

2012 Gap Reduction Cover Page

School: Stonewall Elementary School

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	Free/Reduced Lunch	84%	6.83%	92%	8%
X	Math	Free/Reduced Lunch	80%	7.68%	90%	10%

Rationale: As of 2010-2011, our school has 22.1% of our population qualifying for Free/Reduced Lunch. This is 161 students. To close the gap for this group would also impact many other subpopulations which may not be showing up on our NCLB report due to not having enough students in those categories.

Council
Principals

Teacher

Parents

Fayette

Stonewall 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?
Staff members will be provided with a "Watch List" of students who are to be targeted. For Stonewall, it is students in the low SES category who are not performing at a level equivalent to their peers.	With a deeper understanding of "who" to target and monitor, students will have increased student achievement based on classroom assessments, MAP, and KCCT.			Student Achievement
Targeted students (Low SES not at the proficient level or higher) students will be mailed information regarding special events such as Family Literacy Nights, PTA events, etc. to make sure information has been effectively communicated with them. Information that needs to be translated into other languages will be taken care of by the ELL department.	Relationships will be strengthened with those families, and opportunities that will benefit targeted students will not be overlooked due to missed communication. In addition, students will have increased student achievement based on classroom assessments, MAP, and KCCT.			Family Involvement
Targeted students (Low SES not at the proficient level or higher) will be supplied with materials needed to complete any assignments.	Barriers to learning will be eliminated and there will be an increase in student achievement based on classroom assessments, MAP, and KCCT.			Student Achievement
Targeted students (Low SES not at the proficient level or higher) will be targeted through EMPOWERMENT days at a one to one ratio for short, intense instruction.	Gaps will be eliminated because of intense one-on-one instruction which will cause an increase in student achievement on classroom assessments, MAP, and KCCT.			Student Achievement
As magazines from the library are replaced each month, past copies will be given to our target students (Low SES not at the proficient level or higher).	We believe all students can learn as long as they have the exposure to print rich materials which may be unattainable due to financial reasons. We will reduce this barrier by providing these materials to them at no cost. Because of this, there will be an increase in student achievement based on classroom assessments, MAP, and KCCT.			Equity
An intentional focus on relationships with targeted students (Low SES not performing at the proficient level or higher) and their families will be established through PULSE (Pupils Understood with Love, Support, and Encouragement), possible phone conferences, and/or home visits.	By establishing stronger relationships, students and their families will work with the school to ensure the academic success of all kids.			Student Achievement