



2021-22 Phase Three: Executive Summary for Schools

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Browning Springs Middle School
Wendy Gamblin

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Madisonville, Kentucky, 42431
United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Browning Springs Middle School services a low-income community with 64% of our students receiving free and/or reduced lunch. Our Youth Services Family Resource Center partners with the community and families to meet the basic needs of our students so that students can come to school prepared to learn and achieve academic success. BSMS continues to implement strategies to increase student responsibility and parent and community involvement. The unique feature is the large disparity within the socioeconomic levels and differing levels of parent expectations and involvement. Browning Springs Middle School is located in Madisonville, Kentucky. Our student population is composed of 542 students, 49% male and 51% female. The BSMS community is diverse as evidenced by the demographic information. Demographic percentages of students by race are as follows: 67% White, and 33% minority including 13% African American, 11% Two or More Races, 8% Hispanic, and 1% other. The majority of students at BSMS are in a Gap Group, 64% of the total population of tested students. Students with disabilities comprise 14% of our total population. Our faculty/staff consists of a principal, assistant principal, guidance counselor, Special Education building coach, Instructional Leader, Family Resource/Youth Service Center coordinator, School Resource Officer, Librarian, 7 Special Education teachers, 15 general education teachers, 6 full time related arts teachers, 4 itinerant related arts teachers, 2 Special Education instructional assistants, 1 classroom instructional assistants, an itinerant school psychologist, 2 office staff, 5 cafeteria staff, and 4 custodial staff. Our staff population is divided into 15 male and 37 female. We have 4 staff members who are minority.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The BSMS mission statement is, "To inspire, explore, and promote lifelong learning through a positive educational and community environment." We are committed to providing the best education possible for the students of BSMS. We want to help our students become responsible citizens and productive employees. Our school wide expectations are: BEARS - Be prepared - Earn respect - Act responsibly - Reflect

a positive attitude - Show cooperation. The school wide expectations fit in well with the LEAD program which was adopted three years ago. This program by Franklin Covey helps students learn and practice the 7 Habits of Highly Successful Teens. We want the positive message from this to impact the lives of our students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Areas of Growth: Eighth grade writing scores showed great improvement from the last KPREP data in 2018-2019 increasing from 24.6% proficient and distinguished to 48%. Gap groups that have shown improvement from 2016-2017 to 2020-2021 are: Writing Economically disadvantaged 17.6% to 35.3% All gap groups showed improvement On-Demand Writing Economically disadvantaged from 34.9% to 38% Areas of improvement: All areas showed regression from the previously given test. The previous two years consisted of disrupted instructional delivery and one year of cancelled testing altogether. With this in mind, I regretfully report that all areas, with the exception of On-Demand writing, showed regression and dramatically lower scores. I hope to see great gains and a return to our "norm" in the next year or two of test results. Gap groups that have regressed from 16-17 to 2020-2021 are: Reading Two or more races decreased from 51.8% to 39.3% Math 2 or More Races decreased from 66.7% to 36.8% Our goal for the next three years is to increase the number of proficient and distinguished students in all areas for all students. We are also striving to close the achievement gaps in all sub-populations, with a special focus on African American and Students w/Disability.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

n/a

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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