



2025-2026 Phase One: School Safety Report_09282025_20:36

2025-2026 Phase One: School Safety Report

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2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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, October 2025

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

Yes. August 11, 2025 at our Opening Day Meeting

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

11. 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

12. 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 documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

n/a

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes



2025-2026 Phase One: Executive Summary for Schools_09282025_20:09

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 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 August 2025, Freedom Elementary School had 569 students (PreK-5th) enrolled. Of those students, approximately 36.5% receive free and reduced lunch. Freedom Elementary has a student minority population of 17.38% according to the most recent school report card. Our staff is made up of 17 primary teachers, 7 intermediate teachers, 5 special education teachers, 1 certified interventionist, and 1 preschool teacher.

Freedom's Related Arts Program consists of Physical Education, Arts and Humanities, STEM and Music (K-2 students only). 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 and PTA.

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.

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 the opportunity to view and give feedback to our school goals. As a staff, we plan our professional growth plans around our CSIP and review progress toward our goals in SBDM. The feedback that is given is then used to determine our current school goals, objectives, and action plan. This year, we are working on reviewing and revising our mission and vision statements.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school 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!" We have begun to look at our current reality and realign our mission and vision statements with it. At this time, we have individually answered the following 3 questions: 1. Why does our school exist? 2. What do we hope to accomplish? 3. What are we here to do together? Our next step is to integrate our responses and share with stakeholders.

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 our teachers during morning social emotional learning time. 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

Describe the school's notable achievements in the last three years.

Notable achievements---Kindergarten through 2nd grade teachers have all been professionally trained by Wilson Foundations. 3rd-5th grade teachers have been trained in morphology and vocabulary instruction.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Areas of Improvement---3rd-5th grade students scoring proficient and distinguished in reading and math has decreased over the last few years. Our goal is to grow readers and writers across all grade levels by building a culture of readers with strong foundations in phonics and vocabulary. We want to increase the number of

students scoring proficient in math by building stronger number sense in all of our learners.

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 see our students learn, grow, and be lifelong learners.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09282025_20:03

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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2025-2026 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.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Carla Wilson 9/28/25



2025-2026 Phase Two: The Needs Assessment for Schools_10162025_13:27

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 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 they will address 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

see attachments

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 will your results inform this year's plan?

see attachments

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

see attachments

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

see attachments

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities

- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.
see attachments

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
see attachments

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.
see attachments

Evaluate the Teaching and Learning Environment

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 Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The focus of our Instructional Leadership Team is to monitor the effectiveness of engaging instruction through classroom observations. We are also supporting our teachers with their team planning to not only focus on what they are planning but how they are going to deliver instruction.

Professional development was chosen based on teacher choice and needs. Best practices in reading, math, and writing were shared with teachers at the beginning of the school year. The Instructional Leadership Team has a different focus every 9 weeks as we observe in classrooms to monitor "take aways" from professional learning.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**


☒ No

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Freedom Elementary Needs Assessment</u>	Needs Assessment for 2026 ---Freedom Elementary	.



2025-2026 Phase Three: Comprehensive School Improvement Plan_12152025_15:31

2025-2026 Phase Three: Comprehensive School Improvement Plan

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- a. Upload your completed template in the attachment area directly below.


ATTACHMENTS

Attachment Name



Freedom Elementary Comprehensive School Plan 2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Freedom Elementary Comprehensive School Plan 2026	CSIP	• 1

<p>Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process (2) a timeline of the process, (3) the specific data reviewed and analyzed, and (4) how and where the meetings were documented.</p>	<p>School assessment (local and state assessment) data is reviewed regularly within the instructional leadership team and grade level collaborative teams. The instructional leadership team is composed of the principal, assistant principal, and instructional coach. Each of the grade level collaborative teams are composed of certified staff members that work with a particular grade level (special education, regular education, interventionist).</p>
<p>Review of Previous Plan: Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?</p>	<p>The instructional leadership team (ILT) meets weekly to look over 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 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. Building on this intentionality with tier 2 support we are strengthening our tier 1 curriculum by being consistent with common language from the HQIRs, ensuring rigor in our delivery, and holding students to high expectations.</p>
<p>Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:</p> <ul style="list-style-type: none"> • Kentucky Summative Assessments • Benchmark assessments • Formative assessments • Graduation rate • Progress in achieving English language proficiency • Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten 	<p>From 2023-2025, the percent of 3rd through 5th grade students scoring proficient/distinguished in reading has decreased from 47% to 39%. The percent of 3rd through 5th grade students scoring proficient/distinguished in math has decreased from 42% to 32%. The percent of students with disabilities scoring proficient/distinguished in reading has decreased from 33% to 23% and from 25% to 11% in math.</p>

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Staff retention has improved from the 24-25 school year to the 25-26 school year. There were 16 vacancies last year and only 2 this year. Our attendance rate of 94.15% for the 24-25 school year was better than the district's rate of 93.62%. Our Chronic Absenteeism rate of 15.89% was lower than the district rate of 19.61%. (According to the data from the Department of Pupil Personnel from BCPS) According to KSA data there was a 1.7% decrease in the Quality of School Climate and Safety Survey from the 23-24 school year to the 24-25 school year.

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Evaluate the Teaching and Learning Environment: In Cognia, select yes or no for each of the KCWPs that you will focus on per your data analysis from above and provide comments on the KCWP(s) you will be focusing on.

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 Processes

KCWP 6: Establish Learning Environment and Culture

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These need to be answered in Cognia, not here.

	Spring iReady 25	Fall iReady 25	Winter iReady target	KSA 2023-24	KSA 2024-2025	Change	Trends 2-3 years	Strengths
Elementary Reading (all students)	25.3% P/D (3rd-5th)	12.4% P/D (3rd-5th)	25% P/D	41% P/D	39% P/D	-2	From 2023-2025, the percent of 3rd through 5th grade students scoring proficient/distinguished in reading has decreased from 47% to 39%. The percent of 3rd through 5th grade students scoring proficient/distinguished in math has decreased from 42% to 32%. The percent of students with disabilities scoring proficient/distinguished in reading has decreased from 33% to 23% and from 25% to 11% in math.	The 3rd grade students from the 2023-24 school year who were 4th graders in the 24-25 school year increased in reading and math. In reading, these students increased from 49% to 54% scoring proficient and distinguished. In math, proficient/distinguished scores increased from 39% to 45%. Students scoring proficient/distinguished in science improved from 26% to 34%.
Elementary Math (all students)	17.8% P/D (3rd-5th)	3.6% P/D (3rd-5th)	10% P/D	39% P/D	32% P/D	-7		
Elementary Writing (all students)				37% P/D	20% P/D	-17		
Elementary Science (all students)				26% P/D	34% P/D	12		
Elementary Social Studies (all students)				20% P/D	19% P/D	-1		
Students w/Disabilities Reading (elementary)	Spring iReady 25	Fall iReady 25	Winter iReady Target	KSA 2023-24	KSA 2024-2025	Change		
Students w/Disabilities Math (elementary)	21.4% P/D (3rd-5th)	11.1% P/D (3rd-5th)	18%	28%	23%	-5		
Students w/Disabilities Writing (elementary)	17.8% P/D (3rd-5th)	2.8% P/D (3rd-5th)	10%		11%			
Students w/Disabilities Science (elementary)								
Students w/Disabilities Social Studies (elementary)								
EL Elementary Reading	Spring iReady 25	Winter iReady Target	Fall i-Ready	KSA 2023-24	KSA 2024-2025	Change		
EL Elementary Math								
Economically Disadvantaged Reading (elementary)	Spring iReady 25	Winter i-Ready Target	Fall i-Ready	KSA 2023-24	KSA 2024-2025	Change		
Economically Disadvantaged Math (elementary)				30%	26%	-4		
Economically Disadvantaged Writing (elementary)				25%	21%	-4		
Economically Disadvantaged Science (elementary)				24%	16%	-8		
Economically Disadvantaged Social Studies (elementary)				4%	24%	20		
Homeless Students Reading (elementary)	Spring iReady 25	Winter i-Ready Target	Fall i-Ready	KSA 2023-24	KSA 2024-2025	Change		
Homeless Students Math (elementary)								
Homeless Students Writing (elementary)								
Homeless Students Science (elementary)								
Homeless Students Social Studies (elem)								
Gifted and Talented Reading (elementary)	Spring iReady 25	Winter i-Ready Target	Fall i-Ready	KSA 2023-24	KSA 2024-2025	Change		
Gifted and Talented Math (elementary)								
Non-Academic Data	Spring iReady 25	Winter i-Ready Target	Fall i-Ready	KSA 2023-24	KSA 2024-2025	Change		
Behavior (elementary)								
Student Attendance (elementary)								
Quality of Climate Student Survey (elementary)								

Physical Aggression: 40.5%, Disrespectful Behavior: 5.2%, Disruptive Behavior: 4.5%, Bus Rule Violation: 10%
 Freedom's attendance rate for the year was 94.15%. The District Attendance Rate was 93.62%. Freedom's chronic absenteeism rate was 15.89%
 and the Chronic Absenteeism Rate for BCPS was 19.61%.

Our survey results decreased from
 72.7 to 71.0.

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSZ is a journal devoted by the editorial committee to the review of research that includes papers, interviews, reviews, and book reviews. The journal is published annually to support scholars in their research and to disseminate information about research progress. The journal is published by the American Psychological Association. Through the journal, researchers can learn about the latest research in their field. The journal is published by the American Psychological Association. Through the journal, researchers can learn about the latest research in their field. The journal is published by the American Psychological Association. Through the journal, researchers can learn about the latest research in their field.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- Long-term: Long-range three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two Needs Assessment for Schools.
- Objective: Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There may be multiple objectives for each goal.

Strategy: An approach to systematic rehearsal, in order to reach its goals.

[illegible]

SNYD. Baker, vol. 2, pp. 249-250

[Illegible text]

Activity: Actionable steps the act-

Success Monitoring: Process used to collect and analyze measures of success to assess the level of implementation. The rate of improvement and the effectiveness of the intervention may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals and

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Goal Setting
When developing goals, all schools must establish achievement gap targets and set goals in the area of more measurement results in reading and mathematics. Other goals aligned to the indicators in the State's accountability system and deemed priority areas in the Phase Two Needs Assessment for Schools are optional.

Achievement Gap Goal

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective/Goal: *By Spring 2026, students with disabilities scoring proficient and distinguished in math will improve from 11% to 49.5%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Strengthen foundational skills (number sense) in math by increasing time spent in the concrete phase of learning where students are using manipulatives and other hands-on tools.	KCWP 2: Design and Deliver Instruction	Professional learning in CSA (Concrete-Semiconcrete-Abstract) model for math and implementing it.	<p>Measure of Success: Analysis of iReady Personalized Instruction passed lessons and iReady Universal screener, review lesson plans</p> <p>Who will review progress? teachers and ILT</p> <p>How often? Monthly iReady checks and 3 times a year for iReady diagnostic tests, review lesson plans weekly in ILT</p>	\$0
Intentional planning and instruction of MTSS/Clinic time with use of consistent interventions from iReady math.	KCWP 5: Design, Align and Deliver Support	Dedicated time in schedule for reteaching and recovery of grade level standards as well as previous grade level standards	<p>Measure of Success: MTSS data (SPAGs reports) Who will review progress? Certified interventionist, ILT, teachers.</p> <p>How often? Every 6 weeks</p>	\$3,488.00 iReady Toolbox

KDE Guidance

TSI/ATSI Improvement Plan Requirements TSI/ATSI schools must embed their subgroup(s) plan for improvement in their CSIPs with the involvement of local school personnel and other stakeholders, including the principal and other school leaders, teachers and parents. Each revised plan must be informed by all available indicators including student performance compared to long-term goals and must include the following additional requirements:

(1) Components of turnaround leadership development and support; 2) Identification of critical resources inequities; 3) Evidence-based interventions; and 4) Additional actions that address the causes of consistently underperforming subgroups of students.

When considering the additional components, TSI/ATSI stakeholders are carefully examining what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system and capture that improvement plan within the CSIP.

1. Components of Turnaround Leadership Development and Support

Question for Consideration: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups to promote each student's success and well-being?

1. Identification of Critical Resource Inequities

Questions for Consideration: What process was used to review the allocation and use of resources (people, time and money)? What resource inequities were identified that may contribute to underperformance? How will identified resource inequities be addressed in your plan?

3. Evidence-Based Interventions

Questions for Consideration: What areas of need were revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s)? What evidence-based interventions will be deployed to target the needs of students in your targeted subgroup(s)? Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.

4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Reading				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
<p>3-5 Year Goal: <i>By Spring 2029, students scoring proficient and distinguished will increase from 39% to 78.4%.</i></p> <p>Objective/Goal: <i>By Spring 2026, students scoring proficient and distinguished in reading will improve from 39% to 73.7%.</i></p> <p>Strengthen foundational skills in reading by focusing on phonological awareness, phonics, and word study where students learn to decode words and utilize word study to read unfamiliar words</p> <p>Intentional planning and instruction of MTSS/Clinic time with use of consistent interventions from iReady reading.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Dedicated time in schedule to deliver phonemic awareness and phonics with everyone teaching the same curriculum (Wilson Foundations) for K-2 and morphology for grades 3-5.</p>	<p>Measure of Success: Analysis of iReady Personalized Instruction passed lessons and iReady Universal screener, review lesson plans Who will review progress? teachers and ILT</p> <p>How often? Monthly iReady checks and 3 times a year for iReady diagnostic tests, review lesson plans weekly in ILT</p> <p>Measure of Success: MTSS data (SPAGs reports) Who will review progress? Certified interventionist, ILT, teachers. How often? Every 6 weeks</p>	<p>\$7,200</p> <p>\$0</p>

Math				
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
<p>3-5 Year Goal: <i>By Spring 2029, students scoring proficient and distinguished in math will improve from 32% to 75.1%.</i></p> <p>Objective/Goal: <i>By Spring 2026, students scoring proficient and distinguished in math will improve from 32% to 69.8%.</i></p> <p>Strengthen foundational skills (number sense) in math by increasing time spent in the concrete phase of learning where students are using manipulatives and other hands-on tools.</p> <p>Intentional planning and instruction of MTSS/Clinic time with use of consistent interventions from iReady math.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Professional learning in CSA (Concrete-Semiconcrete-Abstract) model for math and implementing it.</p>	<p>Measure of Success: Analysis of iReady Personalized Instruction passed lessons and iReady Universal screener, review lesson plans Who will review progress? teachers and ILT</p> <p>How often? Monthly iReady checks and 3 times a year for iReady diagnostic tests, review lesson plans weekly in ILT</p> <p>Measure of Success: MTSS data (SPAGs reports) Who will review progress? Certified interventionist, ILT, teachers. How often? Every 6 weeks</p>	<p>\$0</p> <p>\$3,468.00 iReady Toolbox</p>

