

**2018-2019 Phase Three: Closing the Achievement Gap  
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Phase Three: Closing the Achievement Gap Diagnostic

**Bell Central School Center**

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Please see attachment.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

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

Bell Central School Center is a data driven school. Our teachers and administrators work together to analyze data and make appropriate changes to our curriculum, school environment and teaching strategies multiple times throughout the year. Also, our teachers work with other staff members and the administration to ensure that our students work to their highest potential. We treat all students as if they were our own children and we have very high expectations in our school. When you enter the doors of Bell Central you know that learning is taking place and that everyone has a common goal they are working towards....success! Our school has 73% free and reduced lunch. We have 20% disability at the Elementary level and 11% at the middle school.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Looking at the data for the last two years there is still a gap among disability students compared to non disability. Elementary reading is still the biggest area of concern based on the data. Middle school disability gaps are significantly better.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The gap group where the school has shown improvement is in the middle school. The disability gap group in reading has an increase in P/D in the middle schools and a decrease in novice.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Elementary reading and elementary math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Central office staff set our PD with input from all principals. At this time we are pulling students who are not on grade level in grades K-8 according to MAP and teacher referral to provide them with more one on one time in order for the students to grow in the area of reading and/or math. Students use Moby Max and Success Maker computer programs that are aligned with the students current grade level in order to move them up. Kids below the 40th% get a direct reading instruction program 1st-3rd grades which is an intervention and remediation to ensure their growth.

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

We have analyzed and discussed possibilities and have made adjustments. We believed that it could be teachers 1st-2nd grade were not fully addressing every common core standard. We also believed that it could be staffing adjustments needed.

G. 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.

Administrators, Librarian, Counselor, Special Needs Teachers, aides and Regular Ed teachers analyze data on our data day. We then decide which gap groups are the greatest priority. We meet regularly to move students as needed in order to minimize the gaps. Jennifer Blankenship - Principal Susan Brock - Assistant Principal Heather Cornett - Librarian Kara Davis - Counselor Paula Hardin - Paraeducator RTI tutor Regular Ed Teachers Special Need Teachers

### III. Planning the Work

#### 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).

Collaborate to increase the elementary reading proficiency ratings for all students in the disability gap group from 39% in 2018 to 49% in 2019. Collaborate to increase the elementary math proficiency ratings for all students in the disability gap group from 33% in 2018 to 43% in 2019.

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#### Closing the 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 Spreadsheet.

#### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Groups in our school.	I
 Gap Goals	Gap Goals	III