

2012 Gap Reduction Cover Page

School: Paul Laurence Dunbar High School

District: Fayette County Public Schools

Date: 1/10/2011

Gap Reductions Target(s):

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X	Reading	African American	44.68 % P/D	21% (66% of all students scored P/D)	58.51%	15%
X	Math	African American	18.75 % P/D	40% (59% of all students scored P/D)	39.06%	15%
	Reading	Hispanic	34.88 % P/D	31% (66% of all students scored P/D)	51.16%	15%
	Math	Hispanic	34.62 % P/D	24% (59% of all students scored P/D)	50.96%	15%
	Reading	Free/Reduced Lunch	43.03 % P/D	23% (66% of all students scored P/D)	57.27%	15%
	Math	Free/Reduced Lunch	20.20 % P/D	39% (59% of all students scored P/D)	40.15%	15%
	Reading	With Disability	32.00 % P/D	34% (66% of all students scored P/D)	49.00%	15%
	Math	With Disability	20.00 % P/D	39% (59% of all students scored P/D)	40.00%	15%

Rationale: We selected these targets because the achievement gap for these targeted groups is substantive (greater than 10%) and reading and math are the areas congruent with the focus of NCLB AYP for the year.

Paul Laurence Dunbar 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.*

PLD 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?
Focus on Student Engagement- Reading and Math coaches will work with teachers in their departments to improve instructional technique and create engaging activities. Administrative team will monitor via walk throughs and classroom observation and videotaping.	Teachers will decrease lecture-style instruction and increase levels of student engagement.	PLCs will develop lessons/ activities during common planning mtgs. and through release time as needed.		Student Achievement
Emphasis on differentiated instruction.	Teachers will provide appropriate instruction and activities for students across the continuum of ability levels.	Send coaches to ASCD institute on differentiated instruction. (Paid for through SLC grant). Continue training through on-campus PD.		Student Achievement and Equity
Increase use of formative assessment results to ensure student mastery of skills. Includes MAP scores and within-the-classroom formative assessment.	Teachers will be able to pinpoint students' areas of skill weaknesses and strengths and teach accordingly.	Instructional coaches will continue to work with teachers on interpretation and use of MAP scores and other short term assessments.		Student Achievement

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Programs/Initiatives /Activities	Major Goal of the Program/Initiative/ Activity	PD Implications?	ESS Implications?	Located where in CSIP?
Everyday courses in math and English for students below 50%.	Students will accelerate their learning in these areas due to the increased instructional time and support.		Students who are still falling behind will receive help through ESS and Saturday School.	Student Achievement and Equity
ACE strategy for answering ORQs will be explicitly taught and practiced in core content classes.	Quality and scores of student ORQ answers will improve.			Student Achievement
Mentoring of our African American students. Support will be provided through a variety of means: "mentoring homerooms," support from designated adults, and through the cohort study hall	African American students will take more rigorous courses and will be provided additional instructional support and mentoring.			Equity
Revision of lesson plans and inclusion of economics concepts in social studies classes. (Department analyzed KCCT results and determined that this is weakest area).	African American scores on KCCT social studies will increase.	Release time for teachers to work together on this initiative.		Student Achievement