



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Christian County High School
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2020-21 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

1. What is the school's mission?

Christian County High School 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?

CCHS has been designated as a Two Star School. Priority Area#1: Academic Accountability Goal: According to the Fall Mastery Prep ACT data, students are under-performing in Math (72.4% Below Basic) and in Reading (66.6% Below Basic). Priority Area #2: Focus on Teacher Coaching and Retention - CCHS welcomed 12 teachers this school year. Approximately 52% of the certified staff have 3 years of experience.

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

Priority Area #1: Academic Accountability Goal - Professional development connection is that teachers engage in weekly PLC meetings to improve data-informed instruction; 100% of teachers engage in professional development surrounding literacy via the Striving Readers Grant; core content teachers engage in Mastery Prep / ACT professional development to improve individual ACT scores; teachers and administrators engage in ACT / Transition to Adult Life goal setting conversations; district provided curriculum pacing and bundling vertical teaming. Priority Area #2: A new teacher mentor program has been established and is lead by an administrator. Monthly "temperature-checks" are being conducted as well as rounding conversations with the head principal. New teachers meet monthly.

ATTACHMENTS

Attachment Name

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.

Priority Area #1: Academic Accountability WINTER 2020 English - 15.5 Math - 16.1 Reading - 18.8 Science - 17.2 Composite - 17.0 MAY 2021 SMART GOAL CCHS will increase the number of students reaching benchmarks in the Communicative and Quantitative measure; totalling 100 students. CCHS will increase the overall composite average to 19.0. English Goal -18 Math Goal - 18.75 Science Goal -18.75 Reading Goal- 22 100% 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 Staring in the Fall Semester Incentive Plan for Good Faith Effort on March 9th ACT

Mastery Prep Bell Ringers in All Core Classrooms Ensure that all 10th and 11th graders have access to the Mastery Prep ACT Program Adjustments / Next Steps Scale ACT Plan to all Grades Encourage Student Voice / Opinion and Feedback Subject Area Data Goals; Individual Name / Claim

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

ACT-45 Committee Meetings Leadership Meetings Monitoring Daily ACT Lesson Plans Student Independent Learning Monitoring / Rewards Leadership Support in the Classroom Data Tracking Spreadsheet Content Area ACT Mock Exams One-on-One Conferencing with Students ACT School-wide Vocabulary Competitions KEES Mock Check with ACT Earnings

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.

MAY 2021 SMART GOAL CCHS will increase the number of students reaching benchmarks in the Communicative and Quantitative measure; totalling 100 students. CCHS will increase the overall composite average to 19.0. English Goal -18 Math Goal - 18.75 Science Goal -18.75 Reading Goal- 22

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

2020-21 SY: Core Content Teachers and Students (especially sophomores and juniors) 2021-22 SY: All Teachers and All Students

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

2020-21 SY: Core Content Teachers and Students (especially sophomores and juniors) 2021-22 SY: All Teachers and All Students

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

Teacher and student one-on-one electronic devices; Mastery Prep Platform; District support of vertical teaming and PLCs

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

Monitoring of PLC guidance documents and common assessment data; Monitoring of lesson plans to include district pacing and rigorous, authentic assessments for students; Monitoring of Mastery Prep usage via the teacher "classrooms"

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.

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.

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

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.

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

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


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

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

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.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 SY CCHS Priority Plan		• 3