



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Camargo Elementary School
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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

1. What is the school's mission?

The mission of Camargo Elementary is total commitment to supporting and challenging students to be self disciplined and motivated learners in order to reach their full potential both academically and personally. The vision of Camargo Elementary is to encourage and foster partnerships with the community in order to create a culture where students feel welcomed, safe, respected and motivated to achieve at high levels. This will be accomplished by setting high expectations and collaborating to meet all students' individual needs.

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 priorities** for professional development that support continuous improvement?

Due to the impact of COVID-19 pushing instruction virtual and based on survey results that indicate 62% of the school's teachers received adequate professional development, the two priorities will focus on utilizing technology resources to improve increase student output and content based strategies to improve teaching resources. Teachers voiced a need for embedded PD and intentional technology training in using Google Suite for Education/Seesaw to manage and engage online learning opportunities.

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3. How do the identified **top two priorities** of professional development relate to school goals?

CSIP goal #1 states that Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in reading from 48% to 50%. Increasing technology proficiency among teachers enables the teachers to adequately utilize resources intentionally. Videoconferencing technology will allow teachers to engage students and parents in new ways and provides opportunities for students to be taught how to use these technologies in the event of switching virtual again. Literacy Footprints provides our students with opportunities to access books that are on their independent reading level, while Lexia provides direct instruction in literacy skills such as word study, vocabulary, and comprehension. Paired with parent support, student engagement in the Literacy Footprints and Lexia software will result in closing gaps in student literacy knowledge. Using multimedia technology (Google Slides, FlipGrid, Seesaw, etc.) in the classroom helps the teacher engage the students and helps the student be more involved and retain more information from the lesson. Students will learn real-world technology skills that will help increase communication; demonstrate the value of soft skills (communication, teamwork, problem-solving, responsibility, collaboration, etc.); and increase accessibility for students with disabilities. CSIP Goal 3 highlights closing the achievement gap for students with disabilities. Providing professional development opportunities enhances services and differentiation provided to students. Training in accessibility tools will allow teachers to increase students independence on grade level work through assistive technology such as audio players, timers, reading guides, graphic organizers, text to speech, mind-mapping etc. Content-based

professional development focuses on teacher identified needs to enhance their instruction and strengthen student performance across multiple subject areas. Based on the survey, 85% of teachers expressed the need for incorporating technology into the classroom and 43% of teachers expressed the importance of embedded professional development for implementation. Providing a variety of content-based, embedded professional development aligns with the CSIP goals by providing additional training on the instructional gaps teachers at each grade level identify. Providing professional development opportunities in guided writing and word study was identified by 58% of teachers. This will help increase foundation skills at the primary levels and help transition readers from learning to read in primary grades to reading to learn in intermediate grades. CSIP goals in math also identified providing intentional professional development to help close gaps in math. Eighty percent of teachers identified a need for teaching math vocabulary, math talks, and the stage of concrete/semi-concrete/abstract teaching strategies. Targeting each of these areas through intentional PD will help provide students with scaffolds and allow teachers to enhance differentiation for students at all levels. Focusing on technology, content based strategies, and incorporating both into intentional activities for students will support our growth towards our CSIP goals.

4a. For the first priority need, 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.

The biggest shift in the short term is creating a technology vision and expectation plan for our schools. This will need to be formed between administrators and teachers to ensure we are all working towards the same technology proficiencies relevant to individual grade levels and student needs. Technology professional development will be divided into three different organization structures to increase and reflect on intentional application of the professional development. Professional development will include preparation by discussing goals and a technology vision for the 2021 - 2022 school year, training on implementation of new technology at the beginning of the school year, and continued implementation/accountability through embedded professional learning committees. Developing technology integration in the classroom will allow teachers to integrate these multimedia tools to strengthen their literacy instruction and incorporate research based strategies into their reading and writing instruction. Technology develops students soft skills in communication and critical thinking, which will directly impact student growth in writing. Increasing technology skills also increases the equitable access to our students in low socioeconomic backgrounds. Delivering technology professional development complements our secondary goal of improving content based strategies to meet specific grade level needs allows our teachers to ensure

consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning and implementation in the classroom. Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level appropriateness, and defining what high-quality student work looks like will enable intentional, monitored student growth and intervention. Throughout the year, staff will have embedded professional learning opportunities to support analyzing and responding to the data. They will be provided resources and time for implementing and reflecting on student engagement and rigor in their instruction. PLC teams will meet regularly with the intervention team to analyze formative assessment and progress monitoring data and plan additional instructional strategies to support students in standards mastery. Students and parents needing additional support during extended periods of distance learning will have access to digital tutorials, school resources, school wide literacy night, and individual teacher conferences. Students will be expected to utilize these software programs consistently inside the classroom and outside of the classroom. Students will begin to develop the understanding of learning as collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity.

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4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result of increasing technology training and shifting to embedded professional development involves developing teacher understanding of technology to increase rigor in instruction and enhance student engagement. Equipping teachers with the foundational knowledge of Google Suite products allows teachers to create engaging, flexible, and adaptable learning opportunities that promote higher order thinking and manipulation of information. Students will develop stronger proficiency in technology resources that will aid them in the event of another period of extend learning. Embedded professional development provides scaffolds for teachers to troubleshoot and enhance tools used for instruction. The selection of a learning management system of Google Classroom and/or Seesaw give students the ability to communicate and learn remotely while building their learning portfolio. The learning portfolio serves as a product of how their learning progresses throughout the year. These can be used to communicate student progress and identify how the student is performing as compared to grade level

expectation. This will also work to encourage a shift in our educator mindset according to what students are able to successfully complete and develop their technology skills such as typing, word processing, designing presentations, etc.

4c. 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.

Teachers will utilize the learning portfolio to collect student samples of work and provide opportunities to students to share their growth through classroom. They will ensure consistent learning expectations through display of learning targets designed through collaborative grade level planning. Professional learning opportunities embedded through the Camargo Technology hub will feature exit slips and learning checks for teachers. Administrators will monitor the posting and use of learning targets through monthly walk throughs. Teachers and administrators will utilize professional learning committees to analyze student needs and ways to enhance student engagement, grade-level appropriateness, and defining what high-quality student work looks like. Professional learning and ongoing support centered on the use of our new Digital Library for both assessment and instruction will continue. Teachers will be expected to have students engaged and completing assignments in Literacy Footprints and Lexia. Teachers will use PLCs and faculty meetings to reflect and improve technology opportunities embedded into instruction. Students will be successful in this when they are able to navigate their technology resources and compile their learning portfolios. Provide parents and students training during the Title I Virtual Parent Night around the Digital Library to ensure equitable access to resources during prolonged distance learning

Goal setting with students

4d. Who is the targeted audience for the professional development?

Teachers are the primary focus for the professional development for technology to take a workshop/train the trainer approach. By increasing teacher proficiency with academic and data-analysis tools, they will be prepared to analyze data; create intentional, rigorous learning activities; scaffold student learning with increased differentiation; and support families in learning new technology. Families will benefit from teacher/school supported technology help sessions and resources as well.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, administrators, students, and families are all impacted by this component of professional development because in our ever-changing dynamics of the COVID 19 situation we are increasingly relying on technology to connect with our students remotely. Once we return to the classroom, we must move forward with the knowledge that we must be more prepared in the event of another pandemic or unforeseen circumstances. In order to better prepare our school and community, we must start addressing the multi-faceted layers of the technology inequities. Providing strong technology support enables our teachers to start teaching 21st century more intensely and preparing our students to handle technology resources creatively. We must think about ways to increase the access of internet, devices, and skills as we strengthen these skills to enhance access for our students and families.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Technology professional development will be provided by school or district staff members to train our staff on Google Classroom and Seesaw. Teachers will need planning time during or after the initial professional development in order to make connections and apply the training into their teaching practices. In order for updated technology apps and internet browsers to be functional, our school administration will need to continue to update technology resources (ipads or computers) in the primary realm to provide reliable devices.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Teachers will participate in professional learning communities and collaborative grade level planning. They will receive training and follow up through embedded PD's, faculty meeting, administration walk throughs, self-reflection, and additional resources. Teachers will be connected with a variety of online resources and blogs to follow for additional technology resources. The Camargo Technology Hub will house an abundance of resources for teachers to participate in self-paced activities and ask questions/generate interest on given topics. Coaching will also be available for those who need it.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Professional development will be monitored through walk throughs, completion of student work in digital portfolio, teacher reflection, student self-reflection, and classroom observations. Teachers will have the option to observe their peers implementation of technology and reflect on these in PLCs. Administration will conduct walk-throughs multiple times throughout each semester and reflect with teachers in professional learning communities on what is working and what is not working. Students will also partake in a student work showcase through student led conferences where they are able to utilize their digital portfolio to show their guardians.

5a. For the second priority need, 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.

Based on the survey completed by staff, content-based strategies on best practices in writing and math were a high priority. Incorporating a strong approach to integrating writing into the literacy plan involves teachers strengthening their guided writing and writing pieces instructional practices. Teachers also demonstrated a strong need for creating a math vision and receiving additional math supports for teachers teaching departmentalized subjects. Long-term goals changes include review of the curriculum content through grade level teams, horizontal teams, and vertical teams within the school/district and the development of additional math data points. Analysis of content area data will support grade level needed areas and content strategy needs. Short term changes include introducing new math talk and instructional strategies. Each grade level will need to lay out their specific content area needs and create a plan for reflection/ implementation of strategies. Long-term goals will include tracking classroom and school level data trends to identify further areas of need and student support. Co-teaching (in-person and virtually) will occur in classrooms K-5 to enhance content mastery. Analyze student data from a variety of resources such as Running Records, MAP, and formative assessments to create appropriate goals for the student. Monitor and intervene based on Lexia identified gaps Implement Title I Virtual Reading Night teaching parents and students about our new Digital Library to address student needs via distance learning. Provide ongoing support to parents for digital library access and use Professional learning developed to instruct teachers on the use of our new Digital Library School counselor, behavior specialist, administrators, FRYSC, district personnel, and teachers will work to eliminate barriers and develop proactive plans for students who regularly do not participate in virtual learning opportunities or have chronic tardiness and absences from in-person learning.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of content based strategies includes identifying grade level areas of growth to increase the rigor of activities, improve the differentiation based on student needs, and response to teacher collected data. Identifying these areas will improve student growth and push our school closer to meeting our CSIP goals since growth is a byproduct of growth. We want to emphasize closing in on identifying gaps to provide appropriate intervention.

5c. 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.

Teachers will utilize their formative assessments, summative assessments, MAP data, BVSD, running records, reading comprehension assessments, and student samples to track and monitor growth. Students and teachers will maintain accurate data binders which will encourage students to self-reflect and take ownership of their learning. PLC teams will meet to design instruction, reflect on data (formative and summative assessments), analyze student work and plan instruction aligned to standards. Teachers will collaborate with other grade level writing teachers to design instruction and analyze summative and formative data during district-wide teacher networking team (TNT) meetings.

5d. Who is the targeted audience for the professional development?

Teachers and school administrators are the targeted audience for this professional development. Focusing on increasing the intentionality of lesson planning and implementation of differentiation will empower teachers to identify ways to close gaps caused by the impact of COVID-19.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and parents are impacted by this component of professional development because increasing instructional strategies and resources also creates the important task of communicating effective reading and math strategies to our parents. This will results in family engagement practices such as digital and paper resources, tutorials, and family nights to provide information about student learning. School administration will be impacted by this professional development by providing accountability, time, and resources for grade level needs.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Due to the COVID-19 impact on the 2019 - 2020 and 2020 -2021 school year, the resources needed for the content based strategies have already been purchased. Our staff will be participating in embedded PD on trauma informed care through a book study on *The Boy Who Was Raised as a Dog*. Heggerty Phonemic Awareness and Jan Richardson Word Study and Phonics have also been purchased for primary grades. OLWEUS is an anti-bullying program the district purchased that will aid teachers in incorporating social emotional lessons into their content areas. We will utilize resources available through the district partnership with CKEC and our district personnel to address curriculum and content needs. Funding may need to be allocated to purchasing Seesaw Plus if the PD committee and school administration move forward with Seesaw for primary grades. School personnel can train on Seesaw.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Content based strategies will need follow up in PLCs and faculty meetings. Teachers will need follow up on detailed parts of the technology software being used for learning portfolios and discussion with grade level teams on how to implement student led conferences. Based on the teacher survey, the biggest ongoing support is having the time to reflect with our teams and make our professional development actionable. Follow ups will be conducted on an individual, team, and school level.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Implementation of content based strategies will be monitored through PLCs, the use of our Camargo Board shared Google Drive, documentation of data, the use of student self-assessments, analysis of progress, and administration feedback. Teachers will be responsible for helping students maintain student data binders and overall classroom data in their classrooms. Maintaining student data encourages students to take ownership of their learning and set goals to work towards to help them achieve specific academic skills. Individual teachers and grade level teams will identify areas of growth based on summative assessments and remote learning packets. When available, teachers will also use MAP data and other

standardized data points to determine additional areas of need pending the impact of COVID-19 on the administration of such tests.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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: Our professional development will focus on the two priorities above and working to enhance those content based strategies through our implementation of technology resources to improve student learning.

Attachment Summary

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