

# 2012 Gap Reduction Cover Page

**School:** Cassidy

**District:** Fayette County Public Schools

**Date:** 11/16/10

**Gap Reductions Target(s):**

Primary Targets X	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	Free/Reduced Lunch	80.70%	15%	86.82%	6%
X	Math	Free/Reduced Lunch	75.44%	18%	85.44%	10%

**Rationale:** We selected the percentage of increase based on the incremental growth targets set by NCLB Annual Measureable Objectives. If we continue growing 6% in reading and 10 % in math each year, we will reach 100% by 2014.

**Council signatures:**

Principal:

Teachers:

Parents:

# Cassidy 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>
Provide additional blocks of math and reading instruction to identified students.	Increase in math achievement for all sub groups to 100% proficient/distinguished on KCCT.		Use funds to pay instructor	<b>B</b>
Small group targeted instruction to increase reading and math skills. Rtl plans are in place for specific students.	Increase achievement levels.			<b>B</b>
Use of a study buddy or Booster (trained volunteers) to assist students with specific strategies directed by teacher.	Increase reading and math levels.			<b>B</b>
MAP practice websites are assigned as extra practice to identified students.	Increase reading and math achievement levels.			<b>B</b>
RAZ Kids is a web based program used to build fluency and comprehension skills.	Increase reading levels.			<b>B</b>
Teachers use flashbacks and daily exit slips to monitor mastery of standards for low SES students, as well as all other students. Reteaching will occur as needed.	Ensure core content is being learned and reviewed throughout the year by all students.			<b>B</b>
To ensure consistent expectations for all students, including our targeted sub group; teachers will conduct live scoring of open responses to ensure high quality responses and consistency of expectations from teacher to teacher and student to student.	Train staff on what is expected for a high quality 4 and ensure consistency by requiring teams to create a sample 4 together. This activity will increase achievement for all, especially our low SES students.			<b>A, B</b>
Establish an in house mentoring program for watch list students who fall into two or more categories, example low SES, African American, ESL.	Staff will build strong, positive relationships with at risk students			<b>B</b>
At risk students in reading and math will be identified and placed on the school's "Watch List".	Ensure our targeted students are experiencing increased achievement			<b>B</b>

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KCCT Study Island- A web based learning opportunity for students in the area of reading and math. We ensure that targeted low SES students have the opportunity to use the program during the school day, before instruction begins and after school.	Increase exposure to core content in an exciting way to reach all types of learners. Teachers can modify Study Island lessons/activities to meet the needs of their low SES students.			<b>A</b>
CPS- Classroom Performance System uses remote control devices and the computer to assess student learning and gives immediate feedback. Then instruction is easily adjusted to target individual needs of at risk students.	Analyze student learning to adjust teaching and increase student achievement. Provides an immediate picture of what's being learned and what isn't student by student.	Provide refresher trainings as necessary		<b>A</b>
F.A.C.E.(Families and Communities Educating) is an afterschool program for our ESL population. Students receive tutoring in reading and math skills, specific writing instruction from our writing specialist, social development, and cultural awareness. The majority of our ESL students are also part of the low SES sub group.	Help students and their families adapt to American school and culture, to eliminate barriers to learning.	Faculty Meeting time	Use of funds to pay instructors as we can.	<b>B, C</b>
Continued training for teachers in best practices through job embedded PD and culturally sensitive PD training. (Scoring ORQ together, analyzing student work, sharing at grade level meetings weekly, designing & differentiating activities for our low SES.)	Train teachers on strategies to increase the level of learning and strengthening relationships, especially with our low SES population.	Release Day project, district culturally responsive training		<b>A</b>
Rewards, celebrations and fundraising activities will be in accordance with guidelines in our Wellness policy to reduce the risk of childhood obesity.	Increase chance for academic success by encouraging healthy habits.			<b>B</b>
Reading Intervention Services-Identified primary students, prioritizing our low SES population, receive additional reading instruction daily from our Letter Ladies.	Close the achievement gaps by improving achievement for the identified & low SES students.			<b>B</b>
I-Pads will be used by low income students, in class and to take home to support learning at home.	Increase interest in reading and math by using the technology, which should increase achievement levels of identified students in reading and math.	Apple Rep. and STC will provide appropriate applications and train staff, parents and students as needed.	They will be used in our after school FACE program and can be used by the ESS daytime and summer programs.	<b>B</b>

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Kindergarten lower class size is an initiative we have in place to address needs of at risk students entering school. Kindergarten screener results are used to target at risk students early on so that intervention can begin immediately.	Build strong relationships between teacher and student, especially focusing on our low SES population that leads to increased student achievement. Provides for the earliest opportunity for intervention			<b>A</b>
Moby Math is software we have 5 <sup>th</sup> grade identified students. The program is fluid, adjusting to the student responses as it is being used.	The program targets learning weaknesses for each child and should help increase achievement levels.			<b>B</b>