

2024 - 2025 Picadome Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
 Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs)
 • Professional Learning Communities will continue to serve as Professional Learning time based on data and student/teacher needs. Focus will be on Backwards Design model

Focus Area 2: Assessment
 • Through the backwards design model, students will have the opportunity to demonstrate their learning in a variety of formats throughout the learning cycle.

Focus Area 3: Acceleration
 • Through the backwards design model within PLCs teachers will intentionally plan for enrichment and acceleration opportunities.

Focus Area 4: Culture and Climate
 • Picadome will continue to focus on academic and social-emotional needs while fostering a sense of belonging while intentionally including family and community engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	58.8	0
State Assessment Results in science, social studies, and writing	57.5	-3.2
English Learner Progress	79.3	5.1
Quality of School Climate and Safety	73.8	-3.6

1: State Assessment Results in Reading and Mathematics

By October 2028 Picadome Elementary will increase the Reading and Math combined status from 58.8 to 63.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Reading from 45% to 50%.	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Professional learning for Backward Design, Formative Assessment, and Visible Learning	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression -Guided Reading levels	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds.
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Math from 35% to 40%	Professional learning for Backward Design, Formative Assessment, and Visible Learning	Professional learning for Backward Design, Formative Assessment, and Visible Learning	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds.

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2025 Picadome Elementary will increase the Science, Social Studies and Combined Writing status from 57.5 to 63.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Science from 16% to 21%	-Professional learning for Backward Design, Formative Assessment, and Visible Learning -Increase collaboration of STEAM lab and General Education teachers	Professional learning for Backward Design, Formative Assessment, and Visible Learning Vertical planning and alignment	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression	PLC monitoring Walkthrough data	Picadome purchases discretionary (STEAM lab teacher), intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Social Studies from 41% to 46%	-Professional learning for Backward Design, Formative Assessment, and Visible Learning -Increase SS integration in K - 4 curriculum	Professional learning for Backward Design, Formative Assessment, and Visible Learning Vertical planning and alignment	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

By October 2025 Picadome Elementary will increase the Science, Social Studies and Combined Writing status from 57.5 to 63.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Combined Writing from 38% to 43%	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Continued collaboration with Smekens Consulting to integrate Writing into the curriculum	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By January 2026 Picadome Elementary will decrease the percentage of African American students scoring below the 20th percentile as measured by reading MAP from 43% to 35%.	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Tier 1 instruction that allows for student engagement, frequent checks for understanding, Tier 2 intentional teaching of vocabulary and building background knowledge. Increased use of Culturally Responsive materials	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds
By January 2026 Picadome Elementary will decrease the percentage of English Language Learner students scoring below the 20th percentile as measured by reading MAP from 43% to 35%	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Tier 1 instruction that allows for student engagement, frequent checks for understanding, Tier 2 intentional teaching of vocabulary and building background knowledge. Increased use of Culturally Responsive materials Increased use of ELlevation strategies	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds
By January 2026 Picadome Elementary will decrease the percentage of African American students scoring below the 20th percentile as	Professional learning for Backward Design, Formative Assessment, and Visible Learning	Increased use of manipulatives to ensure developmental progression of math concepts. Tier 1 instruction that allows for student engagement, frequent checks	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
measured by math MAP from 49% to 39%		for understanding, including awareness of DOK questioning.			
By January 2026 Picadome Elementary will decrease the percentage of English Language Learner students scoring below the 20th percentile as measured by Math MAP from 49% to 39%	Professional learning for Backward Design, Formative Assessment, and Visible Learning	Increased use of manipulatives to ensure developmental progression of math concepts. Tier 1 instruction that allows for student engagement, frequent checks for understanding, including awareness of DOK questioning. Increased use of ELlevation strategies	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2	2.5	3	3.5	4.0	4.5
4	0	0	0	0	0	0	0	80
3.5	0	0	0	0	0	0	60	100
3	0	0	0	0	0	60	100	140
2.5	0	0	0	0	60	100	140	140
2	0	0	0	60	100	140	140	140
1.5	0	0	60	100	140	140	140	140
1	0	60	100	140	140	140	140	140

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.	Provide instruction strategies that integrate speaking and listening to strengthen academic language skills.	Use Ellevation Strategies, Kagan, and Smekens to ensure that multilingual learners receive input they can understand and engage with effectively.	ACCESS results	Formative assessment data	

5: Quality of School Climate and Safety

By October 2028 Picadome Elementary will increase the Quality of School Climate and Safety status from 73.8 to 80.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the Quality of School Climate and Safety status from 73.8 to 80.0	Baseline data collected November 2024, intentional SEL focus on areas of concern based on this data.	Increased Tier 1 implementation of language used on survey Minute meetings with admin and student support team Advisory Council to address data and concerns	Interval completion of student surveys to measure progress	PBIS team, SEL team, Administration	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

6: Family Engagement

By October 2028, Picadome Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Picadome will have implemented FACE (Family and Community Engagement) Plan	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	<ul style="list-style-type: none"> FACE plan goals Family Surveys Parent/Community participation in committees/FRC advisory council/volunteer opportunities 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> Section 6 Title 1 FRC PTA
		Execute the expectations established on the FACE action plan	<ul style="list-style-type: none"> Pre-Post action plan data/reflection Participation data 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> Section 6 Title 1 FRC PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	<ul style="list-style-type: none"> Participation at events List of resources provided- and # or families accessing the resources 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> Section 6 Title 1 FRC PTA



2024-2025 Phase One: Executive Summary for
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2024-2025 Phase One: Executive Summary for Schools

Picadome Elementary School

Tiffany Cook

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

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2024-2025 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. In the Spring of 2024, Picadome successfully obtained their "Family Friendly School" certification which allows more opportunities for families to be a valued partner in their child's school success.

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 for a total of 7 staff members extensively trained in Reading Recovery practices. In addition, we have several teachers who are Math Recovery and AVMR trained. 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. At the beginning of the 2024-25 school year, Picadome embarked up on a new initiative- Picadome PACKs. These PACKs divide the students into 5 smaller families within the school to ensure tighter relationships are built within our school walls.

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. In the Fall of 2023, Picadome was labeled a "Yellow" rating overall with "green" ratings in Reading, Math, Science, Social Studies, Combined Writing and School Climate/ Safety. Picadome earned a "blue" rating in the area of English and Language Proficiency. We continue to analyze our data deeper in order to determine what areas we need to improve upon and what roadblocks we may experience along the way.

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. Over the summer of 2024, Picadome applied and obtained a summer grant which allowed for more field trips and outreach to occur at one of our lower income apartment complexes. Throughout this process, we have continued to grow this program and will be offering more after school tutoring at two lower income apartment complexes for our student population.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

Picadome Elementary School

Tiffany Cook

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Lexington, Kentucky, 40504
United States of America

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted 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 were 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. Spring 24 KSA data; MAP data from Spring 24 and Fall 24, 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 needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

We continue to see a decrease in Tier 1 behavior referrals based on PBIS data.

Our overall academic index decreased from 63.6 in 2023 to 58.7 in 2024 and a decrease in the quality of school climate and culture score. This is due to a significant drop in our Science/SS/Combined Writing score and despite a relatively stable score in reading and math.

Our English Learner score continues to increase.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact

survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

African American students are significantly underperforming when compared to white students in all areas.

English Learners and Economically Disadvantaged students are progressing faster than AA students in all areas.

On Demand Writing improved, including reducing novice significantly.

Reading continues to be higher than math in 3rd - 5th grade.

School climate survey data shows that students see bullying, including online activity is a concern.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

African American students are scoring lower than all other subgroups based on KSA.

Students are scoring lower in editing and mechanics.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

We have identified specific areas of concerns and students to focus instruction on for the year. Tier 1 instruction is our focus on deconstructing standards and aligning tasks.

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 Processes](#)

[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 EElements 24 - 25


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

- standards deconstruction
- task alignment
- task rigor through exemplar modeling

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Picadome Key EElements 24 - 25		• 7



2024-2025 Phase Two: School Assurances_10312024_01:37

2024-2025 Phase Two: School Assurances

Picadome Elementary School
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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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2023-2024 Phase Four: Professional Development Plan for Schools
for School Year 2024-2025_04252024_20:18

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Picadome Elementary School
Tiffany Cook
1642 Harrodsburg Rd
Lexington, Kentucky, 40504
United States of America

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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.

Focus Area 1 PLC: Picadome will utilize the PLC Model to improve student learning.
Focus Area 2 Accelerated 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?

Describe Strategic Plan Priority Areas: PLCs and Accelerated Learning both relate to the district goal of Student Achievement and Highly Effective and Culturally Responsive Workforce

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.

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 outcomes
- The PLC team consistently implements a system to develop teacher pacing guidelines that include teacher
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and
- The PLC team consistently implements a system for sharing two or three promising instructional strategies

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 concept
- The PLC team implements a system for organizing, reflecting on, and acting around common formative
- The PLC team implements a system for using evidence of student learning to determine the effectiveness

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 equitable
- 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 long
- 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)

The targeted audience is all principals, assistant principals, and teachers (Pre-K - 12).

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.)

Staff: teachers, interventionists

Funding: Title I, School Funds

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.

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

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

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.

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.)

Student Outcomes: 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

Educator Beliefs: By 2024, Fayette County Public schools will ensure 100% of schools consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Educator Practices: Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

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.

Focus Area 2 Indicators of Success (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 administrators

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.)

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

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.

na

Attachment Summary

Attachment Name	Description	Associated Item(s)
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