

## Woodward Granger Middle School and High School Building Professional Development Plan, 2005-2007

### Leadership Team at Woodward Granger Middle/High School

- Members: Principal, Delane –; Teachers: Jody –, Lynne –, Bryony –, Kara –, Kathy –, Alane –, Rose –, Lori –; AEA Team: Anita – and Lisa –; Director of Curriculum/Instruction, Pam –, ad hoc member.
- Meets bi-monthly for 1 to 2 hours for each meeting. One meeting occurs during PD early dismissal; second meeting occurs during third Monday of each month after school.
- The Building Leadership Team leads the planning for building school improvement, with special focus on
  - identifying appropriate content and research base,
  - designing a formative data collection plan, and
  - organizing collaborative teams.
- This team plans PD sessions in conjunction with trainers and teachers based upon data collection and analysis and needs of staff and students, providing feedback to faculty on emerging results.

We examined all our data when discussing our priorities. These findings were most influential in determining our PD target.

#### Data for Woodward-Granger Middle School

- *(This section needs to be completed to summarize the specific data supporting the need for reading comprehension at grades 6-8)*

#### Data for Woodward-Granger High School

- *(This section needs to be completed to summarize the specific data supporting the need for reading comprehension at grades 9-12)*

#### PD Target for Woodward-Granger Middle and High School

(District PD target is also reading comprehension.)

- Reading Comprehension is the area of focus for all students in grades 6-12.

#### Content/SBR for Woodward-Granger Middle and High School

##### READING COMPREHENSION CONTENT:

###### Middle School-2005-2006

- 1) Text structure
- 2) QAR's
- 3) Think Aloud
- 4) Discussion

###### Middle School-2006-2007

- 1) Summarizing
- 2) Reciprocal Teaching

##### READING COMPREHENSION CONTENT:

###### High School-2005-2006

- 1) Text structure
- 2) Think Alouds
- 3) Discussion
- 4) Summarization

###### High School-2006-2007

- 1) Summarizing

## 2) Reciprocal Teaching

1) \_\_\_\_\_ studies on TEXT STRUCTURE are attached to this document. We chose this strategy/program because the implementation in the study showed that regular, weekly, implementation increases fluency and engages the student. Our teaching staff will be implementing this strategy in the same manner outlined in the research.

*NEED SUPPORTING EVIDENCE OF CONNECTION TO COMPREHENSION.*

2) \_\_\_\_\_ studies on THINK ALOUD are attached to this document. *NEED MORE INFORMATION ABOUT SBR PROGRAM AND IMPLEMENTATION IN THIS SECTION*

3) \_\_\_\_\_ studies on QAR's are attached to this document. *NEED MORE INFORMATION ABOUT SBR PROGRAM AND IMPLEMENTATION IN THIS SECTION*

4) \_\_\_\_\_ studies on DISCUSSION are attached to this document. *NEED MORE INFORMATION ABOUT SBR PROGRAM AND IMPLEMENTATION IN THIS SECTION*

5) ) \_\_\_\_\_ studies on SUMMARIZATION are attached to this document. *NEED MORE INFORMATION ABOUT SBR PROGRAM AND IMPLEMENTATION IN THIS SECTION*

### **PD Design for Woodward-Granger Middle and High Schools 2005-2006**

- 1 early dismissal PD day and 1 full day of pre-service will be devoted to learning about the Building PD plan, the Individual Career Development Plan, and the processes for staff to use as they implement the Building Plan.
- 4 sessions will focus on aligning curriculum through curriculum mapping
- 6 sessions will focus on sharing information regarding progress with HSTW and MMGW grants. Grant activities support reading comprehension through use of time (block schedule) and other grant initiatives (Advisor/Advisee, Senior Projects, etc.)
- 3 sessions are to prepare students and teachers for PTS conferences to effectively communicate student progress
- 14 of the 20 early dismissal days will be specific training on reading strategies to focus on:

#### **COMPREHENSION-**

##### **Middle School-2005-2006**

- 1) Text structure
- 2) QAR's
- 3) Think Aloud
- 4) Discussion

##### **High School-2005-2006**

- 1) Text structure
- 2) Think Alouds
- 3) Discussion
- 4) Summarization

The Middle School and High School teaching staff will focus on one SBR strategy at one time. As we are certain that implementation is true to the model and consistently done, we will then move to the next chosen strategy.

Each session will include theory and research on the strategies being learned, demonstrations of the strategy

and opportunities for practice through peer teaching and lesson development.

**Provider:**

- The local AEA will be our provider of record and will provide technical assistance on the design and implementation of our PD program. Anita Westerhaus, AEA school improvement consultant, is the primary person assisting from the team. Lisa Gabriel, Special Education consultant, will assist as needed.

**Learning Opportunities for Woodward-Granger Middle School and High School**

- In addition to the days of training, collaborative teams will meet once each week during shared planning time. One week a month, each teacher is to arrange a time to be observed or observe (six times per year. This observation replaces the collaborative meeting time for that week for that teacher doing the observation).
- During weeks when there is no professional development, the collaborative team with shared planning time will meet on that Wednesday, in addition to their other weekly scheduled time.
- Each collaboration group will meet for a minimum of 40 minutes (half of the planning time).
- Each teacher is also a member of a subject area department. During professional development days, one day a month, the various departments will meet and help aggregate and disaggregate data that will help inform building decisions. The members will provide feedback to each other regarding reading strategy implementation. Collaborative Team meeting discussions will be documented and this information will be shared with the BLT each month.

**Implementation Plan and Monitoring of Implementation for Woodward-Granger Middle School and High School**

The expectation is that all teachers will complete these forms

*Weekly:*

**Collaboration Minutes**  
**Implementation Protocol (may not need to be rewritten each week, but review for possible need for modifications)**  
**Implementation Log**

*Monthly:*

The **Formative Data Recording Sheet** will be completed monthly during the second collaboration meeting of the month.

*As information becomes available:*

**Formative Assessment Alignment** form will be completed during the month of September. **Formative Data charts/tables** for the various assessments will be completed by teams as data is available.

*Following observations:*

**Observation and Feedback** form

Administrators will use these forms:

**Walk-through form** (copy given to teacher each visit)

**What are the responsibilities of the Teachers?**

- Observe in another classroom (SBR strategy) 3 x year
- Be observed using SBR strategy 3 x year
- Be involved and participate in all pertinent PD
- Collaborate 1 x week with Planning Period group
  - Follow agenda
  - Keep minutes and submit form/log
- Assess students regularly

- Collaboratively review classroom data
- Use assessment to drive instruction
- Seek help as needed (from Principal and Colleagues)
- Develop and be involved in ICDP
- Implement SBR strategies
- Monitor/review student/building goals (goals established based upon annual improvement goal) using classroom and formative data
- Complete implementation logs of strategies
- Submit implementation logs (individual teachers)
- Understand criteria on walk through forms that principal will use

**What are the responsibilities of the Principal?**

- Be in classroom 2 x a year to observe strategy (non-evaluative) and 1 x a year for teachers on cycle for evaluation. Provide checklists of strategy observations to the Leadership Team for tabulation.
  - Do walk-through in each classroom 1 x a month
  - Provide feedback specific to what is seen during walk-through
  - Provide assistance to staff requesting help or needing help
  - Meet with teachers 1-2 x a year to discuss status/progress of ICDP
  - Be part of BLT
  - Sit in on collaboration meetings (each team 1 x month)

**What are the responsibilities of the Curriculum Director?**

- Be in classroom 1 x year to observe strategy (non-evaluative)
- Do walk through of each classroom 1 x year
- Provide feedback specific to what is seen during walk-throughs (via form)
- Be part of BLT as able
- Sit in on collaboration meetings at least 1 x year per team

**What are the responsibilities of Heartland support people?**

- Provide assistance compiling and interpreting data
- Assist team in finding appropriate SBR strategies
- Observe students in classroom when requested
- Observe strategies being taught in classroom
- At least one Heartland support person attend DLT each month
- Suggest resources for PD
- Sit in on collaboration meetings at least 1 x per year

**Collaborative Teams at Woodward-Granger Middle School and High School**

- Teams were formed by departments (Department Teams) and by shared planning time (Collaboration Teams). There will be Teams A, B, C (split into two groups), and E.
- Counselors are not required to attend Collaboration meetings, however, it is expected that the counselors will help prepare student data for PD sessions, analyzing formative and summative assessment data. Counselors will be establishing annual meetings with each student and his/her parents for a progress conference.
- Teams meet weekly. Collaboration times will be scheduled on a specific day of the week, with adherence to this day, unless an emergency situation arises. Schedules are to be shared with the Building Principal and the Director of Curriculum.
- One week each month is to be used by the teacher for observation and feedback with a colleague as he/she uses the strategy in the classroom. As teachers plan their observation, he/she is to inform the Collaboration Team when this will occur, as the teacher is excused from attending the Collaboration Team during that week.

**Theory and Demonstration-** Will occur as reading strategies are discussed during professional development early dismissals

**Observation, Coaching, and Feedback (with reflection)-** Will occur during the teacher's planning time or time when teacher obtains classroom coverage. One week each month will be set aside as the week for observation. This takes the place of the collaboration meeting for that week.

**Observations of colleagues practicing/implementing the strategies:**

Number of times during school year- 6

3 times the teacher is the observer- 3 times the teacher is observed

Minimum amount of time for observation is 20 minutes

Observation is followed up with coaching/feedback (and form completed)

Follow up coaching/feedback session is also minimum of 20 minutes

**Formative Data Collection and Analysis/ for Woodward-Granger Middle/High School**

**Student Data**

CRT- fall/spring Grades 6, 8, 11

Fluency Grades 6-11

Follow the Leader Grades 6, 7, 8

**Implementation Data**

Each individual teacher is to keep records of implementation data. Collaborative teams, to determine usage and to compare with student progress on formative measures, will use this data. Frequency and fidelity data will be combined to rate each teacher high, medium or low with respect to their implementation plan. The Building Leadership Team will use both implementation data and student data to determine the effects of the program.

**Summative Data Collection and Analysis/ for Woodward-Granger Middle School and High School**

- All students in grades 6-11 take the ITBS or ITED in April.