



2021-22 Phase Three: Professional Development Plan for Districts_08302021_14:58

2021-22 Phase Three: Professional Development Plan for Districts

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2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district 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 district's mission?

Our Vision: Committed Individuals Succeeding to create a better future: every student, every classroom, every day. Our Mission: Caverna Independent School District will provide a quality education that prepares students to be productive College and Career Ready Citizens. Our Shared Beliefs: We believe all students can learn and achieve with intentional instructional supports. We believe that every child is entitled to a learning experience that is based on Rigor and Relevance. We believe effective teaching is nurtured by collaboration and team work. We believe

we can meet the needs of students through personalized learning and differentiation.

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2. The needs assessment provides the framework for **all** districts 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 district's **top two priorities** for professional development that support continuous improvement?

Our two critical focus areas will be literacy and mental health. Literacy needs to be embedded in all content areas across all schools. Mental health continues to be a top concern across the district.

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

They align with the CDIP goals 1, 2, and 5 specifically: establishing a learning culture and environment and improving academic achievement: proficiency, academic indicator, and the gap goals.

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4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

-increase literacy content area knowledge in teachers and integration of literacy in all contents. -increase academic achievement of students in all content areas.

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

The intended results are a shift in educator practices and improvement of academic achievement in students.

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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.

-curriculum mapping and lesson planning for content areas -high-yield instructional strategies implemented in the classroom -integration of literacy in all content areas -academic improvement in content areas

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

Certified teachers

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

students, teachers, and administrators

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

staff time, professional learning funding, access to technology, materials, etc...

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

Professional learning communities and guided planning for teachers needing support. Instructional coaching will also provide support.

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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.

The success indicators will be monitored. Professional learning communities, classroom observations, and student data will be monitored for improvement.

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5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

-create awareness and strategies for improving the mental health of students through a positive behavior support system, self-regulation strategies, and trauma informed care.

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

The intended results will be less behavior incidents, a more positive climate, and a decrease of students scoring severe on our screener.

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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.

-A decrease in behavior incidents -An increase in perception data on a positive school climate -A decrease in the number of students scoring severe on our project prevent screener

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

All certified and classified.

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

Students, teachers, classified staff, and all administrators will be impacted by this component.

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

staff time, access to GRREC trainers, technology for online modules, handouts, etc...

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

Ongoing supports will be provided by the PBIS Coach, mental health counselor, and school based counselor.

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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.

The indicators of success will be monitored. PBIS and Project Prevent team meetings will be monitored. Data will be monitored.

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6. Optional Extension: If your district 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)
 CIS PD plan 2021-22		<ul style="list-style-type: none">• 1• 2• 3• 4a• 4b• 4c• 4d• 4e• 4f• 4g• 4h• 5a• 5b• 5c• 5d• 5e• 5f• 5g• 5h