

Picadome's Comprehensive School Improvement Plan 2022-25

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

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.

1. 18% of African American students scored Proficient/Distinguished in Math, as opposed to 51% white students.
2. 25% of African American students scored Proficient/Distinguished in Reading, as opposed to 59% white students.
3. White students (49.3% of our population) declined 4.2 points in Science, Social Studies, and Writing.

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.

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Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green/Medium	Increased
State Assessment Results in science, social studies and writing	Green/Medium	Increased
English Learner Progress	Blue/Very High	Increased

Quality of School Climate and Safety	Green/High	Increased
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments . There can be multiple</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>
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objectives for each goal.					
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1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): According to 23-24 KSA data, we will increase Reading & Math Indicator Rating to Green and increase score from 58.9 to 64.8.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 According to 23-24 KSA data, we will increase the Reading index to 68.0.	KCWP 2 - Design & Deliver Instruction	All students will be exposed to grade level text and offered appropriate scaffolds to interact with text successfully. Supports will come from highly	KSA data, Common Unit Assessment data, formative assessments, MAP data	Guided Reading Tracker, Data from Common Unit Assessments, formative assessments, and MAP data	Title 1, Read to Achieve grant

		trained interventionists and Literacy Coach			
		Job embedded coaching by highly trained Literacy Coach will continue and increase in order to ensure the highest quality instruction for all students.	KSA data, Common Unit Assessment data, formative assessments, MAP data	Guided Reading Tracker, Data from Common Unit Assessments, formative assessments, and MAP data	Title 1, Read to Achieve grant
KCWP 4 - Review, Analyze, Apply Data Results		Subgroups will be monitored for growth and any discrepancies.	KSA data, Common Unit Assessment data, formative assessments, MAP data	Guided Reading Tracker, Data from Common Unit Assessments, formative assessments, and MAP data analyzed by subgroup	Title 1, Read to Achieve grant
		Additional coaching will be provided for teachers that may need additional support for subgroups based on data.	KSA data, Common Unit Assessment data, formative assessments, MAP data	Guided Reading Tracker, Data from Common Unit Assessments, formative assessments, and MAP data analyzed by subgroup	Title 1, Read to Achieve grant

<p>Objective 2</p> <p>According to 23-24 KSA data, we will increase the Math index to 60.4.</p>	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>Teachers are expected to create developmentally appropriate math instruction that uses application and manipulatives in conjunction with our Math Interventionist</p>	<p>KSA data, Common Unit Assessment data, formative assessments, MAP data</p>	<p>Classroom observations, Data from Common Unit Assessments, formative assessments, and MAP data analyzed by subgroup</p>	<p>Title 1, Section 7, MAF grant</p>
		<p>Continued high quality professional learning regarding math practices and developmentally appropriate practices</p>	<p>KSA data, Common Unit Assessment data, formative assessments, MAP data</p>	<p>Agendas, long term PLC planning, observations</p>	<p>Title 1, Section 7, MAF grant</p>
	<p>KCWP 4 - Review, Analyze, Apply Data Results</p>	<p>Subgroups will be monitored for growth and any discrepancies</p>	<p>KSA data, Common Unit Assessment data, formative assessments, MAP data</p>	<p>Data from Common Unit Assessments, formative assessments, and MAP data analyzed by subgroup</p>	
		<p>Additional coaching will be provided for teachers that may need additional</p>	<p>KSA data, Common Unit Assessment data, formative</p>	<p>Agendas, long term PLC planning, observations</p>	

		support for subgroups based on data.	assessments, MAP data		
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2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): **According to 23-24 KSA data, we will increase Science/Social Studies/Writing score to 72.3, resulting in a Green rating.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 According to 23-24 KSA data, we will increase Science score to 62.7 and Social Studies score to 68.2	Science content will be more integrated into Literacy, while enhanced by STEAM instruction	Teachers will systematically integrate non fiction text into instruction that aligns with STEAM topics and instruction.	Common Unit Assessments, Formative Assessments, Writing prompts	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1
		Science content will be assessed both in	Common Unit Assessments,	Common Unit Assessments, Formative	Title 1

		STEAM and in the classroom through writing on a more consistent basis.	Formative Assessments, Writing prompts	Assessments, Writing prompt	
	Social Studies content will be more integrated into Literacy, while enhanced by developmentally appropriate Social Studies exploration.	Teachers will systematically integrate non fiction text into instruction that aligns with Social Studies topics and instruction	Common Unit Assessments, Formative Assessments, Writing prompts	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1
		Social Studies content will be assessed in the classroom through writing on a more consistent basis.	Common Unit Assessments, Formative Assessments, Writing prompts	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1
Objective 2 According to 23-24 KSA data, we will increase Combined Writing score to 69.30	Writing instruction will be embedded into literacy instruction for K - 5 with a common vocabulary and exemplars shared with students.	Through the PLC process and high quality professional learning, teachers will become more familiar with common vocabulary and the expectations by grade level for writing.	Writing Long range plans, writing prompts, student samples	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1

		Writing is implemented daily in Literacy block, and specific feedback is provided.	Writing Long range plans, writing prompts, student samples	Common Unit Assessments, Formative Assessments, Writing prompt	
Writing exemplars will be utilized by teachers and students to improve writing ability.		Teachers create and share exemplars with students modeling grade level appropriate writing.	Writing Long range plans, writing prompts, student samples	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1
		Rubrics are shared and analyzed with students of all grades in order to self assess and improve writing.	Writing Long range plans, writing prompts, student samples	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1

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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>According to 23-24 KSA data, we will increase % Proficient/Distinguished in English Learners in Reading from 18% to 28%</p>	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>All students will be exposed to grade level text and offered appropriate scaffolds to interact with text successfully. Supports will come from highly trained interventionist, EL teacher, and Literacy Coach</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompts</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompt</p>	<p>Title 1</p>
		<p>Job embedded coaching by highly trained Literacy Coach will continue and increase in order to ensure the highest quality instruction for all students</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompts</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompt</p>	<p>Title 1</p>

<p>Objective 2</p> <p>According to 23-24 KSA data, we will increase % Proficient/Distinguished in African American students in Reading from 25% to 30%</p>	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>All students will be exposed to grade level text and offered appropriate scaffolds to interact with text successfully. Supports will come from highly trained interventionist, EL teacher, and Literacy Coach</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompts</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompt</p>	<p>Title 1</p>
		<p>Job embedded coaching by highly trained Literacy Coach will continue and increase in order to ensure the highest quality instruction for all students</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompts</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompt</p>	<p>Title 1</p>
<p>Objective 3</p> <p>According to 23-24 KSA data, we will increase Reading Index score of students who qualify for Free/Reduced Lunch from 47.6 to 52.4</p>	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>All students will be exposed to grade level text and offered appropriate scaffolds to interact with text successfully. Supports will come from highly trained interventionist, EL teacher, and Literacy Coach</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompts</p>	<p>Common Unit Assessments, Formative Assessments, Writing prompt</p>	<p>Title 1</p>

		Job embedded coaching by highly trained Literacy Coach will continue and increase in order to ensure the highest quality instruction for all students	Common Unit Assessments, Formative Assessments, Writing prompts	Common Unit Assessments, Formative Assessments, Writing prompt	Title 1
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4: English Learner Progress

Goal 4: 23-24 KSA data, based on ACCESS, Picadome English Language Learners will increase 10%.

- According to 23-24 KSA data, **Picadome English Language Learners** will increase the number of students who score in the % of value table score of 100 from 19% to 21%. This is an increase of approximately 10%
- According to 23-24 KSA data, **Picadome English Language Learners** will increase the number of **African American students** who score in the % of value table score of 100 from 22% to 25%. This is an increase of approximately 10%
- According to 23-24 KSA data, **Picadome English Language Learners** will increase the number of **Hispanic** students who score in the % of value table score of 100 from 7% to 14%. This is an increase of approximately 10%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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<p>Objective 1 According to 23-24 KSA data, Picadome English Learners will increase the number of students who score in the % of value table score of 100 from 19% to 21%. This is an increase of approximately 10%</p>	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>Develop, implement, and monitor strong effective PLCs using the district PLC Framework.</p>	<p>Increased ACCESS, MAP, Common Unit Assessments, and KSA scores</p>	<p>PLC monitoring/observation/self assessment</p> <p>Classroom observations</p>	<p>District EL</p>
		<p>Ensure that standard deconstruction and backwards planning are occurring at an efficient and high level.</p>	<p>Increased ACCESS, MAP, Common Unit Assessments, and KSA scores</p>	<p>PLC monitoring/observation/self assessment</p> <p>Classroom observations</p>	<p>District EL</p>
	<p>KCWP 3 - Design and Deliver Assessment Literacy</p>	<p>Develop rigorous grade level common assessments that allow for assessment literacy practice</p>	<p>Increased ACCESS, MAP, Common Unit Assessments, and KSA scores</p>	<p>Common assessment monitoring</p> <p>PLC observation</p> <p>Common Planning with Admin Team using ADAM</p>	<p>District EL</p>
		<p>High quality Reading and Writing Professional Learning</p>	<p>Increased ACCESS, MAP, Common Unit Assessments, and KSA scores</p>	<p>Classroom observations</p> <p>PLC Long range planning</p> <p>Common assessment monitoring</p>	<p>District EL</p>
	<p>KCWP 4 - Review, Analyze, Apply Data Results</p>	<p>Continue to monitor results and refine data trackers for use of refinement and improvement</p>	<p>Increased ACCESS, MAP, Common Unit Assessments, and KSA scores</p>	<p>Monitoring data, PLC conversations, subgroup analysis</p>	<p>District EL</p>

		Monitor data by subgroup for all assessments	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL
<p>Objective 2</p> <ul style="list-style-type: none"> According to 23-24 KSA data, Picadome English Language Learners will increase the number of African American students who score in the % of value table score of 100 from 22% to 25%. This is an increase of approximately 10% 	KCWP 2 - Design & Deliver Instruction	Develop, implement, and monitor strong effective PLCs using the district PLC Framework.	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL
		Ensure that standard deconstruction and backwards planning are occurring at an efficient and high level.	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL
	KCWP 3 - Design and Deliver Assessment Literacy	Develop rigorous grade level common assessments that allow for assessment literacy practice	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL
		High quality Reading and Writing Professional Learning	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL

	KCWP 4 - Review, Analyze, Apply Data Results	Continue to monitor results and refine data trackers for use of refinement and improvement	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL
		Monitor data by subgroup for all assessments	Increased ACCESS, MAP, Common Unit Assessments, and KSA scores	Monitoring data, PLC conversations, subgroup analysis	District EL

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): According to 23-24 KSA, Picadome's Quality of School Climate and Safety status will move to very high and increase to Blue.

- Increase AA indicator rating to green.
- Increase “strongly agree” and/or “agree” when students respond to “Students being mean or hurtful to other students is NOT a problem for this school.
- Increase “strongly agree” and/or “agree” when students respond to “Students being mean or hurtful to other students online is NOT a problem for this school

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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<p>Objective 1</p> <ul style="list-style-type: none"> Increase AA indicator rating to green. 	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>Increase access to student support staff to African American students</p>	<p>Time logs, CICO logs</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>FRC/District FACE team</p>
		<p>Design SEL lessons that are culturally responsive and reflective</p>	<p>Lesson plans, increased engagement in SEL lessons</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>FRC/District FACE team</p>
	<p>KCWP 6 - Establish Learning Culture & Climate</p>	<p>Collaborate with FRC and FACE team to establish stronger relationships with families in concentrated areas of Picadome families</p>	<p>Increased trust and participation in school activities.</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>FRC/District FACE team</p>
		<p>Utilize Behavior Interventionist to help build relationships and to serve as a mentor.</p>	<p>Increased trust and participation in school activities</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>Title 1/Section 7</p>

<p>Objective 2</p> <ul style="list-style-type: none"> Increase “strongly agree” and/or “agree” when students respond to “Students being mean or hurtful to other students is NOT a problem for this school” And “Students being mean or hurtful to other students online is NOT a problem for this school” 	<p>KCWP 4 - Review, Analyze, Apply Data Results</p>	<p>Review data of AA students that interact with Student Support Team vs. Office for disciplinary action</p>	<p>Decreased Office Referrals for AA students</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>STOP/SEL Grant</p>
		<p>Ensure supports are in place for all AA students that are considered Tier 2 or Tier 3 for behavior</p>	<p>Decreased Office Referrals for AA students</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>STOP/SEL Grant</p>
	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>Design SEL lessons that are culturally responsive and reflective</p>	<p>Decreased Office Referrals for AA students</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	<p>STOP/SEL Grant</p>
		<p>Increase supports for students who engage in bullying behaviors, and those that are victims of bullying</p>	<p>Decreased Office Referrals for AA students</p>	<p>Decreased Office Discipline Referrals, increase in positive:negative interaction ratios</p>	



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

Picadome Elementary School

Tiffany Cook

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

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Picadome Elementary School is part of Fayette County Public Schools in Lexington, Kentucky. The school serves neighborhoods on Versailles Road, Harrodsburg Road, Mason-Headley Road, Southland Drive, and Waller Avenue. The school serves 430 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 student 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 Stakeholders

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

School stakeholders are invited to participate in committees, volunteer opportunities, and through SBDM. We are working to improve our Family and Community Engagement to include a more diverse population.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 reflect 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

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.



2023-2024 Phase Two: The Needs Assessment for Schools_10312023_21:40

2023-2024 Phase Two: The Needs Assessment for Schools

Picadome Elementary School

Tiffany Cook

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

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Picadome Instructional Leadership Team, SBDM, and MTSS Lead team reviewed 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 to SBDM. Due to the late release of KSA data; MAP data from Spring 23 and Fall 23, PBIS, Common Unit Assessment data, and attendance data were utilized as well.

Information is disaggregated with a focus on subgroups within our school. All relevant meetings occurred during September and October and are documented through minutes on file with the Principal.

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?

Last year's CSIP was used to help drive the instruction last year and there were some improvements in all areas. We will continue to use this data to continue moving forward.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - According to MAP data, our current 4th grade students' percentage of Proficient/Distinguished
 - According to MAP data, our current 4th grade students' percentage of Proficient/Distinguished
 - According to MAP data, our current 5th grade students' percentage of Proficient/Distinguished
 - **According to MAP data, our current 5th grade students' percentage of Proficient/Distinguished**
 - **According to MAP data, our current 4th grade students' percentage Novice in reading**
 - **According to MAP data, our current 4th grade students' percentage Novice in math inc**
 - According to MAP data, our subgroup of African American students is performing at a lower g
 - According to MAP data, our subgroup of Free/Reduced lunch students is performing at a low
 - According to MAP data, our subgroup of EL students is performing at a lower growth rate in r
 - According to MAP data, our subgroup of Special Education students is performing at a lower
 - According to MAP data, our subgroup of African American students is performing at a lower g
 - According to MAP data, our subgroup of Free/Reduced Lunch students is performing at a low
 - According to MAP data, our subgroup of EL students is performing at a lower growth rate in r
 - According to MAP data, our subgroup of Special Education students is performing at a lower
 - **Attendance Trends from 22-23 to 23-24**
 - **For the 2022-2023 school year our end of the year attendance was 91.97%. Our g**

- **In 2022 for the month of August our attendance percentage was 94.4%. In August**
- **In September 2022, our attendance percentage was 94.59%. In September 2023,**

- According to the district PBIS Tier 1 report in 2022-23, 97.39% of our students had 0-1 office
- **Writing data?**

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - According to Fall 23 MAP, 39.3% of our 3rd - 5th grade students are projected to score Proficient
 - According to Fall 23 MAP, 33% of our 3rd - 5th grade students are projected to score Proficient
 -

Example of Non-Academic Current State:

- According to Fall 2023 (August-October) behavior data, 92.26% of our students have received
- Attendance Data- Currently for the 2023-24 school year, 53.8% of our students have 0 unexcused

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.

- According to MAP data, our current 4th grade students' percentage of Proficient/Distinguished
- According to MAP data, our current 5th grade students' percentage of Proficient/Distinguished
- **According to MAP data, our current 4th grade students' percentage Novice in reading**
- **According to MAP data, our current 4th grade students' percentage Novice in math inc**
- According to MAP data, our subgroup of African American students is performing at a lower g
- According to MAP data, our subgroup of Free/Reduced lunch students is performing at a low
- According to MAP data, our subgroup of EL students is performing at a lower growth rate in r
- According to MAP data, our subgroup of Special Education students is performing at a lower
- According to MAP data, our subgroup of African American students is performing at a lower g
- According to MAP data, our subgroup of Free/Reduced Lunch students is performing at a low
- According to MAP data, our subgroup of EL students is performing at a lower growth rate in r
- According to MAP data, our subgroup of Special Education students is performing at a lower
- **By providing explicit and daily Social and Emotional Learning (SEL) lessons, our scho**
- According to Infinite Campus attendance report, we will increase our student academic perfor
- According to MAP data, all students' growth is in the 47th percentile in both Reading and Ma
- According to MAP data, all subgroups are growing less (average of 28%) than that of white s
- According to MAP data, all subgroups are growing less (average of 28%) than that of white s
- According to MAP data, all subgroups are growing less (average of 30%) than that of white s

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.

Based on Spring MAP data from 22-23, we knew that changes must be made in order to grow as a school and move our students further. We have begun examining our Tier 1 structures at a higher level in both reading and math, implemented more structured writing instruction, and are moving toward more of a push-in model. I expect to see gains in all areas from these initiatives.

Evaluate the Teaching and Learning Environment

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

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

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

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

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

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

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

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

a. Complete the [Key Elements Template](#).

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

ATTACHMENTS

Attachment Name



Picadome Key Elements Work Processes 23-24

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

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

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.
KCWP3



2023-2024 Phase Two: School Assurances_11072023_12:32

2023-2024 Phase Two: School Assurances

Picadome Elementary School
Tiffany Cook

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

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS



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

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 out
- 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 equitabl
- 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