

# 2012 Gap Reduction Cover Page

**School:** Liberty Elementary

**District:** Fayette County Public Schools

**Date:** 11/22/2010

## Gap Reductions Target(s):

| Primary Targets | Content Area | Sub-Group        | 2010 results | Gaps  | 2012 School Targets | Projected Increase |
|-----------------|--------------|------------------|--------------|-------|---------------------|--------------------|
| X               |              |                  |              |       |                     |                    |
| X               | Reading      | African-American | 65.85        | 22.61 | 82.93               | 17.08              |
| X               | Mathematics  | African-American | 71.95        | 18.43 | 86.47               | 14.52              |
|                 | Science      | African-American | 61.90        | 26.78 | 80.96               | 19.06              |
|                 |              |                  |              |       |                     |                    |
|                 |              |                  |              |       |                     |                    |

**Rationale:** African-American students demonstrated double-digit achievement gaps in three out of four core content areas assessed on the 2010 KCCT as reported in the Interim Progress Report. In order to meet next year's AMO targets, the school will need to increase African-American student performance in Reading by almost 15%. Mathematics scores are on target to meet next's year's AMO targets, but lag almost 20% behind those of white students. Liberty's first 4<sup>th</sup> grade class entered with an almost 24% African-American gap in Science. Interventions to date have shown no progress and require we find more effective strategies for this group of students immediately.

## Council signatures:

Principal:

Teachers:

Parents:

# Liberty 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?                    |
|--|---|------------------|-------------------|---|
| <b>Assess ALL students in Reading at the beginning, middle, and end of the school year</b> | Administer Literacy 1 <sup>st</sup> PAST and Phonics, DRA, and MAP for instructional grouping and to identify students for intervention |                  |                   | Academic Performance – Reading A          |
| <b>Early Primary Reading Teacher (RR)</b>  | Provide intensive intervention for the lowest performing 10-20% of K/1 students   |                  |                   | Academic Performance – Reading B          |
| <b>Primary Reading Intervention Teacher</b>  | Provide intensive intervention for identified at-risk 2 <sup>nd</sup> and 3 <sup>rd</sup> graders                                       |                  |                   | Academic Performance – Reading C Equity D |
| <b>Lexia Reading Program</b>   | Provide supplemental individualized reading instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary          |                  |                   | Academic Performance – Reading D          |
| <b>Intermediate Intervention Teacher</b>   | Provide intensive intervention for identified at-risk 4 <sup>th</sup> and 5 <sup>th</sup> graders                                       |                  |                   | Academic Performance – Reading E Equity D |
| <b>Reading Plus</b>  | Provide supplemental individualized reading instruction in fluency, vocabulary, and comprehension                                       |                  |                   | Academic Performance – Reading F          |
| <b>Two .5 1<sup>st</sup> Grade Reading Teachers</b>  | Provide daily reading intervention for at-risk 1 <sup>st</sup> graders  |                  |                   | Academic Performance – Reading G Equity D |
| <b>Assess ALL students in Math at the beginning, middle, and end of the school year</b>    | Administer MAP and Math in Focus assessments for instructional grouping and to identify students for intervention                       |                  |                   | Academic Performance – Math A             |
| <b>Success Maker Math</b>  | Provide supplemental intervention for students performing below grade level   |                  |                   | Academic Performance – Math B             |

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| Programs/Initiatives /Activities         | Major Goal of the Program/Initiative/ Activity  | PD Implications? | ESS Implications? | Located where in CSIP?                 |
|--|---|------------------|-------------------|--|
| <b>Math Intervention Teacher</b>         | Provide intensive intervention for identified at-risk 2 <sup>nd</sup> and 3 <sup>rd</sup> graders   |                  |                   | Academic Performance – Math C Equity D |
| <b>Intermediate Intervention Teacher</b> | Provide intensive intervention for at-risk 4 <sup>th</sup> and 5 <sup>th</sup> graders  |                  |                   | Academic Performance – Math D Equity D |
| <b>Dream Box Math</b>                    | Provide supplemental individualized math instruction for primary students   |                  |                   | Academic Performance – Math F          |
| <b>.4 Math Intervention Teacher</b>      | Provide daily math intervention for at-risk 1 <sup>st</sup> graders   |                  |                   | Academic Performance – Math G Equity D |
| <b>Science Lab Teacher</b>               | Provide school wide hands-on, inquiry-based learning opportunities students need for concept development and to make real-life connections with science content |                  |                   | Academic Performance – Science A       |
| <b>MAP Science Testing</b>               | Provide 4 <sup>th</sup> grade teachers with instructional levels and information to differentiate instruction and assignments                                   |                  |                   | Academic Performance – Science C       |
| <b>.4 Title I Social Worker</b>          | Monitor truancy and assist students and families to reduce absences and tardies   |                  |                   | Equity B                               |
| <b>Family Resource Coordinator</b>       | Assist students and families in meeting basic needs   |                  |                   | Equity C                               |
| <b>Extended School Services</b>          | Assist 3 <sup>rd</sup> -5 <sup>th</sup> graders who need extra review and reteaching for core content mastery   |                  | Yes               | Equity E                               |
| <b>Family Curriculum Nights</b>          | Inform parents of current curriculum and ways to help their students achieve  |                  |                   | Parent Involvement D                   |