

# 2012 Gap Reduction Cover Page

**School:** Southern Middle School

**District:** Fayette County Public Schools

**Date:** 1-10-11

**Gap Reductions Target(s):**

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
x	Reading	AA males	46.8	53.2	73.4	26.6
x	Math	AA students	47.9	52.1	73.9	26.04

**Rationale:** SMS has significant gaps in both of these areas. In reading there is a 30 point gap between AA males and AA females. In math there is a considerable gap for both males (40.3) and females (56.4 P/D).

**Council signatures:**

Principal:

Teachers:

Parents:

# Southern Middle 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- PROGRAMS/ INITIATIVES/ACTIVITIES TO ADDRESS IDENTIFIED STUDENT ACHIEVEMENT GAPS.**

### GAP SHEET

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in SIP?
<b>Math (African-American, male and female)</b>				
Each female student who is not scoring P/D on KCCT and/or MAP will be mentored by a Math teacher.	Establish positive relationships with students and provide additional support.			
SuccessMaker will be available to all AA students on a daily basis through regular classes, math intervention classes, before school and during Power Hour.	Meet students where they are and move them forward.			
Non-IEP AA students who did not score P/D on KCCT and/or MAP will have priority in being placed in Math intervention classes.	Additional opportunity for 1-1 or small group instruction.			
IEP AA students who did not score P/D on KCCT and/or MAP will be placed in our Resource and/or Support Skills Classes.	Additional opportunity for 1-1 or small group instruction.			

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in SIP?
<b>Reading (African-American Males)</b>				
Encourage and create more opportunities for independent reading, either through targeted book clubs or through specific incentives for Accelerated Reader points.	Encourage more independent reading.			
Non-IEP AA male students who did not score P/D on KCCT and/or MAP will have priority in being placed in Reading intervention classes.	Additional opportunity for 1-1 or small group instruction.			
IEP AA male students who did not score P/D on KCCT and/or MAP will be placed in our Resource and/or Support Skills Classes.	Additional opportunity for 1-1 or small group instruction.			
Provide 1-1 help/conferencing during TEAM Time from a school support person (Instructional Coach, Reading Coach, counselors, etc...)	Additional opportunity for 1-1 or small group instruction.			
Mentor AA males through our school mentoring program.	Establish positive relationships with students and provide additional support.			