2020-21 Phase One: Continuous Improvement Diagnostic for Schools_08272020_12:54

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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Freedom Elementary School

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. 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 2020-21 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
• Professional Development Plan for Schools

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.

Freedom Elementary School

Matthew Treadway (08/27/2020)

2020-21 Phase Two: The Needs Assessment for Schools_10212020_15:02

2020-21 Phase Two: The Needs Assessment for Schools

Freedom Elementary School
Matthew Treadway
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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

We have several committees responsible for reviewing data on a monthly basis at Freedom Elementary. Our School Leadership Team (principal, instructional coach, counselor, team leaders) meets every other month to review behavior and academic MTSS data. We also review our procedures and MTSS structures to ensure fidelity and effectiveness. Our SBDM Council meets monthly as well to review school wide data and make school improvement decisions. Regularly throughout the school year during our Teacher Planning Day (Bullitt Day) opportunities, committees meet to discuss progress in the areas of Writing, Curriculum and Instruction, and PRIDE (PBIS). Grade level collaborative teams meet each Wednesday throughout the year to look specifically at MTSS and classroom data to address the four critical questions. A significant emphasis has been placed on common formative assessment and recovery assessments that breaks down student mastery levels towards grade level standards. This is all part of our MTSS structure at Freedom Elementary. Minutes for all committees, collaborative team meetings, and the SBDM are documented and kept accessible in the school-wide Google folder (The Falcon Nest).

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See Attached Link

ATTACHMENTS

Attachment Name

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

See Attached Link

Trends

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

See Attached Link

<u>ATTACHMENTS</u>

Attachment Name

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

KCWP 4: Review, Analyze and Apply Data • How do teachers use these different types of assessment to ensure a balanced approach? • How does school leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions does school leadership want teachers to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? • How does school leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/ regrouping, teacher placement, scheduling)?

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%.

See Attached Link

<u>ATTACHMENTS</u>

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
⬚ 2021- FES Needs Assessment		• • •

Academic Data	K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data, Fall 2020
Elementary Reading (all students)	18-19 KPREP- 66% of students at Freedom Elementary School were proficient/distinguished in the area of Reading compared to 53.9% at the district level and 54.6% at the state level.	53.8% P/D	50% P/D
Elementary Math (all students)	18-19 KPREP- 60.0% of students at Freedom Elementary School were proficient/distinguished in the area of Math compared to 44.1% at the district level and 48.6% at the state level.	54.2% P/D	41.3% P/D
Elementary Writing (all students)	18-19 KPREP- 37.4% of students at Freedom Elementary School were proficient/distinguished in the area of Writing compared to 40.6% at the district level and 46.6% at the state level.	N/A	N/A
Elementary Science (all students)	18-19 KPREP- 35.4% of students at Freedom Elementary School were proficient/distinguished in the area of Science compared to 29.4% at the district level and 31.7% at the state level.	N/A	N/A
Elementary Social Studies (all students)	18-19 KPREP- 38.5% of students at Freedom Elementary School were proficient/distinguished in the area of Social Studies compared to 43.9% at the district level and 53.0% at the state level.	N/A	N/A
Students w/Disabilities Reading (all levels)	18-19 KPREP- 54.3% P/D	35.7% P/D	29.6% P/D
Students w/Disabilities Math (all levels)	18-19 KPREP- 37.1% P/D	26.9% P/D	22.7% P/D
Students w/Disabilities Writing (all levels)	18-19 KPREP- N/A	N/A	N/A
Students w/Disabilities Science (all levels)	18-19 KPREP- 35.6% P/D	N/A	N/A
Students w/Disabilities Social Studies (elem/middle only)	18-19 KPREP- N/A	N/A	N/A
EL Students			
Economically Disadvantaged Reading (all levels)	18-19 KPREP- 60.9 P/D	N/A	40.6% P/D
Economically Disadvantaged Math (all levels)	18-19 KPREP- 53.6% P/D	N/A	30% P/D
Economically Disadvantaged Writing (all levels)	18-19 KPREP- N/A	N/A	N/A
Economically Disadvantaged Science (all levels)	18-19 KPREP- 24.2% P/D	N/A	N/A
Economically Disadvantaged Social Studies (elem. & middle)	18-19 KPREP- N/A	N/A	N/A
Homeless Students Reading (all levels)	18-19 KPREP- N/A	N/A	N/A
Homeless Students Math (all levels)	18-19 KPREP- N/A	N/A	N/A
Homeless Students Writing (all levels)	18-19 KPREP- N/A	N/A	N/A
Homeless Students Science (all levels)	18-19 KPREP- N/A	N/A	N/A
Homeless Students Social Studies (elem. & middle)	18-19 KPREP- N/A	N/A	N/A

Gifted and Talented (all levels)			
GT Students Reading	18-19 KPREP- N/A	N/A	82.7% P/D
GT Students Math	18-19 KPREP- N/A	N/A	84.1% P.D

Non-Academic Data

Behavior	N/A	N/A	N/A
Student Attendance	N/A	N/A	N/A
Teacher Attendance	N/A	N/A	N/A

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2020-21 Phase Two: School Assurances

Freedom Elementary School
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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the <u>Kentucky Equitable Access to Effective Educators Survey</u>. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the <u>Kentucky Equitable Access to Effective Educators Survey</u> by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- o No
- o N/A
<u>COMMENTS</u>

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**
o No
o N/A
COMMENTS

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**
o No
o N/A
COMMENTS

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**
o No
o N/A
COMMENTS

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**
o No

o N/A
COMMENTS

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**
o No
o N/A
COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

● **Yes**
o No
o N/A
COMMENTS

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**
- o No
- o N/A

<u>COMMENTS</u>

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- o No
- o N/A

<u>COMMENTS</u>

Title I Targeted Assistance School Programs

10. 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.

    o Yes

    o No

    ● **N/A**

COMMENTS

11. 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.

    o Yes

    o No

    ● **N/A**

COMMENTS

12. 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.

    o Yes

    o No

    ● **N/A**

COMMENTS

13. 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.

    o Yes

o No

● **N/A**

COMMENTS

14. 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.

o Yes

o No

● **N/A**

COMMENTS

15. 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.

o Yes

o No

● **N/A**

COMMENTS

16. 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.

o Yes

o No

● **N/A**

COMMENTS

17. 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.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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).

    o Yes

    o No

    ● **N/A**

    <u>**COMMENTS**</u>

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

    o Yes

    o No

    ● **N/A**

    <u>**COMMENTS**</u>

All School Programs

20. 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**
- o No
- o N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- o No
- o N/A

COMMENTS

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

- **Yes**
- o No
- o N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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**
- o No
- o N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- **Yes**
- o No
- o N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- **Yes**
- o No
- o N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**
o No
o N/A
COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
o No
o N/A
COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

● **Yes**
o No
o N/A
COMMENTS

29. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
o No
o N/A
COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**
o No
o N/A
COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
o No
o N/A
COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
o No
o N/A
COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**
o No
o N/A
COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**
o No
o N/A
COMMENTS

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**
o No
o N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Safety Report_10212020_15:03

2020-21 Phase Two: School Safety Report

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Freedom Elementary School

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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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Freedom Elementary School

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes.

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 in the comment box.

Yes.

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 in the comment box.

Yes.

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 in the comment box.

Yes.

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

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Freedom Elementary School

required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes.

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

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes.

7. During the first 30 instructional days of the <u>current</u> 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(5)?

If the answer is "no", please explain in the comment box.

Yes.

8. During the month of January during the <u>prior</u> 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(5)?

If the answer is "no", please explain in the comment box.

Yes.

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes.

2020-21 Phase Two: School Safety Report - 2020-21 Phase Two: School Safety Report_10212020_15:03 - Generated on 12/14/2020

Freedom Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive School Improvement
Plan_11182020_10:20

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, Baldridge, 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.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

.a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Goal Builder 2021		•

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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 district 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, Baldridge, 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.

    For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each)
- Increase the average combined reading and math proficiency percentage on K-PREP from 63.45% in 2020 to 70.1% in 2023.
- Increase the average combined reading and math proficiency percentage for students with disabilities (with IEP) on K-PREP from 45.7% in 2020 to 55.55% in 2023.
- Decrease the combined percentage of students scoring apprentice in reading and math on K-PREP from 24.7% in 2020 to 18% by 2023.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
Increase the average combined reading and math proficiency percentage on K-PREP from 63.45% in 2019 to 65% in 2021.	All students at Freedom Elementary will have a combined proficiency percentage on K-PREP of 65% or higher by Spring 2021.	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	-School-wide system of assessing students utilizing teacher made common formative assessments -Providing recovery developed by collaborative PLC teams based on standards not yet mastered -Assessing recovery success and developing next steps based on teacher made recovery assessments	-Common formative assessment (CFA) data after initial core instruction -Recovery assessment data after recovery of standards (Tier 2) occurs -Recovery/Extension protocols (completed by collaborative PLC teams after CFA is administered) -MasteryConnect Charts (reading and math)	-Title 1 Funds- Certified Interventionist -ESS Funds- Classified Daytime Waiver Assistant	-Title 1 Evaluation Survey -Title 1 Math Night Spring 2021 -Title 1 Reading Night November 2021 -Title 1 Certified Interventionist
Increase the average combined reading and math proficiency percentage for students with disabilities (with IEP) on K-PREP from 45.7% in 2019 to 48.8% in 2021.	Students with disabilities at Freedom Elementary will have a combined proficiency percentage of 48.8% or higher on K-PREP by the Spring 2021.					
Decrease the combined percentage of students scoring apprentice in reading and math from 24.7% in 2019 to 22.47% on K-PREP by 2021.	Students scoring in the apprentice range in reading and math will be reduced to 22.47% or lower by the Spring of 2021.		-Collaborative team tracking of individual student mastery levels via the standard mastery chart -Professional learning centered around virtual instruction			

Separate Academic Indicator (3 year target)
- Increase the average combined science, social studies, and writing proficiency percentage on K-PREP from 37.13% in 2020 to 48.53% in 2023.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)

Increase the percentage of students scoring proficient or distinguished in science on K-PREP from 35.5% in 2019 to 50% in 2021.	All 4th grade students at Freedom Elementary will have a science proficiency percentage of 50% or higher on K-PREP by Spring 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	-Developing CFAs/On-Demand Tasks that align with K-PREP in format and rigor -Investing in resources that meet the scope of the standards -Lesson plan development with coach/principal -Professional learning centered around virtual instruction	-Common assessments -Lesson plans -Common formative assessment -Common formative assessment (CFA)/On-Demand data after initial core instruction	-Title 1 Funds- Certified Interventionist -ESS Funds- Classified Daytime Waiver Assistant	-Title 1 Evaluation Survey -Title 1 Certified Interventionist
Increase the percentage of students scoring proficient or distinguished in social studies on K-PREP from 38.5% in 2019 to 50% in 2021.	All 5th grade students at Freedom Elementary will have a social studies proficiency percentage of 50% or higher on K-PREP by Spring 2021.					
Increase the percentage of students scoring proficient or distinguished in writing on K-PREP from 37.4% in 2019 to 50% in 2021.	All 5th grade students at Freedom Elementary will have a writing proficiency percentage of 50% or higher on K-PREP by Spring 2021.					

2020-21 Phase Three: Executive Summary for Schools_11182020_10:24

2020-21 Phase Three: Executive Summary for Schools

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

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2020-21 Phase Three: Executive Summary for Schools

. 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 2020, Freedom Elementary School had 475 students (PreK-5th) enrolled. Of those students, approximately 42.9% 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 13 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 has consistently logged one of the highest number of volunteer hours in the district per 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.

. 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 collaborative teams as part of our Professional Learning Community structure 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. In addition, we recently implemented Morning Meeting for grades K-5 to focus on social/emotional learning daily. 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 teach 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.

. 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 five years according to the KPREP assessment. Students in 3rd-5th grade at Freedom Elementary scored well above the district and state averages in the areas of reading and math. Our focus areas for growth this year continue to be within science, social studies, and writing where our proficiency percentages were lower than reading and math. We have developed a school-wide plan to address these areas of focus. Freedom Elementary was awarded the Reading to Achieve and Math Achievement Fund grants through the Kentucky Department of Education beginning back in the 2017-18 school year. This grant provides 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 Multi-Tiered System of Support program at Freedom Elementary. In February 2020, Freedom Elementary was recognized a Model PLC by Solution Tree for our intentional focus on developing a school-wide culture centered around operating as a professional learning community. This distinction is a national recognition and is awarded to schools/districts based off evidence of implementation and results that indicate continual growth. Freedom Elementary is the fourth school in the state of Kentucky to ever receive the distinction and one of two elementary schools.

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

of low student performance and resource inequities.

N/A

. 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. Much of our school-wide work in these areas are accomplished through the professional learning community we have developed at FES. Teachers work collaboratively to share and analyze data as well as develop next steps to improve instruction. 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Closing the Achievement Gap Diagnostic_11192020_13:44

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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Freedom Elementary School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

See Attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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 recovery of standards and extension opportunities daily outside of core instruction. This is accomplished through Clinics. During Clinics, teachers utilize data gained from common formative assessments to build recovery and extension groups that specifically identify standards mastered/not yet mastered. This is discussed weekly at PLC team meetings where an inclusive approach involves all regular education, special education, and intervention teachers. Specific students are discussed and proficiency plans are developed for those that are struggling academically and behaviorally and have been identified by our universal screener as needing tier 3 intervention.

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

Over the course of the past four years, Freedom Elementary has closed the achievement gap with our Special Education population in the area of reading. Our proficiency percentages have been: 2016-17- 33.3% 2017-18- 36.0% 2018-19- 54.3%

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Over the course of the past three years, Freedom Elementary has shown improvement with our Special Education population in the area of novice reduction within math. Our novice percentages have been: 2017-18- 56.0% 2018-19- 28.6%

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

We would like to continue our focus on growing proficiency within our Special Education population in the area of math. Over the course of the past four years,

there has been small but steady progress made. Our proficiency percentages have been: 2016-17- 33.3% 2017-18- 36.0% 2018-19- 37.1%

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

An adjustment that we have made over the last few years to address the achievement gap is to ensure that students receiving resource support for academic areas are provided the same level of rich instruction targeted towards grade level standards. Our PLC practices have also adjusted to ensure this a priority of our collaborative teams. Because general education, special education, and intervention meet together weekly, equity of instruction is ensured. In addition, all students are expected to take the same common formative assessments that ultimately lead to collaboratively developed recovery of standards. This is tracked and analyzed on a frequent and ongoing basis.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Our focus on inclusive PLC practices have been the driver behind our school-wide growth in the area of closing the achievement gap. Weekly collaborative team meetings, school-wide vertical teaming, and professional development all fit within that. It has been a focus area for us, as a school, to ensure that all students receive equitable instruction and are provided the same opportunities to demonstrate mastery of standards. When this does not occur, teachers collaborate within the PLC to develop recovery plans that address individual students and individual standards.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Over the last two years, the staff at FES has engaged in ongoing professional learning as it relates to meeting the needs of all students. From an assessment perspective, teachers have invested greatly in developing systems of assessments that ascertain student mastery levels and allow for recovery (remediation) when students don't initially show mastery. In addition, teachers have consistently participated in professional learning that centers on best instructional practices in all content areas. Classroom equity has been a major focus of these learning opportunities.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the average math proficiency percentage for students with disabilities (with IEP) on K-PREP from 37.1% in 2019 to 45% in 2021.

<u>ATTACHMENTS</u>

Attachment Name

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Step 1: Download the <u>Closing the Achievement Gap Summary</u> spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Achievement Gap Group Identification		• I
🔗 Measurable Gap Goal		• III

Gap Group/Total number of students	Percentage of Total School Population
Free & Reduced/216	44.20%
Special Education/71	17.38%
Minority Population/51	9.90%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the average math proficiency percentage for students with disabilities (with IEP) on K-PREP from 37.1% in 2019 to 45% in 2021	Strategy 2- Delivery of Instruction, Strategy 4- Review, Analyze, and Apply Data Results	Pre-test/Post Test Data, Common Formative Assessment Data, Recovery, All data analyzed weekly at PLC team meeting, CASE Analysis PD, Immersion into the Regular Education Setting, Inclusive PLC Practices (Inclusion of Special Education teachers in development of Recovery)	Classroom Teacher, Special Education Teachers, Intervention Teachers	Common Formative Assessment Data, Recovery Assessment Data, CASE Data	Title 1 Grant, RTA Grant, MAF Grant, ESS Daytime Waiver Grant

2020-21 Phase Three: Professional Development Plan for Schools_11202020_13:45

2020-21 Phase Three: Professional Development Plan for Schools

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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_11202020_13:45 - Generated on 12/14/2020

Freedom Elementary School

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

   1. What is the school's mission?

   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!"

   2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

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cognia

From 2018-19 K-PREP Data: 37.4% of students at Freedom Elementary School were proficient/distinguished in the area of Writing compared to 40.6% at the district level and 46.6% at the state level. 35.4% of students at Freedom Elementary School were proficient/distinguished in the area of Science compared to 29.4% at the district level and 31.7% at the state level.

3. How do the identified **top two priorities** of professional development relate to school goals?

The top two priorities of professional development directly relate to our school goals. As a school, our performance in writing and science have lagged behind our performance in reading and math. It is critical for us to develop vertical practices and resources that will align our work and allow for rigorous instruction in all grade levels in those content areas.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

-Development and refinement of school-wide writing practices, pre-writing strategies, and assessment calendars. -Professional learning centered around writing instruction. -School-wide writing tasks (pre/post)

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Freedom Elementary will increase their percentage of students writing at the proficient level on KPREP. In addition, teachers will feel more comfortable teaching this content area and be better equipped with resources and strategies to deliver effective instruction. Writing instruction will be more vertically aligned and cohesive as to better develop student writing practices from kindergarten through 5th grade.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

School-wide writing task data (pre/post) will be analyzed to determine student growth throughout the school year. Teachers will also analyze student writing data formatively in the classroom to determine current levels. K-PREP writing data will be analyzed summatively to measure success after implementation of practices.

4d. Who is the targeted audience for the professional development?

Teachers and classified support personnel will receive continual training on best writing practices.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, classified support, and school leadership will be impacted directly by this training. As a result of this training and implementation of practices in the classroom, students will be impacted as they grow as writers.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Staff, funding, materials, and time are all needed resources for professional learning in this area. In addition, depending on the current climate surrounding the COVID-19 pandemic, use of technology could be necessary to deliver effective professional learning.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

All professional learning is followed with a professional learning feedback opportunity for participants. This allows them an opportunity to share strengths and areas of growth regarding the training. In addition, it allows an opportunity to identify needed supports and follow-ups. In addition, coaching cycles and sessions are embedded into the year for teachers to support the work happening. Collaborative teams meet weekly as part of the school wide professional learning community structure that allows teachers to grow in instructional practice together.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Student work samples would include classroom writing samples and school-wide writing task data. In addition, collaborative teams will analyze writing data within their PLC structure to inform next steps on a regular basis. Those individuals involved in this process would include grade level teachers and school leadership.

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cognia

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

-Intentional dive into the grade level science standards and cross cutting concepts -Increase of standard aligned science resources for instruction -Professional learning centered around navigating resources and delivering instruction

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Freedom Elementary will increase their percentage of students scoring at the proficient level in science on KPREP. In addition, teachers will feel more comfortable teaching this content area and be better equipped with resources and strategies to deliver effective instruction.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Classroom assessment data will be utilized to determine student progress towards mastery. In addition, K-PREP results will be analyzed summatively to determine success towards our goal.

5d. Who is the targeted audience for the professional development?

Teachers and school leadership will be the primary audience for this professional learning.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, classified support, and school leadership will be impacted directly by this training. As a result of this training and implementation of practices in the classroom, students will be impacted as they grow towards mastery in science.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Staff, funding, materials, and time are all needed resources for professional learning in this area. In addition, depending on the current climate surrounding the COVID-19 pandemic, use of technology could be necessary to deliver effective professional learning.

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cognia

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

All professional learning is followed with a professional learning feedback opportunity for participants. This allows them an opportunity to share strengths and areas of growth regarding the training. In addition, it allows an opportunity to identify needed supports and follow-ups. In addition, coaching cycles and sessions are embedded into the year for teachers to support the work happening. Collaborative teams meet weekly as part of the school wide professional learning community structure that allows teachers to grow in instructional practice together.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Student work samples would include classroom assessment data. Collaborative teams will analyze this data within their PLC structure to inform next steps on a regular basis. Those individuals involved in this process would include grade level teachers and school leadership.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)