

# 2012 Gap Reduction Cover Page

**School:** Dixie Magnet Elementary

**District:** Fayette County Public Schools

**Date:** 1/13/2011

## Gap Reductions Target (s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
x	Reading	African-American	87.5	5.5	93	5.5
x	Math	African-American	87.5	7.5	95	7.5

## Rationale:

In order to reach our goals Dixie Elementary Magnet School has targeted the content areas of Reading 92 percent and Math 95 percent by 2012. Our sub-group targets will be African-American students. In the area of math, Dixie continues to use *Everyday Math* program which is a research based instructional program. It is endorsed by the National Council of Teachers Mathematics. Professional development to align our math and reading programs with the Kentucky Core of Academic Standards will be provided for all teachers as well as ongoing PD for the alignment of formative and summative assessments based on kid-friendly learning targets. The school has also committed to Math in Focus: Calendar activities as part of the hour and a half math block. During this instructional block, teachers deliver new core content, review previous learning, instruct students to demonstrate their learning through writing and teach problem solving strategies. In the area of reading, Dixie has made steady progress in overall reading achievement. To eliminate the gap in the area of reading, we will focus on the individual child as well as learning styles. The staff has committed to a careful review of current research based instructional strategies in the area of reading. PD will center around the early reader and strategies that classroom teachers can use to strengthen our existing program. We believe that reading and mathematics are building blocks for other curricula. It is our commitment to target gap reductions in the area of mathematics and reading during this biennium.

## Council signatures:

Principal:

# Dixie 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- PROGRAMS/ INITIATIVES/ACTIVITIES TO ADDRESS IDENTIFIED GAPS IN STUDENT ACHIEVEMENT.**

**GAP SHEET  
2010-2012**

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
<p><b>Checkpoint Folders implemented in grades K-5</b></p>	<p><b>Work samples from at-risk students are identified in grades K-5. Each grade level analyzes a total of four different sub-populations during weekly planning. Discussion and reflection activities are done in collaboration with ESL and Special Education teachers.</b></p>	<p><b>Teachers will be provided with principal feedback the following Monday after a Thursday submission in the form of a dialogue journal.</b></p> <p><b>Teachers will receive ongoing PD in locating and using the appropriate DesCartes skills level from MAP data for each at-risk student as well as providing evidence through the Checkpoint Folder.</b></p>	<p><b>Dixie will use ongoing monitoring and feedback from this activity to determine the needs of students we select for the ESS program as well as to review exiting ESS student progress to determine effectiveness.</b></p>	<p><b>Equity</b></p>

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<b>The Read To Achieve Grant will enable at-risk students to receive an additional 30-45 minutes of direct instruction in the area of reading.</b>	<b>At-risk students are identified for intensive early intervention to ensure success as proficient readers.</b>	<b>Teachers will be provided training in effective reading strategies.</b>	<b>NA</b>	<b>Equity</b>
<b>ESS funds will be used to provide additional instruction after school in reading and mathematics to reduce academic gaps for at-risk students.</b>	<b>To provide additional intervention/support for students not performing at the proficient level</b>	<b>NA</b>	<b>ESS funds will be used to fund ESS personnel.</b>	<b>Equity</b>
<b>Assess students monthly to determine mastery of content and identify learning gaps. Students will be given learning checks to monitor progress towards KCCT, NCLB and SB 168.</b>	<b>To determine learning deficits in student achievement. Data will be collected and students who are considered at-risk will be monitored. Interventions will be planned accordingly.</b>	<b>NA</b>	<b>ESS groups will be flexible so that students can enter and exit as data supports.</b>	<b>Equity</b>

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<p><b>Teachers will meet during the summer professional development days to align and map the curriculum for the upcoming school year. This plan will be monitored at team meetings to ensure implementation.</b></p>	<p><b>To ensure a common curriculum for all students congruent to the Kentucky Core Academic Standards in both reading and math</b></p>	<p><b>Release time PD Flexible PD</b></p>	<p><b>NA</b></p>	<p><b>Equity</b></p>
<p><b>Teachers will meet weekly in grade level teams to review watch list student progress and decide on the appropriate interventions to address the needs of the students.</b></p>	<p><b>To increase student achievement in reading and mathematics</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>	<p><b>Equity</b></p>
<p><b>All staff will participate in monthly Professional Development sessions to increase student achievement.</b></p>	<p><b>To increase teacher knowledge of effective practices</b></p>	<p><b>Culturally Responsive Teaching and Learning Modalities</b></p>	<p><b>NA</b></p>	<p><b>Equity</b></p>
<p><b>The instructional math block for mathematics will be 75- 90 minutes at all grade levels.</b></p>	<p><b>To increase student achievement in mathematics</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>	<p><b>Equity</b></p>

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<b>Teachers will meet in grade level meetings to analyze unit tests to identify Kentucky Core Academic Standards not mastered using the goal calculator.</b>	<b>To identify students that are in need of additional support</b>	NA	NA	<b>Equity</b>
<b>Teachers will meet in professional learning communities to analyze student achievement data, develop lesson plans and common assessments.</b>	<b>To ensure a common curriculum for all students congruent to Kentucky Core Academic Standards in both reading and math</b>	NA	NA	<b>Equity</b>
<b>The Curriculum Coach will work with teachers and assistants on small group instructional strategies in best practices for reading. The Curriculum Coach will assist in determining groupings of students based on current assessment data.</b>	<b>To ensure teachers are using best practices in literacy instruction</b>	NA	NA	<b>Equity</b>

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<p><b>Teachers will monitor both reading and math data from the MAP assessment in a formal setting (Data Room) where student progress is visually tracked for growth and regression.</b></p>	<p><b>To ensure teachers are having intentional discussions and reflections on student progress</b></p>	<p>NA</p>		<p><b>Equity</b></p>
<p><b>Teachers will determine interventions for at-risk students and meet with principal 3 X a year to conference on strategies being used to meet the needs of at-risk students.</b></p>	<p><b>To ensure supports are provided for students not performing at the proficient level</b></p>	<p>NA</p>		<p><b>Equity</b></p>