

2012 Gap Reduction Cover Page

School: Tates Creek High School

District: Fayette County Public Schools

Date: 1/4/11

Gap Reductions Target(s):

Primary Targets X	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Math	African-American Students	24% P/D	26% (50% of all students scored P/D)	70%	46%
X	Math	Students who Qualify for Free/Reduced Lunch	18% P/D	32% (50% of all students scored P/D)	70%	52%
X	Math	Students With Disabilities	11% P/D	39% (50% of all students scored P/D)	70%	59%
X	Reading	African-American Students	60% P/D	13% (73% of all students scored P/D)	70%	10%
X	Reading	Students Who Qualify For Free/Reduced Lunch	52% P/D	21% (73% of all students scored P/D)	70%	18%
X	Reading	Students With Disabilities	22% P/D	51% (73% of all students scored P/D)	70%	48%

Rationale: These targets have been selected as they are considered significant (more than 10%) and they match the NCLB Annual Yearly Progress expectations for the year. Since proficiency by 2014 is a non-negotiable expectation for all students, our SB-168 targets will stay consistent with NCLB expectations.

Council signatures:

Principal:

Teachers:

Tates Creek High Senate Bill 168 Activity Sheet

Senate Bill 168 Language:

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- *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

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
<p>Math and English PLC meetings will provide time for teachers to regularly collaborate in grade-level course meetings to refine curriculum maps, lesson plans, and common assessments. Particular attention will be paid to congruently aligning unit plans and assessments to new Common Core standards.</p> <p>After each common assessment administration, teachers will meet during faculty and departmental meetings to work in grade-level content groups to analyze student work and plan instructional next steps.</p>	<p>Teachers will have an aligned curriculum with a common scope and sequence to use in development of mid and end of semester exams. Common Assessment data will be collected and indicate baseline data and incremental short-term measures of success. Results from formal and informal classroom assessments, and common exams will determine student growth in target sub-groups throughout the year. Through intentional, standards-based planning, instruction and assessment, all identified sub-groups will increase the percentage of proficient and distinguished scores on the math and reading KCCT to meet and exceed SB 168 target goals.</p>	<p>This activity might require more PD for teachers. If so, it will become a PD priority.</p>	<p>None</p>	<p>SA-1A</p>

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Administrators, Instructional Team members and classroom teachers will conduct walkthroughs looking for rigorous and relevant, Common Core Standards-aligned learning outcomes and activities and assessments.	As teachers continue to be intentional about designing and implementing rigorous, aligned lesson plans, student performance on formal and informal assessments will increase. Through intentional, standards-based planning, instruction and assessment, all identified sub-groups will increase the percentage of proficient and distinguished scores on the math and reading KCCT to meet and exceed SB 168 target goals.	This activity might require more PD for teachers. If so, it will become a PD priority.	None	SA-1C

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<p>Students will be assessed 3 times a year in General English I, II, III and Connections Algebra and Algebra I, 03 Geometry and 03 Algebra II using MAP (Measures of Academic Progress). 9th Grade students in Advanced English and Geometry will be assessed 2 times a year using MAP. The reading specialist, language arts coach and math coach will go over student performance data with classroom teachers and instructional next steps will be developed.</p>	<p>Once results are obtained, the reading specialist, language arts coach and math coach will run reports and show teachers how to use them and the Descartes Framework which identifies skills and concepts that need to be introduced and reviewed with students. A more targeted instructional approach along with supplemental academic support will allow students in identified sub-groups to increase the percentage of proficient and distinguished scores on the math and reading KCCT to meet and exceed SB 168 target goals.</p>	<p>Reading specialist and math coach will offer imbedded PD on how to effectively use student MAP results.</p>	<p>None</p>	<p>SA-2AB</p>

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<p>The math coach, reading specialist and language arts coach will provide English and Math teachers with instructional materials such as flashbacks and mini lessons to address students' MAP identified areas of weakness. The coaches will be in classrooms working with individual students and small groups of students. Remediation and acceleration will also occur through ESS and UK tutoring.</p>	<p>The targeted reading support offered by the reading specialist in the context of the core-content classroom will allow students in indentified sub-groups to increase the percentage of proficient and distinguished scores on the reading KCCT to meet and exceed SB 168 target goals.</p>	<p>PD will be provided and embedded by reading specialist.</p>	<p>None</p>	<p>SA-2C</p>
<p>Every day Algebra Connections classes will allow students to reach Algebra II by the time they are juniors. The Math coach will be assigned to each Connections class to offer students small group instruction and targeted skill remediation based on MAP, formative and summative assessment data.</p>	<p>Every day Algebra Connections in the 9th grade will allow students to finish Algebra in 9th grade, take Geometry in 10th grade and reach Algebra II by the time they are juniors. Learning Algebra II content prior to the math KCCT and receiving targeted instructional remediation, will allow students in indentified sub-groups to increase the percentage of proficient and distinguished scores to meet and exceed SB 168 target goals.</p>	<p>PD time and funds may be used for the development of learning activities that foster student engagement in the Connections Algebra classes.</p>	<p>None</p>	<p>SA-2B</p>

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<p>Incoming 9th grade students who are below grade level in reading will be scheduled into READ 180 as an elective class. Referrals will be made by middle school reading coach based on student MAP scores, KCCT reading scores, formative assessment and classroom observation data.</p>	<p>READ 180 teachers will provide intensive, individualized, targeted reading instruction to students who are below grade level. The program includes frequent assessment checks to allow for close monitoring of goals throughout the year. This targeted reading instruction will increase the percentage of proficient reading scores on the KCCT to meet and exceed SB 168 target goals.</p>	<p>READ 180 teachers will receive PD from Reading Specialist regarding interpretation of MAP scores and also will receive ongoing READ 180 PD.</p>	<p>None</p>	<p>Will be an addendum to CSIP.</p>
<p>Academic progress will be intentionally and regularly monitored for 9th, 10th and 11th grade targeted NCLB subgroups.</p>	<p>A list of 9th, 10th and 11th grade students who are in one or more gap sub-groups will be provided to teachers so that they, along with reading specialist, language and math coaches and ESS teachers can provide intervention strategies and monitoring. The targeted reading and math instruction and monitoring will increase the percentage of proficient reading and math scores on the KCCT to meet and exceed SB 168 target goals.</p>	<p>This activity might require more PD for teachers. If so, it will become a PD priority.</p>	<p>None</p>	<p>E-1 A</p>

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Focus groups will be established with students in gap sub-groups to provide a support network for them.	The Drop Out Prevention Coach, 9 th grade counselor, social worker and YSC coordinator will identify students who need ongoing academic and social support. As participating students learn leadership skills and feel empowered in their learning environment; students scoring proficient and distinguished on reading and math will increase to meet and exceed SB 168 target goals.	This activity might require more PD for resource personnel. If so, it will become a PD priority.	None	E-3 A