



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_09142023\_14:43

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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## **2023-2024 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 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- 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.

Eric Bristol

09/14/2024

Pending SBDM  
Approval 1/29/2024



2023-2024 Phase One: Executive Summary for  
Schools\_09142023\_14:51

2023-2024 Phase One: Executive Summary for Schools

**Freedom Elementary School**  
**Eric Bristol**  
4682 North Preston Hwy.  
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## 2023-2024 Phase One: 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 650 students (PreK-5th) enrolled. Of those students, approximately 42.9% receive free and reduced lunch. Freedom Elementary has a student minority population of 9.3% according to the most recent school report card. Our staff is made up of 16 primary teachers, 8 intermediate teachers, 6 special education teachers, 2 certified interventionists, and 1 preschool teacher. Freedom's Related Arts Program consists of Physical Education, Arts and Humanities, STEM Lab, Library, and Social Emotional Learning. 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Our stakeholders at Freedom are made up of our students, parents/guardians, and community members. These groups are vital to the success of our building in creating a successful community. At our family and community nights, we provide parents and the community with the opportunity to view and give feedback to our previous school goals. We also dedicate one faculty meeting to viewing and giving feedback to our previous school goals with our certified and classified staff. The feedback that is given is then used to determine our current school goals, objectives, and action plan.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school

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embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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, part time social emotional learning teacher, 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 the district and state averages in the areas of reading and math. We will 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



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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.

### Additional Information

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

Freedom is an excellent place where students learn and grow academically and socially. Our staff is dedicated to helping all of our children achieve at high levels and removing barriers that prevent learning at high levels. We are excited to watch the growth that our student make throughout their school career at Freedom. We truly "Empower Our Students to SOAR!"

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_10102023\_16:49

2023-2024 Phase One: School Safety Report

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## 2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

*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, shall be reported for the 2022-2023 school year and each year thereafter.*

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) and is a copy maintained on file in the school office?

*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) and is a copy maintained in the school office?

*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- 5

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) and are the drills maintained in the appropriate drill log for the given school year?

*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) and is a copy maintained on file in the school office?

*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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2023-2024 Phase Two: The Needs Assessment for  
Schools\_10122023\_10:18

2023-2024 Phase Two: The Needs Assessment for Schools

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## **2023-24 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 instructional leadership team and grade level collaborative teams meet weekly. The school leadership team meets monthly. Meetings are documented through our Google platform and scheduled meeting notices.

#### **Review of Previous Plan**

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our goals, activities, and strategies were all focused around refining our current practices around intentionally using collaborative team meetings to enhance our instruction, define our reteach practices, and develop enrichment activities for students that have shown mastery of essential standards. Our school focus has been centered on creating impactful student learning opportunities. We started our work by identifying essential standards that we would ensure that all of our students mastered for each grade level by the end of the year. Teachers created common formative assessments on those essential standards. Upon giving those CFA's to their students, teachers followed the data analysis protocol to determine enrichment and reteach groups for each essential standard. For this current year, we will focus upon refining our reteach and enrichment practices for each essential standard. This work will be done through our weekly Collaborative Team Meetings.

### Trends

3. 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached

### Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.

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• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached

#### Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

See attached

#### Strengths/Leverages

6. 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

7. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

**ATTACHMENTS**

**Attachment Name**

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 FES Key Elements Chart 23-24

 FES Needs Assessment



8. 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 District Improvement Plan (CSIP) diagnostic and template.

See attached

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 FES Key Elements Chart 23-24		•7
 <u>FES Needs Assessment</u>		•7

## Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
<p><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?</p>	<ul style="list-style-type: none"> <li>-Weekly Collaborative Team Meetings</li> <li>-CFA Analysis</li> <li>-Recovery Protocols</li> <li>-District Benchmark Analysis</li> </ul>
<p><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?</p>	<ul style="list-style-type: none"> <li>-Eleot data walkthrough</li> <li>-Collaborative Team Check-in</li> <li>-School-Wide PBL</li> <li>-Personalized Professional Learning</li> <li>-Peer Observations</li> <li>-Lesson Plans</li> </ul>
<p><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?</p>	<ul style="list-style-type: none"> <li>-Ready benchmark assessment (3 times a year)</li> <li>-PLC Question #2</li> <li>-ODW District Assessment</li> <li>-FastBridge Early Literacy Assessment Protocol</li> <li>-PBL</li> <li>-CFAs</li> </ul>
<p><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?</p>	<ul style="list-style-type: none"> <li>-Weekly Collaborative Team Meetings (Question 3 and 4 Protocols)</li> <li>-Ready Analysis PL</li> <li>-ODW Analysis</li> </ul>
<p><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?</p>	<ul style="list-style-type: none"> <li>-Lesson Plans (All Contents and Morning Meeting-SEL)</li> <li>-Team Planning</li> <li>-Instructional Coaching Cycles</li> <li>-Co-Teaching Model</li> <li>-Student Mastery Charts</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>            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?</p>	<ul style="list-style-type: none"> <li>-Systems of Recovery and Extension</li> <li>-Morning Meeting- Social/Emotional Learning</li> <li>-PBIS School-Wide Structure</li> <li>-MTSS Model for Intervention</li> </ul>



Academic Data	KSA 2022-2023	IREADY	KSA 2021-2022
Elementary Reading (all students)		25% On or Above Grade Level	58% P/D
Elementary Math (all students)		16% On or Above Grade Level	48% P/D
Elementary Writing (all students)			45% P/D
Elementary Science (all students)			32% P/D
Elementary Social Studies (all students)			44% P/D
	KSA 2022-2023		KSA 2021-2022
Students w/Disabilities Reading (elementary)			38% P/D
Students w/Disabilities Math (elementary)			29% P/D
Students w/Disabilities Writing (elementary)			
Students w/Disabilities Science (elementary)			
Students w/Disabilities Social Studies (elementary)			
	KSA 2022-2023		KSA 2021-2022
Economically Disadvantaged Reading (elementary)			51% P/D
Economically Disadvantaged Math (elementary)			36% P/D
Economically Disadvantaged Writing (elementary)			42% P/D
Economically Disadvantaged Science (elementary)			
Economically Disadvantaged Social Studies (elementary)			33% P/D

Academic Data	iReady Fall 2023	K-PREP 2021-22 (Freedom)
Elementary Reading (all students)	49%- 1 Grade Level Below, 18%- 2 Grade Levels Below, 7%- 3 or More Grade Levels Below	20% N, 22% A
Elementary Math (all students)	61%- 1 Grade Level Below, 17%- 2 Grade Levels Below, 7%- 3 or More Grade Levels Below	20% N, 32% A
Elementary Writing (all students)		14% N, 41% A
Elementary Science (all students)		35% N, 22% A
Elementary Social Studies (all students)		11% N, 57% A
Students w/Disabilities: Reading (all levels)		42% N
Students w/Disabilities: Math (all levels)		46% N
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)		21% N
Economically Disadvantaged: Math (all levels)		22% N
Economically Disadvantaged: Writing (all levels)		15% N
Economically Disadvantaged: Science (all levels)		
Economically Disadvantaged: Social Studies (elem & middle)		36% N

Academic Data		2022-2023
Elementary Reading (all students)	Novice percentage has increased 10.6% Proficient and Distinguished has decreased 7.6%	
Elementary Math (all students)	Novice percentage has increased 6.8% Proficient and Distinguished has decreased 12.9%	
Elementary Writing (all students)		
Elementary Science (all students)		
Elementary Social Studies (all students)	Novice percentage has increased 17.4% Proficient and Distinguished has increased 4.5%	

**Academic Data**

**Bullet Points**

22-23 Fall iReady Data falls below district iReady data. Due to this, we will take a closer look at our Tier 1 Reading instructional practices to determine next steps.

22-23 Fall iReady Data falls below district iReady data. Our next steps is to examine of Tier 1 Math instruction and focus on strategies for improvement.

We will implement a protocol for identifying and providing interventions for students identified in Teir 1 Writing.

We will continue to provide grade level science instruction to all students during core science time.

Provide Teir 1 instructional to all students at designated social studies block of time established in the master schedule.

Elementary Reading (all students)

Elementary Math (all students)

Elementary Writing (all students)

Elementary Science (all students)

Elementary Social Studies (all students)



2023-2024 Phase Two: School Assurances\_10122023\_10:06

2023-2024 Phase Two: School Assurances

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## 2023-24 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 distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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**

5. 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**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes 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). 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**



7. 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**

8. 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**

9. 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**

10. 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**

11. The school educates teachers, specialized instructional support personnel, principals, 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**

12. 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**

13. 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**

14. 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**

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

17. In a school implementing a schoolwide program, the school developed a

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comprehensive plan (CSIP) 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**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**

22. 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**

23. In a school 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**

24. In a school 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**

25. In a school 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**

26. In a school 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**

27. In a school 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**

28. In a school 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**

29. In a school 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**

30. In a school 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

31. 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**

32. 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

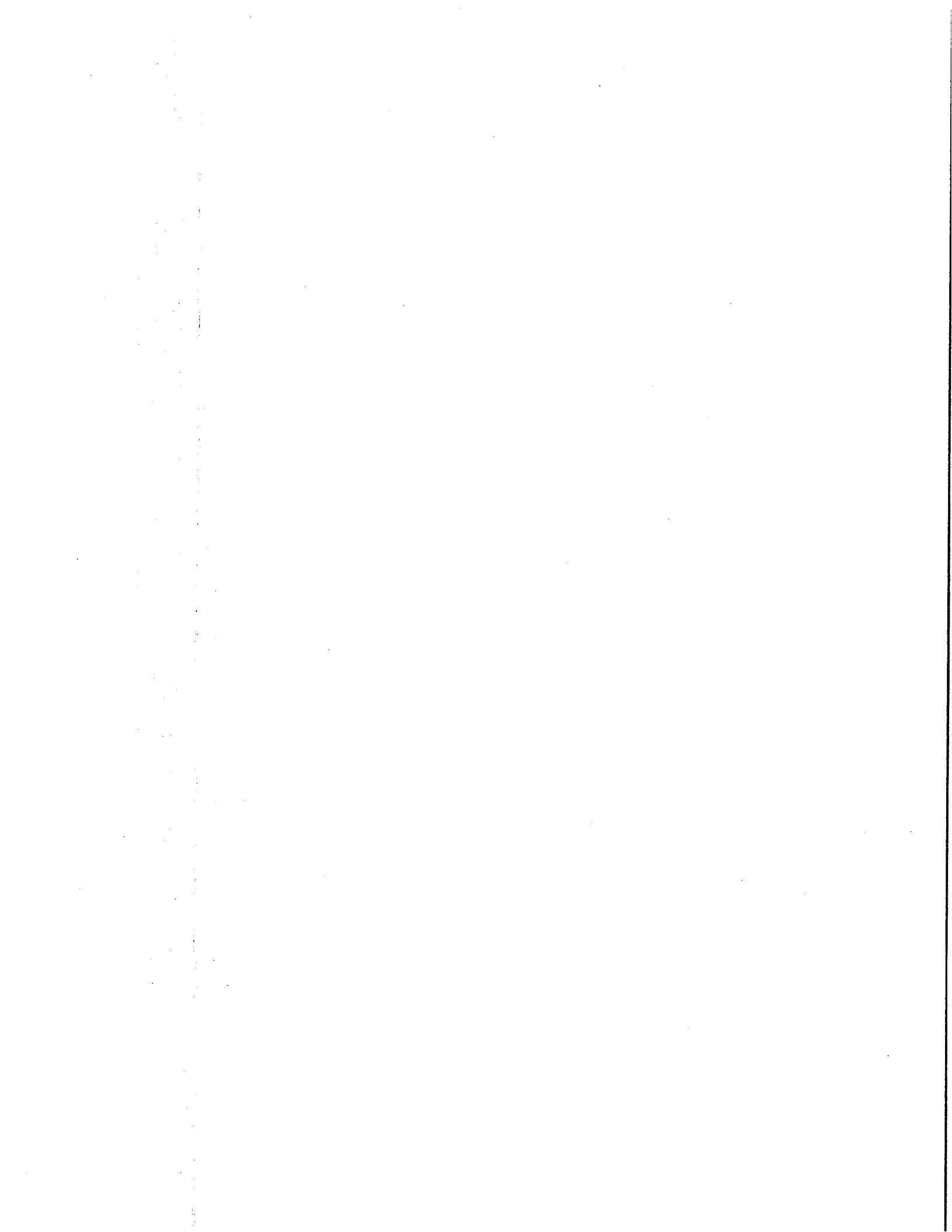
N/A

**COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement  
Plan\_12012023\_14:17

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

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## 2023-24 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.**

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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

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KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

**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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

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 template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

 FES 23-24 Comprehensive School Improvement Plan (CSIP)

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.

These strategies are new for this year to help our continued academic improvement:


Teacher training in best practice/high yield strategies. Revisit/review best practices throughout the year. Focus on the following strategies:

- Tools for Thoughtful Education

Teacher training, provided by Rebecca Martin from OVEC, in active student engagement strategies and lessons during Bullitt Days. Review/revisit active engagement strategies throughout the year.

iReady- iReady diagnostics will be utilized three times yearly. Data will be analyzed and small group skill-based activities will be developed for small group reading instruction. Additional training on the teacher Toolbox provided to teachers as a resource for instruction.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 FES 23-24 Comprehensive School Improvement Plan (CSIP)		



### Comprehensive School Improvement Plan (CSIP)

#### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement. 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 11.14 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

#### The required goals for elementary/middle schools

- include the following:
- State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

#### The required goals for high schools include the

- following:
- State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

**BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION**  
Our students will be... and... by... and... and... and...

**AUTHENTIC LEARNING EXPERIENCES**  
Academic Standards + Graduate Profile Competencies  
Authentic Learning Experiences  
Experiences are a balance of traditional, transitional, AND transformational

**STUDENT VOICE AND AGENCY**  
Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

**COMMUNITY PARTNERSHIPS**  
Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

**DEMONSTRATIONS OF LEARNING**  
Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

**AUTHENTIC ASSESSMENTS**  
Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	56	Orange	-7.5	Red
State Assessment Results in science, social studies and writing	49.5	Orange	-6.4	Orange
English Learner Progress	N/A	Blue	N/A	Blue
Quality of School Climate and Safety	77.5	Yellow	0.2	Green
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprrentice, etc.)</i></p>				
<p>Processes, Practices, or Conditions to be Addressed from Key Elements Template <i>(this comes from Phase II School Key Elements Table)</i>                      List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.</p> <p><b>KCWP 1: Design and Deploy Standards</b>  <b>KCWP 2: Design and Deliver Instruction</b>  <b>KCWP 3: Design and Deliver Assessment Literacy</b></p>				

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Mark Process 1-6 <i>(Proposed minimum maximum of 3 K/IPS)</i>	Plan/Do <i>(For TS schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices table below)</i>	Study & Act <i>(Select a data source, write notings, and next steps; Document date of review) Please progress monitor a minimum of time per academic year.</i>	Funding <i>(Select fund and then enter amount)</i>
School Report Card - Academic Performance	Academic Performance	Assessment Results	Assessment Results				
	Progress Towards State Goals	Progress Towards State Goals					

Reading	47.0	70.6	73.7	1. Design and Deploy Stan...	Vertical curriculum mapping to identify instructional gaps	iReady Notings: Action: Date:	ESS-Funds (State) - \$14,408.50- Daytime Waiver Instructional Tutor
Math	42.0	66.2	69.8	2. Design and Deliver Instr...	Teacher training in best practice/high yield strategies	FastBridge Notings: Action: Date:	Title 1 (Federal) - \$75,000- BLP Interventionist
Achievement Gap Reading Econo...	35.0	66.2	69	3. Design and Deliver Asse...	Revisit/review best practices throughout the year. Focus on the following strategies: <ul style="list-style-type: none"> <li>Tools for Thoughtful Education</li> </ul> Teacher training, provided by Rebecca Martin from OVEC, in active student engagement strategies and lessons during Bullitt Days. Review/visit active engagement strategies throughout the year.		Title 1 (Federal) - \$0 Title 1 (Federal) - \$0 Title 1 (Federal) - \$0 Title 1 (Federal) - \$0 Title 1 (Federal) - \$0
							Title 1 (Federal) - \$0



Science	45:0	41:2	50:1	<p>Scoring Criteria: Create common scoring criteria utilizing KDE holistic scoring guide</p> <p>Collaborative Scoring Sessions: Highly qualified, certified teachers and the leadership team collaboratively score benchmark assessments to monitor growth of students over time.</p> <p>ODW: On Demand Writing benchmarks from the district</p> <p>PBL professional development for all teachers provided by OVEC</p> <p>Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies:</p> <ul style="list-style-type: none"> <li>Pacing guides</li> <li>Kagan cooperative learning strategies</li> <li>Determine if assessments (common formative assessments) reflect the learning targets students have had the opportunity to learn</li> </ul>	<p><b>Student Work Samples</b></p> <p>Noticing: _____ Action: _____ Date: _____</p> <p><b>Common Assessment</b></p> <p>Noticing: _____ Action: _____ Date: _____</p>
Social Studies	28:0	46:9	52:5		
Writing	28:0	45:9	51:6		

Updated June 2023

English Learner Progress	7.7			<p>School English Language teacher to provide professional development to teachers on high yield strategies for EL students.</p> <ul style="list-style-type: none"> <li>-Pull out services for EL students</li> <li>-Teachers that have EL students will attend a conference to further learn about EL strategies</li> </ul>	<p><b>ACCESS Data (EL)</b></p> <p>Noticing: Action: Date:</p> <p><b>Common Assessment</b></p> <p>Noticing: Action: Date:</p>	
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Quality of School Climate and Safety	77.5	79.0	83.0	<p>Weekly Guidance Lessons - Our School Counselor provides core instruction on social-emotional learning.</p> <p>PBIS Program - All classrooms and common areas share tiered behavioral expectations to provide consistency for all students.</p> <p>Tier II Behavioral Committee - PBIS system was rewritten by a committee of teachers and administration to address problem areas identified by students and staff.</p> <p>Seven Counties/AWARE Grant - Weekly counseling services offered to students in behavior MTSS.</p> <p>School Counselor - Small group and individual counseling services offered to students in behavior and mental health MTSS.</p> <p>Social Skills Groups - School Counselor provides differentiated social skills instruction based on student need.</p>	<p>ELS - Noticing Action Date</p> <p>ELS - Noticing Action Date</p>	
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<p>Special considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATI) schools</p> <p>TSI schools (including ATI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart.</p>	<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>	<p>Targeted Subgroups and Evidence-Based Interventions</p>
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Special considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATI) schools

<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>	<p>Targeted Subgroups and Evidence-Based Interventions</p>
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Updated June 2023

Evidence-based Activity (Evidence-based Practices waits(s))	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Resources:

- [What Works Clearinghouse \(WWC\) User Guide](#)
- [Elevating Evidence Resources: Clearinghouses and Databases](#)
- [Open Access Journals in Education](#)