

2012 Gap Reduction Cover Page

School: Rosa Parks

District: Fayette County Public Schools

Date: 1-4-11

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	Females Grades 3-5	97%	2% Females/Males	100%	3% by 2014 (.75% per year)
X	Reading	Disabilities Grades 3-5	93%	5% All Students	100%	7% by 2014 (1.7% per year)

Rationale:

- *A 2% gap exist between males and females in grades 3-5 in the area of Reading.
- *A 5% gap exist between students with disabilities and all students in grades 3-5 in Reading.
- *Although the gap appears small, our goal for our School Improvement Plan(SIP) is 100% Proficient/Distinguished for all students.
- *A gap exist among all students between the content areas of Reading(117) and Math(130). We believe that these core subjects should be equivalent and our instruction needs to be adjusted to meet our Reading goals.
- *Targeting this area for females and students with disabilities will impact our sub-populations positively as well.

Council signatures:

Principal:

Teachers:

Rosa Parks 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

1-4-11

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Continue to implement individual reading interventions for all students reading below grade level.	Increase percentage of proficient/distinguished students to 100%			A.1.a.
Provide additional instruction/support to students reading below grade level through additional classroom support and/or with a Literacy Resource Teacher.	Increase percentage of proficient/distinguished students to 100%			A.1.b.
Continue content specific (reading) grade level meetings to discuss progress and interventions, as well as set individual student goals for individual students reading below grade level.	Provide opportunities for teachers to plan instruction that will result in students meeting individual goals in reading.	Embedded PD		A.1.c.
Continue Rosa Park's Best Practice Instructional Strategies for reading using small group (guided reading), whole group, and writing workshop.	Increase percentage of proficient/distinguished students to 100%			A.1.-A.7.
Offer before school computer instruction in reading for all students reading below grade level.	Increase percentage of proficient/distinguished students to 100%			A.1.d.
Provide students with portable reading devices to increase reading interest.	Increase percentage of proficient/distinguished students to 100%			A.1.e.
Provide PD in reading instruction for teachers to implement targeted strategies.	Provide opportunities for teachers to plan instruction that will result in students meeting individual goals in reading.	Embedded PD		A.1.f