



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

Elizabethtown Independent
Kelli Bush
219 Helm St
Elizabethtown, Kentucky, 42701
United States of America

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2021-22 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

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 district's mission?

The district's new mission statement developed under the leadership of our superintendent in collaboration with district and school leadership is "We exist to help all students achieve excellence within an equitable learning environment.", paired with the vision statement, "Every EIS student will learn and grow according to their own goals both academically and socially." and six key core values which consist of--kindness, respect, integrity, collaboration, accountability, and equity. These were developed by our administrative team using the work of Robyn

Jackson's Builders Model launched at our 2021 Summer Admin Conference and continued during monthly Lunch-n-Learn Leadership sessions. We are engaged in the PURPOSE area of the 4 part model and will soon move to the PEOPLE area and then on to the PATHWAY and PLAN components. Our principals have in turn taken this model to each of the buildings and have begun the work of developing a Mission, Vision, and Core Values for their school in collaboration with their staff and stakeholders.

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 areas for professional development differ for elementary than for middle/high in our district. For both elementary and middle/high the #1 priority focus area is the engagement of our students to include socialization, collaborating, and communicating with others. We will continue our 5 year Kagan cooperative learning plan with continued professional learning, coaching, resource provisions, support, implementation, and accountability across the district to increase engagement in all classes at all levels. Priority #2 is where the elementary and middle/high differ. The #2 priority focus area for elementary continues to be Structured, Balanced Literacy across our K-5 classrooms to include structure and balance in Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing. We will continue following through with our 5-year literacy plan to address this focus. Last year the focus was on training and implementation of Heggerty Phonemic Awareness and Brainspring Orton Gillingham Phonics. This year the focus will be continued support and implementation of the previous two while adding fluency training and instructional focus to the forefront. We will use the fluency research and work of Timothy Ranzinski as our model and support teachers with training, resources, and coaching. Priority #2 for middle and high school is in the area of PBIS/RtB/Restorative Justice/Implicit Bias. Our middle and high schools desperately need work in implementing their PBIS and RtB (Response to Behavior) plans and structures with fidelity, understanding cultural differences and biases, and implementing Restorative Justice techniques and practices. To address this focus area professional learning and collegial work time will be provided in these areas for the middle and high school staff paired with more intense, follow-up supports for school administration, counselors, behavior interventionists, PBIS teams, and RtB teams.

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

The district's #1 priority area, Kagan Cooperative Learning, relates to our CDIP goals and less formal district goals in many ways. Implementing Kagan Cooperative Learning Structures with fidelity across all classrooms in all grades K-12 will significantly impact our Proficiency Goals, our Separate Academic goals, our Growth Goals, and our Gap Goals by engaging students more in the content and curriculum, motivating and inspiring them to do and be their best, and equipping them to work with others and grow their knowledge and skills. Kagan Cooperative Learning Structures also have the potential to help us meet our Social-Emotional and Behavior Goals set for our students by helping build their skills in collaboration, cooperation, socialization, self-regulation, teamwork, etc. The district's #2 priority area for elementary, Structured Balanced Literacy, would directly impact our Proficiency, Separate Academic, Growth, and Gap goals. A Structured Balanced Literacy foundation for our students would also effect Transition Readiness and Graduation Rate goals for the district since we know that a strong literacy foundation leads to greater academic success in later years for students. When students are literate and have the foundation skills needed in literacy to engage in other content areas it also affects their social-emotional well-being, their self-regulatory behavior, their overall outlook, their future academic and life success, and their attitude and hope in their future. The district's #2 priority area for middle/high, PBIS/RtB/Implicit Bias/Restorative Justice, would greatly affect our Gap, Transition Readiness, and Graduation Rate goals. In turn, there would be a significant positive impact on our Proficiency, Separate Academic, and Growth Goals. If students have positive relationships in the school setting, have a sense of belonging, believe and trust in the school and staff, feel they are valued and respected, and experience equity they are far more likely to perform at higher levels and engage more academically.

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.

For priority #1, Kagan Cooperative Learning, the district will provide Day 2 training for all elementary staff and Day 3 training for all middle and high school staff followed by support with resources, digital resources, ongoing coaching, observations and feedback, administrative leadership support, etc. each year during our 5-year implementation plan. The plan also includes onboarding new staff with training and additional training and support for our district Kagan Leadership team

to build capacity and sustainability for the future. Our end goal with Kagan Cooperative Learning is that its usage and implementation become part of the natural planning process and culture in our classrooms across the district and it stays alive and well by keeping a strong and well-trained leadership team, offering continued support and resources, and training new teachers to the district, holding building leadership and staff accountable for implementation, and offering walkthrough feedback and coaching support.

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

Our end goal with Kagan Cooperative Learning is that its usage and implementation become part of the natural planning process and culture in our classrooms across the district and it stays alive and well by keeping a strong and well-trained leadership team, offering continued support and resources, and training new teachers to the district, holding building leadership and staff accountable for implementation, and offering walkthrough feedback and coaching support. If we successfully establish this Kagan Culture in our schools across the district we will see more engagement, more collaboration, safer school and classroom environments, healthier students when it comes to social-emotional well being and socialization, more equipped students to work with others, and greater academic success.

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.

Indicators of success will include walkthrough data that shows an increase in the use of Kagan Cooperative Learning Structures across the district in all classes at all levels, PBIS/RtB data that shows and decline in behavior incidents and referrals, stakeholder survey data that reveals the following: stronger relationships, safer environments, deeper investment and engagement, and a sense of community and belonging, academic data that shows gaps closing and proficiency rising, and school culture data that displays the following: equity, safety, community, teamwork, and collaboration.

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

The targeted audience for the professional development is all K-12 teachers in our district to include our Kagan leadership team, school administration, and district administration.

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

The impact of Kagan Cooperative Learning professional development involves teachers with their planning and teaching practices; school administration with how they lead the Kagan initiative, model it themselves, hold teachers accountable for implementation, and offer coaching and feedback; students in how they experience community and academic engagement in their classrooms; and community members who will reap the benefits of students who have greater academic, social-emotional, self-regulatory, collaboration, teamwork, and life skills to apply in their communities and workplaces.

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

Resources needed to support this professional development include rental of a large venue to house our elementary and middle/high groups, consultation and travel fees for Joan Z. to present Day 2 and Day 3, professional learning materials for Day 2 and Day 3, funding for additional resource requests from our teachers and administrators, funding for additional professional learning opportunities in Kagan, funds to pay stipends to our Kagan Leadership team for their work in coaching and leading, and our greatest resource--time for implementation.

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

Ongoing supports for implementation of Kagan Cooperative Learning will include the purchase of additional requested resources, additional professional learning opportunities, modeling and support from district and school leadership, ongoing coaching and support for our Kagan Leadership Team, and a Kagan shared resource drive for teachers across the district which includes resources, pictures, instructional videos, tips, etc.

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.

Implementation will be monitored through walkthrough observation data and feedback, coaching and feedback, evidence in submitted lesson plans, samples and examples brought to coaching sessions, examining different data sources

(academic, behavior, SEL, etc.), and through surveys of students, staff, and leadership.

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.

Elementary, Priority #2, Literacy: For Structured Balanced Literacy, the district will provide professional learning for all K-5 teachers in the area of fluency research, pedagogy, instructional practices, and assessment. The professional learning session will be followed with resource provisions, coaching and feedback, monitoring, walkthroughs and feedback, additional professional learning opportunities, and a shared Fluency resource drive for all K-5 teachers that includes materials, pictures, instructional videos, tips, etc. The long-range plan is that teachers merge their understanding and professional learning about Phonemic Awareness and Phonics from the previous year with their new learning about Fluency into and big picture understanding for foundational literacy that catapults us into the next phase of professional learning where we dive into vocabulary, comprehension, and writing. As a result, we see our literacy achievement in our elementary schools rise exponentially because our students have a structured, balanced, systematic, consistent, equitable foundational literacy program to engage in preparing them for future personal and academic success. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: The district will provide professional learning for all 6-12 teachers in the areas of PBIS, RtB (Response to Behavior), Implicit Bias, and Restorative Justice. The professional learning session will be followed by additional professional learning sessions, resource provisions, coaching and feedback, monitoring, walkthrough observations and feedback, and additional professional learning opportunities. The long-range plan is that teachers merge their understanding and professional learning about Tier I PBIS with fidelity and Tier II and Tier III RtB processes with training and understanding in Implicit Bias and Restorative Justice in a way that results in a more equitable, positive culture with fewer behavior and SEL referrals, more engagement, and a deeper trust and stronger relationships among students and staff. As a result, achievement levels, Graduation Rate, and Transition Readiness rates will rise.

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

Elementary, Priority #2, Literacy: The intended result is that teachers merge their understanding and professional learning about Phonemic Awareness and Phonics from the previous year with their new learning about Fluency into and big picture understanding for foundational literacy that catapults us into the next phase of

professional learning where we dive into vocabulary, comprehension, and writing. We also hope to build a pedagogical foundation in our teachers so they believe in and understand why this structured, balanced approach is best for our students. As a result, we see our literacy achievement in our elementary schools rise exponentially because our students have a structured, balanced, systematic, consistent, equitable foundational literacy program to engage in preparing them for future personal and academic success. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: The intended results are that teachers merge their understanding and professional learning about Tier I PBIS with fidelity and Tier II and Tier III RtB processes with training and understanding in Implicit Bias and Restorative Justice in a way that results in a more equitable, positive culture with fewer behavior and SEL referrals, more engagement, and a deeper trust and stronger relationships among students and staff. As a result, achievement levels, Graduation Rate, and Transition Readiness rates will rise. Positive School Culture and Climate will also be affected with a greater sense of support, trust, belonging, investment and community.

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.

Elementary, Priority #2, Literacy: The indicators of success will include an increase in Reading Proficiency scores, reading benchmark scores, and classroom reading assessment data; a decrease in reading intervention and novice reduction numbers; an increase in Separate Academic Proficiency due to an increase in literacy skills applied to Science, Social Studies, and Writing; an increase in Math Proficiency due to the ability of students to read word/story problems and apply literacy skills successfully that aid in solving them; Gap closure due to increase foundational literacy skills; a decrease in behavior referrals from students who previously lacked literacy skills and avoided the academic engagement; and increase in Transition Readiness and Graduation Rate over time when elementary current elementary students move the middle/high school setting. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: The indicators of success will include a decrease in behavior and SEL referrals; fewer students in Tier II and III in RtB; growth in Academic Achievement on state, formative, benchmark and summative assessments, Transition Readiness, and Graduation Rate; positive results on stakeholder surveys; positive culture/climate survey results; and a pedagogical shift in our middle and high school staff when it comes to Implicit Bias and Restorative Justice and how it merges with our PBIS and RtB processes and plans.

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

Elementary, Priority #2, Literacy: The targeted audience for this professional learning is all K-5 teachers across the district including school administration.

Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: The targeted audience for this professional learning is all 6-12 teachers at our middle and high school to include school administration, PBIS teams, RtB teams, counselors, and behavior interventionists.

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

Elementary, Priority #2, Literacy: The impact of this professional learning involves teachers in their planning and instructional practices as well as their professional pedagogy; students who will receive more consistent, equitable, research-based, best practice, structured, balanced foundational literacy instruction; middle and high school leaders and staff who will over time see more prepared students when it comes to literacy skills; and the community who will reap the benefits of a generation of students who have greater literacy skills to apply to post-secondary learning, the job force and to the work they do in their community. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: The impact of this professional learning involves teachers in their planning and instructional practices as well as their professional pedagogy when it comes to student behavior, PBIS, RtB, Implicit Bias, and Restorative Justice; students when it comes to their perspective, relationships, trust, etc. in and about their school each day and if the changes they see in the system, the processes, and the staff impacts their decisions, interactions, engagement, perspective, sense of safety, feelings of trust and respect, etc.; administration and the amount of time and effort they spend on behavior situations and referrals vs. the amount of time they could transition to spending on instruction, student programming, achievement, student supports and opportunities, etc.; the community who will reap the benefits of more highly skilled, highly equipped, highly engaged students ready for college and career with a sense of belonging and purpose in the school and greater community.

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

Elementary, Priority #2, Literacy: Resources needed to support this professional learning include funds to pay for presenters, coaches, additional professional learning opportunities, materials, and resources for the entire duration of implementation of the 5-year literacy plan. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: Resources needed to support this professional learning include consultant fees, funds for resources and materials, funds for

ongoing coaching, digital programming needs for PBIS, PBIS rewards funds, curriculum resource funds, and funds for additional professional learning opportunities.

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

Elementary, Priority #2, Literacy: Ongoing supports will include coaching and feedback, walkthroughs and feedback, additional professional learning opportunities, resource provisions, and a shared Fluency drive for all K-5 teachers that includes materials, resources, pictures, instructional videos, tips, etc. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: Ongoing supports will include coaching and feedback, walkthroughs and feedback, additional professional learning opportunities, resource provisions, and ongoing meetings and support for PBIS and RtB teams.

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.

Elementary, Priority #2, Literacy: Implementation will be monitored through walkthrough observation data and feedback, coaching and feedback, evidence in submitted lesson plans, samples, examples, and questions brought to coaching sessions, examining different data sources (academic, behavior, SEL, etc.), and through surveys of students, staff, and leadership. Middle/High, Priority #2, PBIS/RtB/Implicit Bias/Restorative Justice: Implementation will be monitored through walkthrough observation data and feedback, coaching and feedback, examples and questions brought to coaching sessions, examining different data sources (academic, behavior, SEL, culture/climate, etc.), and through surveys of students, staff, and leadership.

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 5 year Kagan Cooperative Learning Plan</u> | | • |
|  <u>EIS 5 year Literacy Plan</u> | | • |