

# 2012 Gap Reduction Cover Page

**School:** Harrison Elementary

**District:** Fayette County Public Schools

**Date:** December 2010

## Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Social Studies	African American	39% P/D	11%	75%	36%
X	Science	African American	60% P/D	9%	75%	15%

**Rationale:** Harrison Elementary has chosen Social Studies as a targeted area with a focus on the achievement of our African American students. As shown in our matrix, 39% of our African American students scored Proficient/Distinguished compared to 52.63% of our Caucasian students leaving an 11 percentage point gap. We are committed to improving our social studies scores. To help reach our goal, we have implemented a technology grant which has provided each fifth grade student with a Netbook computer. Research indicates that personal laptops will allow students continuous access to research and presentation tools and exposure to a variety of media for learning social studies content. Additionally, we are intervening at each grade level with by implementing our Turn Around Project. Students who have been identified as needing the most intense instruction have been placed in classrooms with a student / teacher ratio of 8:1. Students receiving instruction in an intervention classroom are expected to make more than one year's worth of growth in reading which will translate to higher social studies scores. Further, we have implemented several new reading programs which will help increase student achievement (especially with non-fiction texts) including the use of *Social Studies Weekly* in 3<sup>rd</sup>-5<sup>th</sup> grade and *Scholastic News* in primary grades. These resources will provide a modern connection and more frequent exposure to nonfiction reading. We have also implemented the Passport to Reading program. Each month students are introduced to a new country and culture of interest and we spend time after school reading stories from that culture. Assessment and achievement monitoring will be crucial to closing the gap in social studies and increase overall achievement; therefore, we have implemented the MCLASS 3D reading assessment system to provide accurate reading data and implemented a social studies watch list.

We have chosen science as a second targeted area with a focus on the achievement of our African American students. 69% of our Caucasian students scored Proficient/Distinguished compared to our African American students who scored 60% Proficient/Distinguished leaving a 9 percentage point gap. We are intervening at each grade level with the assistance of our Turn Around Project but also through utilizing a science resource teacher to assist teachers in delivering effective, data-driven instruction. We have also implemented a science watch list and are utilizing the wrong answer analysis strategy for re-teaching. Science scores are revisited during weekly team meetings and at monthly

# Harrison 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>
Teachers and administration will monitor science achievement for targeted African American students at monthly Proof Positive meetings. Specific content deficits will be addressed through reteaching and intervention.	To increase overall science proficiency by 11% and African American student achievement by 20% to close the achievement gap with an increase of proficiency from 60% to 80% for this subgroup	None	Utilize ESS funds for afterschool services for unmet instructional needs.	Academic Component
Teachers and administration will monitor social studies achievement for targeted African American students at monthly Proof Positive meetings. Specific content deficits will be addressed through reteaching and intervention.	To increase overall student achievement to 75% proficiency and close the achievement gap for African American students with an increase of proficiency from 39% to 75% for this subgroup.	None	Utilize ESS funds for afterschool services for unmet instructional needs.	Academic Component
Purchase non-fiction texts to provide students increased exposure to social studies content. Adopt Social Studies Weekly for 3 <sup>rd</sup> -5 <sup>th</sup> and Scholastic News for K-2.	To increase student exposure to non-fiction content reading and to increase overall student achievement to 75% proficiency and close the achievement gap for African American students with an increase of proficiency from 39% to 75% for this subgroup.	Job embedded training in the use of non-fiction text for reading strategies.	Utilize ESS funds to purchase supplemental materials.	Equity Component

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Continue mentoring project for minority students. Recruit community volunteers to support students' academic goals and social emotional development. Utilize community partners such as BBBS, Altrusa, Kiwanis, UK Men's Soccer Team, and other local organizations to recruit volunteers.	To provide opportunities to form adult-student relationships that model the relevance of success in school to the real world to close the social studies achievement gap for African American students with an increase of proficiency from 39% to 75% for this subgroup.	Provide training for community partners in study skills strategies.	Allocate transportation resources for students whose partners who can only meet after school.	Equity Component
Implement Science Fun Night in conjunction with spring parent conferences. The FRYSC coordinator and social worker recruit targeted group members for participation with parent contacts.	To increase motivation and exposure to real world science, and increase overall science proficiency by 11% and African American student achievement by 20% to close the achievement gap with an increase of proficiency from 60% to 80% for this subgroup.	None	None	Equity Component
Monitor targeted student achievement on weekly content assessments during grade level meetings.	To increase African American student achievement in social studies by 26% and to increase science achievement by 20% for the targeted group.	None	Allocate ESS resources for instruction and reteaching as possible.	Academic Component
Audit classroom and library book collections for African American authors and appropriate mentor texts. Purchase literature to supplant collections as needed.	To increase African American student achievement in social studies by 26% and to increase science achievement by 20% for the targeted group.	Provide job-embedded PD for book selection and content integration.	None	Equity Component

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
The members of the administrative lead team will mentor small groups of targeted students emphasizing goal setting, social/behavioral competence, and academic achievement. Results and concerns will be shared during weekly team meetings. The lead team includes the principal, social worker, FRYSC coordinator, guidance counselor, reading coach, PSA, behavior coach, TRT, and principal	To increase African American student achievement in social studies by 26% and to increase science achievement by 20% for the targeted group.	None	None	Equity Component