

2012 Gap Reduction Cover Page

School: Deep Springs Elementary

District: Fayette County Public Schools

Date: December 7, 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	African American	65% P/D	9	85% P/D	20%
X	Reading	Free/Reduced Lunch	66% P/D	8	85% P/D	19%
X	Math	Free/Reduced Lunch	58% P/D	5	80% P/D	22%
X	Math	African American	56% PD	3	80% P/D	24%

Rationale: In order to reach our goal of 100 and to keep our Novice rate low, Deep Springs has targeted the content areas of Reading & Math with a focus on African American & Free/Reduce Lunch students. While most of our gaps are less than 10%, these four are the most concerning.

Deep Springs has already committed itself to improving Math instruction by implementing Singapore Math/Math In Focus.

Deep Springs is the recipient of an RFP that provides us with a certified intermediate interventionist. This, along with an established RTI program at the beginning of the 2010-2011 school year & Title 1 funds, has provided each homeroom teacher with an assigned intervention teacher who pulls struggling students in the content areas of Reading & Math.

Council signatures:

Principal:

Teachers:

Parents:

Deep Springs 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?
A1 All classroom, special ed, & classified intervention teachers will receive training in RTI.	All staff members who teach kids need to understand & be proficient with Response To Intervention strategies, structures, & procedures.	Yearly Training at the beginning of the year.	ESS staff will work with students who do not receive RTI instruction	Math & Reading Component
A2 & A3 Identify the students who are below level in reading & math to be placed on a watch list and will therefore receive intervention services.	Students will make at least a year's worth of growth in Reading & Math.	NA	See Above	Math & Reading Component
A5 RTI - class size will ideally be a 1:3 ratio, but no more than 1:6 ratio; focus on Reading & Math; priority given to African American and Free/ Reduced lunch students. The same specific group of students will be targeted throughout the year. Sessions will be offered throughout the year.	RTI teachers will be more intentional by isolating the point at which students begin to fall behind based on MAP & classroom data.	NA	See Above	Math & Reading Component
A6 Provide PD on new school-wide behavior management plan (APL) to improve overall school behavior.	All teachers will become much more efficient with their teacher while making students look good in front of their peers, building relationships, & increasing student achievement.	Yearly Training at the beginning of the year & refresher trainings throughout the year when needed.	ESS staff will use APL strategies to ensure student academic & behavioral success.	Math & Reading Component
A7 Fund Intervention teachers (classified & certified).	These teachers will work & guide the school wide RTI program.	Yearly RTI & MAP training.	NA	Math & Reading Component
A8 3 Additional primary teachers purchased to reduce class size and serve as a way to increase the number of specific small skill groups in math & reading across grade levels.	Smaller class size allows teachers to more effectively manage behavior & instruction.	NA	NA	Math & Reading Component
C1 New teachers will receive training in Singapore Math curriculum.	New staff will need to be proficient with Math In Focus in order to effectively teach Math content.	Yearly Training at the beginning of the year & refresher trainings throughout the year when needed.	ESS staff will use MIF strategies to effectively teach Math to their students.	Math Component

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
A2 During team planning meetings, teachers will align the Singapore Math curriculum to the standards.	This will ensure there are no gaps in the curriculum & will also ensure teachers aren't teaching a concept that isn't core content.	NA	ESS staff will use the aligned curriculum when teaching Math.	Math Component
B4 Weekly Student Achievement Conferences will be scheduled to analyze student performance on a weekly basis in order to form a watch list of students that may need interventions.	These conferences will help all adults track the growth of our struggling students in Reading & Math using multiple data sources.	NA	ESS staff will use the data to be more intentional with their students.	Reading & Math Component