

2012 Gap Reduction Cover Page

School: Sandersville Elementary

District: Fayette County Public Schools

Date: January 10, 2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	African Americans	78.83%	21.17%	89.83%	11%
X	Math	African Americans	75.18%	24.82%	88.18%	13%
	Reading (Secondary)	FRL	77.18%	22.82%	89.18%	12%
	Math (Secondary)	FRL	75.84%	24.16%	87.84%	12%

Rationale:

Sandersville Elementary School has a diverse school population of 720+ students. The school is in its third year of existence and has seen promising student achievement results as a whole and within all subpopulations, although an achievement gap of more than 20% still exists between different populations in the school. The above targets were chosen as a focus to concentrate our resources both fiscal and human towards closing the academic achievement gap by the year 2012 and complete elimination by 2014. African American students were chosen as the primary targets in reading and math due to our population in accountability grades being as much as 60% African American, while our FRL count only accounts for 40% of the population. There is a significant crossover between the two populations, so if one achievement gap is closed, it will eliminate much of the achievement gap in at least two other populations as well. Information from the KCCT and NCLB were used to calculate the achievement gap and targets. Instead of dividing the targets into four years to account for 2014, when the school set achievement goals for the year, we divided the targets by two in order to close the achievement gap by 2012 and continue to meet NCLB goals.

Sandersville 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.*

Sandersville Elementary School INVENTORY OF ACTIVITIES/ PROGRAMS AND INITIATIVES

GAP SHEET

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
<ul style="list-style-type: none"> • MAP RIT bands will be used as instructional resources to determine levels of readiness for grouping students to move them a year or more in growth, and to the 50th percentile. (Focus on African American and FRL students) • Reading Assessments such as Open Court Benchmarks, and KCCT like tests in reading will be given frequently and the data entered into a goal calculator that will disaggregate the data by proficiency rate, race, gender, FRL, and special needs population. • Identified targeted students; African Americans and FRL performing below grade level will receive additional instruction in reading and math in order to close achievement gaps. • Intervention folders will be kept on each child who is identified by SB 168 	<p>100% of students will score at the 50th percentile or higher as measured by norm referenced tests.</p>	<p>MAP Reading and Math PD Test taking strategies Aligning Common Core Standards Deconstructing Standards Writing Assessments aligned to standards</p>	<p>Identified students of SB168 will be given opportunities for extra instruction through ESS in the areas of reading and math.</p>	<p>A.1e Students who score below proficient on benchmark tests, MAP tests, or school learning checks will be placed on a watch list and will receive supplemental/intervention instructional opportunities such as: mentoring, ESS, and re-teach times with the classroom teacher or other assigned personnel.</p>

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<p>Every Day Counts will be fully implemented by all homeroom teachers on a daily basis. It is part of Singapore Math and is proven to increase a higher level of problem solving and analysis for children. The specific interaction, visual, auditory and kinesthetic activities are crucial to the academic engagement of African American male students who need frequent changes in activities and hands on opportunities to make connections in math.</p> <p>Every Day Math is the school adopted math program and will be used daily for instructional purposes. The hands on activities and games specifically address the learning styles of African American males. The curriculum spirals, so it revisits content on a frequent and systemic cycle.</p> <p>The Problem Solver will be used a minimum of three times per week to increase each student's ability to think critically and apply their knowledge of problem solving across the curriculum areas.</p>	<p>All students will make one year's growth or beyond as measured by spring MAP data in reading and math.</p>	<p>Teachers of reading and math will have ongoing professional development in the use of MAP data to analyze for growth implications and goal setting and for instructional purposes in order to use the RIT bands to develop skill based mini lessons to lead students to mastery of the content. All teachers will receive 6 hours of training in implementing Every Day Counts Calendar Math.</p>	<p>ESS groups will be formed by choosing our primary target students of African American students who are also FRL and are below grade level in reading and math. MAP RIT bands will be used to target specific skills to increase students ability to meet the standard being taught and assessed.</p>	<p>A.2b Problem Solving strategies will be taught three times per week.</p> <p>A.2f All classes will use pre and post test data such as MAP to flexibly group students to increase skills which will lead to mastery of content and proficiency along with a year's growth and beyond.</p>

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<p>Student Assistant Teams will help teachers identify possible barriers to student achievement and develop intervention plans for all African American males, and any African American or FRL student who is below grade level in reading or math which will be monitored twice monthly by grade level teams and the leadership team, in order to increase student achievement for the identified group in reading and math. The SAT team consists of the counselor, FRC coordinator, the special education facilitator and reading or math specialist as needed.</p>	<p>100% of students will make AYP in reading and math will all identified targeted sub-populations as measured by the 2012 NCLB data.</p>	<p>PD in RTI will first be delivered to the reading intervention specialists and SAT members, and then to grade level team members who will ensure proper documentation and leveled interventions are used to bring targeted students to grade level in reading.</p>		<p>A.1a All staff will use a school wide research based reading program aligned with Common Core Standards for level 1 instruction and a research based intervention program LLI (Leveled Literacy Interventions) for levels 2 and 3.</p>

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<p>Leadership Teams and Grade Levels will identify African American students who need mentoring for social, emotional and academic needs and work as a team to create engaging activities and instructional units to increase the level of learning for the child. Each team may ask for outside help through mentoring, other human resources through the building or community resources. A book study will be conducted to help teachers understand how African American boys learn differently. (Boys in Crisis, Hear Our Cry) Teachers will decide how to approach their own students on the team based on their teaching styles and strengths. A boys club will be designed to meet the social, emotional and academic needs of African American boys, and any other male who is not on grade level.</p>	<p>100% of staff will be knowledgeable, willing and capable of differentiating instruction to close achievement gaps in reading and math between boys and girls where they exist; primarily the gap between African American and Hispanic males as compared to Caucasian peers.</p>	<p>(12Hours)The entire staff will receive training in culturally responsive teaching with an emphasis on how boys learn differently. There will be an initial two day training scheduled through Vince Mattox and Barbara Conner (IAKSS). Prior to the training the staff will work in teams to complete a book study on “Boys in Crisis, Hear our Cry” to be led by chosen leaders from the school.</p>	<p>Our identified boys club members will be offered ESS services in the areas of reading and math. Engaging, hands on, exploratory lessons with peer interaction will be the key difference than the daily instruction received in the classroom. Only teachers who have been identified through data</p>	<p>Academic and Equity</p>
<p>Monthly “Data Days” for K-2, and 3-5 will be devoted to monitoring and analyzing student performance to determine growth in reading and math of watch list students, including targeted African American students to show growth and proficiency.</p>				<p>Academic and Equity</p>

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A minimum of two parent information nights will be held for parents of African American Males to bring in community members and guest speakers to heighten the awareness of statistics of the achievement gaps that exist between race and gender, and to shed light on the need for role models at the elementary level where the primary teacher is a female. Learning Style Profiles will be given for each male so the parent and teacher can understand and share ways the student learns best.	All stakeholders, parents, school and community will take responsibility for the learning of targeted students: African Americans, FRL, and any underachieving student in order to bring all students to grade level and for 100% of students to meet NCLB criteria and score a minimum of 50% on a norm referenced test. The community will become involved with the school and educate the parents and teachers on how to identify learning styles of students, and how to be culturally responsive to student and parent needs.	Staff will participate in culturally responsive and gender responsive teaching for learning.	Gender based classes will be offered to African American males and females, with a special emphasis on those who also fall into the FRL category. The focus will be to explore math and reading concepts, and develop self-learning concepts that will create life long learners.	Family and Equity