

2012 Gap Reduction Cover Page

School: Ashland Elementary

District: Fayette County Public Schools

Date: January 4, 2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Math	Free/Reduced Approved	82%	17%	95%	13%
X	Reading	Free/Reduced Approved	70%	28%	85%	15%

Rationale:

Our free/reduced approved students had one of the lowest percent of proficient and distinguished students in a both reading and math on the 2010 KCCT. Although these gaps are progressively closing, we will continue to focus on these targets. This sub-group also includes a majority of our African-American students who have a low percent of proficient and distinguished students as well

Council signatures:

Principal:

Teachers:

Parents:

Parents:

Ashland 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?
<p>Weekly Analysis Meetings with teachers and the support team to analyze student data and make instructional decisions.</p> <p>Discuss and update a “watch list” of students for interventions and RTI.</p> <p>Teachers will turn in their weekly plans to the principal/support team at weekly team meetings and receive feedback on the congruency of standards, assessments, outcomes, activities and exit slips.</p>	Common grade level outcomes, activities and assessments will be developed and implemented.	Continuous PD for each teacher on release days and team meetings	Watch list students will be referred for the ESS program	Curriculum and Instruction 1A
Principal/Support Team will conduct Weekly Walkthroughs to monitor implementation of rigorous outcomes and activities, and ensure they are taken place as indicated on the lesson plans. Teachers will be given feedback based on the observation of the walkthroughs.	A systemic monitor/feedback routine will be established to increase rigorous outcomes and learning activities. Teachers will intentionally mention the outcomes throughout the lessons.	NA	NA	Curriculum and Instruction 2A
Math instruction will be 60-90 minutes daily using EnVision Math with technology and hands-on activities. Additional support will be given to targeted groups through small group instruction.	All students will receive the instruction needed to become or remain proficient (below level, on level, and advanced).	On-going PD occurs in faculty meetings and weekly team meetings.	NA	Curriculum and Instruction Math 1A

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<p>Student Conferences will occur in the fall and winter. This will include individual and class goal setting, and analyzing data with students, classroom teacher, and the PSA.</p>	<p>Students will self-monitor their progress of assessments in order to internalize progress and learn to use authentic data to show progress. Students will be active in their academic progress.</p>	NA	NA	Curriculum and Instruction 1D
<p>Principal will Model Expectations for students and teachers to ensure rigorous learning and quality work from students.</p>	<p>To ensure common goals, high level thinking, and quality work is established school-wide amongst students and teachers.</p>	NA	NA	Curriculum and Instruction 1D
<p>Interventionists and Co-Teaching for reading and math.</p>	<p>To increase small group and individual instructions for non-proficient students. Students needing interventions will be determined by results according to MAP, DRA, and NCLB data.</p>	Ongoing team meetings and weekly planning	Target below level students	Professional Development 3
<p>School-wide implementation of Increased Technology . Teachers will utilize technology tools and programs such as: Smartboards, iBooks, iSchool, flip cameras, BrainPop, BrainChild, Reading Counts, Mobile Labs, United Streaming, AIMSweb, etc...</p> <p>Additional Smartboards have been ordered and will be mounted in every homeroom classrooms through the technology grant.</p> <p>Flip cameras have been purchased for every classroom.</p>	<p>To increase student achievement in math and reading through engagement and exploration with various technology tools.</p>	<p>On-going PD occurs during faculty meetings and Summer Institutes</p> <p>Teachers have been trained to use flip cameras and are required to demonstrate proficiency.</p>	NA	Technology 1A and 2A

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School-wide implementation of Daily SuccessMaker for Reading and Math . Data will be analyzed and used for flexible grouping in math and to different instructions to meet student needs.	Increase student achievement through the use of technology and daily independent practice. Teachers will create watch lists and make instructional decisions based on the data.	NA	NA	Technology 2A
School-wide implementation of Junior Great Books . Teachers will use inquiry-based strategies to approach questions that require critical thinking from students.	To increase student achievement in reading through higher level questioning and critical thinking to apply reading skills.	On-going PD	NA	Curriculum and Instruction 1A
Introduce and implement the New State Core Content Standards . Teachers and the support team will compare the new standards with old standards to make instructional and material adjustments.	To evaluate current long-term unit plans, programs, and assessments. Make adjustments to correspond with new standards. Deconstruct standards into student friendly terms for daily outcomes and objectives.	Weekly PD at faculty meetings beginning in February and Summer PD.	NA	