



## 2021-22 Phase Three: Professional Development Plan for Schools\_11152021\_13:53

2021-22 Phase Three: Professional Development Plan for Schools

**Caverna Elementary School**

**Tyler Richardson**

1106 North Dixie Highway

Cave City, Kentucky, 42127

United States of America

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## 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 Caverna Elementary School is to put students first. Every day, we seek to unlock each child's leadership potential. "Every Student, Every Day, Building Leaders."

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?

Literacy and mental health are two continued critical areas for improvement within our school. Literacy is an important factor for the demographics our school district has and improving overall literacy for early childhood would drastically improve student abilities across all subject areas. Mental health is another top priority, due to the fact that most of our student population is economically disadvantaged. Taking care of our students and their mental health and wellness is a crucial area we are looking to target for the continuous improvement of our students.

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

Literacy plays a major role in the development of an individual and is a top priority because it correlates with every subject area and plays a major role in testing areas. The improvement of reading and literacy as a whole is a top priority for our goals to help close achievement gaps but to also help our students become more productive in life as they become older. To address strategies of instruction, we are currently working with Thoughtful Classroom to develop instructional practices that correlate deeper learning for students. Focusing on mental health development is essential to our school goals because it is the stability factor that allows us to help students feel confident, safe, and secure while they are at school. Currently, we have been working with GRECC through Project Prevent to help identify at-risk students to get them help they need to be successful in life and to help them reach their full potential as students. We are also involved with Capturing Kids' Hearts to create a better learning environment focused on building better and more positive relationships with students.

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 priority of literacy improvement ties into our school goals by driving better reading fluency and comprehension that translates to all subject areas. Based on the most recent KPREP scores (2021), we saw the number of novice students in reading increase from 32% in 2019 to 62% students in 2021. We also saw a decrease in proficient/distinguished in the area of writing going from 18.5% proficient/distinguished in 2019 to 4% in 2021. As we look to close achievement gaps in

reading and math, we understand how important it is to develop stronger educators, to improve overall literacy within our school. We have already began the process of adopting a stronger literacy series and are working on revamping writing policies as a district to address areas of concern to push for more literate students.

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

The intention is to focus more on literacy to develop stronger students across the board in all subject areas. Another intention is to help create stronger educators, who intentionally focus on reading fluency and comprehension in all areas. By making literacy a top priority in professional development, we intend to close achievement gaps and reach goals laid out in our CSIP.

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.

Our CSIP outlines goals and objectives, which indicates the type of success we are looking to achieve. KPREP scores will be utilized to mark where we are as a school and whether our goals and objectives are achieved. Along with KPREP, we are utilizing MAP screeners to help give us an indication of where we are in the process.

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

Our targeted audience will be teachers and administration.

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

Students and teachers will be impacted the most with this professional development.

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

Resources, such as funding, to support professional development in literacy is provided at the district level. Time will be a utilized resource for all educators involved to complete the PD opportunities that go along with our goal of improving literacy.

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

PLCs will be an ongoing support system for PD implementation as well as support from the curriculum coach. This is an ongoing support system put in place right now that allows teachers to work together and effectively continue to improve as educators. Coaching and follow ups will be utilized after observation opportunities, which is also apart of our ongoing support system currently.

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.

Our assessment screeners will be utilized to monitor progress. These screeners are used three times a year. Our annual data retreat will be utilized to monitor progress as well. Teachers will use weekly PLCs to analyze data from student work samples and grade level assessments.

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.

The second priority need is mental health and wellness, which is something we have began working on this year through Project Prevent. With 87% of our students being economically disadvantaged, we want to be able to get them the resources they need to be mentally stable and secure to grow as students. We are seeing the challenges COVID has had on our families and students, and want to be able to offer strong support systems for the trauma endured during these difficult times.

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

One intended result is to provide students with resources and support with any issues they be having from a mental health standpoint. Also, it is to help provide our educators and staff with the necessary tools to identify a student in crisis and to be able to help or provide that student with someone who can help. We have been involved in mental health first aid training, which is tied to Project Prevent to continue to offer school level supports for struggling students. We have also worked with Capturing Kids' Hearts to create a more nurturing and student centered school.

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.

Progress will be monitored through our PBIS team and direct work with GRECC through Project Prevent. We will utilize the mental health screeners and data collected to monitor success.

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

The targeted audience for the PD is all certified and classified staff.

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

All certified and classified staff is impacted by this professional development to improve their awareness of mental health and to ultimately help impact our students and their overall mental health and wellness.

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

All resources needed for support are provided by GRECC and our school district's involvement with the Project Prevent Grant. We will need district funding to continue the support of Capturing Kids' Hearts.

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

Ongoing PLCs will be a main support system for PD implementation. Coaching and follow ups following observations is another ongoing support system. We also have ongoing support with this PD through partnership with GRECC and their coordinator, who works directly with us. With Capturing Kids' Hearts, we have a partnership and scheduled refreshers and dates to regroup with the coordinator assigned to us.

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.



Our mental health team (PBIS) will be working directly with a mental health counselor to review data and implement strategies to improve mental health for our most at-risk students. We will monitor the progress over the course of the year, and during monthly PBIS/mental health meetings.

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



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Mental Health Meeting		•
 PBIS Minutes		•