

# **KDE Continuous Improvement Diagnostic\_09142017\_14:13**

## **KDE Continuous Improvement Diagnostic**

**Freedom Elementary School**  
Matthew Treadway  
4682 North Preston Hwy.  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 08/01/2018**  
**Status: Locked**

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Matthew Treadway- Principal Lisa Bolton- Teacher Renee Caldwell- Teacher Natasha Kremer- Teacher Raquel Hubbard- Parent Christy Robinson- Parent

### **COMMENTS**

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Relationship Building- Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. Communications- School staff implements systematic efforts to maximize parent-teacher conference participation. School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children. Advocacy- School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Decision Making- Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district. Learning Opportunities- School staff provides parents with information about their child's academic progress and the progress of the school. School council has a classroom observation policy that allows parents access to most classrooms by appointment only. Community Partnerships- School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request. Parents are made aware of family support services in school and in the community that are provided for students.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

1. Send out parent surveys consistently throughout the year to gauge parent input on various school decision making matters. 2. Build in parent information work sessions during Title Literacy and Math nights that educates parents on how to help their children academically at home. 3. Actively recruit local businesses and organizations to work with students and provide educational opportunities.

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**Part II**

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

Determining the content of in-service professional learning programs- 38% of teachers at FES indicated they had little or no role in the decision making regarding professional development. As a result, a survey was sent out before the school year started in July to all certified personnel that requested personalized professional development needs. A number of responses were collected and intentional planning is ongoing to address each of the items mentioned in the results. We should ensure that teachers have professional development tailored towards their individual needs as to maximize growth for all individuals in the building. Teachers are recognized as educational experts.- 14% of teachers either disagreed or strongly disagreed with this statement. Throughout the year, teachers are leading much of the ongoing professional development with the staff at Bullitt Days (Learning Day) and faculty meetings. Providing opportunities for the content experts to share their practices with the staff is important in growing best practices throughout the building.

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**Part III**

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We utilize our Bullitt Day and faculty meeting schedules to consistently share ideas, areas of focus, and professional development opportunities with one another. This is a school-wide initiative and involves teachers and staff from throughout the building. Teachers are leading much of the training that takes place. Four teachers in grades K-2/Special Ed/Intervention were selected to participate in the Bellarmine Literacy Project to better inform teachers on how to teach early literacy. A kindergarten and 4th grade teacher were selected to participate in the Thinking Focus Cohort to share Thinking Strategies and best practices with the staff at FES. We have a 4th grade and 3rd grade teacher working with the instructional coach and the Kentucky Center for Mathematics regarding an inquiry based approach to teaching math. These teachers are then sharing their expertise with teachers in all grade levels and have lab classrooms set up for others in the building to visit. We received the RTA and MAF grants this year. As such, we have a math team and reading team that will bring back a variety of resources and strategies to share with the staff in the areas of reading and math. Through all of this, our hope is to train an entire staff and not individual teachers. Effectiveness will be measured by student MAP growth. In addition, our PTA is an active group. All stakeholders at FES are invited to participate in this organization. They meet each month to discuss upcoming business, fundraisers, and school needs. Effectiveness will be measured by parent participation and organizational growth.

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## **Phase Two: The Needs Assessment for Schools\_10162018\_12:33**

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## Phase Two: The Needs Assessment for Schools

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**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

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- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
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## Strengths/Leverages

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**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

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## **Phase Two: The Needs Assessment for Schools\_10162018\_12:33**

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**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

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## **Phase Two: School Assurances\_10152018\_16:44**

### **Phase Two: School Assurances**

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

#### **COMMENTS**

#### **ATTACHMENTS**

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

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### **COMMENTS**

#### **ATTACHMENTS**

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

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### **COMMENTS**

#### **ATTACHMENTS**

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

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.






- ☒ **Yes**
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 2018-19 Parent School Compact	Title 1 Parent School Compact	8
 Instructional Coach Request Form	Teachers request personalized professional development and learning via this tool.	2
 MAP Data Board	MAP Data Board	7
 Professional Development Feedback and Reflection Form	Teachers reflect on and provide feedback on their professional development to help inform next steps.	2
 RTI Groups and Interventions	RTI Groups and Interventions	6

## **Phase Two: School Safety Report\_10152018\_07:48**

### **Phase Two: School Safety Report**

#### **Freedom Elementary School**

Matthew Treadway  
4682 North Preston Hwy.  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 10/15/2018**

**Status: Locked**

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

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**Questions Related to the Adoption and Implementation of the Emergency Plan**

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no," please explain below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

**ATTACHMENTS**

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no," please explain below.*

Yes

**ATTACHMENTS**

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

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no," please explain below.*

Yes

**ATTACHMENTS**

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

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no," please explain below.*

Yes

**ATTACHMENTS**

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

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes- August 27, 2018

**ATTACHMENTS**

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

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes- August 7, 2018

### **ATTACHMENTS**

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

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*


*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 Emergency Management Plan	See attached	1

## **Phase Three: Comprehensive Improvement Plan for Schools\_11272018\_13:05**

### **Phase Three: Comprehensive Improvement Plan for Schools**

#### **Freedom Elementary School**

Matthew Treadway  
4682 North Preston Hwy.  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 12/17/2018**

**Status: Locked**

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 2019 Freedom Elementary Goal Builder	2019 goals and objectives	
 Evidenced Based Program Analysis Tool	Evidenced Based Programs and Strategies	



## **Phase Three: Closing the Achievement Gap Diagnostic\_11272018\_13:05**

### **Phase Three: Closing the Achievement Gap Diagnostic**

**Freedom Elementary School**  
Matthew Treadway  
4682 North Preston Hwy.  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 12/17/2018**  
**Status: Locked**

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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.

See attached link

### **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.

Freedom Elementary is a school that is intently focused on individual student performance and growth. Teachers at Freedom build their core instruction around differentiated approaches towards student mastery. In addition, there is an intentional focus on student intervention and extension opportunities daily outside of core instruction. Teachers utilize assessment data (pretest, formative, and summative assessments) to build instructional practices within their classroom. This is discussed weekly at PLC team meetings. Specific students are discussed and proficiency plans are developed for those that are struggling academically and behaviorally. All special education personnel are integrated into the regular classroom, in addition to resource pull-out, so that co-teaching is a regular practice that all students can benefit from.

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.

Over the course of the past three school years, Freedom Elementary has performed well compared to the district and state with various gap groups performance and growth over time. Included below is a breakdown of the performance of our two largest gap populations over the course of the past three years: Special Education: 2015-16- Reading: Novice- 26.1% Apprentice- 34.8% Proficient- 34.8% Distinguished- 4.3% Math: Novice- 21.7% Apprentice- 34.8% Proficient- 26.1% Distinguished- 17.4% 2016-17- Reading: Novice- 33.3% Apprentice- 33.3% Proficient- 25.9% Distinguished- 7.4% Math: Novice- 22.2% Apprentice- 44.4% Proficient- 29.6% Distinguished- 3.7% 2017-18- Reading: Novice- 48% Apprentice- 16% Proficient- 24% Distinguished- 12% Math: Novice- 56% Apprentice- 8% Proficient- 28% Distinguished- 8% Free/Reduced Lunch: 2015-16- Reading: Novice- 15.6% Apprentice- 37.5% Proficient- 32.3% Distinguished- 14.6% Math- Novice- 10.4% Apprentice- 31.3% Proficient- 41.7% Distinguished- 16.7% 2016-17- Reading: Novice- 20.8% Apprentice- 33.3% Proficient- 30.2% Distinguished- 15.6% Math- Novice- 15.6% Apprentice- 31.3% Proficient- 39.6% Distinguished- 13.5% 2017-18- Reading: Novice- 21.1% Apprentice- 22.8% Proficient- 41.5% Distinguished- 14.6% Math- Novice- 18.7% Apprentice- 30.1% Proficient- 35% Distinguished- 16.3% After analyzing the data above, it is evident that we need to decrease the percentage of novice and apprentice students that receive Special Education services. As a result, we would like to see an increase in proficient/distinguished percentages. Similarly, our percentage of free/reduced lunch students is too heavy in the apprentice range. We need to find strategies to move those students towards proficiency.

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

Based upon the overall data trends for all students that fall within the Special Education and Free/Reduced gap populations during those academic years, we regressed in overall proficiency in reading and math. Our Special Education students increased in reading proficiency from 33.3% in 2016-17 to 36% in 2017-18. In math, the same students increased proficiency from 33.3% to 36%. Our Free/Reduced students also showed increased proficiency in reading going from 45.8% to 56.1%.

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

In math, our Free/Reduced gap population showed a slight regression falling from 53.1% to 51.3%. In addition, our Special Education population had a sizable increase in the reading novice percentage going from 33.3% in 2016-17 to 48% in 2017-18. There was also an increase in the math novice percentage going from 22.2% in 2016-17 to 56% in 2017-18.

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).*

Much of our professional development has been focused on instructional and assessment practices in reading and math. We have focused attention to guided reading to meet all readers at their individual and independent reading levels. This specifically addresses reading deficits at all ranges. Utilizing our new guided reading resource, Literacy Footprints, teachers received professional development that helped structure these groups using the Jan Richardson model. In addition, we have invested in professional development that allowed teachers to dive deep into their content standards and develop quality common formative assessments that will help identify student mastery levels. From this data, teachers are able to develop intervention and extension groups that meet students where they are at. With regards to Extended School Year services, we utilize this money to fund a classified interventionist position. This individual works with small groups during core instruction but also works with RTI groups during clinics. They are able to provide more individualized instruction to students that are struggling academically.

## **ATTACHMENTS**

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

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

Because our Special Education population at Freedom is small in numbers, the percentage reflected in the school-wide numbers only represents a hand full of students. As a result, we must get very specific with our intervention plans for these students as one or two kids can dramatically change the way the percentage looks overall. We feel that having a more consistent school-wide approach to teaching reading and math will benefit students as they progress from one grade level to the next. In addition, opportunities for teachers to share their expertise within the building during planning days and professional developments has previously been under utilized and is an area where improvement can become evident.

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.

We have invested time this year for teachers to meet in vertical teams to align their standards and ensure that approaches and instructional practices are consistent from one year to the next. Moving forward, we have provided time for our RTA and MAF teams to share their learning and expertise with others in the building. Our Curriculum and Instruction Committee meets monthly to discuss instructional best practices and share our their learning with the staff. In addition, our ABRI committee meets monthly to analyze student data and progress towards school-wide goals. RTA Team- Megan Harris, Amanda Brooks MAF Team- April Castle, Olivia Rippy, Kristen Axline Curriculum and Instruction Committee- Jaimie Johnson, Morgan Tierney, Kristen Axline, Shelby Janes, Olivia Rippy, Nicole Bennett, Leesa Foster, Rachel Keown ABRI Committee- Rachel Keown, Leslie Thomas, Jaimie Johnson, Lisa Bolton, Laurie Todd, Ashley Andriot, Matt Treadway

### 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).

Freedom Elementary will decrease the percentage of Special Education students scoring in the novice range in the area of reading to 35%. Freedom Elementary will decrease the percentage of Special Education students scoring in the novice range in the area of math to 42%. Freedom Elementary will increase the percentage of Free/Reduced Lunch students scoring in the proficient/distinguished range in the area of reading to 58%. Freedom Elementary will increase the percentage of Free/Reduced Lunch students scoring in the proficient/distinguished range in the area of math to 55%.

#### **ATTACHMENTS**

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

#### 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 attached document

#### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Percentage of FES Gap Groups 2019	I
 FES Professional Development Approval	2018-19 PD Board Approval	II,E
 Measureable Gap Goal 2019	FES Gap Goal	III





## **Phase Three: Executive Summary for Schools\_11272018\_13:07**

### **Phase Three: Executive Summary for Schools**

#### **Freedom Elementary School**

Matthew Treadway  
4682 North Preston Hwy.  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 12/17/2018**

**Status: Locked**

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### 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?

Freedom Elementary is located in the northern region of Bullitt County in Shepherdsville, Kentucky. Our school opened in the fall of 2002 and quickly established a reputation of educational excellence. In November 2018, Freedom Elementary School had 465 students (PreK-5th) enrolled. Of those students, approximately 43.7% receive free and reduced lunch. Freedom Elementary has student minority population of 9.3% according to the most recent school report card. Our staff is made up of 11 primary teachers, 7 intermediate, 4 special education teachers, 3 certified interventionists, and 1 preschool teacher. Freedom's Related Arts Program consists of Physical Education, Arts and Humanities, STEM Lab, and Library. All teachers in all areas are Kentucky Certified and Highly Qualified. Our school has many extracurricular activities which involve members of the community and parents as support for our school staff as well as instructors in areas of specialty. We have a strong volunteer program which logged 8,584 hours during the 2017-2018 school year. A unique challenge for our school is the lack of businesses in our area to provide financial support for programs. We rely on our parent volunteers to assist us with special programs to support our students' growth and development. In 2013 the percentage of students qualifying for free or reduced price lunch increased to 44%. This increase qualified our school for Federal Title 1 funds, which we have received each subsequent year.

#### **ATTACHMENTS**

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

#### 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 vision statement of Freedom Elementary is "Empowering Students to SOAR!" To go along with that, the mission statement reads: "To SOAR we will... Strive to be confident and focused on learning. Overcome obstacles and maintain a growth mindset. Always encourage and help each other. Rise to meet our full potential. We are Freedom Falcons and we will SOAR!" This includes a focus on academics and character development. We maintain a strong educational learning environment focused on quality instruction and mastery of the Kentucky Core Academic Standards. Our staff recognizes that all students can learn at high levels which is demonstrated through differentiated instruction daily in the classroom. Teachers meet weekly in Professional Learning Communities to focus on student data and the development of instructional strategies to meet the established goals and objectives. Student assessments are analyzed to identify needed modifications to instruction that will support high levels of academic achievement. We implement research-based interventions to address individual student needs and provide enrichment opportunities for our gifted learners. Student character development is supported through regular instruction from our school guidance counselor and student recognition weekly. We strive to meet student needs through our Positive Behavior Interventions and Supports (PBIS) program. Our school strives to be a bully free zone and teaches respectful attitudes throughout the building.

Character development along with our emphasis on academics has created a school climate where students feel safe and barriers to learning are eliminated.

### **ATTACHMENTS**

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

#### **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.

The students at Freedom Elementary have demonstrated high levels of academic achievement throughout the last three years according to the KPREP assessment. According to the most recent KPREP assessment results (2017-18), students in 3rd-5th grade at Freedom Elementary scored above the district and state averages in the areas of reading and math. Students at Freedom also achieved the highest overall growth score of all schools within the Bullitt County Public School System. Moving forward, we would like to focus attention on student achievement within writing, social studies, and science. Freedom Elementary was awarded the Reading to Achieve and Math Achievement Fund grants through the Kentucky Department of Education for the 2018-19 school year. This grant will provide two full time certified interventionists in the areas of reading and math for Kindergarten-3rd grade students. These grants are four year agreements between the school and KDE. This has greatly contributed to the RTI program at Freedom Elementary.

### **ATTACHMENTS**

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

#### **Additional Information**

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

Our goal at Freedom Elementary School is to build an intrinsic love for learning in our students. We know that the next generation of adults need critical thinking and problem solving skills. The jobs of the future will largely require this level of thinking. As a result, much of what we do in the classroom centers around those two ideas: critical thinking and problem solving. This is consistent in all grade levels and all content areas at Freedom. We will continue to refine our practices and grow as a community of learners in how to best facilitate the highest levels of learning for our students.

### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
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**Phase Three: Title I Annual Review\_11272018\_13:08**

**Phase Three: Title I Annual Review**

**Freedom Elementary School**  
Matthew Treadway  
4682 North Preston Hwy.  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 12/17/2018**  
**Status: Locked**

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**Phase Three: Title I Annual Review****Title I Annual Review**

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

The needs assessment was very effective for Freedom Elementary as we determined the areas of needed growth. By looking at KPREP scores from the 2017-18 school year, we were able to identify priority content areas for us moving forward and also subgroups within our student population that needed additional focus and strategic planning. Our overall writing proficiency percentage was 29% for the last school year. This makes very obvious our need for growth in this area. As a result of identifying this deficit, we have developed a school-wide writing approach that includes a common pre-writing strategy, self and peer assessment, and the embedding of writing in all content areas. We have recently adopted an updated writing policy through our site based decision making council that outlines our writing program at FES. We also identified our Special Education population as being a gap group of needed focus this school year. The novice percentage for reading and math hovered around 50%. That is obviously an area that we must improve. As a result, we have worked with Special Ed teachers to ensure that student access to equitable education and performance outcomes is leveled. We have utilized our common formative assessments to ensure that recovery plans are put into place for students that are not mastering grade level standards.

### **ATTACHMENTS**

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

## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

A large portion of the work we are doing at Freedom Elementary School this year centers around common formative assessments in all content areas. Teachers have invested a significant number of hours building and refining assessments that match the scope and rigor of state standards. These assessments are given to students in the form of a preassessment before instruction occurs. This allows teachers to develop extension plans for students that have already mastered grade level standards. Students will also take common formative assessments throughout the course of instruction to inform mastery levels after instruction has occurred. Recovery plans that include reassessment will be established for students that have not yet shown mastery to ensure that all kids have their individual learning needs met. These discussions and actions items will take place in professional learning communities and will center around the data gained from assessment.

### **ATTACHMENTS**

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## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We have increased parent and family engagement at Freedom Elementary School over the course of the past three school years. Throughout the academic year, we offer multiple opportunities for parent to come into the building and be part of their student's learning through various Title 1 events. Some of these Title 1 events include our Open Houses, Fall Festival, Spooky Math Night, Cookies and Cocoa with Kris Kringle, and Spring Reading Night. We keep track of attendance through a sign-in sheet and publicize it to ensure it is well known in our student's homes. We also offer two different formal parent/teacher conference nights (fall and spring) throughout the school year. In addition, conferences are always available by request. This school year, to allow more of a college and career readiness focus, our Special Area teachers developed the "Peek of the Week" program. This opportunity allows various community members to come in and discuss their career field with students and the importance of soft skills in their line of work. A large number of our speakers are parents of Freedom students. This has quickly become a staple for students at FES.

### **ATTACHMENTS**

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We would like to continue to grow our "Peek of the Week" program going into the next school year. We were impressed with the number of parents that were willing to come and spend a day with our students and discuss their career fields this year. We are excited to see how this continues to evolve. We also are always looking for new and fun ways to get parents in the building for our Title 1 events. We utilize different themes to keep it exciting. We brainstorm with our PTA and staff to develop ideas. We will continue to do that moving forward.

### **ATTACHMENTS**

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## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We are constantly looking at data at Freedom Elementary School. Our SBDM, grade level collaborative teams, committees, and ABRI team look at various sources of data. Some examples would include common formative assessment (CFA), KPREP, MAP, DRA, and PASS data for student performance. We also analyze RTI data through weekly probes of student receiving tiered intervention to determine student progress towards their individual goals.

### **ATTACHMENTS**

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

We feel strongly that our focus on common formative assessments and identifying student mastery levels has allowed us to best meet state academic standards. Systems of recovery are enacted for students that have not yet shown mastery and extensions are created for students that do master grade level standards. We feel this meets the individual needs of all students but particularly those students that have struggled historically. Systems of recovery are interventions that target specific standards that have not yet been mastered and also includes reassessment to determine their success.

### **ATTACHMENTS**

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We have spent many hours developing our common formative assessments this school year. Teachers are continuing to develop and refine their assessments to best align with the scope and rigor of the grade level standards. Going into the next school year, our focus will continue to be on perfecting this process as well as refining our systems of recovery through professional learning communities. The more specific we can become in identifying and addressing deficit areas within student understanding, the more progress they will show towards mastery.

### **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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