

2012 Gap Reduction Cover Page

School:

Lafayette High School

District: Fayette County Public Schools

Date:

January 2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Math	African American	21.25	78.75	40.937	19.68
X	Math	Students with Disabilities	18.42	81.58	38.815	20.395
X	Math	Free/ Reduced Lunch	29.37	70.63	47.027	17.657
X	Reading	African American	35.94	64.06	51.955	16.015
X	Reading	Students with Disabilities	23.81	76.19	42.857	19.047

Rationale: According to the 2010 Kentucky Interim Progress Report and 2010 No Child Let Behind report, Lafayette did not show adequate yearly progress in the above referenced areas.

Council signatures:

Principal:

Teachers:

Parents:

Lafayette 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- AN INVENTORY OF PROGRAMS/ INITIATIVES/ACTIVITIES.

GAP SHEET

Lafayette High School

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Math				Math
Bi-Monthly PLC Intentional Planning	Congruent alignment of instruction and assessment with Program of Studies and Core Content for assessment. Student Achievement monitoring and assurance of rigor where students with disabilities are disproportionately represented.	Common congruent planning and formative assessment strategies are priority. Alternative strategy development	N/A	Student Achievement B1,B2.2, B2.3,B2.4,B3.1
Accelerated (2008-2009) Double Block Geometry/Algebra 2 (11th Grade)	Accelerating Geometry and Algebra 2 courses into a single academic year for juniors assuring access to core content prior to KCCT assessment. Gap identified students are targeted for enrollment.	Realignment of Geometry and Algebra 2 course content to allow coverage at an accelerated pace.	N/A	Student Achievement B2.1, B2.4, B3
Accelerated (2008-2009) Double Block Accelerated Algebra 1/Geometry (10th grade)	Accelerating Geometry and Algebra 1 courses into a single academic year for sophomores assuring access to core content prior to KCCT assessment. This additionally preparing targeted students for taking additional, higher level math courses.	Realignment of Geometry and Algebra 1 course content to allow coverage at an accelerated pace.	N/A	Student Achievement B2.1, B2.4, B3

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Algebra and Geometry PLATO with Instructor	Students who failed Algebra or Geometry are enrolled in online classes that allow them to make up failed credits with an instructor for guidance. This permits students to remain on grade level and take higher math.	Online PLATO course Training	N/A	Student Achievement B2.1, B2.4, B3
Math Strategies Class	9 th grade Algebra students identified as struggling are enrolled in Math Strategies companion course that allows a more personalized delivery and measured by MAP (Measure of Academic Progress) diagnostic.	MAP diagnostic training and development of enrichment materials	N/A	Student Achievement B2.1, B2.4, B3
Invite Up	Invite underrepresented students to the next most rigorous course and provide necessary support (Mentor/Camp Crowley).	Support strategies to improve academic success of underrepresented students	Tutoring sessions for all courses with Invite Up participants	Student Achievement B2.1, B2.4, B3
PLC Student Watch Lists	Watch Lists of targeted students by subject will be monitored through common planning and mentored according to bi-weekly academic need.	Support strategies to improve academic success of underrepresented students	Tutoring sessions for students needing more or different support	Student Achievement B2.1, B2.4

Note: All activities support an existing component of the CSIP. Activities as above listed will be specifically included in revision for 2009.

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Reading				Reading Literacy
Bi-Monthly PLC Intentional Planning	Congruent alignment of instruction and assessment with Program of Studies and Core Content for assessment. Student Achievement monitoring and assurance of rigor where African American students and students with disabilities are disproportionately represented.	Common congruent planning and formative assessment strategies are priority. Alternative strategy development	N/A	Academic Achievement A1.3, A1.4
Read 180 Course with Instructor	Read 180 is a proven program that allows students to accelerate reading with interactive technology and high interest activities. Target students in the 9 th and 10 th grades will be scheduled into this course to increase proficiency.	Read 180 software training	N/A	Academic Achievement A1.1
Invite Up	Invite underrepresented students to the next most rigorous course and provide necessary support (Mentor/Camp Crowley).	Support strategies to improve academic success of underrepresented students	Tutoring sessions for all courses with Invite Up participants	Student Achievement A1.1

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Double Block Language Arts for 9th Graders	9 th Graders who are not proficient or distinguished in reading based on their 8 th grade PAS score will be scheduled into a double block language arts class for acceleration and to increase the number of proficient/distinguished.	Literacy Acceleration Strategy Training	N/A	Academic Achievement A1.1
Use of Measure of Academic Progress (MAP) Reading Diagnostic to diagnose and monitor skill acquisition in 9th and 10th grade gap targeted students	Diagnostic measures will allow for more accurate/personal instruction to guide students to proficiency.	9 th and 10 th Grade Language Arts teachers need MAP Diagnostic Program Training		Academic Achievement A1.2
Literacy Motivation Coach or Reading Specialist	A specialist in the area of literacy will train and collaborate with teachers to expand best literacy practice in all classes and use of Descartes Framework (Instructional Component of MAP). Additionally, this position will work with target students to assist with diagnostic and individual plans to increase proficient performance through supplemental academic support.	Literacy Best Practice Strategies		Academic Achievement A1.3

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