

# 2012 Gap Reduction Cover Page

**School:** Garden Springs Elementary

**District:** Fayette

**Date:** January 2011

## Gap Reductions Target (s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Math	F/R Lunch	65% P/D	19	74% P/D	9%
X		Students with Disabilities	61% P/D	23	71% P/D	10%
X	Reading	F/R Lunch	69% P/D	15	79% P/D	10%
X		Students with Disabilities	53% P/D	31	65% P/D	12%

**Rationale:** It is our goal to reduce and eventually eliminate achievement gaps between subgroups within our school population. As a result of these overall goals, Garden Springs has targeted the content areas of Math and Reading with a focus on Free/Reduced Lunch students and students with disabilities. Data reviewed from the KCCT, MAP, district learning checks, and other individual student data indicates a consistent achievement gap across several content areas within our targeted groups. By continuing to focus on the individual needs of students with the implementation of specific learning strategies and interventions to address the needs of students within this group, we can significantly reduce and eventually eliminate the existing gaps.

## Council signatures:

Principal:

Teachers:

# Garden 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.*

### **TAKING STOCK OF THE ACHIEVEMENT GAP- PROGRAMS/ INITIATIVES/ACTIVITIES TO ADDRESS IDENTIFIED GAPS IN STUDENT ACHIEVEMENT.**

#### **GAP SHEET**

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Individual reading and math plans will be implemented for all gap students who are below in reading and/or math. Trained paraprofessionals will be utilized for small group and one-on-one instruction.	Students will receive additional support to ensure success and growth in targeted areas. Increase in Reading and Math for identified students in our gap sub groups.	Response to Intervention PD embedded in Faculty Meetings.	Identified student will be top priority for our ESS program.	Instruction/ Achievement
Leveled books, based on student readiness levels in small groups will be included for identified students, along with differentiated lessons to meet their needs. Utilize trained paraprofessionals/parent volunteers and increase student support.	A variety of materials (including hands-on) and more time in text to promote comprehension and fluency. K-3 will use the Daily 5 program. Major goal is to increase the number of students reading on grade level or above.	K-3 will have PD on the Daily 5.  Reading Program aligned to implement all the components of Reading.		Instruction/ Achievement
Leadership Team will conduct weekly walkthroughs in all classrooms focused on the gap children.	Ensure activities are engaging, relevant and rigorous, and that identified students are receiving needed interventions.			

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Monthly grade level meetings devoted to monitoring the progress of our identified students in Reading and Math.	Increase in Reading and Math for identified students in our gap sub groups.	Job embedded, weekly planning and data analysis		Instruction/ Achievement
Identified students in our gap sub groups will be included in our ESS Program.	Increase in Reading and Math for identified students in our gap sub groups.		ESS Allocated Funds	Instruction/ Achievement
Use of RTI team to support and provide intervention strategies to identified students.	Increase in Reading and Math for identified students in our gap sub groups.			Equity
Parent-Teacher Conferences will be held once per semester for all students, and more often for identified students, if necessary, to inform the parent of their child's progress and any other necessary information.	This activity will increase parental involvement and will assist with determining the need for learning at home to support learning at school.			Parent Involvement