

2012 Gap Reduction Cover Page

School: Millcreek Elementary

District: Fayette County Public Schools

Date: November 17, 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	African American	60.61%	39	81	20 points
X	Math	African American	51.52%	49	76	26 points

Rationale:

Council finalizing discussion & action scheduled for Thursday, November 18, 2011

In order to arrive at a realistic goal, the Instructional Leadership Team (K-5, Special Education, Special Areas, PSA, and Principal) reviewed the 09-10 KCCT, 09-10 Fall & Spring MAP data, GRADE reading, and common KCCT-like assessments in reading and math. We had an overall. We had an overall increase in the percentage of our AA population scoring proficient/distinguished in Reading from year 08-09 to year 09-10 (50% - 61.63%). We had an overall increase in the percentage of our AA population scoring proficient/distinguished in Math from year 08-09 to year 09-10 (45% - 51.5%).

By establishing the projected goal increases, we expect to meet our SB 168 goal by the year 2014.

Council signatures:

Principal:

Teachers:

Parents:

Millcreek Senate Bill 168 Activity Sheet 2012

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.*

TAKING STOCK OF THE ACHIEVEMENT GAP- AN INVENTORY OF PROGRAMS/ INITIATIVES/ACTIVITIES.

GAP SHEET

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Monthly grade level meeting will be devoted to monitoring watch list students, including targeted African American students	Increase in Math and literacy for minority students with 81% of this sub group scoring proficient in Reading and 76% scoring proficient in Math by the next biennium.	Job embedded PD, planning and data analysis during planning weekly.	Information is shared with ESS and Intervention staff.	Academic Component
Identified African American students who are performing below proficient levels in reading and math will be included in afterschool ESS services.	Increase in Math and literacy for minority students with 81% of this sub group scoring proficient in Reading and 76% scoring proficient in Math by the next biennium.	None	Allocated funds remaining after funding Daytime ESS for 10-11 and 11-12 school year will be used for Afterschool services,	Academic Component
Support staff will provide small group intervention services to identified African American students during the literacy block in Grades K-5.	Increase literacy achievement for minority students, especially African American students, with 81% of this sub group scoring proficient in reading by the next biennium.	None	Use of ESS funds for supplemental services in 5 th grade	Academic Component
Increase the literature and visual arts collections that reflect the school's cultural diversity, in particular, for the African American male students in grades 3-5.	Increase literacy achievement for minority students, especially African American male students, with 81% of this sub group scoring proficient in reading by the next biennium.	None	None	Academic Component

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Partner with the FCPS Equity Council to bring external mentors to work with at risk students, with an emphasis on African American students who are under-achievers or struggling students.	Increase literacy and math achievement of African American students by creating adult-student relationships that encourage relevance of school to real world so that 81% of this sub group scores proficient in Reading and 76% scores proficient in Math by the next biennium.	Professional development for building leaders and teachers in ways to maximize support of external partners.	None	Learning Environment
Solicit a university athletic team to serve as a long term pen-pals to Millcreek with a particular focus on partnering with African American male students.	Increase literacy achievement for minority students, especially African American male students, with 81% of this sub group scoring proficient in Reading by the next biennium.	None	None	Academic Component
Actively recruit and retain targeted African American students in Grades 3-5 in student the arts, leadership, and service activities that occur during and after school.	Increase the pattern of academic success among African American students by creating non-academic opportunities for success that can transfer to academic settings so that 81% of this sub group will score proficient in Reading and 76% will score proficient in Math and by the next biennium.	None	None	Academic Component
Teachers will increase the use of engagement and exploration activities as part of the learning sequence in reading and math.	Increase in Math and literacy achievement for all, especially minority students, with 81% of this sub group scoring proficient in Reading and 76% scoring proficient in Math by the next biennium.	60% of yearly PD budget required to participate		Academic Component

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications	ESS Implications	Where located in CSIP?
Expand Pilot Customer Service Project to include an intentional focus on making home visits to the homes of African American students before school starts and at least once during the remaining school year.	Increase literacy and math achievement of African American students by creating home to school relationships (parent and teacher and student and teacher) that encourage relevance of school to real world so that 81% of this sub group scores proficient in Reading and 76% scores proficient in Math by the next biennium.	Customer Service Pilot Project Training		Learning Environment