

2012 Gap Reduction Cover Page

School: Mary Todd 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	Mathematics	African American	70.77% P/D	11.69%	85.39% P/D	
X	Reading	African American	72.31% P/D	17.16%	86.16% P/D	

Rationale: In order to close the achievement gap between our African American students and our other students so that all students will meet proficiency by 2014, we will be working to achieve the above goals for percentage of Proficient and Distinguished students in the target groups named above in 2012.

Council signatures:

Principal:

Teachers:

Parents:

Mary Todd 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 TO CLOSE THE GAP BETWEEN OUR AFRICAN AMERICAN STUDENTS AND OTHER STUDENTS

GAP SHEET

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Target underachieving African American students in the area of math for involvement in ESS Daytime program, before school program, and other intervention	To raise student achievement through targeted intervention at point of need	Staff development- Content monitoring through tools provided through the Descartes resources from the Measures of Academic Progress (MAP) and Successmaker Math	Targeted students receive 30 minutes of small group intervention four days a week and/or 30 minutes of Successmaker (Tier 2) intervention 3-5 days a week	Equity, Mathematics pp. 32-33
Target underachieving African American students in the area of reading through small group intervention in reading	To ensure that students performing below proficient levels in reading receive instruction that is focused on areas of need	PD for regular classroom and Special Education teachers involving 5 Es of instruction	Summer program involving Reading Counts and literacy small group work for summer 2011	Equity, Literacy pp. 30-31

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Biweekly data analysis sessions for reading and math to insure that student needs are met through supplemental and intervention instruction that is meaningful and data driven	To ensure that all teachers provide instruction that will enable all students to reach proficient levels of performance	PD will be provided to all teachers so that instruction is aligned and data driven	Math instruction in Daytime Waiver program for math and intervention program for reading will be based on data obtained through classroom assessments, Successmaker (math), Lexia or Reading Plus (reading) and MAP(Measure for Academic Progress) assessments in reading and math	Curriculum, Assessment, and Instruction pp. 7-8
Check and Connect program for all African American students grades 3-5 performing below grade level based on the current MAP and/or KCCT data	To provide students with an important relationship connection/accountability partner aside from the regular classroom teacher			Equity p. 37-38

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Identification and implementation of systemic assessment and progress-monitoring tools will be utilized to ensure that reading and mathematics instruction is data driven	To ensure that all students performing below proficient levels in mathematics receive instruction that is data driven and focused on the individuals' needs.	PD will be provided to all teachers so that they can analyze data from Tier 2 instruction through Lexia Reading, Reading Plus and Successmaker math programs	The ESS Daytime Waiver and afterschool programs will align with differentiated instruction within the classroom	Curriculum, Assessment, and Instruction pp. 7-8
Instruction to all students will include the 5 Es –Engagement, exploration, explanation, extension, and evaluation –so that all instructional activities will actively involve all students and involve higher level thinking skills	To ensure all students performing below grade level in reading and math will receive instruction that will actively involve them in the learning process and lead to proficient levels of performance.	Regular classroom and Special Education teachers will participate in 18 hours of PD regarding the 5 Es	ESS after school and Daytime waiver programs will focus on instruction in specific skill deficit areas of gap students	Curriculum, Assessment, and Instruction pp. 8-9, 11-12