



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

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## 2020-21 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

1. What is the district's mission?

Elizabethtown Independent School's mission statement is "Tradition of Excellence: High Standards, Each Student, Every Day" where embrace tradition...pride...excellence...accountability...commitment...and a student-centered approach in all we do.. We believe it is our moral and ethical obligation and duty to provide this to each student, every single day. We are part of a small school district rich in tradition, deep-rooted in pride, and known for excellence in the classroom and beyond. To maintain tradition, pride, and excellence we understand we must be accountable, committed, and student-centered in the decisions we make and the actions we take on a daily basis.

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?

The top two priorities for professional development as identified in our needs assessment and reflected in our Comprehensive District Improvement Plans are: 1) Kagan Cooperative Learning Structures, and 2) Balanced Literacy for our elementary schools K-5. For our middle and high schools 6-12 the priority areas are: 1) Kagan Cooperative Learning Structures, and 2) Co-Teaching/Station Teaching Models. The entire district, K-12 will focus on implementing Kagan Cooperative Learning Structures to increase engagement and cooperative learning. Our elementary schools have already implemented Co-Teaching/Station Teaching and are at the continued implementation and refinement stages where our middle and high schools are ready for professional learning and beginning implementation. Our elementary schools are now ready for professional learning and implementation of a Balanced Literacy Plan to include a Brainspring Orton Gillingham component.

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

The top two priorities, Kagan/Balanced Literacy for elementary and Kagan/Co-Teaching/Station Teaching at the middle and high levels directly relate to district proficiency, gap, growth, and separate academic goals. Kagan professional learning will aid in increasing student engagement, fostering cooperative learning environments, making instruction and participation more equitable, and supporting relationships and community in the classroom. Research shows that cooperative learning structures have the potential to increase engagement and achievement among our African American population being a culturally preferred and responsive method of learning and give our students in poverty more inclusion in, access to, and participation in high-quality activities and instruction. Kagan structures will enhance our core instruction across all grade spans and content areas, assist us in closing our gaps with various special populations and can easily be integrated into and support our Co-Teaching/Station Teaching Models of instruction. In addition, our Co-Teaching/Station Teaching Models of instruction support best practices in small group instruction. Within these models, teachers can more easily assess where students are in their learning, redirect and reteach when needed, understand student misconceptions and revise lesson plans accordingly, provide more timely and appropriate feedback, foster relationship building and cooperative learning, increase student engagement, and decrease student off-task behaviors. These instructional models also support more collaboration and teamwork between the

general education teachers, special education teachers, and support staff. Within the Co-Teaching/Station Teaching Instructional models teachers spend more time planning together, discussing and analyzing student assessment data, and participating in more effective professional learning communities with the potential to increase positive culture and climate within the schools and district. Finally, the Balanced Literacy Plan across the elementary grade spans K-5 will address our proficiency goals, gap goals, and indirectly address our separate academic goals. A foundational, consistent plan across the K-5 grades is imperative in building a literacy foundation for the entire district that impacts not only the elementary schools, but also the middle and high schools. We believe literacy is the foundation for all learning and all other content areas and so a district initiative must always be alive and well whether in the professional learning phase, beginning implementation phase, or in the reflection and refinement stage. The balanced literacy plan will encompass five overarching areas of literacy to include phonemic awareness/phonics, vocabulary, fluency, grammar/language, and comprehension. Of course, writing, a part of the big picture of literacy is also a component that will be addressed across the district as well through writing progressions and writing across the content areas. The beginning phase of the Balanced Literacy Plan will include professional learning in Brainspring Orton Gillingham Phonics First and Structures both within the district and outside of the district, that will address the components of phonemic awareness/phonics, fluency, writing, and vocabulary. This plan will consist of several short term phases that comprise a long term plan that will eventually involve the middle and high school levels.

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.

The first professional development priority, Kagan Cooperative Learning, has been identified as a need districtwide to address school and district proficiency, gap, growth, and separate academic goals. The goals and objectives for Kagan Cooperative Learning Structures professional learning and implementation are to aid in increasing student engagement, fostering cooperative learning environments, making instruction and participation more equitable, and supporting relationships and community in the classroom. Research shows that cooperative learning structures have the potential to increase engagement and achievement among our African American population being a culturally preferred and responsive method of learning and give our students in poverty more inclusion in, access to and participation in high-quality activities and instruction. Kagan structures will enhance our core instruction across all grade spans and content areas, assist us in closing our gaps with various special populations and can easily be integrated into and

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support our Co-Teaching/Station Teaching Models of instruction. There is a long and short term plan for professional learning and implementation of Kagan in our district. Initially, the district developed a Kagan team which consisted of district administrators and a school administrator and teacher in each school in the district. The team attended training for Kagan Structures Days 1-4. The team convened to share thoughts, reactions, ideas for implementation, develop district short and long term plans, etc. The teachers on the district team served as pilots and practitioners by implementing structures in their classrooms. COVID 19 hit across the US and interrupted our Day 5 training and Kagan coaching plans. In the winter/spring of 2021, we will complete Day 5 training and get all school teams established and trained. Year 1 District implementation will pick back up in the fall of 2021 with all grades K-12 attending Day 1 training, coaching the district team in October 2021, and Day 2 training for middle and high school with possible school coaching for middle and high school. Year 2 will consist of Day 3 and 4 for the middle and high school, additional school coaching for all schools, and Day 2 and 3 training for the elementary schools. Year 3 will include, Day 5 for the middle and high school, Day 4 and 5 for the elementary schools, additional coaching for all schools, and a train the trainer district professional learning component so Kagan remains sustainable in the district as teachers leave and retired and new teachers are hired we can train them in house. Each year before, during, and after implementation, we will survey and receive input from all stakeholders pertaining to training, implementation, resources needed, effectiveness, needs, next steps and action plans, future needs and plans, etc., and make adjustments to the plan accordingly.

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

The intended results of the Kagan Cooperative Learning initiative is to aid in increasing student engagement, fostering cooperative learning environments, making instruction and participation more equitable, and supporting relationships and community in the classroom. The structures are also intended to add tools to our teachers' toolbelts to enhance their existing instruction, practices, and activities transforming them to be more engaging, rigorous, cooperative, thought-provoking, and hold students more accountable in their learning and participation. We believe the training will be practical and useful to our teachers and something they can easily incorporate into their classroom instruction with small changes and tweaks here and there and not a complete overhaul to what they are already doing. It will cause adjustments in small practices that have a big impact on student learning and engagement. Kagan structures will enhance our core instruction across all grade spans and content areas, assist us in closing our gaps with various special populations and can easily be integrated into and support our Co-Teaching/Station Teaching Models of instruction. It will address and optimize community, team

building, relationship building and many positive behavior supports we believe are critical in helping our students receive the best high-quality instruction possible.

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.

Success will be measured through professional learning participation, sustainability through district training capacity, teacher feedback surveys, walk-through instruments, feedback from the Kagan district team, school coaching sessions, student feedback surveys, and student assessment and achievement data.

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

The targeted audience for the Kagan Cooperative Learning Structures professional development short and long term plans are all K-12 administrators, general education teachers, special education teachers (excluding speech therapists and FMD teachers), support staff (special area teachers, interventionists, etc.; excluding school counselors and some special program teachers and directors), and classified support staff as deemed appropriate.

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

Those most impacted by the Kagan Cooperative Structures professional development training will of course be teachers and students. Teachers will gain knowledge, best practices, tools, pedagogy, ideas, and resources to enhance engagement and effectiveness across all grade spans and content areas. They will learn important strategies when it comes to cooperative learning, effective practices, team building, community, relationship building, inclusion, and equity to name a few. Students will be impacted greatly as well with the impact centering around increased engagement and effectiveness in their classes and courses, more opportunity and accountability, increased inclusion and equity, higher-level thinking and involvement, and increased skill development when it comes to cooperation, community, and teamwork. District leaders and school leaders will also be impacted and equipped with the knowledge and understanding about what support and resources teachers and students need in order to implement the structures with fidelity and the time and grace needed to allow teachers to learn and implement the structures, be practitioners, and support their colleagues in implementing with fidelity.

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

The resources needed to support the Kagan Cooperative Learning Structures include professional development planning and funding through Title II, Title I, and CCEIS funds, time to allow staff to learn and implement the structures, development of walk-through accountability and feedback tools, Kagan resource materials for the teachers to use in their classrooms, Kagan digital/technology tools and materials for teachers, and funding for continued coaching and "train the trainer" plans.

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

The Kagan initiative in our district includes a 3-year professional development and coaching plan, sustainable "train the trainer" plans for new district employees, support and feedback in professional learning communities, feedback and surveys at all levels, and district Kagan team follow up and planning throughout the entire professional learning, implementation, coaching, reflection and refinement phases.

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.

To ensure implementation with fidelity over time and throughout the three-year professional learning process classroom observations will be conducted, an accountability tool and feedback instrument will be developed, coaching sessions will be provided, professional learning communities will spend a portion of their time dedicated to Kagan Cooperative Learning Structures growth and development, student assessment data before and after Kagan implementation will be monitored and analyzed and feedback and self-assessments will be administered with staff and with the district Kagan team throughout the entire process.

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.

The second professional development priority, Balanced Literacy for elementary schools and Co-Teaching/Station Teaching Models of Instruction for middle and high schools will also address our proficiency, gap, growth, and separate academic goals. The Balanced Literacy Plan for the elementary schools will serve as a consistent,

foundational plan that will not only impact the elementary schools but also the middle and high schools. State assessment data, benchmark data, formative and summative data, intervention programming data, as well as teacher input all indicate large and growing gaps in reading deficiencies as well as an increase in the number of struggling and below grade level readers. In examining and reflecting on our past practices it can be determined that the long-standing whole language approach may have somewhat contributed to the evergrowing gaps and an increasing number of struggling readers K-12 which indicates a need for a shift in pedagogy, mindset, teacher training, instructional practices, instructional resources, and core programming. The plan moving forward will look at literacy with a more balanced approach and include five key components which include: Phonemic awareness/phonics, vocabulary, fluency, grammar/language, and comprehension with district plans for writing instruction to accompany this plan. There are short and long terms goals with this plan that include Brainspring Orton Gillingham Phonics First and Structures training to address phonemic awareness, phonics, fluency, writing, and vocabulary as an impactful, sustainable, intense, research-based starting point that will span over the next few years with additional training related to fluency, comprehension, the science of reading, cross-curricular reading, vocabulary and grammar/language as well as district writing plans that address writing across the content areas and writing progressions. The Co-Teaching/Station Teaching Models of Instruction for the middle and high schools will address best practices in small group instruction. Within these models, teachers can more easily assess where students are in their learning, redirect and reteach when needed, understand student misconceptions and revise lesson plans accordingly, provide more timely and appropriate feedback, foster relationship building and cooperative learning, increase student engagement, and decrease student off-task behaviors. These instructional models also support more collaboration and teamwork between the general education teachers, special education teachers, and support staff. Within the Co-Teaching/Station Teaching Instructional models teachers spend more time planning together, discussing and analyzing student assessment data, and participating in more effective professional learning communities with the potential to increase positive culture and climate within the schools and district. The Co-Teaching/Station Teaching model also lends itself nicely to our Kagan Cooperative Learning Structures initiative. There are short term and long term goals with the priority as well. The elementary schools have already implemented this model and will work on reflection and refinement while the middle and high schools are in the professional learning and implementation phases. In the short-term plan, the district will train all staff and implement the models throughout our schools. In the long-term plans, teachers will receive refresher training, focus a portion of time in their professional learning communities on this model, be held accountable for continued implementation and practices, and receive support for district and

building administration when it comes to personnel, scheduling, resources, and training needed to maintain implementation and effectiveness.

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

The intended results for the K-5 Balanced Literacy Plan is to have a consistent, foundation literacy plan based on best practice research in the field of literacy instruction and effectiveness. We believe that our past practices were not effective and did not close gaps and may have contributed to increasing numbers of struggling readers in our district. We believe that a core balanced literacy approach will be much more effective, equitable, sustainable, and impactful. The Balanced Literacy Plan across the elementary grade spans K-5 will address our proficiency goals, gap goals, and indirectly address our separate academic goals. A foundational, consistent plan across the K-5 grades is imperative in building a literacy foundation for the entire district that impacts not only the elementary schools, but also the middle and high schools. We believe literacy is the foundation for all learning and all other content areas and so a district initiative must always be alive and well whether in the professional learning phase, beginning implementation phase, or in the reflection and refinement stage. The balanced literacy plan will encompass five overarching areas of literacy to include phonemic awareness/phonics, vocabulary, fluency, grammar/language, and comprehension. Of course, writing, a part of the big picture of literacy is also a component that will be addressed across the district as well through writing progressions and writing across the content areas. The beginning phase of the Balanced Literacy Plan will include professional learning in Brainspring Orton Gillingham Phonics First and Structures both within the district and outside of the district that will address the components of phonemic awareness/phonics, fluency, writing, and vocabulary. This plan will consist of several short term phases that comprise a long term plan that will eventually involve the middle and high school levels. The intended results of the Co-Teaching/Station Teaching Models of Instruction at the middle and high schools and continued implementation at the elementary schools is to support best practices in small group instruction. Within these models, teachers can more easily assess where students are in their learning, redirect and reteach when needed, understand student misconceptions and revise lesson plans accordingly, provide more timely and appropriate feedback, foster relationship building and cooperative learning, increase student engagement, and decrease student off-task behaviors. These instructional models also support more collaboration and teamwork between the general education teachers, special education teachers, and support staff. Within the Co-Teaching/Station Teaching Instructional models teachers spend more time planning together, discussing and analyzing student assessment data, and participating in more effective professional learning communities with the

potential to increase positive culture and climate within the schools and district. The ultimate intended results of our Balanced Literacy Plan is to close reading gaps and increase reading achievement and with our Co-Teaching/Station Teaching Model is to increase engagement and effectiveness that ultimately increases student achievement.

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.

Success will be measured through continued professional learning participation, sustainability in district training capacity through BSOG certified teachers, teacher feedback surveys, walk-through instruments, student feedback surveys, professional learning community conversations and feedback, intervention programming data, and student assessment and achievement data.

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

The targeted audience for Balanced Literacy professional development is all K-5 general education teachers, reading interventionists, special education teachers, English Language teachers, and any other support staff that directly supports students and their literacy instruction as well as elementary administrators so they have knowledge and understanding to support sustained implementation and the capacity to lead and support their teachers over time. The targeted audience for the Co-Teaching/Station Teaching Models of Instruction professional development at the middle and high schools is intended for all general education teachers, special education teachers, support staff who directly work in core instruction and administration to build their capacity to have the knowledge and understanding necessary to support teachers and sustainable implementation over time.

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

Those impacted the most by both the Balanced Literacy professional development as well as the Co-Teaching/Station Teaching Models of Instruction professional development are both teachers and students. Teachers will have the knowledge, understanding, pedagogy, instructional practices, resources, support, time/schedules, and personnel to implement balanced literacy plans at the elementary school and the Co-Teaching/Station Teaching Models K-12. Students will be impacted as well because they will have exposure and access to high-quality, best-practice, research-based, balanced literacy instruction each day that is consistent and equitable across all of our elementary schools building a solid foundation in

literacy that is critical for success in all other content areas as well as in higher education and in life. Students will also be impacted by the Co-Teaching/Station Teaching Models of Instruction in that they will participate in best practice small group instruction, develop more meaningful relationships with staff that contribute to higher levels of learning, receive more immediate and appropriate feedback and reteaching of content, be exposed to students at different levels and abilities in their small groups, experience fewer distractions and waste of instructional time that often occurs in whole groups settings, and receive the attention and support they need to be successful with more focused learning intentions. District leaders and school leaders will also be impacted by being equipped with the knowledge and understanding needed to support teachers and students through all the phases of professional learning, implementation, reflection, and refinement and maintain fidelity and sustainability for the utmost impact and effectiveness.

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

To support the K-5 Balanced Literacy Plan funding is needed for professional learning and resource materials. Some instructional technology needs will require funding as well and teachers will need time, support, grace, and understanding when being practitioners in implementing the balanced literacy components and the Orton Gillingham practices. To support the Co-Teaching/Station Teaching plan professional development funding will be needed as well as time and support in implementation. There may also be additional resources and materials needed for small group instruction and a need for additional personnel could arise.

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

Ongoing supports will be provided for professional development in regards to the Balanced Literacy Plan. The plan will start with professional learning in Brainspring Orton Gillingham Phonics First and Structures that will continue for at least a 3 year period and beyond. Additional professional development sessions will focus on fluency, vocabulary, comprehension, grammar/language, and writing. The idea is that there is always a literacy initiative alive and well in the district that lays the foundation for all other learning and content areas and eventually includes the middle and high school levels. Additional supports will include a portion of time focused on Balanced Literacy in our professional learning communities, expanded professional learning opportunities in literacy, coaching and supports, observations and walk-throughs, follow up and refresher training, and feedback data from teachers. Ongoing supports for professional development in regards to Co-

Teaching/Station Teaching include a portion of time focused on Co-Teaching/Station Teaching in our professional learning communities, coaching and supports, observations and walk-throughs, follow up and refresher training, and feedback data from teachers.

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.

To ensure implementation with fidelity over time and throughout the professional learning and implementation process of Balanced Literacy and Co-Teaching/Station Teaching Models of Instruction, classroom observations will be conducted, an accountability tool and feedback instrument will be developed, coaching and follow-up sessions will be provided, professional learning communities will spend a portion of their time dedicated to growth and development in these two areas, student assessment data before and after implementation will be monitored and analyzed and feedback and self-assessments will be administered with staff and with district administration throughout the entire process.

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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>EIS Balanced Literacy Beginning Planning Document</u>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <u>EIS Co-Teaching/Station Teaching 5 year Plan</u>	<p>This plan also needs adjustments due to COVID 19 derailing some of the plans and timelines and personnel changes. Adjustments will be made in January of 2021 accordingly.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
 <u>EIS Kagan 5 Year Plan</u>	<p>This plan still needs to be adjusted since the COVID 19 pandemic derailed some of the timelines and there have been some personnel changes. It will be revamped and revised in January 2021 to indicate district implementation to begin in the 21/22 school year as new plans have been made with Kagan.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>