Grant is awarded)	*To provide a student engaging small group opportunity to learn before/after school without even realizing it. *To increase math and reading proficiency by 10%.	Ongoing differentiation training/ support in Math & Reading content	Use as a resource for enhancing student knowledge of math and reading core content.	*Curriculum pg. 3 (A11) pg. 6 (A28)
MAP-RAP Conferences	*To identify students needing academic interventions, to identify resources already used, and to determine “next steps.”	Opportunities to find specific resources available	Implement as a resource for increasing student performance in Reading and Math.	*Equity pg. 6 (B1)
PLATO Credit Recovery	*To increase understanding of core content. *To decrease failure rate to 0%.	*Teacher training on PLATO *All teachers identifying objectives taught each 9 weeks.	*Training on student use of PLATO *Computer Resource *After school time; time during Sat. School	*Curriculum pg. 4 (A16) *Equity pg. 7 (C5)
Open Response Questions – enrichment sessions	*To demonstrate understanding of core content by providing supporting details. *To increase proficiency in answering open response questions by 5% in all subjects.	*Teacher training on writing, implementing & assessing ORQs.	Use as a resource for enhancing student knowledge of core content.	*Curriculum pg. 4 (A15)

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Student Assistance Team	*To provide assistance in areas of poor academic performance and behavior problems.	*Training/ Resources	Implement as a resource for increasing student performance in Reading and Math.	* Equity pg. 7 (C4) * Parental Involvement pg. 4 (C1)