



## CCHS 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024\_02082023\_09:56

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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 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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1. Kentucky TSI Identified in SpEd Achievement
2. 10th Grade Math Assessment Deficiency Identified

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Christian County High School Priority Plan -- Goal: Increase Overall KSA Score from 58.3 to 67.0.

1. Look at adjustments that can be made to the SpEd collaboration schedule

Revamp PLC process to focus on Priority Standards for KSA; focus on congruency and rigor of activities and assessments in accordance to the standard

2. Utilize the 2022-23 SY KREP breakdown of mathematical conceptual categories to create mini-lessons in Geometry

Revamp PLC process to focus on Priority Standards for KSA; focus on congruency and rigor of activities and assessments in accordance to the standards

4a. For the first focus area, 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.

Look at adjustments that can be made to the SpEd collaboration schedule

Revamp PLC process to focus on Priority Standards for KSA; focus on congruency and rigor of activities and assessments in accordance to the standard

Focus on strategies and resources that enhance fluency

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Increase 2022-23 SY KSA Reading Proficient in SpEd from 32% to 40%

Increase 2022-23 SY KSA Math Proficient in SpEd from 19% to 25%

Increased capacity in teachers; a deeper understanding of the standards / skills necessary for mastery of the content.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

I. MasteryConnect benchmark data will be used to identify areas of deficiency in math, reading, ODW, social studies and science; Common Assessment results will be utilized as checkpoints; MateryPrep will be utilized to identify trends and misconceptions with ACT content; Progress Monitoring with SpEd students will be utilized to craft IEPs via the ARC process

4d. 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.

**Please describe in detail.**

Increase 2022-23 SY KSA Reading Proficient in SpEd from 32% to 40%

Increase 2022-23 SY KSA Math Proficient in SpEd from 19% to 25%

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

SpEd Teachers and General Ed Teachers (in collaboration with SpEd)

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Time to evaluate student progress and to intentionally plan instruction; professional development to build capacity in teachers (behaviorally and academically); training in supplemental programs (i.e., MasteryConnect; MasteryPrep; IXL; Progress Buddy; DBQ; Stemsopes, etc...).

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan

together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Revamp PLC process to focus on Priority Standards for KSA; focus on congruency and rigor of activities and assessments in accordance to the standards.

- MTSS Tier 2 and 3 Identification Spreadsheet
- Grade Level Post-Secondary Readiness Spreadsheets
- 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers
- Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress
- Track MAP Growth throughout the school year; share growth with teachers, parents, and students

5a. For the second focus area, 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 MTSS Plan for Math
  - Identification of Tier 2 & 3 via Strategic MAP testing
  - CCHS MTSS Tier 2
- Revamp PLC Process / Meetings to focus solely on instruction
  - PLAN: Teacher understanding of standards
  - Standard Alignment for instruction and tasks
  - Utilize the standards rubrics designed by KDE
  - Add Peer Observations to Unit Cycle
- Refine universal lesson plan template and review Daily Learning Targets
- Intentional FLEX plan for SpEd Students
- Integrate informational reading as part of weekly Advisory Work
- Scrimmage Assessments
  - January, February and March
  - Individual Student Conversations about Scores
  - Work to Improve Student Testing Stamina
- Integrate a PGES Coaching Model w. Leadership Team to increase instructional capacity
- Focus on Vocabulary Strategies

- Utilize the KSA Blueprint to structure geometry courses to include the spiraling of other mathematical conceptual categories
  - Algebra
  - Functions
  - Number & Quantity
  - Statistics and Probability

(Insert Algebra Bootcamp after CA)

## Reduce Novice

- CCHS MTSS Plan for Math
  - MAP testing to evaluate deficiencies
- Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentice on KSA)
  - Utilize KDE Novice Reduction Strategies
- Resource math classes utilize KSA Blueprint to structure geometry courses to include the spiraling of other mathematical conceptual categories in conjunction with

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Increase 2022-23 SY KSA Math P&D from 30% to 37%

Reduce 2022-23 SY KSA Math Novice from 37% to 30%

Increase 2022-23 SY KSA Math Proficient in SpEd from 19% to 25%

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

MTSS Tier 2 and 3 Identification Spreadsheet

Grade Level Post-Secondary Math Spreadsheets

2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers

Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress

Track MAP Growth throughout the school year; share growth with teachers, parents, and students

5d. 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.

**Please describe in detail.**

Increase 2022-23 SY KSA Math P&D from 30% to 37%

Reduce 2022-23 SY KSA Math Novice from 37% to 30%

Increase 2022-23 SY KSA Math Proficient in SpEd from 19% to 25%

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

General Math Instructor and SpEd Collaborators; Administrators and interventionist need professional development in the blueprint and rigor of the KSA assessment

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Math instructors use IXL; Desmos Calculators; Graphing Calculators; EdReady; Dave Ramsey; MasteryConnect; etc...

Continued professional learning around the math standards and standards of practice is important.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Each week, a district level instructional leader meets with the math department to narrow the focus of the standards work. All math teachers have been invited to attend a series of professional learning opportunities offered by the Western




Kentucky Educational Co-op. Teachers will receive a stipend for attending these trainings.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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.

CCHS would like additional training with MasteryConnect this summer.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-23 CCHS CSIP		.