

2012 Gap Reduction Cover Page

School: BTWA

District: Fayette County Public Schools

Date: January 6, 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	Hispanic	50% P/D	23.64%	87% accountable target	37% accountable target
X	Reading	Free/ Reduced Lunch	61.29% P/D	12.35%	87% accountable target	25.71% accountable target
X	Reading	All Students	61.82% P/D	11.83%	87% accountable target	25.18% accountable target

Rationale: After viewing our 2010 IRP and NCLB results, BTWA is choosing these areas because these are the largest gaps among our students.

Council signatures:

Principal: Wendy Brown

Teachers:

Parents:

BTWA's Senate Bill 168 Activity Sheet 2010-2012

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

GAP- Reading for students who are Hispanic and Free and Reduced Lunch

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
D.E.A.L- Drop Everything and Learn	This is a 30 minute time daily for supplemental and extension in reading for grades K-5. Teachers have an additional adult within their classroom assisting with small group reading instruction based on data. Our Hispanic and Free and Reduced lunch students will be specifically targeted for this intervention. During the 2011-12 year, we want to create our schedule to extend the Literacy block and add this supplemental time before or after Literacy.	Yes-using data to plan intentionally for these groups. Guided reading instruction Yes-Classified and special area teachers, guided reading instruction		Academic Performance

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5 E instruction	Teachers incorporate the instructional model of: Engage, Explore, Explain, Elaborate/Extend, Evaluate within their reading instruction. This model will also assist teachers with differentiated instruction. Computer software has been purchased to enhance the instructional model for our Hispanic population for them to engage, explore and explain reading concepts.	Yes-District and on going		Academic Performance
Kid Watch of our “At Promise Students”	Members of the leadership team will mentor Free & reduced lunch & Hispanic students who are below in both Reading. The team will use this time to observe their mentees during Reading instruction once per week. The leadership member will correct any misconceptions on the spot. Through these observations, the mentors will give teachers/ students feedback through the student's eyes to address student misconceptions or instructional gaps.			Effeciency

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Assessment Driven Instruction	To review, introduce, and guide teachers how to utilize assessment driven instruction. BTWA will use the web based program Performance Matters to give us a better system to review, analyze and monitor data for sub populations.	3-5 teachers Specified time for staff research and implementation, train PSA/ Dean/ Principal / Coach on entering data		Learning Environment
Differentiation in the classroom	Related to Student Assignment Policy, students are grouped based upon academic performance and learning styles.	Hispanic & Free/Reduced Lunch Population		Efficiency
Community involvement	To involve the community in the learning process. Getting assistance from as many resources as possible to read with students. These activities would involve our M.E.N. (Mentors, Educators, Nuturers), Boys to Men/Girls On the Run-After school programs, Family Resource Nights, Great Leaps (3-5), Community/ Retirees to reader with students. Our students in the gap, Hispanic and Free/Reduce lunch will be targeted in all of these programs.	FRC Nights- Families would be provided instruction on how to assist with homework, reading skills.	Saturday school, Early Bird Tutoring, Homework Huddle	Learning Environment