



# 2021-22 CCHS PHASE THREE: Professional Development Plan for Schools DUE DEC. 17

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	8

## 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?

CCHS provides a safe learning environment where graduates are prepared academically and socially to be successful in college or a career and as a productive citizen.

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?

Priority Area # 1: ACT Proficiency - According to the State-wide Junior ACT Data from March 2021, students are under-performing in English (only 39.3% meeting benchmark) and Math (16.3% meeting benchmark). Priority Area #2: Focus on Teacher Coaching and Retention CCHS welcomed 13 new teachers this school year (27% of teachers). Approximately 52% of certified staff have 3 years or less experience. This year, the Colonel Pulse Committee was established to improve working conditions and the culture-at-large.

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

3. How do the identified top two priorities of professional development relate to school goals? CCHS has created the 2021-2022 SY Priority Plan / Scorecard (attached) that is the guiding the academic and non-academic focus in the building. This document is a fluid, working document. The following is a listing of the "priorities" for the school: Proficiency (ACT; reading; math), Graduation Rate, GAP / SpEd, Transitional Readiness, Academic Performance, Curriculum and Instruction, Intervention (behavior, attendance, and academic), Post Secondary Planning, and Non-Academic Indicators (such as Parent / Community Involvement, Personnel / Retention, School Safety, and Finance). Stakeholders in each one of these priority areas have been identified. Each month, there is a meeting over these priority areas with the respective team of stakeholders. The Priority Plan is utilized as the agenda for each one of these meetings. Stakeholders look at current systems in place with action plans, goals for the 2021-22 SY, progress monitoring, the current reality, and any adjustments or next steps that need to be included in the plan. The CCHS Leadership Team is utilizing this document as a way to monitor progress towards becoming a Five Star School. These priority areas were drafted from the Needs Assessment tool provided by the CSIP, the CCPS district, and the school accountability data.

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.

CCHS will increase the number of students reaching benchmarks in the Communicative and Quantitative measure; totaling 100 students. CCHS will increase the overall composite average to 20.0.

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

CCHS will increase the number of students reaching benchmarks in the Communicative and Quantitative measure.

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.

100% Jr. Exposure to the National ACT ACT Tutoring Available leading up to State / National ACT Sign-up Students for Sessions to Make Tutoring More Intentional Tutoring Skill-based and Strategy-based ACT School-wide Vocabulary Initiative Daily ACT Lesson Planning ACT Bootcamp / Consultant for Students (move to January) ACT Independent Learning Plan and Incentives ACT SpEd Plan ACT BOOST Enrichment /Intervention Plan ACT One-on-One Conferencing Starting in the Fall Semester Incentive Plan for Good Faith Effort on March 16th ACT Mastery Prep Bell Ringers in All Core Classrooms Ensure that all 10th and 11th graders have access to an Online ACT Program

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

2021-22 SY Core Content Teachers and Sophomore & Junior Students 2021-22 SY All Teachers & All Students

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

2021-22 SY Core Content Teachers and Sophomore & Junior Students 2021-22 SY All Teachers & All Students School-wide message featuring the importance of the ACT and how students can achieve "Transition to Adult Life" status for graduation.

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

One-to-One Electronic Device for both teachers and students; Access to Mastery Prep Online suite of services

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

On-going teacher observations / progress monitoring visits by administrators; district support of vertical teaming, curriculum pacing / bundles, and PLCs; Mastery Prep data analysis

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 teacher / students access and usage of Mastery Prep; ACT data progress monitoring; On-going teacher observations / progress monitoring visits by administrators; monitoring of PLCs via lesson planning and common assessment data.

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.

Priority Area #2: Focus on Teacher Coaching and Retention Less than 10% Turnover  
100% of Faculty will participate in the Studer Survey Colonel Pulse Committee  
Planning

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

To increase accountability numbers and the overall culture of the school by maintaining quality personnel

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.

Teacher Mentor Plan / Monthly Meetings District Coaching Plan w. In-House Coach  
Communication Plan / Meeting Colonel Pulse Committee Events

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

Teachers new to Christian County High School and the students

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

The entire building (students, teachers, principals) are directly impacted by personnel retention and turnover.

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

New teachers and their mentors must devote time during, before and after the school day to get acclimated with the systems and structures of the building and with the overall population of the school.

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

Right Start District New Teacher Training Admin Support Schedule Recruitment Fairs  
PGES Coaching Model Contacting College Education Majors in Spring Semester 90-  
Day New Hire Rounding Conversations Re-recruiting / High Performer Round  
Conversations New Colonel Temperature Checks


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.

On-going teacher observations / progress monitoring visits by administrators;  
monitoring of PLCs via lesson planning and common assessment data; New Teacher  
"Temperature Checks" to monitor confidence, growth, job satisfaction, and needs.

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)
 2021-2022 SY CCHS Priority Plan		.