

Freedom Elementary School 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 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

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
 - 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

Improvement Priorities from Diagnostic Review

Each priority standard (Cognia Standard) is aligned to activities listed in the Turnaround Plan.

The Turnaround Team is responsible for the development, implementation, monitoring, and evaluation of this plan.

Improvement Priority #1 - Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS). (Standard 21)

Improvement Priority #2 - Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data. (Standard 22)

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

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.

More than 80% of the students in all grades are performing below grade level as identified using multiple data points. Students with disabilities are consistently scoring below their grade level peers with only 10% performing at proficiency in any one content area. Overall only 19% of students at Freedom Elementary are scoring in the proficient/distinguished range on KSA reading and only 14% in math. Other points of data collected and analyzed, including but not limited to MAP, common formative assessments, MasteryConnect assessments (benchmark testing), etc are consistent with KSA data.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

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.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	27.4	
State Assessment Results in science, social studies and writing	19.4	
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	71.1	
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in reading and mathematics

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.
-Reading: 27% as measured by Spring 2024 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment.
-Math: 14% as measured by Spring 2024 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 In the spring of 2024, 27% of the students at FES scored proficient or distinguished in Reading on KSA. Our goal is to increase that percentage to 30% by 2025.</p> <p>In the spring of 2024, 14% of the students at FES scored proficient or distinguished in Math on KSA. Our goal is to increase that percentage to 27% by 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement guaranteed viable curriculum in the areas of reading and math aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> ● Standards deconstruction including learning intentions and success criteria ● Aligned and rigorous instruction, including Tier 2-3 instruction ● Aligned formative and summative assessments ● Scaffolded learning progressions and tasks ● Paced with accuracy <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> ● HMH Into Reading ● Eureka Math ● IXL ● Amplify ● Explicit Instruction Modeling & Coaching ● Kagan Cooperative learning ● FES New Teacher Academy ● Flocabulary <p>Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure:</p> <ul style="list-style-type: none"> ● Congruence between standards, learning intentions, success criteria, tasks, and assessments with fidelity in instructional delivery 	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for reading and math</p> <p>Professional Learning Plan includes targeted learning opportunities for KAS, Clarity for Learning, Into Reading, Eureka Math, Kagan Cooperative Learning Strategies.</p> <p>Materials to ensure adequate, reliable resources for reading and math instruction.</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk data and feedback to</p>	<p>Direct Instruction Coaching Plan PDSA (by Teacher Coach)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>Weekly PLC Agendas & Minutes</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	<p>Instructional Budget</p> <p>Title I</p> <p>Title II</p>

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.
-Reading: 27% as measured by Spring 2024 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment.
-Math: 14% as measured by Spring 2024 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Collaborative learning/planning to ensure curricular alignment Data analysis of student work and progress monitoring to evaluate instructional effectiveness <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	ensure expectations and fidelity		
<p>Objective 2 RDG- In the fall of 2024, 42% of our students scored novice on MAP. We will decrease our novice to 30% on MAP by spring of 2024.</p> <p>Math-In the spring of 2024 Freedom Elementary had 37% of students scored novice on MAP. In the spring of 2024, our goal is to reduce that number to 27%.</p>	<p>Implement a system to drive, monitor, and adjust instruction based on the ongoing analysis of relevant student data from a variety of assessments.</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Assessment plan was developed in collaboration with the district to include a variety of assessment measures including, but not limited to MAP and KSA. Data is analyzed in PLCs and next steps reteaching plans are created.</p> <p>Implementation of a Novice Reduction Plan to include:</p> <ul style="list-style-type: none"> Name and Claim “Bubble Students” Identification of Triple Threats/Tiered SPED District KSA-like Scrimmages in January, and March, 2025 Intentional PLCs to ensure standards-aligned lessons and assessments Targeted small group and spiral teaching opportunities ESS with a focus on Bubble Students KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.) Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data. 	<p>MAP Goal Setting (3rd-5th Grade using Linking Study for Projected Proficiency)</p> <p>CCPS KSA Calculator to monitor 30/30/40 on monthly module assessments & Scrimmages</p> <p>ESS attendance</p> <p>PLC agendas and minutes</p> <p>Mastery Connect Data Analysis</p>	<p>FES KSA Calculator</p> <p>CCPS KSA-like Scrimmages (MasteryConnect)</p> <p>MasteryConnect data analysis</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (by...)</p> <p>Content Area Vertical Planning Agendas &</p>	<p>320JC SIF</p> <p><i>Teacher Extra Service for data analysis</i></p>

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.
-Reading: 27% as measured by Spring 2024 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment.
-Math: 14% as measured by Spring 2024 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i>		minutes (monthly by the principal)	

2: State Assessment Results in science, social studies and writing

Goal 2: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:
-Science: Increase the number of students scoring proficient or above in Science from 7% to 20% in May 2026.
-Social Studies: Increase the number of students scoring proficient or above in Social Studies from 4% to 20% in May 2026.
-Writing: Increase the number of students scoring proficient or above in Writing from 31% to 50% in May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of elementary students scoring proficient or above in science from 15% Spring of 2024 to 20% Spring 2025.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Science. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implement guaranteed viable curriculum in the area of science aligned to Kentucky Academic Standards. <ul style="list-style-type: none"> Standards deconstruction including learning intentions and success criteria Aligned and rigorous instruction Aligned formative and summative assessments Scaffolded learning progressions and tasks Paced with accuracy Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: <ul style="list-style-type: none"> Amplify Science Explicit Instruction Modeling & Coaching Kagan Cooperative learning 	Progress toward annual objective monitored through disaggregated student data Curriculum documents for science Professional Learning Plan includes targeted learning opportunities for KAS, Amplify Science, Kagan Cooperative Learning Strategies.	Direct Instruction Coaching Plan PDSA (weekly by Teacher Coach) 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School Intervention Coach)	General Fund Title I 320JC SIF <i>Amplify Professional Learning</i> <i>Professional Learning teacher pay</i> <i>Amplify student investigation workbooks</i> <i>Amplify Resource Kits</i> <i>School Intervention Coach</i>

		<ul style="list-style-type: none"> ● FES New Teacher Academy ● TCI Social Studies ● Flocabulary to build critical vocabulary knowledge <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p>	<p>Materials to ensure adequate, reliable resources for science.</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity</p>	<p>Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)</p>	<p><i>Teacher Ambassadors</i></p>
<p>Objective 2 Increase the percentage of elementary students scoring proficient or above in social studies from 10% Spring of 2024 to 20% by Spring 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Social Studies.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement guaranteed viable curriculum in the area of social studies aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> ● Standards deconstruction including learning intentions and success criteria ● Aligned and rigorous instruction ● Aligned formative and summative assessments ● Scaffolded learning progressions and tasks ● Paced with accuracy <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> ● Clarity for Learning ● Explicit Instruction Modeling & Coaching ● Kagan Cooperative learning ● FES New Teacher Academy <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p>	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for social studies</p> <p>Professional Learning Plan includes targeted learning opportunities for KAS, and Kagan Cooperative Learning Strategies</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity</p>	<p>Direct Instruction Coaching Plan PDSA (weekly by School Improvement Administrator)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	<p>General Fund</p> <p>Title I</p> <p>320JC SIF</p> <p><i>Teacher Extra Service</i></p> <p><i>School Intervention Coach</i></p> <p><i>Teacher Ambassadors</i></p>

<p>Objective 3 Increase the percentage of elementary students scoring proficient or above in writing from 9% in Spring of 2024 to 20% by Spring 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Writing.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Freedom Elementary will revise a writing plan to ensure that students at all grade levels and across the curriculum engage in developing complex communication skills for a variety of purposes and audience in a variety of real-world forms/modes (including written and oral text as well as communications using visuals, media, and technology) using high quality instructional resources.</p> <p>Implementation of schoolwide expectation (such as CER - Claim, Evidence and Reason) to answer short answer and extended response prompts in all content areas across all grade levels.</p> <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> ● HMH Intro Reading ● FES New Teacher Academy <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p>	<p>School Writing Plan</p> <p>System-wide implementation of School Writing Plan with attention to disciplinary writing</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity</p>	<p>Direct Instruction Coaching Plan PDSA (weekly by Teacher Coach)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	<p>General Fund Title I</p> <p>320JC SIF <i>Teacher Extra Service School Intervention Coach Teacher Ambassadors</i></p>
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3: Achievement Gap

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 (objectives).

<p>Goal 3 - Achievement Gap: Decrease the number of students with disabilities scoring novice in Reading and Math by 40% established goal as determined by 2026 KSA data.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: In the spring of 2023, 78% of students with disabilities at FES scored novice in Math and 78% of students with disabilities</p>	<p>Implement a system for designing and delivering instruction to ensure high fidelity implementation of Tier 1 instruction as well as</p>	<p>Co-Teaching and Co-Planning will be utilized after student Individual Education Plans (IEPs) are revised to reflect least restrictive learning environment access AND all staff has received adequate training for implementation and ongoing support.</p>	<p>Professional Learning Plan</p> <p>Master Schedule</p>	<p>30-60-90 day plan will be monitored and updated (monthly by</p>	<p>General Fund</p> <p>IDEA B</p>

Goal 3 - Achievement Gap: Decrease the number of students with disabilities scoring novice in Reading and Math by 40% established goal as determined by 2026 KSA data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
scored novice in Reading on KSA. By Spring of 2025, our goal is to reduce that number to 60% novice in both areas.	Specially Designed Instruction (SDI) as stated on individualized IEPs.	<p>PLCs will include whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success.</p> <p>Refine the master schedule to ensure the individual needs identified in the students' IEPs are met.</p> <p>Ensure appropriate accommodations and/or modifications are being used throughout the school year for students with disabilities to provide equal access to the general curriculum.</p> <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>MAP Data analysis</p> <p>IEP Progress Monitoring</p> <p>PLC Minutes</p>	<p>Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	

4: English Learner Progress

Goal 4: Each EL student will progress at least 1.5 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least .5 level on the ACCESS assessment by May 2025.	Implement a system to drive, monitor, and adjust instruction based on the	Establish a process to ensure teaching and learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery including but not limited to:	Differentiated Tier 1 Units Plans aligned to KAS	30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)	No funding required

Goal 4: Each EL student will progress at least 1.5 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	ongoing analysis of relevant student data. KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Explicit Instruction (Gradual release model for teaching and learning) PDSA (data analysis to monitor and adjust instruction) <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	Classroom learning walk data and feedback to ensure expectations and fidelity of Explicit Instruction Student Program Service Plan (PSP) review	<p>PLC Minutes of data analysis and student work review (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Content Area Vertical Planning Minutes of data analysis and student work review (monthly by the principal)</p> <p>Individual PSP Review (annually by District EL teacher)</p>	

5: Quality of School Climate and Safety

Goal 5: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the overall index of the Quality of School Climate and Safety from 64.3 (very low) to 75.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Freedom Elementary will increase the overall score on the QSCS survey from 71% to 73% by Spring of 2025.	Implement a system to monitor the ongoing analysis of relevant survey data. KCWP 6: Establishing Learning Culture and Environment	<p>BRTI will include evidence-based strategies and systems (including PBIS) to assist in decreasing problem behavior while increasing academic performance, increasing safety, and establishing positive school culture.</p> <p>Consistent implementation of PBIS and CHAMPs throughout whole/small group instruction, common areas, and transitions to ensure positive behavior.</p>	<p>BRTI Plan</p> <p>Meeting Agendas from The Student Advisory Council</p> <p>Survey results</p> <p>Bi-monthly data analysis of major and minor behavior referrals</p>	<p>BRTI Meeting Minutes</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>Professional Learning Session Agendas &</p>	<p>General Funds</p> <p>SBDM Funds</p>

Goal 5: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the overall index of the Quality of School Climate and Safety from 64.3 (very low) to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Develop, implement and analyze a schoolwide survey to be implemented at least once a year</p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>		<p>Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)</p>	

8: OTHER: Multi-Tiered Systems of Support (MTSS)

Goal 8 (State your separate goal.): By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 10%.</p>	<p>Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards.</p> <p>KCWP4: Review, Analyze and Apply Data</p> <p>KCPW 5: Design, Align and Deliver Support</p>	<p>Coordinate work with University of Louisville CIBRS to complete a MTSS Needs Assessment & Training Sessions.</p> <p>Develop a clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> ● IXL Courseware ● FES New Teacher Academy <p>Utilize IXL Courseware to support individualized skills based teaching and learning in Reading and Math and to support tiered interventions.</p> <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>Disaggregated assessment and learning data</p> <p>MTSS Plan</p> <p>MTSS Meeting Minutes</p> <p>MTSS Needs Assessment</p> <p>Master Schedule</p> <p>IXL Reports</p>	<p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)</p> <p>MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)</p>	<p>320JC SIF</p> <p><i>Continuous Improvement Summit</i></p> <p><i>IXL Professional Learning</i></p> <p><i>Teacher Extra Service</i></p> <p><i>School Intervention</i></p> <p><i>Coach</i></p> <p><i>Teacher Ambassadors</i></p> <p><i>New Teacher Academy</i></p>

Goal 8 (State your separate goal.): By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 By May 2025, reduce the number of Behavioral incidences by 20% and chronic absenteeism rate by 10%.</p>	<p>Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in behavior, including attendance.</p> <p>KCWP4: Review, Analyze and Apply Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Implement, monitor, and adjust the FES Attendance Plan to reduce chronic absenteeism.</p> <p>Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.</p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>Attendance Records with a daily attendance rate goal of 96%</p> <p>Incentivization records</p> <p>PBIS data</p> <p>Discipline records</p> <p>BRTI Plan</p> <p>BRTI agendas and minutes</p>	<p>MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)</p> <p>Behavior & Attendance reports at (weekly by APs at Leadership Meetings)</p> <p>PBIS Rewards activities & documentation (Weekly & Monthly by PBIS POC)</p>	<p>SBDM Funds</p> <p>General Fund</p>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:

Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process

Response:

Freedom Elementary's instructional leadership / turnaround team includes:

Principal: Monique Lewis

Assistant Principal: Jonathan Grabara

Counselors: Amanda Baxter, Raiona Henderson

School Intervention Coach: Heather Carden (MTSS)

KDE ER Staff: Donna Bumps, Clint Graham

Teachers: Laura Jeffords (K), Michelle Nichols (1st), Raye Latham (2nd), Katie Hash (3rd), Jaye Wilkins (ELA), Tonya Wright (4th), Lakeysha Toliver (5th), Sara Oglesby (Media Specialist),

Classified staff: Sha Jackson (Community Liaison)

Parent: Paula Snorton

Additional district support is provided by Superintendent: Chris Bentzel, Assistant Superintendent: Jessica Addison, and Instructional Directors.

The Instructional Leadership Team (ILT) was responsible for the first breakdown of the School Report Card data following the public release. Following the data analysis, we began planning data analysis sessions to address the deficiencies identified. District Support Team Meetings (held twice per month) as well as monthly ILT Meetings consistently reviewed multiple forms of academic data (i.e., KSA, MAP, Tableau Visualization, Survey data, Student Progress Monitoring Report, Brigance, ACCESS, common assessment data, observations, and data from instructional rounds and learning walks) to evaluate the overall performance of our school. Non-academic data reviewed includes: attendance, school culture survey, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals.

The ILT and District Support Team identified priority performance concerns for every indicator for which the school did not meet federal, state and/or local expectations. This led to the hypothesized potential root causes for each priority performance concern. District data protocols were used to analyze grade level and individual student performance data. Reflection explicitly considers broad, systemic root causes with ongoing themes from both school level and district level team meetings indicating a strong deficiency regarding teacher capacity. Once the ILT and District Support Team reviewed the Diagnostic Review report findings, it confirmed the need for differentiated learning opportunities using evidence-based strategies that are aligned to the Kentucky Academic Standards as well as a need to build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data. Further analysis of personnel reports by the Principal and Superintendent indicating a need for additional highly qualified teachers instructing the high-risk learners at Freedom. From this, the evidence based practices of Teacher Clarity, Plan - Do - Study - Act (PDSA), and Teacher Recruitment and Retention were selected. For the remainder of this school year, professional development sessions as well as personalized feedback and coaching models are planned to address immediate concerns.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:
 Through reflection, teacher feedback, researching best practices, etc., we discovered some concerning resource inequities. The leadership team including administrators, classified and certified staff members at Freedom Elementary reviewed KSA and MAP data to identify trends and needs of the school to complete a school based Needs Assessment. Using the data, a CSIP has been created and is being monitored using a variety of measures, including the district School Scorecard. Previous CSIP work informed improvement priorities and initiatives to evaluate the use of time, money, and resources that have been ongoing work at Freedom Elementary. During Freedom Elementary’s turnaround efforts, additional support structures such as District Instructional Supervisors, District Special Education Director and Consultant, District Literacy and Writing Consultants, and the District School Improvement Administrator have been provided to identify inequities and address concerns.

A review of IEP’s and Special Education schedules revealed that the majority of our students with disabilities were being taught their core classes in Resource Settings, which inhibited their access to the curriculum. In response to this, Freedom is in the process of creating a system for more co-teaching and less resource classes in an effort to provide a collaborative approach for students to gain better access to the curriculum in which they will be assessed.

The district review of personnel data revealed Freedom Elementary currently has fifteen teachers with alternate and/or emergency teacher certification credentials. This leads to a need for ongoing professional learning in high yield instructional strategies, standards deconstruction and resource alignment, and systems for continuous improvement.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Teacher Clarity	Jackson-Hubbard, Precious. (2023). Teacher Clarity & Equity in the Classroom: An Investigation of the Relationship Between Equitable Instructional Intent and Instructional Practice. <i>San Diego State University ProQuest Dissertations Publishing</i> . https://www.proquest.com/openview/	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Plan-Do-Study-Act (PDSA)	Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. <i>Carnegie Foundation for the Advancement of Teaching</i> . www.carnegiefoundation.org	<input type="checkbox"/>
Teacher Recruitment and Retention	Maranto, R. (2018). How do we get them on the farm? efforts to improve rural teacher recruitment and retention in Arkansas. <i>The Rural Educator</i> , 34(1). https://doi.org/10.35608/ruraled.v34i1.406	<input type="checkbox"/>