



2021-22 Phase Three: Professional Development Plan for  
Schools\_09082021\_14:06

2021-22 Phase Three: Professional Development Plan for Schools

**Caverna High School**  
**Chris Crain**  
2276 South Dixie Street  
Horse Cave, Kentucky, 42749  
United States of America

---

## Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	9

## 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?

Caverna High School will provide a safe, supportive environment to meet the individual needs of all students and ensure they are ready for the transition to college or a career after graduation. Caverna High School will:

- Prepare students to lead productive adult lives.
- Review and provide a variety of learning communities best suited to each student's needs.
- Involve all stakeholders in the decision making process.
- Develop students who are critical thinkers and who possess the necessary skills to be effective communicators.
- Engage the academic, emotional,

---

social, and multicultural environment needed to give students a positive sense of themselves

## **ATTACHMENTS**

### **Attachment Name**

---

 Vision & Mission Statement

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?

1. Literacy Instruction across the curriculum 2. Reading/Math Instruction/ Intervention

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

Professional development for increased literacy instruction and intervention in Math and Reading will improve teaching and learning across the entire curriculum. Literacy is a communication skill and every teacher teaches content. They also have a responsibility to make sure their students understand that content. Students must learn to analyze evidence and evaluate claims. They must make inferences and generate hypotheses. They develop comprehension skills by speaking, listening, reading, and writing about the content in classes outside the reading classroom. Our two year goal in reading is to improve our proficiency percentage to 50% or better. School-based interventions targeting students with, or at risk of, academic difficulties in Grades 7-12 have on average positive effects on standardized tests, such as the ACT in reading and math. The most effective interventions have the potential to considerably decrease the gap between at-risk and not-at-risk students. Our goal is to close the gap as much as possible with our Math and Reading deficiencies and improve these skills in order to improve proficiency in these content areas. Our two year math goal is to improve our proficiency percentage to 50% or better.

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.

All teachers will need to be implementing literacy instruction and literacy strategies across the entire curriculum All teachers will need to be implementing the revised school-wide writing plan in all content areas All teachers will need to model and engage students in student to student discourse Reading intervention classes will need to include a variety of small group, one-on-one, and computer-based literacy skills programs

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

Student outcomes: Improvement of literacy skills and increased proficiency in reading; Educator beliefs: All students are capable of making progress toward proficiency, teacher buy-in, consistency across all content areas Practices: Consistent implementation across the curriculum, teachers will make this a regular part of daily instruction

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.

Indicators of success will be improved grades, an increased percentage of students scoring proficient on universal screeners, the percentage of students scoring novice and apprentice will slowly decrease, the number of students meeting benchmark scores on the CERT and ACT will increase

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

All teachers will be the targeted audience for additional literacy professional development

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

Administrators and teachers will be impacted the most by this component of professional development; students will also be impacted over the long term

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

Resources needed to support this professional development is staff to train our teachers (funding to pay the trainer) and quality time to implement and practice

literacy instruction and strategies. Ideally, we would like to implement a summer literacy camp for low-performing students who needed the most assistance and stipends to pay the teachers for this camp

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

Teachers would need to regularly meet in their PLC's to share and teach strategies utilized in the classroom, support and progress monitoring from school and district administration, and peer observations and feedback among staff.

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.

Monitoring of evidence of implementation would be conducted through walk-throughs, learning walks, and observations from administration, teachers submitting student work samples and shared during PLC's, literacy instruction and strategies noted in lesson plans.

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.

Intervention teachers will need to learn to implement various math and reading intervention strategies Intervention teachers will will need to efficiently utilize the APEX Tutorials program for math and reading lessons Intervention teachers will need to develop a system of progress monitoring

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

Student outcomes: Improvement of basic math & reading skills to increase the percentage of proficiency in math & reading; Educator beliefs: All students are capable of making progress toward proficiency, teacher buy-in, consistency with intervention programs Practices: Consistent implementation of tier 1 interventions in regular math & English classes; teachers will make this a regular part of daily instruction, consistent implementation of intervention practices for tier 2 and tier 3 instruction

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.

Indicators of success will be improved grades, an increased percentage of students scoring proficient on universal screeners, the percentage of students scoring novice and apprentice will slowly decrease, the number of students meeting benchmark scores on the universal screener for math and reading will increase, thus an increased number of students testing out of intervention classes

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

Primarily Math and English Intervention teachers Other support staff in collaboration with Math and English teachers

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

Administrators and teachers will be impacted the most by this component of professional development; students will also be impacted over the long term

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

Resources needed to support this professional development is staff to train our teachers (funding to pay the trainer) and quality time to implement and practice intervention instruction and strategies. Additional funds will be required to pay for the yearly subscription to the intervention program, APEX Tutorials as well.

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

Teachers would need to regularly meet in their PLC's to share and teach intervention strategies utilized in the classroom, support and progress monitoring from school and district administration, and peer observations and feedback among staff. Progress monitoring of the program would be conducted by the school & district administration

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.




Monitoring of evidence of implementation would be conducted through walk-throughs, learning walks, and observations from administration, teachers submitting student work samples and shared during PLC's, & intervention instruction and strategies noted in lesson plans. In addition, universal screener scores would be shared and analyzed by math and English content areas to monitor growth and progress

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)
 <u>CHS Writing Plan 2021-22</u>		•
 CIS Professional Learning Plan 2021-22		•
 <u>Vision &amp; Mission Statement</u>		• 1