



## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_08262021\_10:11

2021-22 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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## **2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Matthew Treadway (8-26-21)



2021-22 Phase Two: The Needs Assessment for  
Schools\_10212021\_07:14

2021-22 Phase Two: The Needs Assessment for Schools

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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

School assessment (local and state assessment) data is reviewed regularly within the instructional leadership team, school leadership team, and grade level collaborative teams. The instructional leadership team is composed of the principal, instructional coach, and school counselor. The school leadership team is composed of a primary, intermediate, special area, special education, and intervention team lead along with the principal, instructional coach, and counselor. Each of the grade level collaborative teams are composed of certified staff members that work with a particular grade level (special education, regular education, intervention). The

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instructional leadership team and grade level collaborative teams meet weekly. The school leadership team meets six times annually.

## Trends

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

### **Example of Trends**

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Trends were not examined for the 2020-2021 school year due to the unique circumstances brought on by the COVID-19 pandemic that greatly impacted state required testing. Due to a shortened test, uneven participation, interrupted learning models, and changes in learning opportunities direct comparisons cannot be made of assessment data from prior years. BCPS is using this data to serve as baseline for academic needs coming out of the pandemic

## Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See Attached

## Priorities/Concerns



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4. Clearly and concisely identify the greatest 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

#### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See Attached

#### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.



After analyzing the Key Elements of your teaching and learning environment, 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.

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

See Attached

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>FES Key Elements Chart Evidence</u>		.
 <u>FES Needs Assessment</u>		.

Key Elements of the Teaching and Learning Environment - District

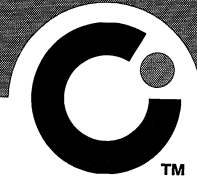
Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-Weekly Collaborative Team Meetings -Monthly Vertical Team Meetings -CFA Analysis -Recovery Protocols -District Benchmark Analysis
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	-Eleot data walkthrough -Collaborative Team Check-In -School-Wide PBL -Personalized Professional Learning -Peer Observations -Lesson Plans
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-CASE benchmark assessment (3 times a year) -MasteryConnect-items banks -PLC Question #2 -ODW District Assessment -Early Literacy Assessment Protocol -PBL -CFAs
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	-Weekly Collaborative Team Meetings (Question 3 and 4 Protocols) -CASE Analysis PL -ODW Analysis -Student Mastery Charts
<b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	-Lesson Plans (All Contents and Morning Meeting-SEL) -Team Planning -Instructional Coaching Cycles -Co-Teaching Model -Student Mastery Charts
<b>KCWP 6: Establishing Learning Culture and Environment</b>	-Systems of Recovery and Extension (Student Mastery Charts and Protocols)

Key Elements of the Teaching and Learning Environment - District

What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?

- Morning Meeting- Social/Emotional Learning
- PBIS School-Wide Structure
- MTSS Model for Intervention

Academic Data	K-PREP 2020-21 (Freedom)	K-PREP 2020-21 (District)	K-PREP 2020-21 (State)
Elementary Reading (all students)	48.8% P/D	43.2% P/D	39.5% P/D
Elementary Math (all students)	36.1% P/D	30.5% P/D	31.4% P/D
Elementary Writing (all students)	52.7% P/D	49.0% P/D	39.8% P/D
Elementary Science (all students)	34.8% P/D	25.9% P/D	25.1%P/D
Elementary Social Studies (all students)			
Students w/Disabilities Reading (all levels)			
Students w/Disabilities Math (all levels)			
Students w/Disabilities Writing (all levels)			
Students w/Disabilities Science (all levels)			
Students w/Disabilities Social Studies (elem/middle only)			
Economically Disadvantaged Reading (all levels)	47.7% P/D	34.9% P/D	30.4% P/D
Economically Disadvantaged Math (all levels)	23.9% P/D	19.4% P/D	17.9% P/D
Economically Disadvantaged Writing (all levels)	45.9% P/D	43.2% P/D	30.5% P/D
Economically Disadvantaged Science (all levels)	17.9% P/D	18.0% P/D	17.9% P/D
Economically Disadvantaged Social Studies (elem. & middle)			



2021-22 Phase Two: School Assurances\_10212021\_07:10

2021-22 Phase Two: School Assurances

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## 2021-22 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.

### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

2. 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

☐ No

☐ N/A

#### **COMMENTS**

### Title I Programs

3. 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

☐ No

☐ N/A

**COMMENTS**

4. 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

☐ No

☐ N/A

**COMMENTS**

5. 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

☐ No

☐ N/A

**COMMENTS**

6. 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

☐ No

☐ N/A

### **COMMENTS**

7. 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 under section 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

☐ No

☐ N/A

### **COMMENTS**

8. 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

☐ No

☐ N/A

### **COMMENTS**

9. 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

☐ No

☐ N/A

**COMMENTS**

10. 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

☐ No

☐ N/A

**COMMENTS**

11. 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

☐ No

☐ N/A

**COMMENTS**

12. 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

☐ No

☐ N/A

**COMMENTS**

13. 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

☐ No

☐ N/A

**COMMENTS**

14. 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

☐ No

☐ N/A

**COMMENTS**

15. 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

☐ No

☐ N/A

**COMMENTS**

Title I Schoolwide Programs

16. 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

**COMMENTS**

17. 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

**COMMENTS**

18. 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

**COMMENTS**

19. 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

**COMMENTS**

20. 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**

21. 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 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. 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**

23. 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

☐ No

☐ N/A

**COMMENTS**

Title I Targeted Assistance School Programs

24. 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

**COMMENTS**

25. 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

**COMMENTS**

26. 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

**COMMENTS**

27. 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

**COMMENTS**

28. 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

**COMMENTS**

29. 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

**COMMENTS**

30. 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

**COMMENTS**

31. 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

**COMMENTS**

**Schools Identified for Targeted Support and Improvement**

32. 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).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

33. 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.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report\_10212021\_07:13

2021-22 Phase Two: School Safety Report

**Freedom Elementary School**  
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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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.

#### 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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes



7. 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 required by KRS 158.162(2)(c)?

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

Yes

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

*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

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools\_11302021\_07:59

2021-22 Phase Three: Professional Development Plan for Schools

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

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## 2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

#### 1. What is the school's mission?

The Freedom Elementary School 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

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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?

2020-21 KPREP Data: Reading- 48.8% of Freedom students scored P/D compared to 43.2% P/D at the district level and 39.5% P/D at the state level. Math- 36.1% P/D of Freedom students scored P/D compared to 30.5% P/D at the district level and 31.4% P/D at the state level.

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

Our top priorities of professional learning align directly with our school goals. Coming out of the pandemic, our performance in reading and math dropped from previous years. Our school-wide focus will be oriented towards increasing proficiency in both of these 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.

-Identification of essential standards in reading. -Focus on classroom early literacy practices. -Implementation of school-wide recovery systems in reading.

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

Proficiency in reading for Freedom students will increase due to our focused attention on instructional practice in this area coupled with school-wide systems that support the work.

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.

Grade level common formative assessment data and CASE Benchmark Assessment data will be utilized to formatively assess student progress and make adjustments. KPREP data will be analyzed summatively to determine success after implementation of practice.

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

Teachers and classified employees who work with students in reading.

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 in reading.

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.

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.

Common formative assessment data will be monitored weekly through MasteryConnect. In addition, students that have not yet achieved mastery on their grade level essential standards in these content areas will be tracked utilizing a school-wide mastery chart. These charts will be updated as students recovery standards and show mastery to reflect present levels.

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



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that need to occur in order to meet the goal.

-Identification of essential standards in math. -Focus on foundational math practices utilizing the CSA model. -Implementation of school-wide recovery systems in math.

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

Proficiency in math for Freedom students will increase due to our focused attention on instructional practice in this area coupled with school-wide systems that support the work.

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.

Grade level common formative assessment data and CASE Benchmark Assessment data will be utilized to formatively assess student progress and make adjustments. KPREP data will be analyzed summatively to determine success after implementation of practice.

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

Teachers and classified employees who work with students in math.

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 in math.

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.

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

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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.

Common formative assessment data will be monitored weekly through MasteryConnect. In addition, students that have not yet achieved mastery on their grade level essential standards in these content areas will be tracked utilizing a school-wide mastery chart. These charts will be updated as students recovery standards and show mastery to reflect present levels.

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.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_11302021\_08:01

2021-2022 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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## 2021-22 Phase Three: Comprehensive School Improvement Plan

### Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.


Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Modifications to objectives and strategies have been implemented on our CSIP Plan template as evidenced by the attached document.

### **ATTACHMENTS**

#### **Attachment Name**

 2022 Goal Builder

### Operational Definitions

**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, as identified in the Needs Assessment for Schools, 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.).

**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

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

**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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.


Requirements for Building an Improvement Plan

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.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022 Goal Builder</u>		.

## 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, district 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 4-5 required school goals (based on level): proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, 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 4-5 required school goals: proficiency, separate academic indicator, achievement gap, 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.

- **Proficiency Reading:** By 2025, 75.3% of students will score proficient or above in reading.
- **Proficiency Math:** By 2025, 71.6% will score proficient or above in math.
- **Achievement Gap Goal:** By 2025, Bullitt County Public Schools will increase the percentage of students with disabilities scoring proficient and distinguished in Elementary School Reading to 66.8% and Math to 54.3%.
- **Growth Goal:** By Spring 2025, Freedom Elementary will reduce the combined reading and math novice percentage by 12%.

Objective (Plan-Validate need w/data)	Measure of Success (outcome-1 year goal)	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 42.45% in 2021 to 52% in 2022.	All students at Freedom Elementary will have a combined proficiency percentage on K-PREP of 52% or higher by Spring 2022.	<u>KCWP 3: Design and Deliver Assessment Literacy</u>  <u>KCWP 4: Review, Analyze and Apply Data</u>	-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 -Collaborative team tracking of individual student mastery levels via the standard mastery chart -Professional learning	-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 2022 -Title 1 Reading Night Fall 2021 -Title 1 Certified Interventionist
Decrease the combined percentage of students scoring novice in reading and math from 23.95% in 2021 to 19% on K-PREP by 2022.	Students scoring in the novice range in reading and math will be reduced to 19% or lower by the Spring of 2022.	<u>KCWP 5: Design, Align and Deliver Support</u>				

- **Proficiency Science:** By 2025, 53% of students will score proficient or above in science.

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	All 4th grade students at Freedom Elementary will have a science	<u>KCWP 1: Design and Deploy Standards</u>	-Developing CFAs that align with K-PREP in format and rigor	-Lesson plans -Common formative assessment (CFA) data	-Section 6 Funds	-Title 1 Evaluation Survey -Title 1 Certified

distinguished in science on K-PREP from 34.8% in 2021 to 40% in 2022.	proficiency percentage of 40% or higher on K-PREP by Spring 2022.	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u>	-Investing in resources that meet the scope of the standards -Lesson plan development with coach/principal -Professional learning -Problem-based learning school-wide garden	after initial core instruction		Interventionist
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2021-22 Phase Three: Executive Summary for  
Schools\_11302021\_07:57

2021-22 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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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

Freedom Elementary is located in the northern region of Bullitt County in Shepherdsville, Kentucky. Our school opened in the fall of 2002 and quickly established a reputation of educational excellence. In November 2021, Freedom Elementary School had 529 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 11 primary teachers, 5 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.

### School's Purpose

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

The vision statement of Freedom Elementary is "Empowering Students to SOAR!" To go along with that, the mission statement reads: "To SOAR we will... Strive to be confident and focused on learning. Overcome obstacles and maintain a growth mindset. Always encourage and help each other. Rise to meet our full potential. We are Freedom Falcons and we will SOAR!" This includes a focus on academics and character development. We maintain a strong educational learning environment focused on quality instruction and mastery of the Kentucky Core Academic Standards. Our staff recognizes that all students can learn at high levels which is

demonstrated through differentiated instruction daily in the classroom. Teachers meet weekly in 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.

#### Notable Achievements and Areas of Improvement

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

The students at Freedom Elementary have demonstrated high levels of academic achievement throughout the last 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 will also focus great attention on reading and math proficiency percentages in the post pandemic world. We have seen a decline compared to previous years in the last round of assessment data. 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



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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.

#### Additional Information

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

N/A

#### Additional Information

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

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)
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