



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

Helmwood Heights Elementary School

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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?

The mission of Helmwood Heights is to inspire a community of learners who are respectful, responsible, and innovative.

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?

The top two priorities for professional development that support continuous improvement are Kagan Structures and Balanced Literacy with a focus on fluency as well as common assessment development that is systematic.

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

The top two priorities of professional development, Kagan Structures and Balanced Literacy, relate to our school goals. First Kagan Cooperative Learning will help our long term goals in proficiency, achievement gap, separate academic indicator, and growth by learning successful teaching strategies in which we will use a variety of learning activities to improve engagement and their understanding of the subject. Kagan Structures will enhance our core instruction across all grade levels, assist in closing our gaps with special populations and can easily be integrated into and support our Co-Teaching/Station Teaching Models of instruction. In addition to Kagan Structures, learning checks in math will be incorporated in order to provide data driven instruction. In addition to Kagan Structures, a focus on Balanced Literacy will address all goals within our CSIP. After focusing on phonemic awareness/phonics using Orton Gillingham as our vehicle in 2021, we will use our PD to focus on the fluency aspect of Balanced Literacy. The Balanced Literacy approach in our classrooms by way of station teaching drills down our focus to smaller groupings and on individual skills within the groups.

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.

The specific objective for the Kagan Cooperative Learning is for staff to add to their toolbox in order to increase student engagement in a more "student centered" approach, fostering cooperative learning environments, making instruction and participation more equitable, and supporting relationships and community in the classroom. Our staff was trained in Kagan Day 1 in the summer of 2021. Throughout the year we have had Kagan coaching in which ideas, strategies, experiences were shared. Different structures were practiced with staff as well. Kagan has been implemented in our classrooms as evidenced in walkthrough, evaluation data. In reflection, we will continue to refine our staff meetings, PLCs

when discussing Kagan Structures - this will help us long term. As well, we will need to analyze student growth and achievement over a set period of time.

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

The intended results are to see growth from pre to post test within instructional units, growth in our STAR Benchmark Testing in reading and math. If we are meeting students where they are at and utilizing Kagan Cooperative Learning Strategies in addition to our other best practices then we will move students forward. Other student outcomes include increased engagement, fostering cooperative learning environments, equitable instruction, and stronger relationships. . 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.

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 for success will be measured through walk-through data, feedback from Kagan district team, feedback from Kagan coaches, school coaching sessions, student feedback survey's, and student assessment and achievement data.

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

The targeted audience for the professional development are administrators, teachers and support staff.

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

The most impacted by Kagan will be teachers and students. Teachers will be impacted by obtaining new tools, knowledge, strategies to enhance engagement and effectiveness across all grade levels. Students will be impacted by 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. The level of impact with school leadership will be the knowledge and understanding about what support teachers and students will need in order to implement the structures 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 1 and CCEIS Funds, time to allow staff to learn and implement the structures, development of walk-through feedback tools and Kagan resource materials for the teachers to use in their classrooms.

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

The Kagan initiative at Helmwood Heights includes a 3 year professional development and coaching plan, a sustainable plan for training a district trainer in order to train all new employees, provide support and feedback to staff within PLCs. As well the district Kagan team will follow up with fidelity throughout the implementation, coaching, reflection and refinement process.

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.

Our PD will be monitored over time and throughout the three year professional learning process through classroom observations, feedback/accountability instrument, coaching sessions, PLC discussions/sharouts dedicated to the Kagan Cooperative Learning Structures.

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.

The specific objectives for the 2nd priority need - Balanced Literacy as it pertains to professional development, will address our CSIP goals related to proficiency, gap, growth, and separate academic goals. Professional development will look at literacy with a more balanced approach with a heavy emphasis on one the 5 key components - fluency. The short and long term goals with this plan include Orton Gillingham Phonics First and Structures training to address fluency, while also maintaining our growth in phonemic awareness/phonics, vocabulary, comprehension. Over time we will have additional training related to

comprehension, the science of reading, cross-curricular reading, vocabulary and grammar/language.

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

The intended results for the balanced literacy plan is to have a consistent, foundation literacy plan based on best practice research in the field of literacy instruction and effectiveness. Helmwood Heights believes that a core balanced literacy approach will be much more effective, equitable, sustainable, and impactful than the whole language approach. The Balanced Literacy Plan will address our proficiency goals, gap goals, and our separate academic goals. The short and long term goals with this plan include Orton Gillingham Phonics First and Structures training to address fluency while also maintaining growth in phonemic awareness/phonics. Over time we will have additional training related to comprehension, the science of reading, cross-curricular reading, vocabulary and grammar/language.

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.

Indicators for success will be measured through professional learning participation, sustainability through district training, teacher feedback surveys, walk-through instruments, feedback from our balanced literacy team, school coaching sessions, student feedback surveys, and student assessment and achievement data.

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

The targeted audience for Balanced Literacy professional development are administrators, general education teachers, special education teachers and support staff.

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

The most impacted by Balanced Literacy/Co-Teaching/Station Teaching Models of Instruction 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 Helmwood Heights and the Co-Teaching/Station Teaching Models. 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. 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.)

The balanced literacy plan will require funding for professional learning and resource materials. Some instructional technology needs will require funding as well and teachers will need time with implementing balanced literacy components and Orton Gillingham practices. To support Co-Teaching/Station Teaching professional development funding will be needed as well as time and support. 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 include professional learning in Orton Gillingham Phonics First and Structures that will continue for at least a three year period and beyond. Additional professional development sessions will focus on fluency, vocabulary, comprehension, grammar/language, and writing. Within our PLCs, time will be devoted to Balanced Literacy. As well professional learning opportunities in literacy, coaching feedback sessions, observations and walk-throughs, feedback data from teachers and follow up trainings will be necessary as on going supports.

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.

Our PD will be monitored over time and throughout the three year professional learning process through classroom observations, feedback/accountability instrument, coaching sessions, PLC discussions/sharouts dedicated to Balanced Literacy. We will also look at student assessment data before and after Kagan implementation. Staff self assessments will also be administered throughout the three year process.

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)
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