

# 2012 Gap Reduction Cover Page

**School:** Cardinal Valley ES

**District:** Fayette County Public Schools

**Date:** January 11, 11

## Gap Reductions Target(s):

Primary Targets X	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	Students with Disabilities	34.38% proficiency	28.36	86.82% Proficient	52.44% points
X	Reading	Hispanic Students	57.55% Proficiency	16.03	86.82% Proficient	29.27% points
X	Reading	Limited English Proficiency	50% Proficiency	12.74	86.82% Proficient	36.82% points
X	Math	African American Students	52.17% Proficient	17.64	80.61% Proficient	28.44% points
X	Math	Students with Disabilities	28.13% proficient	41.68	80.61% Proficient	52.48% points

**Rationale:** our goal at Cardinal Valley school is for **every single child** to reach proficiency. The above listed goals are based on the performance of all students including those for student groups which have less than 10 students per grade level.

### Council signatures:

Principal: \_\_\_\_\_

Teachers: \_\_\_\_\_

Parents: \_\_\_\_\_

# Cardinal Valley 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

Programs/Initiatives/ /Activities	Major Goal of the Program/Initiative / Activity	PD Implications	ESS Implications	Where located in CSIP?
Targeted students will receive priority placement in all supplemental and/or intervention programs (Reading) <ul style="list-style-type: none"> <li>• Summer school</li> <li>• Extended school services</li> <li>• RTI groups during small-group instruction</li> <li>• Title 1 intervention services (Levels 1-5 of RTI)</li> <li>• FRC /Social Work social skills training</li> <li>• UK mentors program</li> </ul>	Decrease the percentage of students who score at the novice and apprentice level in reading and math	Additional training needed is needed in working with students with interrupted schooling and for students who have disabilities	Program design and size will be based on the availability of funds	Student Achievement Component

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Targeted students (Hispanic students and those with IEP's) will receive priority services from Title 1 and ESL intervention teachers during the day (ESL Program)	Ensure that ELL's with and without disabilities reach proficiency.	Provide intensive training to all intervention staff in closing the GAP strategies and ELL strategies	School uses Title 1 supplemental services and Reg. Title 1 Part A funds to provide students who are below grade level additional support.	Equity Component
Targeted students will spend the majority of their day in the least restrictive environment with support from Title 1 teachers, ESL and/or Special Education Teachers. (Special Services & staff)	Increase the percentage of students in targeted subgroups who score proficient and distinguished on the KCCT	All staff will receive PD to increase the instructional effectiveness of collaborative classes.	Not applicable school does not participate in day waiver	
Staff retreat during the summer Continue conducting staff retreats in deconstructing the standards and implementing RTI to reduce the percentage of apprentice and novice students.	Improve instruction and interventions in the mainstream classroom	Training in effective collaboration and differentiation	n/a	

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Targeted students will receive 70 minutes of individualized math instruction on Success maker per week. (Math)	<p>Increase the percentage of students who score proficient/distinguished on the KCCT</p> <p>Increase the percentage of students who score at the 50<sup>th</sup> percentile on MAP</p>	Teachers will learn to use all differentiated learning features associated with Success maker program	Not applicable school does not participate in day waiver	
Principal will: A. Conduct a public meeting to discuss the strategies and interventions for all sub-groups. Staff and parent input will be solicited prior to completion of this plan	Community and staff will be informed of progress towards goal during staff meetings and during monthly SBDM meetings. At least one SBDM meeting will be conducted off site.			
B. Provide Senate Bill 168 updates to families during Title 1 Family events and present reports to the PTA board and SBDM on a regular basis.				