2019-20 Belfry Middle School : Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Belfry Middle School
Keith May
PO Box 500
170 Hwy 319
Belfry, Kentucky, 41514
United States of America

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Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attachment

ATTACHMENTS

Attachment Name

BMS Achievement Gap Summary

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Belfry Middle School has always been a school of academic and athletic excellence, thefoundation of which stems from the strength of its climate and culture. Stakeholders, students,teachers, and far away alums take great pride in the accolades of our students. The faculty andstaff go above and beyond to make our school a family atmosphere, and our students show thatthese efforts are worthwhile with high attendance and daily effort in the classroom.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

In reading our overall score for 2018 was 60.9. Our free and reduced students scored a 54.7,improving from 51.3 in 2017. Even though we do see improvement in this gap group we still have aslight achievement gap. Furthermore, in the students with disabilities group we did not seeimprovement. In 2017, the students scored 62.7 and in 2018 they scored a 53.7. This group alsoshows a slight achievement gap.In mathematics our overall score for 2018 was 46.6. Our free andreduced students scored a 40.0. We do still have a slight achievement gap. Furthermore, in thestudents with disabilities group we see improvement from 47.1 in 201 to 53.7 in 2017. This groupdoes not have an achievement gap and has surpassed our overall score.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

For the 2017-2018 school year, our school improved in reading in the economically disadvantagedgroup. In mathematics, the gap group of students with disabilities improved and actually surpassedthe overall score.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

For the 2017-2018 school year, the students with disabilities declined in reading from a 62.7 in2017 to a 53.7 in 2018.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Instructional leadership team will meet with their PLC's weekly to work collaboratively onidentifying essential standards, vocabulary, pre-requisite skills, and clusters of standards for theidentified content area. They will also lead PLC's through the development of an RTI process.PLC's will work collaboratively analyze formative assessments and assessment strategies. Anyadditional professional development needed to meet individual teacher goals will be addressedand provided.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Barriers to closing achievement gaps remain fairly constant. They are: Lack of parentcommunication, Socio-economic barriers, Attendance issues, Reading level of incoming studentsbelow average in many cases, Math/Reading level of incoming students, Lack of technologicalcapability and instructional resources. We are not using these barriers as excuses. We are workingwith our FRC director to remove these barriers and move forward in addressing the achievementgaps at our school.Phase Three: Closing the Achievement Gap Diagnostic Report - Generated on 12/05/2019Belfry Middle School with our FRC director to remove these barriers and move forward in addressing the achievementgaps at our school.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Teachers and administrators review and revise CSIP yearly based on most recent school data anddistrict assistance. CSIP is reviewed by stakeholders with principal and CSIP Coordinator trackingprogress. The SBDM also reviews and approves the CSIP annually.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By May, 2022 Belfry Middle School will increase the percent of economically disadvantaged students scoring proficient/distinguished in:●Mathematics from 47.2 to 54.4●Reading from 60.7 to 66.1●Writing from 36.0 to 44.7●Science from 20.2 to 31.1●Social Studies from 60.0 to 65.5

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment

ATTACHMENTS

Attachment Name

BMS Measurable Gap Goal

Attachment Summary

Attachment Name	Description	Associated Item(s)
BMS Achievement Gap Summary		• I
BMS Measurable Gap Goal		• III