

# 2012 Gap Reduction Cover Page

**School:** Lansdowne Elementary

**District:** Fayette County Public Schools

**Date:** January 4, 2011

## Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	Free/Reduced	79% P&D	14	89% P&D	10
X	Reading	African American	75% P&D	18	87% P&D	12
X	Math	Free/Reduced	76% P&D	12	86% P&D	10
X	Math	African American	71% P&D	21	83% P&D	12

**Rationale:** Although Lansdowne met all 2010 targets for all populations in reading and math, we did see gaps in both free/reduced and African American populations. We will continue to target these populations with supplemental instruction including before school computer lab time and after school ESS programming (as funds allow). With the adoption of the new Common Core Standards, Lansdowne will begin using the Math in Focus curriculum which closely aligns to these standards. The faculty will deconstruct the new Language Arts standards to identify the necessary learning targets. With a continued emphasis on Response to Intervention all students will receive appropriate interventions to meet their needs.

## Council signatures:

Principal:

Teachers:

Parents:

# Lansdowne 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 For Lansdowne Elementary**

### **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>
<b>Students K-3 identified through MAP and DRA assessments will be prioritized for additional instruction with reading specialists.</b>	<b>At-risk primary students will receive early intervention with Reading Recovery Teacher or Reading Specialist in addition to regular classroom guided reading group. This intervention shall be in a one-on-one setting or a small group. Each student's progress is monitored and instruction is targeted to individual needs. Students will move toward proficiency.</b>	<b>New teachers will receive training on DRA by reading specialists.  Ongoing training about MAP reports for all teachers by the technology resource teacher.</b>		<b>Academic Component</b>
<b>All K-5 students falling below the 50<sup>th</sup> percentile in MAP for reading or math will be identified for a "Watch list". Individual students, strategies and progress are reviewed at weekly grade level meetings as well as Student Achievement Conferences between every teacher and the administration.</b>	<b>Continuous focus on watch list students will ensure progress monitoring and maintain dialogue about ways to meet their needs. Meeting students needs will insure progress toward proficiency.</b>			<b>Academic Component</b>

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<p>Any student scoring below the 50<sup>th</sup> percentile and not making progress as identified by classroom assessments shall be targeted for individual intervention by the regular classroom teacher. These students will receive additional targeted interventions by the classroom teacher/specialist/ or academic assistant that will be documented in a specifically designed intervention plan and progress will be monitored regularly as part of the RTI process. ( Red Folder Process)</p>	<p>Struggling readers and/or math students will be targeted with interventions based on their individual needs. This should ensure that students are receiving instruction at their individual level, and progress must be shown. If no progress is made, the intervention must be changed until a successful intervention is found. Students who continue to make no progress even with many interventions may be candidates for individual testing to see if additional services from the special education department are warranted. This process will make sure students are working toward proficiency.</p>	<p>Reading specialists and Academic Coach will provide PD on reading strategies at grade level meetings as well as best practice meetings.</p>		<p>Academic Component</p>

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<p><b>At-risk students in grades 3-5 will be identified by MAP scores and teacher recommendation for our ESS program.</b></p>	<p><b>ESS will provide additional instruction on math and reading concepts and strategies as well as access to Successmaker Reading and Math programs. Struggling readers and/or math students will move toward proficiency in their area of weakness.</b></p>		<p><b>Since 3-5 students do not work with reading specialists they will be prioritized for ESS.</b></p>	<p><b>Academic Component</b></p>
<p><b>All K-5 students will be made aware of their scores on the MAP test and will set individual goals to reach 1 year's growth, or more, by the end of the year. These goals will be reviewed regularly and progress monitored during the winter and spring MAP testing windows.</b></p>	<p><b>As students are made aware of their scores and set goals they become accountable for much of their growth. Setting goals is an activity that provides motivation for all groups within the school. By setting goals we can help students focus on working toward proficiency or above.</b></p>			

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<p><b>The school will adopt the MATH IN FOCUS curriculum in all grade levels.</b></p>	<p><b>The Math In Focus program will align more closely with the new common core standards and ensure that students are exposed to all concepts in those standards. This program also works towards the mastery of all concepts before building on them at the next level. There is plenty of opportunity for differentiation of instruction for at-risk populations. This should increase the proficiency of all populations.</b></p>	<p><b>Teachers will receive training from district personnel as well as publisher personnel when launching the program.</b></p>		
<p><b>At risk students will be given access to additional daily instruction and practice in reading and math using the Successmaker programs and/or Lexia reading and/or Reading Plus.</b></p>	<p><b>As students increase access to daily instruction and practice they will move towards proficiency in their area of weakness. Students will also be highly engaged using the technology available.</b></p>	<p><b>Teachers will receive training on the intervention programs and their reports during after school training sessions by the technology resource teacher</b></p>	<p><b>ESS students will have access to the intervention programs during their scheduled ESS time.</b></p>	<p><b>Academic component</b></p>

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Each teacher/team will develop common KCCT-like assessments, flashbacks and exit slips based on the standards.	Weekly/daily assessments provide data for differentiated instruction and consistent high level of expectations for all sub groups. Differentiation is one way to			<b>Academic Component</b>
Students will be encouraged through a process of rewards to read on a daily basis using the Accelerated Reading Program.	To increase the amount of reading done by the students at Lansdowne, we will provide incentives for these activities. Students will receive charms, shirts and attendance at mid-year and end-of the year parties for their achievement measured by this program.			<b>Academic component</b>
The school will adopt a Basal Reading Series that closely aligns to the new common core standard at all grades 2-5. (If funding is available)	New reading program will expose all students to on-level text through a research based program. Students will be instructed on skills and strategies in the new common core standards as well as being exposed to high quality literature which will move students toward proficiency.	Teachers will receive training from the publishing company on the components of the program and its use.		

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<b>ESL and At-risk students will be identified using teacher referral as well as MAP scores for additional intervention time in the computer lab. They will use Successmaker reading and math, Lexia reading, and/or Reading Plus.</b>	<b>The computer lab will open for additional intervention time for targeted subgroups before school opens on a daily basis. This intervention will help identified students move toward proficiency in their weak area/areas.</b>			