



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

Caverna Middle School
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Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
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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

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 Middle School Shall provide a positive and secure environment where students learn to be productive citizens of the future.

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?

At Caverna Middle School our two PD priorities mental health and literacy.

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

Our students' Literacy levels and mental wellness relate to our school goals which involve improvement in testing areas. If students increase literacy fluency and comprehension the student will be more successful in every testing situation which will in turn help our school better reach our academic goals. Our district is involved in a mental health initiative through GRREC called Project Prevent. We also hired an additional mental health counselor. PD in this initiative focuses on the mental health and well-being of our students, which is essential especially now while students are getting back accustomed to in person learning.

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.

Our first priority is to increase reading fluency and comprehension in all subject areas. This endeavor aligns with our CSIP goals in all areas to increase scores on KPREP testing. We will continue to push literacy and thinking strategies in all areas to increase fluency and comprehension to promote student success.

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

Our intended result is for students to have success in their learning. Another intended result is for the focus of our teachers on literacy fluency and comprehension in all subject areas. These intended results will align to our CSIP goals which are measured through student progress on the KPREP test.

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.

The indicators of success will be the goals and objectives within the CSIP document. As goals are met involving KPREP testing we will know our endeavors have been successful. As we go along we will also use our universal screener, MAP to gauge our success as we progress.

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

The targeted audience will be teachers and administrators at CMS.

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

The main impact will be students and teachers. As the principal I am hoping to gain knowledge of Literacy education, as well.

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

Resources needed to support the professional development are provided at the district level. The main resource here will be time spent by teachers to complete pd opportunities.

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

The ongoing supports will be provided for professional development implementation will be coaching through the evaluation system. These coaching opportunities will take place during follow-ups after observations. Another support will be the continuing of teachers meeting weekly for PLC's. Hiring a new Curriculum Coach will help in these endeavors.

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.

Student work samples and grade-level assessments will be monitored during PLC's which meet weekly. Data analysis can take place during these weekly PLC meetings which take place weekly. Data will also be assessed during our Data Retreat.

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 for CMS is mental health awareness. Caverna Independent in partnership with GRREC has initiated a program through a grant called Project Prevent. This program will help us give our students resources for mental health needs. Our mission says that we will help create productive citizens of the future. For this to happen students' mental health and wellness must be at the forefront. We have a large number of students in impoverished situations which is yet another reason to focus on our students' mental health and well being.

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

The intended result is to give teachers the tools they need to help our students navigate their way through any mental health issues they are having. Project prevent provides PD that aligns with this endeavor. One PD that teachers and staff participated in this year was Mental Health First Aid. With proper training our teachers and staff will be capable of helping students when mental health and wellness issues arise.

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.

The indicator for success will be improvement will be a decrease in the number of students on Tier 2 and Tier 3 within our mental health screener.

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

Teachers, staff and administrators are the targeted audience. Eventually the impact will be within our student population.

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

Teachers, staff and administrators are the targeted audience. Eventually the impact will be within our student population.

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

Resources will be provided by GRREC and CIS district in coordination with the Project Prevent Grant. We are also using a SEL program called Capturing Kids Hearts to increase positivity and mental health well being within our school.

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

The ongoing supports will be provided for professional development implementation will be coaching through the evaluation system. These coaching opportunities will take place during follow-ups after observations. Another support will be the continuing of teachers meeting weekly for PLC's.

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 ongoing supports will be provided for professional development implementation will be coaching through the evaluation system. These coaching opportunities will take place during follow-ups after observations. Another support will be the continuing of teachers meeting weekly for PLC's.

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)
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