

2012 Gap Reduction Cover Page

School: Russell Cave

District: Fayette County Public Schools

Date: December 10, 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	All Students	63.4%	26%	91%	27.6%
	Reading	African American	65%	24%	91%	26%
	Reading	Hispanic	53%	38%	91%	38%
X	Reading	ELL	41%	48%	91%	50%
	Reading	FRL	69%	20%	91%	22%
X	Reading	Special Education	46%	43%	91%	45%
	Math	African American	50%	28%	91%	41%
	Math	ELL	57%	21%	91%	34%
x	Math	Special Education	23%	55%	91%	68%

Rationale: In Reading, There exists a gap with all students and all subgroups except for the subgroup of white students. In fourth grade white students scored 100% P/D while the overall P/D percentage for white students is 89%.

The P/D percentage for all students is currently at 63%. To meet 100% P/D by 2014, there will need to be a 10% increase each year.

However, this 10% increase will not meet AYP goals for the 2010-2011 school years. The target goal is set for 81% P/D with the need for an 18% growth expected for the 2011-2012. This will then meet the expected target by 2014.

The P/D percentage for African American students is currently 65%. There needs to exist a 10% growth each year to reach 100% P/D by 2014. However, a 10% growth will not meet AYP goals. Therefore, the percent growth for this school year needs to be 16% to meet AYP and 10% growth for the 2011-2012 school years.

The P/D percentage for Hispanic students is currently 53%. There needs to exist a 12% growth each year to reach 100% by 2014. This will not meet AYP goals. The P/D percentage growth needed for the current school year is 28%. An additional 10% growth is needed in the 2011-2012 school years.

The P/D percentage for English Language Learners is currently 41%. There needs to exist an 18% growth each year to reach 100% P/D by 2014. An 18% growth alone for this school year will not meet AYP goals. Therefore, a 41% growth needs to exist this school year to meet AYP and be on track to meet the goal for this biennium.

All subgroups in reading, except for Whites, are an area of concern. However, the primary targets for reading have been identified as Hispanic and English Language Learners. These subgroups are targeted as they were areas in which AYP was not met for the 2009-2010

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school year. RCE needs to continue to work intentionally to meet the needs of all subgroups while explicitly planning differentiated and target instruction to meet the needs of students in the Hispanic and ELL subgroup.

In Math, 66% of all students are P/D, 79% of White students are P/D, 65% of Hispanic students are P/D, and 63% of FRL students are P/D. Each of these subgroups will need from 6% to 10% growth each year to meet 100% P/D by 2014.

The P/D percentage for African American students is currently 50%. This subgroup will need to experience 13% growth each year to meet 100% by 2014. This will not meet AYP goals. Therefore, this school year needs to produce a 21% growth and 13% growth each year thereafter.

The P/D percentage for English Language Learners students is currently 57%. There needs to exist an 11% growth each year to meet 100% P/D by 2014. This will not meet AYP for the coming school year. A 14% growth increase needs to happen this school year and then an 11% growth each year thereafter.

The P/D percentage for students with disabilities is 23%. There would need to be a 20% growth each school year to reach 100% P/D by 2014. For the current school year there needs to exist a 48% growth for students with disabilities to meet AYP and reach the targeted goal of 100% P/D by 2014.

The targeted primary sub group for math is students with disabilities. This is the lowest performing subgroup with only 23% of the students scoring P/D. The need for very prescriptive instruction to meet individual students needs as well as aligning IEP goals with more rigorous state standards are necessary to meet the targeted goals for this subgroup.

Council signatures:

Principal:

Teachers:

Parents:

Russell Cave 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.*

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
<p>1a. Teachers will continue to use Sheltered Instruction (SIOP) to meet the needs of all ELLs.</p> <p>1c. Students scoring below grade level in reading and math will have the opportunity to receive additional instruction through Extended School Services (ESS). ESS funds will be spent to extend the school day and implement a month long summer school jump start for students scoring below grade level.</p> <p>1a. Teachers will use posted Language and Content Objectives in a daily exit slip to assess student performance and understanding and to modify instruction.</p> <p>2a. Teachers will provide at least 180 minutes of rigorous literacy instruction per day incorporating strategies that address the 5 components of reading (phonemic awareness, phonics, comprehension, vocabulary, and fluency) and writing (writing to learn, writing to demonstrate learning, writing for authentic purposes and audiences). Additionally teachers will ensure that every Tier II & III student participating in Lexia a minimum of 45 minutes per week. Teachers will ensure that Tier I students participate in Lexia a minimum of 30 minutes per week.</p> <p>2b. Teachers and Curriculum coach will use reading data gathered from T-PRO, DRA, MAP, Study Island and Lexia assessments to create flexible reading groups.</p>	<p>Currently the number of ELL students performing P/D is 41% in Reading. There needs to exist and increase in P/D percentages from the current 41% to 91%. There needs to exist a 50% increase or better for English Language Learners in Reading.</p>	<p>Job-Embedded Pd as well as conducting book study on Making Content Comprehensible for English Language Learners in Elementary School. This will be done monthly at great level meetings. Further, ESL teachers will present strategies for teaching ELL learners monthly at Staff meetings. Bi-monthly meetings with ESL staff to review student work and progress to ensure PD needs are being met.</p>	<p>Students identified as English Language Learners will be invited to attend ESS Summer School and School year programs. Students will receive individual and small group targeted instruction to build vocabulary, background knowledge, reading comprehension and writing skills.</p>	<p>Equity Component</p> <p>Student Achievement Component</p> <p>Parent Involvement Component</p>

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<p>2d. Teachers will provide rigorous writing instruction every day differentiating writing activities to include journal writings (incorporating technology), open response questions, and on demand writing opportunities for students following the RCE writing plan and Harcourt Trophies.</p> <p>2b. The principal, Title I lead teacher and FRC coordinator will schedule Parent-Teacher conferences three times per year in October, January, and March. Discussions during conferences will focus on progress in each content area, behavior, and any other information related to increasing student achievement. Interpreters will be available for translations.</p> <p>2d. Family Resource Coordinator will actively recruit parents and community volunteers to assist with school needs including homeroom parents, and tutoring. In addition, FRC will organize parent classes/ workshops; including Parents are Connected (PAC) and technology usage/workshops as a response to parental needs gathered from yearly surveys and based on socio-economic needs.</p> <p>7b. ESS will be offered to lengthen the school day and school year to support and enrich student learning.</p>				

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