

2012 Gap Reduction Cover Page

School: Henry Clay High School

District: Fayette County Public Schools

Date: December 15, 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	African-American	31% P/D	69%	70% P/D	39%
X	Mathematics	African-American	19% P/D	81%	70% P/D	51%

Rationale: Although there are larger gaps in other subpopulation areas, the gap in African-American student scores represents the largest actual number of students. Additionally, there is significant overlap between this subpopulation and those of Free/Reduced Lunch approved and Disability, so targeting the larger population will also lead to improvement in the smaller groups.

Council signatures:

Principal:

Teachers:

Parents:

Henry Clay 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?
Measures of Academic Progress (MAP) Data Analysis and Differentiated Instruction	Use objective data to quantitatively understand student performance levels and tailor instruction to close learning deficiencies and prepare students to reach proficiency.	Teachers will need additional training in using Descartes to specifically teach to student skill levels.	Students who are performing significantly below grade level may need additional time outside of class.	Academic Performance (will be included in revised SIP)
Targeted ACT Preparation Sessions	Students who score below proficiency benchmarks on the practice or official ACT administrations will be offered after-school and/or Saturday sessions to use TCA Prep to target areas of weakness.	Teachers of the tutoring sessions will need training in the use of TCA Prep in order to effectively monitor student participation.	Tutoring will occur outside of the regular school day.	Academic Performance (will be included in revised SIP)
Professional Learning Communities	Improve alignment of instruction in core classes to enhance rigor and student achievement. General level classes are targeted.	Teachers will need additional training in developing more engaging lessons.	n/a	Academic Performance (will be included in revised SIP)

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Targeted Reading Instruction for Science/Social Studies	Students underperform in Science and Social Studies based, in part, on a lack of readiness to attack the dense informational text used in supporting learning. Students will learn skills to make better use of the reading materials in their textbooks and will receive reading materials that cover the same core content as the textbook, but are written at a level appropriate for student ability.	Science and Social Studies teachers require instruction in utilizing reading strategies to convey their specific content.	n/a	Academic Performance (will be included in revised SIP)
Math Strategies Class	9 th graders identified as struggling Algebra students are enrolled in a Math Strategies companion course that supports achievement through direct instruction and a skills-based approach.	Math Strategies teachers require training in use and development of supplementary course materials.	n/a	Academic Performance (will be included in revised SIP)
Teacher Mentoring/Sense of Place Initiative	Students who are engaged in extracurricular activities are more likely to have a successful high school experience. By encouraging all 9 th grade students to join an extracurricular activity and then monitoring that participation, students will feel a sense of place and belonging.	Teachers will need to follow an efficient procedure to track student participation in extracurricular activities.	n/a	Equity (will be included in revised SIP)

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Zero-Hour Algebra 1 Class	Students who do not pass Algebra 1 in first semester will be offered the opportunity to make up the credit by demonstrating mastery learning after a two-week session. Students who do not pass the mastery test may continue in the next session until they do demonstrate mastery.	None	The zero-hour course functions as part of our ESS program.	Academic Performance (will be included in revised SIP)