

# Achievement Gap (SB 168)

## Reduction Cover Page

2012-2013

**School:** Bryan Station High School

**District:** Fayette County Public Schools

**Date:** 12/11/12

### Gap Reductions Target(s):

Primary Targets X	Content Area	Sub-Group	2012 Actual Score	Gaps	2013 Delivery Targets	Required Increase
X	Reading	Disability	0.0%	White Students 59.2%	10%	10%
X	Math	Disability	3.1%	White Students 41.9%	12.8%	9.7%

**Rationale:** Based on accountability data, students with disabilities is our state focus area. The gaps in reading and math clearly require immediate attention and intervention.

### Council signatures:

Principal:

Teachers:

Parents:

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## Activity Sheet

2012-2013

### KRS 158.649 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 KRS 160.340.*
- *Annually, 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 including male and female, students with and without disabilities, students with and without English proficiency, minority and non minority students and students who are and are not eligible for free and reduced lunch.*

### **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?
Math and English departments plan course-specific instruction and assessments directly from State Curriculum Documents	To ensure that students with special needs have access to a rigorous curriculum in math	Teachers will receive continuous training on congruent planning and assessment practices		<b>Goal 2 Strategy 1 and 2</b>
Teachers have received training on analyzing work and using the results to drive instruction.	Using formative assessments in reading and math to recognize student deficiencies among our special education students	Teachers will receive continuous training on analyzing student work.		<b>Goal 2 Strategy 1 and 2</b>
Students in grade 9 are tested three times a year in math and reading to identify skill deficiencies. The results are used by the math teachers to develop classroom intervention strategies.	Utilizing results of the MAP assessment to target low-performing students who are students with special needs in the areas of math and reading	Teachers will continue to receive training on effective uses of MAP data to design math and reading instruction for the students based on readiness and flexible grouping		<b>Goal 4 Measurable objective 2 Strategy 1</b>

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Students in grade 10 are tested three times a year in reading and math to identify skill deficiencies. The results are used by the reading/math teachers to develop classroom intervention strategies.	Utilizing results of the MAP diagnostic assessment to target low-performing students – particularly students with special needs	Teachers will continue to receive training of effective uses of MAP data to design reading and math instruction based on readiness and flexible grouping.		<b>Goal 4 Measurable objective 2 Strategy 1</b>
A double-block math class was created to assist students in grades 9 & 10 who had not shown mastery in the area of math based on performance reports and scores received on the MAP diagnostic assessment.	To goal of this intervention class is to provide support for student with special needs			<b>Goal 4 Measurable objective 2 Strategy 1</b>
Students with special needs are included in the general education courses. Both the special education teacher and the regular education teachers plan and instruct together.	The goal of the initiative is to provide the same rigorous curriculum to all students including those with special learning needs in the area of math.	Co-teaching partners and administrators participate in training provided by the Central Kentucky Special Education Cooperative on best practices in collaboration and co-teaching.		<b>Goal 4 Measurable objective 2 Strategy 1 Goal 5 measurable objective 1 Strategy 1</b>

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All collaboration classes are being re-structured in order for students to receive common core instruction with Highly Qualified teachers along with instruction from Special Education Strategy Specialists	The major goal of this initiative is to allow students to receive instruction and then support of basic skills along with the common core instruction	Our teachers will be working with the CKSEC		<b>Goal 4 Measurable objective 2 Strategy 1</b>
Pyramid classes are in place for all students who score below the 25 <sup>th</sup> %ile in reading and math on a universal screener (MAP)	The major goal of this initiative is to provide an additional intense support for students	Fast ForWord, ALEKS, Schoalstic Read 180, System 44, or other intervention program		<b>Goal 4 Measurable objective 2 Strategy 1</b>
All students who did not meet the Explore and Plan benchmarks will be provided with an intervention.	This intervention class is to provide all students who did not meet benchmarks a change to reach goal.	Fast ForWord, ALEKS, Schoalstic Read 180, System 44, or other intervention program, TCA, Senior Intervention		<b>Goal 4 Measurable objective 2 Strategy 1</b>