

# 2012 Gap Reduction Cover Page

**School: Breckinridge Elem.**

*District: Fayette County Public Schools*

Date: January 5, 2011

**Gap Reductions Target(s):**

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	AA Males	70%	53%	90%	20%
X	Reading	Hispanic Females	70%	57%	90%	20%

**Rationale:**

In order for all students to reach proficiency by 2014, Breckinridge Elementary recognizes the urgency for closing the achievement gaps that exist between the sub populations in our school. 2010 KCCT data show that efforts have been made in narrowing of the gaps; however significant gaps still occur in our African American Male population in Reading. This population decreased in Reading from 76% proficient in 2009 to 53% Proficient in 2010. Additionally, Hispanic Females show a significant gap and a decrease in the area of Reading going from 100% scoring proficient in 2009 to only 57% Proficient in 2010. Understanding this area of need Breckinridge Elementary will focus on reducing the gap from African American Males and Hispanic Females in Reading. All activities, interventions and programs implemented for these areas of concern will encompass a wide range of learning needs in the other areas as well.

**Council signatures:**

Principal:

Teachers:

# Breckinridge 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**

<b>Programs/Initiatives /Activities</b>	<b>Major Goal of the Program/Initiative/ Activity</b>	<b>PD Implications?</b>	<b>ESS Implications?</b>	<b>Located where in CSIP?</b>
Our school will hire intervention teachers to provide a supplementary and intervention program that consists of scientifically based components that include strategies to support literacy development, with all AA male students.	To assist all AA males and to become proficient readers.	Job embedded reading strategies will be provided through PLC and team meetings.	Serve as support for intervention groups.	C.6
Team meetings and PLC meetings will be utilized to analyze MAP reading data. Teachers will use the DesCartes' Continuum of Skills to plan differentiated instruction.	Students will be provided specially designed instruction based on individual needs.	Sub-Funding	Provide a list of ESS students.	A.9
Leadership and teachers will disaggregate data after each learning check to identify gap students. Team meetings will be used to focus on a watch list of students in the area of reading. Students will conduct a "wrong answer analysis" for MC questions and will use teacher feedback and models of proficient work to revise ORQs.	Intervention plans for identified students will be developed, implemented and monitored. All AA male students will increase learning and be provided the instruction necessary to meet their individual needs.	Job embedded PD on intervention plans will be ongoing for teachers.		A.16
Class and individual goals will be developed for all 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students prior to each learning check. Individual goals will be set prior to each round of MAP testing.	Students will accept ownership and accountability for learning. Teachers and students will remain focused on goal.	PD provided for all teachers on effective goal setting.		A.16

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Daily collaboration will occur with Special Education, ELL and core content teachers during class time and weekly planning times.	To enable identified students to master grade level skills in the least restricted environment. To ensure that accommodations are being fully implemented. To maintain high expectations for learning for all students.	Job embedded PD provided for inclusion.		A.16
A curriculum coach will be hired to work with all teachers and will focus on reading. Coach will be hired to coach, mentor analyze student work, model for teachers and provide new ideas and resources for the school.	Student proficiency will increase in all areas of reading for AA male students.	Team meeting time and PLC.		A.16
ESS will be used to provide intervention assistance to targeted students with a focus on AA males after school.	Intervention plans and strategies will be used for AA students scoring below level and documentation will be kept.		Documentation kept on student progress.	C.6
A mentoring program will provide as a resource for AA males that aren't at the level of proficiency. All staff members and community partners will be assigned to an AA male student and will monitor academic and social progress on a weekly basis.	Encouragement will be given to all AA males that are struggling as a motivation for success.			E.8