

2012 Gap Reduction Cover Page

School: Squires Elementary

District: Fayette County Public Schools

Date: January 6, 2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	African American	58% P & D	25%	82%	24%
X	Reading	Free/Reduced Lunch	73% P & D	9%	82%	9%
	Math	African American	74% P & D	14%	81%	7%

Rationale:

In order for Squires to improve student achievement, as well as reach our 2011 accountability goal of 113.9, Squires has selected for its Senate Bill 168 primary targets two subgroups in the content area of Reading and a secondary target that focuses on one subgroup in the area of Math. The rationale behind targeting the subgroup of African American for reading is the African American students performed significantly below other subgroups in the area of reading and must be a priority in order to meet the 2010-2011 Annual Measurable Objective (AMO). We selected as another primary target the subgroup of free and reduced lunch in the area of Reading because they also performed below other subgroups. In order to make the Annual Measurable Objective (AMO) for the 2010-2011 school year both the African American subgroup and the subgroup of Free and Reduced Lunch will need to move from 58% (AA) and 73% (F&R) proficiency to a minimum of 80.23% proficiency. We selected as a secondary target the subgroup of African American in the area of Math because their performance was significantly lower than other subgroups in the area of math.

Squires will intentionally address gaps by analyzing data throughout the year, developing “watchlists” and then intentionally planning for individualized instruction in both small and whole group instructional time based on the individual needs. The PSA, who has expertise in the area of reading, and the math coach, funded by Title One, will provide teachers best instructional strategies in order to improve classroom instruction. Classroom teachers will provide the first tier of reading and math intervention in small group instruction within the classroom. Intervention teachers are in place for both math and reading to provide Tier 2 and Tier 3 interventions for students who are not performing at the proficient level. The intervention teachers work to provide intervention for those students who are identified as needing intervention in either a collaborative classroom setting or pull out intervention group. Currently Read to Achieve Funds, a district funded RFP, and Title One funds have funded for our school 2.5 reading interventionists along with 1.5 math interventionists. Money from ESS is also used to fund additional staff to provide intervention. Quality work standards will be used to provide a clear path about expectations to students. Teachers

Squires 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

Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Language arts blocks will be 3 hours daily for grades K-3, and will be 2.25 hours daily for 4 th and 5 th grades. Math blocks will be 1.5 hours daily.	Student achievement will increase according to MAP and KCCT data with the intentional Language Arts and Math focus a major part of the day.	On-going PD occurs with team planning format with the PSA and math coach providing prof. dev.	NA	Student Achievement component A.1b and B.1a
Reading intervention will be provided to gap students. Reading Recovery services will be provided for primary students. Other reading interventionists (funded through RFP and school funds) will provide tier 2 and tier 3 intervention in the area of reading as well as using a daytime ESS teacher to provide reading intervention.	Students identified as gap students will receive individualized instruction to increase student achievement in the area of reading.	On-going professional development will occur through the team planning process and job embedded pd will be provided from the PSA.	ESS funds will be used for a teacher to provide reading intervention	Student Achievement component A.1c
Weekly data conversations will occur to analyze data to determine and monitor "watchlist" students. Plans for both whole group and small group instruction will be developed based on data and these conversations.	Student achievement will increase according to weekly assessments, MAP data, and KCCT data.	Job embedded	NA	

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Release days will be utilized for analysis of MAP data in the areas of reading and math. Teachers will plan both small group and individual instruction during this time based on this data. Teachers will pull small literacy and math groups <i>daily</i> to address individual needs.	All classroom and intervention teachers will meet individual needs of students and with evidence being in increased scores on MAP and KCCT data.	Title One Professional Development funds are allocated to cover these prof. development days.	Groups are made and ESS teacher uses the analyzed data.	Student achievement component A. 1i
Open responses will be administered and feedback will be provided to students in grades K-5 through live scoring and/or the Dirty 4 process.	There will be an increase of the quality of student responses on ORQs as measured by the calculated indexes of unit tests, learning checks, and KCCT data.	Teachers will participate in quality control PD (potentially during release time) or during data conversation meetings.	NA	Student Achievement Component C.1c
Math intervention will be provided to students in grades 2-5 identified as gap students. Funding will be provided by Title One.	Student achievement will increase according to MAP and KCCT data.	NA	NA	Equity Component A.1d and B.1b
Job embedded PD will be led by math coach during planning meetings.	Instructional strategies and standards of work will improve ultimately leading to increased student achievement evidenced in both MAP and KCCT data.	Job embedded professional development	NA	

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Parent education activities to give parents strategies of how they may help at home to continue learning. (Reading and Math nights are scheduled.)	Parents will have a better understanding and will be able to better support and help their children at home. Student achievement will increase per MAP and KCCT data.	NA	NA	Equity Component A. 1a
Literature circles will be provided weekly, on a rotating basis by the month, for third-fifth graders at CASTLE.	Student achievement in the area of reading will increase as evidenced in MAP and KCCT data.	NA	NA	Student, Family, and Community Component B. 1b
Student conferences will occur during the school year. These conferences will include goal setting and analyzing personal classroom data.	Students be active in their academic progress and will ultimately achieve at higher levels because they will understand their focus areas.	NA	NA	
Flashbacks and exit slips will be used as a formative assessment and review tool daily.	Students will have an opportunity to review content for mastery.	NA	NA	B. 1b