



2024-2025 Phase One: Executive Summary for Schools FREEDOM

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Freedom Elementary School
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Description of the School

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

Freedom Elementary School is located in Christian County, Kentucky, situated in Western Kentucky on the Kentucky-Tennessee border. Christian County covers 724 square miles and is one of the largest school districts in the state. Freedom Elementary is one of seven elementary schools in the Christian County Public School District, and is located in the city of Hopkinsville. Freedom serves kindergarten through fifth grade, and we are a district site for an emotional behavior unit. Freedom Elementary's student population is 505 students. FES serves an economically disadvantaged population, with 88% of our students receiving free or reduced lunch. Our demographic breakdown consists of 50% African-American, 31% White (non-Hispanic), 12% Two or More Races, and 8% Hispanic. This demographic information is representative of the community that is zoned to Freedom Elementary School but is significantly higher than Hopkinsville or Christian County. We began the 2024-2025 school year with 26% of the staff being new to their current positions. This includes a new administrative team consisting of a new principal and the return of assistant principals. Eight teachers are seeking alternative certification, and fourteen out of 35 teachers have ten years or more experience. Nine of the 35 teachers are in a new position from the previous year. Freedom added ten ambassador teacher positions for the 23-24 school year to mentor other teachers in the school. The Teacher Ambassador positions will remain in place for the 2024-2025 school year. Teacher ambassadors represent a variety of grade levels and areas of content mastery.

School Stakeholders

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

Freedom Elementary School has many stakeholders. Key stakeholders include students, teachers, administrative staff, and parents. Additionally, local businesses, local government officials, and health and social service providers are also partners in education at Freedom Elementary.

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

Our mission at Freedom Elementary School is :Freedom Elementary School is a safe, culturally diverse environment encouraging all students to achieve their full potential academically and socially, while fostering lifelong learning and leadership in the 21st century. Our vision at Freedom: Lead, Learn, Soar! Passionate learners and future leaders. Our teachers strive to reach every student through their own professional development, differentiation, use of technology, community partners, and through the use of multiple strategies and best practices.

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.

As part of our ongoing commitment to excellence, Freedom Elementary has made significant strides in multiple areas critical to our success and school improvement. This year, we have seen remarkable improvement in teacher retention and school culture, two key priorities of our Turn Around Plan. Our efforts to create a supportive, inclusive, and engaging environment for both staff and students have resulted in a more cohesive and motivated faculty, leading to greater instructional consistency and student achievement. This data has been confirmed in employee satisfaction surveys and the number of vacancies we have had to fill.

Additionally, we are proud to announce that Freedom Academy has been awarded the prestigious Prichard Committee's Community Schools Grant. This recognition highlights our dedication to fostering strong community partnerships and enhancing educational outcomes. With the grant, we are actively working to improve family engagement through new initiatives, including increased opportunities for parental involvement, family-centered events, and resources that connect families to student learning.

These achievements reflect the collective effort of our educators, staff, students, families, and community partners. Together, we are building a brighter future for every student at Freedom Elementary.

Freedom Elementary has been identified as a Targeted Support and Improvement (TSI) school for the Students with Disabilities subgroup. This marks a shift from previous years, where the TSI designation focused on the African American and Students with Disabilities student subgroups.

Additional Information

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

Freedom Elementary students face significant challenges. We have a large student population who come from low socio-economic backgrounds. Some of our students face situations at home that may make it difficult to focus on personal achievement while in school. Students battle environmental factors such as not having enough

food to eat, a stable place to live, lack of parental support at home, and homelessness. The lack of a safe and predictable environment impacts the overall physical and emotional health of some students. These and other outside factors affect academic and cognitive performance in school, as well as emotional engagement and in-school behavior. In an effort to overcome these unique challenges, our school has made an effort to incorporate trauma-informed care and social emotional learning techniques into our daily practices and our behavior modification.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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