

2019-20 Freedom Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Freedom Elementary School
Renisha Elam
831 North Dr
Hopkinsville, Kentucky, 42240-2649
United States of America

Last Modified: 12/09/2019
Status: Open

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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?

Freedom Elementary was established in 2015. The 2019 - 2020 school year is its fifth year of operation. Freedom Elementary is located on North Drive in Hopkinsville, Christian County, Kentucky. Christian County is located in the western part of the state at the Tennessee and Kentucky border. Christian County is approximately 724 square miles. Christian County is one of the largest school districts in Kentucky. There are eight elementary schools, two middle schools, and two high schools in Christian County. Christian County Public Schools also has two alternative programs, and Gateway Academy. Christian County Public Schools has an enrollment of over 8,500 students. Freedom's student population is reflective of the larger community. The demographics of Freedom are: 30% Caucasian, 54% African American, 6% Hispanic, and 9% two or more races. Seventy-eight percent of our students come from homes that face economic disadvantages. Freedom is centrally located in Hopkinsville and its students are also centrally located within Hopkinsville. Freedom is one of the four city schools located on the west side of Hopkinsville. Freedom Elementary's total student enrollment is 682 children, Preschool through Sixth Grade. Freedom consists of 2 preschool classrooms, 4 Kindergarten, 4 first grade, 4 second grade, 3 third grade, 4 fourth grade, 4 fifth grade, 3 sixth grade classrooms. Freedom houses 4 special education classrooms, 2 speech, and 1 intervention classrooms. Freedom also houses 2 intervention classrooms.

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.

Freedom Elementary believes in involving all stakeholders. The school surveyed stakeholders to establish our initial purpose and beliefs. The collective responses have created a culture of leading and learning. Annual surveys for Parent Satisfaction, Student Engagement and Employee Engagement help to guide and refine the school's improvement plan and help define the culture of the school. Mission Statement: At Freedom Elementary, we believe our students can: Show Leadership Own their actions Achieve their goals Respect everyone Vision Statement: Freedom Elementary School will be a safe, culturally diverse environment that encourages all students to excel, achieve their maximum potential academically and socially, and foster a lifelong joy of learning and leadership in the 21st century. Motto: Lead, Learn, Soar These statements were developed by a team of teachers from each grade level and building administrators. They were developed in the summer of 2015 prior to Freedom's opening. Because our mascot is an eagle, the team wanted to use the word SOAR in our motto, and as an acronym to our mission statement. It was important to all involved that our phrases were simple enough that our students could easily recite them. They help drive all that we do. We have posted our expectations, Motto, and mission everywhere in and outside of the school building. We also used the acronym SOAR to spell out building expectations (restrooms, hallways, cafeteria, etc) so that all expectations were easily remembered by 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.

Freedom Elementary is a Lighthouse Leader in Me School. This designation was established in April 2018. The 7 Habits have been embedded in daily instruction in every classroom since 2015. Freedom has also provided opportunities for training our students' families on the 7 Habits. Our school is progressing with fidelity according to Positive Behavior Instructional Support. We are currently at the PBIS Silver level and working towards gold. Our state data shows that we are improving in the areas of novice reduction in reading for all students, students with disabilities, and English Language Learners. Freedom Elementary has a positive culture as measured by the Studer Education Employee Engagement survey results from Fall 2017, Spring 2018, and recently Fall 2018. The results show 68% of all staff "strongly agree" that culture is positive and our learning environment is supported for staff and students. We look forward to the feedback from the most recent Employee Engagement survey administered in the Fall of 2019.

Additional Information

CSI/TSI Schools 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.

Additional Information

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

Freedom Elementary has a new, dynamic leadership team in place for the 2019 - 2020 school year. Together, they are working with families, staff and students to forge a path of continuous improvement. Freedom's staff continues to reach out and embrace the support of the community for the benefit of students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Freedom Elementary Phase One: Continuous Improvement Diagnostic
for Schools_09132019_10:21**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Freedom Elementary School
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Renisha Elam 9/13/2019

2019-20 Phase Two: The Needs Assessment for Schools_10292019_15:36

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

On Monday, September 30, 2019, the Deep Dive team met to view school data. This team is made up of the following: principal, assistant principal, guidance counselor, teachers, and interventionists. Data was pulled using past and current KPREP, behavioral, and attendance data. The principal participates in monthly Administrator Academy meetings and monthly Curriculum Leadership Team Meetings. School leaders and orchestrated teams gather and organize data. Data is reviewed often, during weekly school leadership team meetings, and weekly PLC's.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

In looking at 3-year trends for reading, we increased novices each year, 16-17 (46.2), 17-18 (46.6), and 18-19 (46.9). In looking at 3-year trends for math, the following was identified: 16-17 (37.4), 17-18 (38.3), and 18-19 (41.9). We also decreased number of proficient and distinguished: READING: 16-17 (28.8), 17-18 (27.3), and 18-19 (24.3) and MATH: 16-17 (23.4), 17-18 (23.0), and 18-19 (19.4).

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Our academic gap groups are Free and Reduced Lunch, African American, and Students with Disabilities. According to KPREP, our Free and Reduced Lunch gap group scored: *17 points below the KPREP state assessment cut score on reading and 19 points below in math proficiency in grades 3-6 *Points below the KPREP state assessment cut score in separate academic indicator in grades 4-5 (science-29, social studies-11, and on-demand writing-42) Our African American gap group scored: *17 points below the KPREP state assessment cut score in reading and 19 points below in math proficiency in grades 3-6 *Points below the KPREP state assessment cut scores on separate academic indicator in grades 4-5 (science-22, social studies-10, and on-demand writing-42) Our students with disabilities gap group scored: *Points below the KPREP state assessment cut score on reading (40) and math (43) proficiency in grades 3-6; *Below the KPREP state assessment cut score on the separate academic indicator in grades 4-5 (science-40, social studies-30, and on-demand writing-68).

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In looking at 3-year KPREP trends for reading, we increased novices each year, 16-17 (46.2), 17-18 (46.6), and 18-19 (46.9). 3-year math trends are 16-17 (37.4), 17-18 (38.3), and 18-19 (41.9). We also decreased number of proficient and distinguished: READING – 16-17 (28.8), 17-18 (27.3), and 18-19 (24.3), MATH – 16-17 (23.4), 17-18 (23.0), and 18-19 (19.4). In looking at behavior trends over the past three years (16/17-18/19), data shows that behavior incidents have decreased, by half, in the past two years. Out of school suspensions decreased by 75%, and in school suspensions decreased by little more than 50%.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Supportive Learning Environment is a focus area for Freedom. It has been our experience, this school year, that adults and students do not always interact in positive ways, nor do students interact with each other in positive ways. This leaves some students and staff feeling as if they are not valued. By focusing our efforts on KCWP 6: Establishing Learning Culture and Environment, we believe we will create a supportive learning environment. The results will be adults and students indicating that school is a place where all are valued, students interacting with peers and adults in positive ways; with compassion and respect, and students learning and growing as a result of the supportive learning environment. The evidence of this will be students taking risks, setting goals, and self-regulating. Additionally, all feel supported, authentic teaching and learning occurs, and student achievement increases. As a school, some actions we have to take include:

- developing and supporting a culture for learning in each classroom and school-wide (weekly or daily intentionally looking for learning in the classroom)
- finding ways to connect with each other, as members of the staff, all students, and families (classroom morning meetings, morning assembly, faculty meetings, monthly potlucks, teacher buddies, etc.)
- communicating regularly to parents about how they can contribute to a supportive learning environment (all call messages, monthly school newsletters, family learning nights, etc.)
- responding to student misbehavior with professionalism and respect
- helping students develop their understanding of rules/expectations and how their behavior affects others (morning assembly, morning meetings, re-teaching and reviewing expectations, texts and lessons around character building, weekly counseling groups, etc.)
- demonstrating restorative practices, offering students a clean slate each day (faculty meeting trainings)
- modeling positive interactions with peers and students
- a system for recognizing and rewarding positive student to student interactions
- showing enthusiasm for teaching and learning
- responding to learning in culturally sensitive ways
- using PBIS with fidelity
- utilizing Leader in Me for character development

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Freedom Elementary is Leader in Me Lighthouse School. There are structures in place for differentiated professional learning, professional learning communities, intention lesson planning and progress monitoring. Our 18-19 KPREP data indicated the following: In 6th math, there were 0% novice among white students. In 4th grade math, 4% of the white students scored distinguished, 2.1% of African-American students scored distinguished and 4.8% of SWD scored distinguished. In 5th grade writing, 5% more African-American performed at the proficient level than white students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances_09172019_12:27

2019-20 Phase Two: School Assurances

Freedom Elementary School
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2019-20 Phase Two: School Assurances

2019-20 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.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☒ **Yes**
- ☐ No
- ☐ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☒ **Yes**
- ☐ No
- ☐ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☒ **Yes**
- ☐ No
- ☐ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☒ **Yes**
- ☐ No
- ☐ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

Freedom Elementary coordinates with other federal, state, and local programs such as: GT, SpEd, Striving Readers, District Instructional & Behavioral Coaches, EL program; Migrant Program; Intervention Support, etc.

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Data protocol work, 5X monitoring

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

School-wide program, GT, after-school/before-school opportunities, school based therapists, Mountain Comprehensive, Pennyroyal partnership, PBIS, RTI, CLT, TILT, new teacher cohorts, Striving Reader work, preschool partnerships.

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☐ Yes
- ☐ No
- ☒ N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☐ Yes
- ☐ No
- ☒ N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

PLCs, other school-led professional learning

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ Yes

- ☐ No
- ☐ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Freedom Phase Three: Title I Annual Review
Diagnostic_12032019_15:01**

2019-20 Phase Three: Title I Annual Review Diagnostic

Freedom Elementary School
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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

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. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with 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. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for Freedom Elementary School follows a protocol to review data to determine effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principal, guidance counselors, teachers, parents, and students. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Professional Learning Communities with all teachers and grade levels serve as the vehicle for improvement. The protocol to review data: Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings and then reviewed with each grade level during PLCs. The review includes: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. Schools have established scorecards that are used for short cycle progress monitoring. The work is monitored through the PLC process and instructional shifts are made based on the data. The data is maintained on the school scorecard. Review current and past performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness. Continuous Improvement Teams through PLCs disaggregate and analyze data by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

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.

K-6 Literacy Cohort: Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice district-wide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Freedom seeks the support of district coaches to embedded professional learning of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work ; PLC minutes Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: F&P Levels; RI Growth; DSA Proficiency Professional Learning Communities (PLCs): implemented for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: F&P Levels, RI Growth DSA Proficiency Coaching observations Instructional Rounds data PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Freedom Elementary school implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement? We identify clear and specific measures we will use to determine success. Measures include such things as - such as F&P Levels; Reading/Math Inventory; KPREP data; District Standards Assessments; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Freedom Elementary School also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals. Freedom Elementary School provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful.

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).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Freedom Elementary School has a need to improve core instruction. Most recent KPREP data indicates that while there is not a significant performance gap, the overall academic performance of the school is low. The Title I program will focus on building teacher capacity through providing additional core teachers, support staff, appropriate professional learning, providing supplemental materials for student achievement, and focusing on engaging parents as active participants in the education of their child.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Freedom Elementary School works with parents and families to review and revise the Parent/School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement. Board Policy 02.4241 establishes that each school: 1) Commitment to a parent involvement process that provides for establishing an open, parent-friendly environment; Increasing parental participation; Improving two-way communication between school and home, including what their child will be expected to learn; and developing parental outreach programs. Freedom does not currently have a SBDM council, but has an Advisory Council in place until the SBDM council is reestablished. The Parent Involvement policy is reviewed each year by the Advisory/SBDM council. An Annual Title I meeting is held each fall. The following parent and family engagement activities were held last year: Annual Title I presentation, Title I Schoolwide Policy, Leadership Advisory Council, Monthly PTO meetings, SBDM meetings, Registration, Open House nights, Grandparents Day Breakfast, Birth-5 Learning Academy, Reading Night, Fall Student Led conferences, Morning with Dad, Parent Showcase of Each Grade, Healthy Math Night, Family Book Fair Night, Family Science Night, Morning with Mom, KPREP Award Ceremony, PreSchool End of Year Program, Kindergarten End of Year Program, End of Year Awards. Event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Freedom Elementary School also works very closely with the Family Resource and Youth Services Centers to support student achievement by supporting families.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Based on feedback, Freedom Elementary School will make the following changes to our Parent and Family Engagement program for the SY 18 - 19 school year: 1. Provide more teacher-led training opportunities for parents. Examples: Reading at Home; What Do Reading Levels Mean?; What is Math Fluency?, etc.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - o For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Increase the number of students scoring proficient or above in combined reading and mathematics from 21.75% to 26.1 by 2020.

Objective	Strategy	Activities to deploy strategies	Measure of Successes	Progress Monitoring	Funding
Objective 1: Freedom Elementary will increase by 1.6% the number of students scoring proficient or above in reading from 24% to 25.6% as measured by EOY District Standards Assessment by June 2020 (grades 2-6).	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> K-6 Literacy Cohort and School Literacy Team Work implemented school-wide LDC Cohort Work implemented school-wide Teachers trained in the Literacy Continuum by Christi Wright including training of BAS testing with fidelity Teachers utilizing all parts of the District's Unit Pacing Documents including success criteria K-12 grade level curriculum pacing and unit planning and task development Implementation of ALL LC Components in all K-3 Classrooms Learning targets posted, referenced, and assessed daily or within lesson completion Teachers plan appropriate high-yield strategies to ensure quality instruction and student engagement with Kagan Structures TILT Learning based on individual professional growth implemented in the classroom Vertical Curriculum Work (develop the most efficient process for teachers to look at the alignment of standards and effective strategies and using the same 	Increased Student Achievement	5X Plans and Data Monitoring reviewed and revised as needed; Disaggregated DSA data discussed with teachers and feedback School Literacy Plan and School Literacy Team Agendas Lesson Plans w/Non Negotiables F&P Reading Level Data Classroom Observations PLC Work, Discussions, and Agendas RI Growth Data Teacher pacing of instruction	SRCL Grant Title 1 General Fund
	KCWP 2: Design and Deliver Instruction			Lesson Plans w/Non Negotiables F&P Reading Level Data Classroom Observations PLC Work, Discussions, and Agendas RI Growth Data	Title 2

		<p>terminology/definition for critical vocabulary in standards)</p> <ul style="list-style-type: none"> Professional Learning Communities- PDSA Cycles used and differentiated for teachers based on where they are in their unit and these cycles focus on understanding the intent of the standards, alignment of the standards to formative and summative assessments, rigorous, high quality instruction and student work, data analysis and refinement of teaching and learning Professional Learning Communities- PDSA Cycles used and differentiated for teachers based on where they are in their unit and these cycles focus on understanding the intent of the standards, alignment of the standards to formative and summative assessments, rigorous, high quality instruction and student work, data analysis and refinement of teaching and learning Creating assessments using enCase and replicate state testing formats and times Utilizing the District's Data Protocol or similar data tracker/reports for data analysis 	Increased Student Achievement	<p>Unit Assessment Data</p> <p>5X Plans and Data Monitoring will be reviewed and revised as needed; Disaggregated DSA data discussed with teachers and feedback School Literacy Plan and School Literacy Team Agendas</p>	General
KCWP 3: Design and Deliver Assessment Literacy					
KCWP 4: Review, Analyze and Apply Data					

	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • PBIS-Positive Behavior Intervention and Supports implemented school-wide to minimize the impact of negative behaviors impacting instructional time • Deep Dive Team that will work on plans to provide a supportive learning environment 	<p>Decrease in students behavior incidents that require time out of the classroom</p> <p>Observable positive and respectful interactions between adults and students and student to student</p>	PBIS Monthly DataWalkthroughs Deep Dive Team Meeting Agendas	Title IV
Objective 2: Freedom Elementary will increase by 1.3% the number of students scoring proficient or above in math from 19.5% to 20.8% as measured by EOY District Standards Assessment by June 2020 (grades 2-6).	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<ul style="list-style-type: none"> • K-12 grade level curriculum pacing and unit and task planning • Teachers utilizing all parts of the District's Unit Pacing Documents including success criteria • K-8 Math Cohort Teacher Participation-teachers will participate and build their capacity as math experts for our school. Teachers in the math cohort will meet twice a year for lesson studies and during TILT Learning Sessions • Coaching sessions with District Math Coach • Teachers plan appropriate high-yield strategies to ensure quality instruction and student engagement with Kagan Structures • Vertical Curriculum Work • Use of Eureka Math Curriculum in all grade levels • Professional Learning Communities- PDSA Cycles used and differentiated for teachers based on where they are in their 	<p>Increased Student Achievement</p>	<p>5X Plans and Data Monitoring will be reviewed and revised as needed; Disaggregated DSA data discussed with teachers and feedback</p> <p>Lesson Plans w/Non Negotiables F&P Reading Level Data Classroom Observations PLC Work/Discussions RI Growth Data Teacher pacing of instruction</p>	<p>General</p> <p>DODEA</p> <p>Title II</p>

			<p>unit and these cycles focus on understanding the intent of the standards, alignment of the standards to formative and summative assessments, rigorous, high quality instruction and student work, data analysis and refinement of teaching and learning</p> <ul style="list-style-type: none"> • Regular formative assessments including those that require students to communicate their learning in writing with success criteria for all grade levels • Professional Learning Communities- PDSA Cycles used and differentiated for teachers based on where they are in their unit and these cycles focus on understanding the intent of the standards, alignment of the standards to formative and summative assessments, rigorous, high quality instruction and student work, data analysis and refinement of teaching and learning • Creating assessments using enCase and replicate state testing formats and times • Planned Tier 2 and 3 Math Instruction • Utilizing the District's Data Protocol or similar data tracker/reports for data analysis • Develop an RTI Team to write, implement, and monitor a School-wide RTI Plan based on data; tutors/grade level assistant to be hired 		
	KCWP 4: Review, Analyze and Apply Data				

2: Separate Academic Indicator

Goal 2: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 17.87% to 21.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Freedom Elementary will increase the number of students scoring proficient or above in Science from 3.6% to 3.84% by 2020.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Alignment of activities to standards Intentional Teaching of the Science Standards across all grade levels Science Cohort Training 	Increased Student Achievement	Lesson Plans PLC Work/Discussion Classroom Observations Unit Assessment Data	General
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Regular formative assessment that include requiring students to communicate their learning in writing TCT Rigorous Assessments aligned with standards and activities within the unit 	Increased Student Achievement	Lesson Plans TCT Data Unit Assessment Data Classroom Observations PLC Work/Discussions	
Objective 2: Freedom Elementary will increase the number of students scoring proficient or above in Social Studies from 32.9% to 35.1% by 2020.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Teaching through LDC Cohort Learning and Tasks K-6 Literacy Cohort 	Increased Student Achievement	Lesson Plans PLC Work/Discussions LDC Task Student Work Unit Assessment Data	SRCL
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Regular formative assessment that include requiring students to communicate their learning in writing Rigorous Assessments aligned with standards and activities within the unit 	Increased Student Achievement	Lesson Plans LDC Task Student Learning Results/Data Unit Assessment Data PLC Work/Discussions	
Objective 3: Freedom Elementary will increase the number of students scoring proficient or above in Writing from 17.1% to 18.24% by 2020.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Utilization of the District's Curriculum Map/Pacing Writing Standards and Writing Process Workshops On Demand Trainings 	Increased Student Achievement	Lesson Plans Faculty Meeting Trainings PLC Work/Discussions Classroom Observations	General
	KCWP 2: Design and Deliver Instruction				

		<ul style="list-style-type: none"> Development and implementation of school wide writing plan aligned with the district's writing plan 	Students writing to grade level expectations per the writing plan	All teachers and staff know the school-wide writing plan and follow it Lesson Plans Student Writing Samples	General Title I
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Regular formative assessment that include requiring students to communicate their learning in writing Analysis of Writing Pieces 	An increase in proficient writing pieces at each grade level	Lesson Plans Student Assessment Data and writing samples	General

3: Achievement Gap

Goal 3: Increase the number of students in the Consolidated Gap Group scoring proficient or above in Reading and Math from 21.8% to 24.0% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Freedom Elementary will increase the number of African American students scoring proficient or above in Reading and Math from 19.85% to 20.5% on KPREP in 2020.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Use of more texts that are inclusive of African American students or by African American Authors Use Kagan Structures for Student Engagement and culturally relevant math lessons/tasks 	A classroom library of culturally, diverse texts being utilized during instruction; an increase in the number of AA students scoring proficient.	Lesson Plans PLC Work/Discussions Eleot/Walkthrough Documentation Classroom Observations Unit Assessment Data	SBDM Funds Title I
	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Ensure culturally responsive behaviors are modeled among faculty, staff, and students Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school 	Positive interactions between and amongst adults and students Schools and families communicating about student learning; Parent-Teacher Conferences; Family Night Attendance	Classroom and Schoolwide Observations PBIS Walkthroughs Survey Data Faculty Meeting Minutes; Parent-Teacher Conferences; Parent Trainings; Survey Data Family Night Sign-In Sheets	General Title I
	KWCP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom. 	Increase Student Engagement in the Classroom; decrease in behavior issues, increased proficiency and student achievement	Lesson Plans, Classroom Observations, Increase in the amount of quality classroom activities and tasks, more student centered classrooms including Kagan Structures	General
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs). 	Achievement Gap Closure, Increased Proficiency	Lesson Plans and Classroom Observations	General
Objective 2: Freedom Elementary will increase the number of Students with Disabilities scoring proficient or above in Reading from 11.15% to					

11.52% on KPREP in 2020.	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> • Specially Designed Instruction: Ensure students with disabilities are receiving SDI as stated on their IEP's. 	Achievement Gap Closure, Increased Proficiency	Lesson Plans and Classroom Observations	General
	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • Accommodations: Ensure appropriate accommodations are being used throughout the school year for students with disabilities to provide equal access to the general curriculum. 	Achievement Gap Closure, Increased Proficiency	General and Sped Lesson Plans, IEPs and Classroom Observations	

4: Growth

Goal 4: Increase the combined reading and math proficiency average growth rate from 56.1 to 57.97 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Freedom Elementary will increase the average KREP growth score for Freedom Elementary School students in reading from 60.2 to 62.21 by 2020.	See Goal 1, Objective 1 Strategies	See Goal 1, Objective 1 Activities	See Goal 1, Objective 1 Measure(s) of Success	5X Plans and Data Monitoring reviewed and revised as needed	See Goal 1, Funding
Objective 2: Freedom Elementary will increase the average KPREP growth score for Freedom Elementary School students in math from 51.9 to 53.63 by 2020.	See Goal 1 Objective 2 Strategies	See Goal 1, Objective 2 Activities	See Goal 1, Objective 2 Measure(s) of Success	5X Plans and Data Monitoring reviewed and revised as needed	See Goal 1, Funding
Objective 3: 60% of K-6 combined readers at Freedom Elementary will reach their annual growth goal by May 2020 as evidenced by a 100 point growth in lexiles.	See Goal 1 Objective 1 Strategies	See Goal 1, Objective 1 Activities	See Goal 1, Objective 1 Measure(s) of Success	School Literacy Plan and School Literacy Team Agendas Foundational Reading Assessment Reports BAS Reading Levels RI Data and Lexiles Unit Assessment Data DSA Data (Grades 2-6)	See Goal 1, Funding
Objective 3: 60% of K-6 combined mathematicians at Freedom Elementary	See Goal 1 Objective 2 Strategies	See Goal 1, Objective 2 Activities	See Goal 1, Objective 2 Measure(s) of Success	MI Data and Quantiles Unit Assessment Data DSA Data (Grades 2-6)	See Goal 1, Funding

will reach an annual growth goal by May 2020 as measured by 100Q growth on the Math Inventory.					
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5: Other (Optional)

Goal 5: Ensure a supportive learning environment as evidenced by stakeholder surveys.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Freedom Elementary will improve the school's learning environment as evidenced by an increase of the overall mean on the Employee Engagement Survey from 4.09 to 4.14.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • Rounding with new employees • Offering a suggestions box on sharing ideas as to how leadership can support staff • Offering teachers input on the school's scorecard and PBIS Implementation 	Employee Engagement will increase and staff say they are supported	Rounding Schedule Number of suggestions submitted and ideas discussed in faculty meetings PLC Discussions Staff Discussions	Title II
Objective 2: Freedom Elementary will improve the school's learning environment as evidenced by an increase of the overall mean on the Student Engagement Survey from 3.98 to 4.03.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • Staff share in faculty meetings how they have built relationships with students • Share character words during morning assembly and share with students how positive interactions look between students and adults and student to student • Utilize the student leadership team or convene a student advisory council to elicit feedback on how they think students would like to be recognized for 	Additional ideas on building positive relationships. Positive student to adult and student to student interactions will increase	Faculty and Leadership Team Meeting Agendas Character Words Document Feedback from teachers and students Student Leadership Team/Student Council Agenda/Meeting Notes Number of times we are recognizing positive interactions	Title II

		<p>good work and behavior</p> <ul style="list-style-type: none"> Regularly recognize when positive interaction between students is observed 			
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Objective 3: Freedom Elementary will improve the school's learning environment as evidenced by an increase of the overall mean on the Parent Satisfaction Survey from 4.17 to 4.22.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Plan Family Academic Nights Elicit more feedback from parents as to what does Freedom Elementary need to do in order for parents to recommend our school to other parents 	More parent involvement and more parent input on school improvement	Family Night Agendas PTO Agenda Items Parent Conversations and Feedback	Title II
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