



2021-22 Phase Three: Professional Development Plan for  
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2021-22 Phase Three: Professional Development Plan for Schools

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## Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	11

## 2021-22 Phase Three: Professional Development Plan for Schools

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 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?

We acknowledge that the COVID pandemic has impacted our students in many ways where so many did not have access to internet and had difficulty learning virtually. As a result, the top two priorities for professional development build on the work done this year. Improving our Tier 1 instruction in math and providing content based PD in reading/writing for teachers individual professional needs are the to two priorities. Improving Tier 1 instruction in math includes introduction to guided math, utilizing differentiation to close gaps/accelerate learning, and analyzing standards/curriculum to target all learners. Addressing content based PD includes additional training in Saxon, Heggerty, Jan Richardson, writing strategies, and other school resources. It also includes continuing to strengthen the use of technology in the classroom and increasing rigor in student output.

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

The impact of the COVID 19 pandemic dramatically impacted the percentage of students scoring proficient/distinguished on state assessments. Students were adversely impacted by the limit of in person instruction and the top priorities identified above in math and reading will aid in closing/accelerating these needs to improve student performance. CSIP goals are as followed: Our CSIP Goal #1 states that Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in reading from 38.4% to 50.4%. Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in math from 19.4% to 44.1%. Objective 1 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in writing from 21.6% to 62.8%.

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.

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The first priority involves improving Tier 1 instruction in math. Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in math from 19.4% to 44.1%. We will do this by providing training at the beginning and throughout the year on guided math, differentiation, ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning, and participate in 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. PLC teams will meet regularly to review assessment data (MAP, USNS screeners, Mastery Connect and Case 21 assessments) and determine gaps in learning. Re-teaching and small, focused intervention groups will be implemented to close these gaps. We will also identify students needing Tier 2 or Tier 3 interventions and evaluate effectiveness of interventions at regular intervals. We will provide targeted services for those students needing additional support during extended periods of quarantined distance learning Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in reading from 0% to 15%. This objective targets working with our special education team to provide support and resources to increase students with disabilities access to grade level content and close achievement gaps. The following steps will help aid in long and short term changes needed to meet this goal:

- Co-teaching 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

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

Providing professional development to improve Tier 1 instruction will improve student outcomes in math performance. They will also provide outreach to parents as well through parent family nights and parent-teacher conferences. Providing teachers with individualized support will promote teacher confidence in math teaching and student learning practices. Teachers will become more familiar with increased math practices, utilizing the school technology program-Symphony Math, and analyzing data from MAP.

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.

Targeting the gaps in our math professional development in differentiation and math allow students to receive targeted instruction in specific domains (addition, subtraction, geometry, place value, etc) based on their unique needs. Teachers are

able to analyze the MAP Learning Continuum and Class/Student profile reports to plan individual and small group instruction, as well as to identify gaps for the whole class. Indicators of success will be formative assessments, daily performance, benchmark assessments, review of Camargo Data Boards during teacher/administrator conferences, PLCs, and fall-spring data days; review of USNS, MAP Scores (administration schedule dependent on district decision making and need for extended distance learning); and Kentucky Summative Assessment (KSA) Scores.

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

Teachers are the primary focus for the professional development for math instruction 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 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. Now that we are back in person we must move forward to close gaps and provide acceleration.

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

As teachers participate in math training, they will need time to plan for implementation and analyze data to inform instruction. Depending on the grade level, manipulatives may need to be located or purchased based on their needs. Title I Funds may be needed math/reading Parent Night scheduled for the spring. CKEC may be used for addition math trainings as well. Student learning may also be impacted by the social emotional impacts of virtual learning, some resources may focus on helping students overcome learning, facing trauma, etc. to support our social emotional goals in the CSIP. Funding will also be needed for continued use of Symphony Math. Teachers also utilize Go Math instructional materials. Free online resources teacher may also use are prodigy and Splash Learn.

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. Coaching from our curriculum coach and math interventionist 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 guided math routines, 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.

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 proficiency 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 due to 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.)

The materials for content based professional development in reading and writing are readily available. Our school has access to Heggerty, Secret Stories, Saxon Phonics, Comprehension Toolkit, Jan Richardson Guided Reading, Lexia, and Literacy Footprints. School personnel are able to provide training in each of these areas. Staff can use time to implement strategies and materials effectively, as well as reflecting on student data in MAP and classroom data.

5g. 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. Coaching will also be available for those who need it. 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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CES PD Plan		•
 PD Survey Results Summary		•