

2012 Gap Reduction Cover Page

School: Bryan Station High School

District: Fayette County Public Schools

Date: November 17, 2010

Gap Reductions Target(s):

| Primary Targets | Content Area | Sub-Group | 2010 results | Gaps | 2012 School Targets | Projected Increase |
|-----------------|--------------|--------------------|--------------|-------|---------------------|--------------------|
| X | | | | | | |
| X | Reading | Disabilities | 19.35 | 40.28 | 39.51 | 20.16 |
| X | Reading | Free/Reduced Lunch | 46.83 | 13.1 | 60.12 | 13.29 |
| | | | | | | |
| X | Mathematics | Disabilities | 11.76 | 48.12 | 33.82 | 22.06 |
| X | Mathematics | Free/Reduced Lunch | 24.68 | 35.12 | 43.51 | 18.83 |

Rationale: Primary target groups were selected based upon the lack of performance compared to the AMO target.

Council signatures:

Principal:

Teachers:

Parents:

Bryan Station High 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? |
|---|---|---|--------------------------|-------------------------------|
| Departments plan course-specific instruction and assessments directly from State Curriculum Documents | To ensure that students with special needs and students with low SES have access to a rigorous curriculum in reading. | Teachers will receive continuous training on congruent planning and assessment practices. | | |
| Teachers have received training on analyzing work and using the results to drive instruction. | Using formative assessments in reading to recognize student deficiencies among our students with special needs. | Teachers will receive continuous training on analyzing student work. | | |
| Students in grade 9 are tested three times a year in reading to identify skill deficiencies. The results are used by the English teachers to develop classroom intervention strategies. | Utilizing results of the MAP assessment to target low performing students- particularly students with low SES and students with special needs in the area of reading. | Teachers will continue to receive training on effective uses of MAP data to design reading instruction for the students based on readiness and flexible grouping. | | |

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|--|--|--|-------------------|------------------------|
| Students in grade 10 are tested three times a year in reading to identify skill deficiencies. The results are used by the English teachers to develop classroom intervention strategies. | Utilizing results of the MAP diagnostic assessment to target low performing students – particularly students with low SES and students with special needs | Teachers will continue to receive training on effective uses of MAP data to design reading instruction for students based on readiness and flexible grouping. | | |
| A Reading Intervention Class was created to assist students in grade 10- who had not shown mastery in the area of reading based on performance reports and scores received on the MAP diagnostic assessment. | The goal of this intervention class is to provide support for students with special needs as well as students of low SES. This class is considered an elective in addition to the students' regular English class. | | | |
| Students with special needs are included in the general education courses. Both the special education teacher and the regular education teacher 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 reading. | Co-teaching partners and administrators participate in training provided by the Central Kentucky Special Education Cooperative on best practices in collaboration and co-teaching. | | |

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| Departments plan course-specific instruction and assessments directly from State Curriculum Documents | To ensure that students with special needs and students with low SES have access to a rigorous curriculum in math. | Teachers will receive continuous training on congruent planning and assessment practices. | | |
| Teachers have received training on analyzing work and using the results to drive instruction. | Using formative assessments in reading to recognize student deficiencies among our students with special needs. | Teachers will receive continuous training on analyzing student work. | | |
| Students in grade 9 are tested three times a year in math 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- particularly students with low SES and students with special needs in the area of math. | Teachers will continue to receive training on effective uses of MAP data to design reading instruction for the students based on readiness and flexible grouping. | | |

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|--|---|--|-------------------|------------------------|
| Students in grade 10 are tested three times a year in math to identify skill deficiencies. The results are used by the math teachers to develop classroom intervention strategies. | Utilizing results of the MAP diagnostic assessment to target low performing students – particularly students with low SES and students with special needs | Teachers will continue to receive training on effective uses of MAP data to design reading instruction for students based on readiness and flexible grouping. | | |
| 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. | The goal of this intervention class is to provide support for students with special needs as well as students of low SES. | | | |
| Students with special needs are included in the general education courses. Both the special education teacher and the regular education teacher 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. | | |
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