

# 2012 Gap Reduction Cover Page

**School:** Meadowthorpe Elementary

**District:** Fayette County Public Schools

**Date:** January 2011

## Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	African-American	72	20	81	9
		Free/Reduced Lunch	85	7	89	4
X	Math	African-American	74	17	81	7
		Free/Reduced Lunch	80	11	85	5

## Rationale:

To further the progress of EVERY child's proficiency, Meadowthorpe has chosen to target the areas of Reading and Math for the upcoming biennium. We will be focusing our attention on two of our sub-groups, African-American and Free/Reduced Lunch students. Although we have narrowed the gap substantially in the area of Reading and Math for Free/Reduced Lunch students by 22%, and 16% respectively, we do not yet feel that we have reached the level of proficiency we desire for all our students.

After researching NCLB reports for the past five years, Meadowthorpe is in a unique situation in that this is the first year that we have identified African-American students sub-group as a target.

We know that our future success comes not only from maintaining our current progress, but also the students identified from these sub-groups. After hours of reviewing our data, we have identified specific students from these sub-groups for targeted interventions. All staff members have made a commitment to student success by pulling together our human resources; we have found an additional hour to hour and a half per week in which all staff provides interventions. This year's Technology RFP was written around our own research in which African-American students learn best through informal instruction. We have aligned our PD around the use of Reading and Math "apps" that will allow our students these opportunities for informal learning. PD on new Reading and Math standards are set to begin in February 2011 and will continue through the end of the school year. Our SBDM Council approved the addition to K and 1<sup>st</sup> grade students to be assessed using MAP. This information will better allow us to track student progress at an earlier age than in previous years. Thanks to this assessment and all its support technology, we will also be using its Des Cartes application to align with our interventions, and student goal setting will be completed with all students.

Finally, as we continue on our journey to building leaders within our school through the "Leader in Me" initiative, our goal is to teach our students to personally own their academic progress and character development. Data notebooks will be designed for each grade level for students to set goals, track, and monitor their progress throughout the year, and share with parents during conferences.

# Meadowthorpe 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>Major Goal of the Program/Initiative/ Activity</b>	<b>PD Implications?</b>	<b>ESS Implications?</b>	<b>Located where in CSIP?</b>
<b>SOS Program/Student Assistance Team (SAT)</b>	<b>Meeting academic, social, and emotional needs of specific students in our targeted population groups through the collaboration of these two teams with classroom teachers.</b>	<b>n/a</b>	<b>n/a</b>	<b>Curriculum , Instruction, and Assessment</b>

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<b>-Targeted Interventions</b>	<b>Gap and targeted students will meet targeted RIT goals for both reading and math on MAP. Students participating in these groups will receive interventions that are aligned with their specific needs and will be guided by collaboration between the classroom teacher and the interventionist. The Des Cartes continuum of learning will guide these interventions.</b>	<b>Teachers will be provided training for reading and math interventions.</b>	<b>Will help identify students for a summer ESS program.</b>	<b>Curriculum , Instruction, and Assessment</b>
<b>-Grab and Go Breakfast</b>	<b>Breakfast time will be held in classrooms Monday through Thursday. Teachers in classrooms will use this time to reteach targeted specific identified goals in reading and math for our gap students.</b>	<b>n/a</b>	<b>n/a</b>	<b>Curriculum , Instruction, and Assessment</b>

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<b>-Technology Grant/iPad usage</b>	<b>Our goal is two-fold: identified gap students will use specific “apps” to re-teach content to mastery while integrating projects based learning with the general student population.</b>	<b>PD will be provided at school level per technology grant.</b>	<b>n/a</b>	<b>Curriculum, Instruction, and Assessment</b>
<b>School-Wide Reading Incentive Program</b>	<b>As part of a school wide reading incentive program, our goal is to provide our teachers the resources that will allow them to build up their classroom libraries, which, in turn, will allow us to get high interest and proper level of books into the hands our students in our gap population students. In addition, this program will allow us to include the families of our gap students in their child’s education who may not have been involved in the past.</b>	<b>n/a</b>	<b>n/a</b>	<b>Parent Involvement</b>

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<b>Mentoring Groups</b>	<b>To further support our gap reduction goals for African-American and free/reduced lunch students, we are developing our own mentoring program that will partner with program ideas such as BMW, Junior Achievement, and Project Transition. Our primary goal is to completely eliminate this gap by providing our students an environment in which they will succeed in character and academics.</b>	n/a	n/a	<b>Equity</b>