

2012 Gap Reduction Cover Page

School: Southern Elementary **District:** Fayette County Public Schools

Date: January 2010

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
X	Reading	African American	66.28	17.97	81%	14.72
X	Math	African American	61.63	23.3	80%	18.37

Rationale: Southern Elementary is committed to closing the achievement gap between African American students and Caucasian students during the 2010-2011 school year. We will accomplish this goal by implementing the following activities, closely monitoring student achievement data, particularly African American male students, and designing instruction to meet the needs of all students in order for them to reach proficiency.

Council signatures:

Principal:

Teachers:

Parents:

Southern Elementary 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 Southern Elementary

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Mentoring program for African American with Southern's Leadership Team	Build relationships with AA students and encourage them to perform at high levels	None	None at this time.	Equity component #2
Success Maker Math Program	AA students will benefit from supplemental skills offered in this math computer program.	Teachers have already been trained and know how to read reports.	None at this time.	Math component #2
Flexible Intervention Reading groups	Daily explicit instruction for AA students performing below level as evidenced by assessments and classroom performance.	None	None at this time.	Literacy component #4, #6, #7, #8
Flexible Intervention Math groups	Daily explicit instruction in the area of math for AA students based on assessments and classroom performance.	None	None at this time	Math component #1
Goal setting for MAP and Learning Checks for all AA students performing below level.	Meeting with AA students prior to taking MAP and/or Learning Checks to review past performance and set goals.	None	None at this time	

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After school tutoring	Providing AA students with supplemental small group instruction to reteach content to mastery in the areas of reading and math.	None	ESS money will be used to provide this support after school. Title I money will also be used to supplement.	
“Boys Club”	Behavior specialist will develop small groups of African American males and provide short sessions to work on behavior, attitude, and motivation.	None	None at this time.	Equity Component #2
Student Achievement Data Meetings	At team meetings (at least 2 x a month) teachers will meet with Principal and PSA to review student achievement data.	None	Possible referral to the after school tutoring program.	Literacy component #2 Math component #1
Report Card Watch List / Progress Monitoring	Any student receiving a D or an F in a subject area will be placed on a watch list. Content teacher will be required to complete a progress monitoring sheet detailing interventions done to date. Principal and PSA will monitor progress monitoring sheets at least 2 x a month.	None	Possible referral to after school tutoring program.	Equity component #1