



2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_12162020\_13:34

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Sedalia Elementary School**  
**Robert Braden**  
5252 State Route 97  
Sedalia, Kentucky, 42079  
United States of America

---

## Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	7
Attachment Summary	8

## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

## II. Achievement Gap Analysis

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

Sedalia's climate and culture are positive and inclusive. We work hard to make sure all students feel welcome and part of our team. Our teachers work hard to bring in various cultures in their lessons. Our specials teachers in music, art, library, and PE work to bring in various cultures to make our students feel welcomed.

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

We have worked hard to close the gap in reading. We still have work to do, but our gap students have improved. When we focused on reading, then our math went down. We have put items in place to help us improve this for the upcoming years.

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.

We continue to show improvement in reading. This has been a major focus of our school. Our Free/Reduced lunch students were able to meet the target in reading and math.

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.

We only have data for our Free/Reduced group based on our numbers.

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

We provide teachers with quality PD that helps them to meet the needs of all students. We work in cooperative learning strategies, engagement, and interventions for GAP and other students needing assistance.

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.

We continue to need more time and help from home. Many students are on their own when they leave the school setting. We struggle getting parents of our GAP students to read or help their child with math. To help with this, we have Tier time built in our schedule to help students continue to grow.

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 meet with principal and counselor for data meetings. We look at struggling students and plan for them to grow.

### III. Planning the Work

. 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).

See Attachment


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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap 2020		.