



2022-23 Picadome Continuous Improvement Diagnostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Picadome Elementary School

Tiffany Cook

1642 Harrodsburg Rd
Lexington, Kentucky, 40504
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Tiffany Y Cook - 9.5.22



2022-23 Picadome Executive Summary

2022-23 Phase One: Executive Summary for Schools

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2022-23 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?

Picadome Elementary School is part of Fayette County Public Schools in Lexington, Kentucky. The school serves neighborhoods on Harrodsburg Road, Mason-Headley Road, Southland Drive, and Waller Avenue. The school serves 389 students in Early Start through fifth grade. Picadome Elementary is dedicated to providing a quality education for each and every student. Student demographics are 55.7 White (Non-Hispanic), 27.2% African American, 8.2% Hispanic or Latino, and 8.9% Other. Due to the number of families receiving direct services and assistance from that state, we are designated a CEP school which means every students has the opportunity to eat breakfast and lunch daily free of charge. Sixty-eight percent of Picadome Elementary's students are economically disadvantaged. During the 2016-2017 school year, redistricting of the Fayette County Public Schools greatly impacted Picadome. Picadome lost and gained a net of approximately 400 students due to the reconfiguration of boundary lines within the district. As a result of the redistricting, Picadome has the opportunity to serve a much more diverse student body. In addition to core academic courses, Picadome students receive instruction in art, music, PE, and science. Additional support is provided to students to reach proficiency in reading intervention, English Second Language, special education, extended school service, and summer school programming.

School's Purpose

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

The Picadome school community is dedicated to all students becoming lifelong learners and responsible citizens through academic success and responsible citizenship. Teachers and staff support students in a safe, nurturing educational environment so that students will take risks to push themselves to the next level. It is the expectation that every student will meet the basic level of proficiency as set forth by the Kentucky Department of Education. Picadome Elementary believes that early intervention is the key to academic success. As a result, Picadome Elementary has two early intervention literacy teachers. These teachers are Nationally Board Certified Teachers, trained in Reading Recovery and Comprehensive Intervention Model. Teachers not only work with students but provide quality, in-depth professional development to teachers to support professional growth in literacy instruction. Two of our special education teachers are trained in Literacy Lessons and two additional staff members (one first grade homeroom teacher and English Language teacher) just completed their Literacy Lessons training at the end of the 19-20 school year for a total of 7 staff members extensively trained in Reading

Recovery practices. In addition, we have one teacher undergoing Math Recovery training. In total we have nine staff members who are Nationally Board Certified Teachers and two of those staff members are serving as mentors for other teachers across the district who are going through the NBCT process. Picadome Elementary is a PBIS school (Positive Behavior Intervention and Supports) that focuses on teaching students academic and behavior expectations so they can be successful. Picadome Elementary students demonstrate Picadome PRIDE (Purpose, Respect, Integrity, Determination, Excellence). Staff members focus on desired behaviors of students and positively recognize students through virtual Den Dollars, Positive Recognition Referrals, and Class Dojo.

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.

Beginning in January 2016, the Picadome community began work on school relationships with new stakeholders to foster a cohesive school community. Despite the challenges of onboarding almost half of the student body to the school, staff members were resolute to meet student needs while maintaining high expectations of proficiency and a clear path to college and career readiness for all students. In only the second year after redistricting, Picadome Elementary was given the highest school accountability designation of "Other" by the Kentucky Department of Education. In Spring 2019, Picadome had the highest reading and mathematics growth in the school district as measured by NWEA's Measures of Academic Progress (MAP). Picadome's performance on 2019 state testing resulted in being named a 4 Star school by the Kentucky Department of Education. We scored Very High in Growth, High in Proficiency, and Medium in Separate Academic Indicator. These ratings and scores reflects staff members' dedication to meeting the needs of all students while continuing efforts to close literacy and numeracy achievement gaps. Improving school culture through stakeholder collaboration and maintaining academic rigor are key components of an evolving improvement strategy to develop students' 21st Century skills and position the school for success in a changing world.

Additional Information

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

N/A

Additional Information

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

Picadome Elementary provides students with a number of extracurricular opportunities including STLP, Girls on the Run, robotics, and performing arts. In addition to student opportunities, Picadome Elementary also offers parents and the community access to the school and programs at events like the Picadome Fall Festival, STEM night, Health and PE Night, Literacy Night, monthly PTA meetings, etc. Community outreach for our refugee families include conferences held in the community with teachers and interpreters meeting with families. Additionally, teachers provide tutoring in the community across the summer months and every Monday night we do a book exchange and activity to promote ongoing reading.



2022-23 Phase Two: The Needs Assessment for Schools_10072022_13:48

2022-23 Phase Two: The Needs Assessment for Schools

Picadome Elementary School

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1642 Harrodsburg Rd
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United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

Picadome Instructional Leadership Team, SBDM, and MTSS Lead team review academic and behavior data to determine needs and next instructional steps for all students. Data is analyzed weekly during the PLC process in order to review strengths, areas of need, and next steps. Data is shared as applicable with SBDM .

Review of Previous Plan

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

The CSIP from 2021-2022 focused on increased proficiency in reading, math, science, social studies, and writing. These goals were based on data from 2018-2019 (pre-pandemic) and were not met so we will continue to focus on the

subgroups and overall achievement within these areas. New goals will be developed based on 2021-2022 data with specific emphasis on subgroups.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Over the last 2 years, there has been an increase in novice scores and a decrease in Proficient/Distinguished scores. While difficult to compare due to pandemic and KPREP/KSA transition, we know that fewer students are performing in the Proficient/Distinguished range, particularly compared to pre-pandemic.

Year to Date there is an increase of 11 in the Raw number of ODRs for all students.

There was an increase in 3rd grade Math P/D% of 13.7% from 27.3 to 41.

There was an increase in 3rd grade reading P/D% of 6% from 38.2 to 44.

Increase in 4th grade reading P/D% of 14% from 33.9 to 47.

Decrease in 4th grade math P/D% of 5% from 46.4 to 41

Decrease in 5th grade reading P/D% of 8% from 49.0 to 41.0

Increase in 5th grade math P/D% of 8% from 38 to 30.6.

Significant decrease in Writing of 23% from 57.1 to 34.

Our African American and Free/Reduced population underperformed in all areas.

https://docs.google.com/spreadsheets/d/1KwnVL3RPQKRZ9oxAfynbP7FmuKevHk4i3UdUJ_z2Ws/edit?usp=sharing

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state

average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The following data is based on 21-22 KSA data.

44% of all students scored Proficient/Distinguished in Reading for the 2021-2022 academic year.

40% of all students scored Proficient/Distinguished in Math for the 2021-2022 academic year.

34% of all students scored Proficient/Distinguished in Combined Writing for the 2021-2022 academic year.

41% of all students scored Proficient/Distinguished in Social Studies for the 2021-2022 academic year.

18% of all students scored Proficient/Distinguished in Science for the 2021-2022 academic year.

There were significant discrepancies between the scores of all students and those in our subgroups (AA, Economically Disadvantaged, English Learners).

For example - 60% of African American Students scored Novice in Math, 50% of Economically Disadvantaged students scored Novice in math, and 55% of English Learners scored novice in math.

As of 10/28, our behavior data shows an increase over prior year. We will continue our PBIS structures and are implementing proactive behavior management social skills groups. The utilization of our Behavior Coach has helped us identify and de-escalate behaviors before they happen in many cases and we are documenting these with more fidelity this year.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

53% of African American students scored novice in reading as opposed 28% of all students.

Only 22% of African American students scored Proficient/Distinguished in reading as opposed to 44% of all students.

41% of Economically Disadvantaged students scored Novice in reading as opposed to 28% of all students.

60% of African American students scored Novice in math as opposed to 36% of all students.

17% of African American students scored Proficient/Distinguished as opposed to 40% of all students.

55% of English Learner students scored novice in math, as opposed to 36% of all students.

55% of African American students scored novice in Social Studies, as opposed to 34% of all students.

In writing, only 20% of African American students scored Proficient/Distinguished, as opposed to 34% of all students.

Behaviors are still a concern as we have 12 students that have more than 1 Office Discipline Referral. Currently, our Tier 1 behavior is 97%, but Tier 2 & 3 student ODRs continue to increase. We continue to monitor the students with 2 or more ODRs to ensure wrap around services are offered.

Our Literacy Coach is working with teachers on Tier 1 instruction in order to increase Proficiency/Distinguished scores.

Strengths/Leverages

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

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

In 2021-22, Picadome was declared BLUE in the area of English Language Performance meaning our students who speak another language at home made significant academic growth. In 2018-19, Picadome was declared a school with High Achievement and High Growth as measured by KPREP. A strength of the building is small group differentiated instruction. After reflection based on our 2021-22 KSA Data, we have revisited many of our previous protocols to ensure our students are receiving high-quality, standards based instruction to enhance the rigor of our Tier 1 instruction. Some of these protocols include consistent Professional Learning

Communities (PLCs), The New Teacher Project (TNTP) Assignment Review Protocol, and weekly collaborative planning sessions with grade-level teams. We will continue to focus on these, as well as our Social Emotional Learning structures that include the Zones of Regulation. We are fortunate to have 2 Reading Interventionists, a literacy coach, and a math interventionist to assist this year.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.


After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

See attached completed template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Picadome 22-23 School Key Elements Template	Picadome 22-23 School Key Elements Template	.



2022-23 Phase Two: School Assurances_10072022_13:43

2022-23 Phase Two: School Assurances

Picadome Elementary School

Tiffany Cook

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Table of Contents

2022-23 Phase Two: School Assurances 3

2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Picadome Elementary Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Picadome Elementary* will increase Reading proficient and distinguished level to **60%** as measured by KSA. Current level is **44%**.

State Assessment Results in Math

- By 2025, *Picadome Elementary* will increase Math proficient and distinguished level to **55%** as measured by KSA. Current level is **40%**.

State Assessment Results in Science

- By 2025, *Picadome Elementary* will increase Science proficient and distinguished level to **45%** as measured by KSA. Current level is **18%**.

State Assessment Results in Social Studies

- By 2025, *Picadome Elementary* will increase Social Studies proficient and distinguished level to **60%** as measured by KSA. Current level is **41%**.

State Assessment Results in Combined Writing

- By 2025, *Picadome Elementary* will increase Combined Writing proficient and distinguished level to **60%** as measured by KSA. Current level is **34%**.

English Learner Progress

- By 2025, *Picadome Elementary* will increase the English Learner progress index to 69.8 for 1.5 levels or higher each year on the ACCESS assessment. Current level index level is 65.3.

Quality of School Climate and Safety

- By 2025, *Picadome Elementary* will increase the quality of school climate and safety index to **86.5** as measured by KSA. Current level is **79.5**.

Achievement GAP Goal

- By 2025, *Picadome Elementary* will decrease novice with identified achievement gap groups in Reading and Math by **15%**; Science, Social Studies, and Combined Writing by **25%** as measured by KSA.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Picadome Elementary</i> will increase P/D in Reading to 50%.	By 2024, <i>Picadome Elementary</i> will increase P/D in Reading to 55%.	By 2025, <i>Picadome Elementary</i> will increase P/D in Reading to 60 %.
By 2023, <i>Picadome Elementary</i> will increase P/D in Math to 45 %.	By 2024, <i>Picadome Elementary</i> will increase P/D in Math to 50%.	By 2025, <i>Picadome Elementary</i> will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Picadome Elementary</i> will increase P/D in Science to 28%.	By 2024, <i>Picadome Elementary</i> will increase P/D in Science to 37%.	By 2025, <i>Picadome Elementary</i> will increase P/D in Science to 45%.
By 2023, <i>Picadome Elementary</i> will increase P/D in Social Studies to 47%.	By 2024, <i>Picadome Elementary</i> will increase P/D in Social Studies to 54%.	By 2025, <i>Picadome Elementary</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Picadome Elementary</i> will increase P/D in Combined Writing to 43%.	By 2024, <i>Picadome Elementary</i> will increase P/D in Combined Writing to 52%.	By 2025, <i>Picadome Elementary</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Picadome Elementary</i> will decrease Novice in Reading to 39. Currently there are 49 Novices.	By 2024, <i>Picadome Elementary</i> will decrease Novice in Reading to 29. Currently there are 49 Novices.	By 2025, <i>Picadome Elementary</i> will decrease Novice in Reading to 19. Currently there are 19 Novices.
By 2023, <i>Picadome Elementary</i> will decrease Novice in Math to 53. Currently there are 63 Novices.	By 2024, <i>Picadome Elementary</i> will decrease Novice in Math to 43. Currently there are 63 Novices.	By 2025, <i>Picadome Elementary</i> will decrease Novice in Math to 33. Currently there are 33 Novices.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Picadome Elementary</i> will increase English Learner Progress index to 66.8% as measured by KSA. Current level is 65.3%.	By 2024, <i>Picadome Elementary</i> will increase English Learner Progress index to 68.3% as measured by KSA. Current level is 65.3%.	By 2025, <i>Picadome Elementary</i> will increase English Learner Progress index to 69.8% as measured by KSA. Current level is 65.3%.

Year 1 Focus Areas

PLC Focus on Teaching, Learning, and Assessment Literacy				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction	Develop, implement, and monitor strong effective PLCs using the district PLC Framework.	PLC monitoring/observation/self assessment Classroom observations	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	Ensure that standard deconstruction and backwards planning are occurring at an efficient and high level.	PLC monitoring/observation/self assessment Common assessment monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 3 - Design and Deliver Assessment Literacy	Develop rigorous grade level common assessments that allow for assessment literacy practice	Common assessment monitoring PLC observation Common Planning with Admin Team using Galileo	N/A
Reading, Writing, EL Progress	KCWP 2 - Design and Deliver Instruction	High quality Reading and Writing Professional Learning	Classroom observations Common assessment monitoring	ESSER & School Funds
Reading, Math, Science, SS, Writing, EL Progress	KCWP 4 - Review, Analyze, Apply Data Results	Continue to monitor results and refine data trackers for use of refinement and improvement	Common assessment monitoring District Common Assessments on ADAM (Pearson)	N/A

			Platform	
<u>Progress Monitoring</u>				

MTSS will continue to offer support to students and families				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and supports for academics & behavior, to include both coaching and targeted interventions	MTSS Process Minutes Fidelity Checks MTSS Student Tracker and PBIS Reports	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Design master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching IEP monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 6 - Establish Learning Culture & Climate	Design and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families.	FACE Committee Family surveys	N/A
<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction	Initial MTSS Form is built and utilized to initiate support to ensure decisions are data driven. Ensure high quality, data driven instruction is occurring at all 3 tiers of instruction.	MTSS Process Minutes Fidelity Checks MAP, Common Assessment, Formative Assessment Data	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	Ensure high quality and rigorous instruction is occurring at Tier 1.	TNTP Rubric to Ensure Rigor is being Met PLC monitoring/observation/self assessment Common assessment monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 3 - Design and Deliver Assessment Literacy	Rigorous grade level common assessments leaning more on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement.	Common assessment monitoring PLC observation Common Planning with Admin Team	N/A
Reading, Writing, EL Progress	KCWP 2 - Design and Deliver Instruction	Continual building on Reading and Writing professional learning to ensure rigorous instruction appropriate for standards are utilized	Classroom observations Common assessment monitoring	ESSER & School Funds
Reading, Math,	KCWP 4 -	Continual monitoring of assessment results	Common assessment	N/A

Science, SS, Writing, EL Progress	Review, Analyze, Apply Data Results	using PLC data trackers and online platforms to determine instructional needs and improvement	monitoring District Common Assessments on ADAM (Pearson) Platform	
<u>Progress Monitoring</u>				

MTSS Supports, to include FACE				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and support for academics & behavior, to ensure rigorous Tiered instruction is occurring that will support the student's learning in Tier 1.	MTSS Process Minutes Fidelity Checks MTSS Student Tracker and PBIS Reports	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Design master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-Teaching and push-in models will be utilized when applicable to not only support the Tiered instruction but the overall Tier 1 as well.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching IEP monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 6 - Establish Learning Culture & Climate	Design and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families. Parent rep will be invited to participate and will communicate to their stakeholders?	FACE Committee Family surveys	N/A

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction	Ensure high levels of student achievement and growth are occurring at all 3 tiers as evidenced by an appropriate ratio of students at all 3 tiers of instruction- Tier 1, 2 and 3.	MTSS Process Minutes Fidelity Checks MAP, Common Assessment, Formative Assessment Data MTSS Student Tracker	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	Ensure high quality and rigorous instruction is occurring at Tier 1, 2 and 3.	TNTP Rubric to Ensure Rigor is being Met PLC monitoring/observation/self assessment Common assessment monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 3 - Design and Deliver Assessment Literacy	Rigorous grade level common assessments leaning more on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement. All classes are performing with at least 80% of their students on proficiency level on all Tier 1 assessments.	Common assessment monitoring PLC observation Common Planning with Admin Team	N/A
Reading, Writing, EL Progress	KCWP 2 - Design and Deliver Instruction	Continual building on Reading and Writing professional learning to ensure rigorous instruction appropriate for standards are utilized	Classroom observations Common assessment monitoring	ESSER & School Funds

Reading, Math, Science, SS, Writing, EL Progress	KCWP 4 - Review, Analyze, Apply Data Results	Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement	Common assessment monitoring District Common Assessments on ADAM (Pearson) Platform	N/A
<u>Progress Monitoring</u>				

MTSS Supports, to include FACE				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and support for academics & behavior. Based on data trackers, it is evident more students are able to return back into Tier 1 instruction rather than staying in Tier 2 or 3.	MTSS Process Minutes Fidelity Checks MTSS Student Tracker and PBIS Reports	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to refine master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-Teaching and push-in models will be utilized when applicable to not only support the Tiered instruction but the overall Tier 1 as well.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching IEP monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 6 - Establish Learning Culture & Climate	Continue to refine and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families ensuring that all backgrounds are represented. Translators will be invited and utilized as much as possible.	FACE Committee Family surveys	N/A
MTSS Supports, to include FACE				



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04192023_13:45

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Picadome Elementary School
Tiffany Cook
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Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202... 3

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

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

1. What is the school's mission?

The Picadome school community is committed to all students becoming lifelong learners through academic success and responsible citizenship.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Picadome will utilize the PLC Model to improve student learning.

Picadome will develop and implement standard-based instruction to accelerate learning.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

PLCs and Accelerated Learning will both result in higher student achievement.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes:

Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

Long-Term Changes: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes:

By 2024, Picadome will increase Reading proficient and distinguished to 62% as measured by KSA.

By 2024, Picadome will increase Math proficient and distinguished to 56% as measured by KSA.

- By 2024, Picadome will increase Science proficient and distinguished proficient and distinguished in
- By 2024, Picadome will increase Social Studies proficient and distinguished proficient and distinguished
- By 2024, Picadome will increase Combined Writing proficient and distinguished in Elementary School

-
- By May 2024, Picadome will decrease Reading Novice

Educator Beliefs:

By 2024, Picadome will ensure 100% of school PLCs are geared toward Student Achievement and collaboration.

Educator Practices:

- Picadome Educators believe in equity of access and opportunity.
- Picadome Educators believe the fundamental purpose of school is to ensure that all students learn at
- Picadome Educators believe they must work collaboratively and take collective responsibility for the s

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? PLC monitoring plan/self assessment, MAP, KSA

Who is responsible for gathering data? Principal, Assistant Principal

How frequently will it be analyzed? 2 times annually

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outc
- The PLC team consistently implements a system to develop teacher pacing guidelines that include te
- The PLC team consistently implements a system to use the team's expertise to identify critical skills a
- The PLC team consistently implements a system for sharing two or three promising instructional strat

Monitoring Each Student's Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential c
- The PLC team implements a system for organizing, reflecting on, and acting around common formati

-
- The PLC team implements a system for using evidence of student learning to determine the effective

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decision
- The PLC team analyzes trends within and between student groups to inform decisions about equitab
- The PLC team implements a system for using data to identify professional learning needs.

Providing Students with Systematic Interventions and Extensions

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as l
- The achievement of each student is monitored on a timely basis.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Staff: teachers

Funding: Title I, School Funds

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

release time for professional learning, funding from MAF grant and Title 1

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Weekly PLC meetings will serve as Professional Learning in both reading and math with a focus on analyzing student work. Work during this time will be focused on current student needs, specific instructional practices, and assessment analysis.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Teachers consistently utilize district common assessments to inform their planning and instructional practices.

Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

Teachers use a systems approach to continuous improvement to improve student outcomes.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

By 2024, Picadome Elementary will increase Reading proficient and distinguished in Elementary School to 62%, By 2024, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished to 56% By 2024, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to

By May 2024, Picadome Elementary will decrease Reading Novice

- Elementary School Reading
 - African American Students
 - English Learners
 - Students with Disabilities

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Improved MAP, KSA, Common Assessments, District Benchmark Assessments

Increased PLC collaboration and communication

Work Samples will be gathered and analyzed weekly by teachers and administrators

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Improved MAP, KSA, Common Assessments, District Benchmark Assessments

Increased PLC collaboration and communication

Work Samples will be gathered and analyzed weekly by teachers and administrator

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All instructional staff

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Release Time, Instructional Resources as needed

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Ongoing support will be provided through weekly and continuous PLCs. Release time and job embedded coaching will be utilized.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the

answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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