

2012 Gap Reduction Cover Page

School: James Lane Allen Elementary

District: Fayette County Public Schools

Date: January 10, 2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	African-American	50.94%	33%	85%	34.06%
	Reading	Hispanic	66.00%	17%	85%	19%
X	Math	African-American	49.06%	36%	85%	35.94%
	Math	Hispanic	60.00%	25%	85%	25%

Rationale: Our two largest gaps occur with African-American students in Reading and Math. These targets will be our primary targets but we will continue our focus on Hispanic students in Reading and Math. Targeting these two populations of students also allows us to address a significant number of students that receive free or reduced lunch. Reading and Math were chosen because we feel that these are the building blocks for success in other content areas and in life.

Council signatures:

Principal:

Teachers:

Parents:

James Lane Allen 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?
A.1 Provide leveled literacy instruction utilizing alternate reading programs (<i>Leveled Literacy Instruction</i>) and/or supplemental reading materials at grades K - 3. Placement initially based on diagnostic assessment; continuously monitored & updated based on regular reading assessments (<i>Developmental Reading Assessment and Measures of Academic Progress</i>).	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.	Job embedded PD, planning and data analysis during grade level meetings will occur weekly.		Equity
A.2 Provide flexible group instruction utilizing alternate reading programs and/or supplemental reading materials at grades 4 & 5. Placement initially based on diagnostic assessments; monitored & updated based on regular reading assessments (<i>Measures of Academic Progress</i> ; unit assessments; and/or FCPS Learning Checks)	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.	Job embedded PD, planning and data analysis during grade level meetings will occur weekly.		Equity
A.3 Assign targeted students in grades 3 – 5 to JLA staff for the purpose of monitoring progress in reading and math.	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.			Equity

James Lane Allen 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.

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
A.4 Provide PD opportunities to support instructional assistants. PD opportunities to include training in implementing guided reading groups; collaboration; reading intervention strategies; <i>and creating standards based units of instruction.</i>	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.	Provide PD opportunities to instructional assistants.		Equity
A.5 Continue to provide interventions to support classroom reading instruction for identified students in grades 1 - 5 through direct services from the Title I teacher. (Students performing at the Novice level on the MAP, or DRA)	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.	Job embedded PD, planning and data analysis during grade level meetings will occur weekly.		Equity
A.6 Provide interventions with a highly qualified interventionist to support classroom reading instruction for targeted students in grades 1 – 3. Direct services may be provided from ESS daytime waiver program, other grant programs (RTA – Reading Recovery), or other support services assigned to the school (ESL).	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.		ESS funds will be used.	Equity
A.7 Provide additional interventions to support classroom reading instruction for identified students in grades 2 - 5 utilizing after school instruction (Extended School Services)	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.		ESS funds will be used.	Equity
B.1 Provide differentiated math instruction at each grade level based on school wide assessments (MAP, MST). Data will be reviewed during grade level meetings each month as well as SBDM reports three times per year (fall, winter, spring).	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.	Job embedded PD, planning and data analysis during grade level meetings will occur weekly.		Equity

James Lane Allen 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.*

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
A.4 & B.2 Assign staff targeted students to review progress with students in reading and math.	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.			Equity
B.3 Provide interventions with a highly qualified interventionist to support classroom math instruction for targeted students (Targeted students to be identified using scores on MAP & MST assessments). Direct services may be provided from ESS daytime waiver program and/or other grant programs (RFP Funding Grants; Math Achievement Grant – <i>Number Worlds</i>)	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.		ESS funds will be used.	Equity
B.5 Provide additional interventions to support classroom math instruction for identified students in grades 2 - 5 utilizing after school instruction (Extended School Services)	Long-Term Measures of Success: For K-5: 85% of all student groups will score proficient/distinguished as measured the Spring MAP Assessment and KCCT.		ESS funds will be used.	Equity