

# Homewood-Flossmoor High School 2019-2020 Comprehensive Professional Development Plan

## Introduction

This 2019-2020 professional development plan derives from the [Homewood-Flossmoor Community High School District 233 Strategic Plan for 2019-2024](#), which was developed by a group of approximately one hundred stakeholders in November 2019. This stakeholder group included H-F administrators, faculty, staff, and board members, along with parents and other community members. The plan contains six focus areas: Academic Achievement & Learning; Public Relations/Communications; Student Supports Beyond the Classroom; Staff Recruitment, Development, & Retention; Buildings & Grounds; and Finance. Two goals were created for each area of focus, with anywhere from two to four action steps within each goal.

The areas of focus, goals, and action steps that provide the foundation of this professional development plan are as follows:

### *Academic Achievement & Learning*

- Goal 1: Meet the learning needs of all students by using research-based instructional practices, while providing equity of resources.
  - Create a guaranteed and viable curriculum.
  - Implement research-based, culturally responsive instructional practices.
  - Foster a collaborative learning environment.

### *Student Supports Beyond the Classroom*

- Goal 2: Strengthen the school community through building positive relationships.
  - Develop and implement an advisory program for all students grades 9 - 12.
  - Establish school-wide restorative and community-building practices.
  - Foster the development of supportive classrooms.

### *Staff Recruitment, Development, & Retention*

- Goal 1: Recruit, develop, and retain a culturally competent staff to further the achievement of all students.
  - Provide cultural competency training for all staff members and student leaders.

## Identification of Professional Development Needs

The strategic plan goals and action steps listed above indicate the following staff training needs:

- Create a guaranteed and viable curriculum using the Understanding by Design (UbD) curriculum framework.
- Institute schoolwide restorative justice practices.
- Advance cultural competence and establish culturally responsive teaching practices.
- Improve relationships throughout the school community.
- Provide an advisory period for all students in order to improve their academic achievement and enhance their social emotional development.

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**Developing a Viable Staff Training Schedule**

In the spring of 2019, administrators and department chairs reviewed the time currently available for professional development and meetings as listed below.

**Institute Days:** 8/12, 11/8, 1/6, 3/20

- 7:30 AM - 1:20 PM (5 Hrs. 50 Min.)
- Usual Segments
  - Breakfast 30 min.
  - All School Meeting 45 min.
  - GCN Trainings 45 Min.  
2 Hrs.
  - Transitions 30 Min.  
Total 2 Hrs. 30 Min.
- Actual Work Time for
  - Department Work
  - PLC Work
  - Interdisciplinary Teamwork  
3 Hr. 20 Min. Work Time  
X 4 Institute Days  
**13 Hrs. 20 Min. per Year**

**Late Start Fridays for PLC Team Meetings**

- 7:30 AM - 8:22 AM 52 Min.  
X 11 Fridays  
**9 Hrs. 53 Min. per Year**

**Department Meetings**

- 1 per Month 60 Min.  
X 9 Months  
9 Hrs. per Year

**Total PD Work Time Per Year Prior to 2019-2020: 31 Hrs. 43 Min.**

This inventory clearly pointed to the need for more time to provide training in order for faculty to confidently revise the curriculum via the UbD framework, institute restorative practices, improve cultural competence and school community relations, and facilitate an effective advisory period.

The solution to expanding professional development time is two-fold: 1) Utilize Institute Days for cultural competence and relationship building trainings. 2) Expand late start Fridays from approximately two per month to every Friday throughout the school year. The late start schedules for South and North Buildings, shown below, provide an hour for UbD and advisory trainings, along with PLC, staff, and even some department meeting time.

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**2019-2020 Institute Days Schedule**

On the 2019-2020 quarterly Institute Days, the staff is divided into twelve groups, which are heterogeneous in regards to certified/classified staff designations and department affiliations. All groups experience both cultural competency and relationship building trainings.

*Institute Days Agenda*

- 7:00 - 7:45 Continental Breakfast Available
- 7:50 - 8:50 All Staff Meeting
- 9:05 - 11:05 Teams 1 - 6  
Anti Defamation League “World of Difference” Training
- 9:05 - 11:05 Teams 7-12  
“Front Porch Initiative” Training
- 11:20 - 1:20 Teams 1 - 6  
“Front Porch Initiative” Training
- 11:20 - 1:20 Teams 7 - 12  
Anti Defamation League “World of Difference” Training

**2019-2020 Late Start Friday Bell Schedules**

<b>LATE START FRIDAY BELL SCHEDULE: SOUTH BUILDING</b>	
<i>Periods</i>	<i>Times (38 minute classes)</i>
Trainings/Meetings	7:30 - 8:25 (55 minutes)
1st Period	8:35 - 9:18 (43 minutes)
2nd Period	9:30 - 10:09 (39 minutes -- morning announcements)
3rd Period	10:17 - 10: 55 (38 minutes)
4th Period	11:03 - 11:41 (38 minutes)
5th Period	11:49 - 1:28 (99 minutes -- lunch)
	A Lunch Lunch: 11:49 - 12:19 (30 minutes) Class 12:22 - 1:28 (66 minutes)
	B Lunch

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	Class: 11:49 - 12:09 (20 minutes) Lunch: 12:12 - 12:42 (30 minutes) Class: 12:45 - 1:28 (43 minutes)
	C Lunch Class: 11:49 - 12:32 (43 minutes) Lunch: 12:35 - 1:05 (30 minutes) Class: 1:08 - 1:28 (20 minutes)
	D Lunch Class: 11:49 - 12:55 (66 minutes) Lunch: 12:58 - 1:28 (30 minutes)
6th Period	1:36 - 2:14 (38 minutes)
7th Period	2:22 - 3:00 (38 minutes)

<b>LATE START FRIDAY SCHEDULE: NORTH BUILDING</b>	
<i>Periods</i>	<i>Times (33 minute classes)</i>
Trainings/Meetings	7:30 - 8:25 (55 minutes)
1st Period	8:35 - 9:18 (43 minutes)
2nd Period	9:30 - 10:03 (33 minutes -- morning announcements)
3rd Period	10:17 - 10:50 (33 minutes)
4th Period	11:04 - 11:37 (33 minutes)
5th Period	11:51 - 1:21 (90 minutes -- lunch)
	A Lunch Lunch: 11:51 - 12:21 (27 minutes) Class: 12:24 - 1:21 (57 minutes)
	B Lunch Class: 11:51 - 12:18 (27 minutes) Lunch: 12:11 - 12:41 (30 minutes) Class: 12:44 - 1:21 (37 minutes)
	C Lunch Class: 11:51 - 12:28 (37 minutes) Lunch: 12:31 - 1:01 (30 minutes) Class: 1:04 - 1:21 (17 minutes)
	D Lunch Class: 11:51 - 12:48 (57 minutes) Lunch 12:51 - 1:21 (30 minutes)
6th Period	1:35 -2:08 (33 minutes)

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7th Period	2:22 - 2:55 (33 minutes)
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**2019-2020 Late Start Friday Training/Meeting Schedule**

August	16 23 30	PLC Team Meetings UbD Training PLC Team Meetings
September	6 13 20 27	All Staff Meeting PLC Team Meetings UbD Training PLC Team Meetings
October	4 11 18 25	PLC Team Meetings All Staff Meeting UbD Training PLC Team Meetings
November	1 8 15 22 29	Department Meetings Institute Day UbD Training PLC Team Meetings <i>Thanksgiving Break</i>
December	6 13 20	UbD Training All Staff Meeting <i>Marking Day</i>
January	10 17 24 31	Advisory Training UbD Training PLC Team Meetings All Staff Meeting
February	7 14 21 28	Advisory Training All Staff Meeting UbD Training PLC Team Meetings
March	6 13 20 27	PLC Team Meetings UbD Training Institute Day Spring Break
April	3	Advisory Training

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	10	<i>Good Friday</i>
	17	PLC
April	24	Ubd Training
May	1	PLC Team Meetings
	8	All Staff Meeting
	15	UbD Training
	22	Advisory Training
	29	<i>Final Exams</i>

**Purpose of All Staff Meetings:**

- School community building
- Communication between administration and staff members on school wide initiatives, data, policies/procedures, etc.
- Opportunity to hear from board of education members, outside speakers and presenters
- Learn from each other through the sharing of best practices, successes, and work and project progress
- Celebration of individual and group achievements
- Acknowledge and plan to address areas for improvement

**Purpose of Department Meetings\*:**

- Community building
- Discussion of school-wide initiatives and updates on the work of the DC group
- Celebrate successes and achievements
- Discuss department-specific topics related to curriculum and instruction (student engagement, instructional strategies, assessment)
- Brainstorming and Problem-solving
- Acknowledge and plan to address areas for improvement

**Purpose of PLC Team Meetings:**

- Improve curriculum, instruction, and assessment by addressing the following four questions:
  - What do we want the students to learn?
  - How do we know if they are learning it?
  - What do we do if they don't learn it?
  - What do we do if they already know it?
  - What else do we need to do to support student success?

\*Department meetings are held monthly at a time designated by the department chair and scheduled on the DC Calendar.

## Overview of 2019-2020 Professional Development Trainings

### Understanding by Design

Understanding by Design, developed by Grant Wiggins and Jay McTigue, provides a framework for teachers to develop and deepen their students' understanding of important ideas through the careful structuring of curriculum, assessment, and instruction. At its essence, the UbD framework allows teachers to clearly define and communicate what their students will know, understand, and be able to do, resulting in improved student mastery of essential content and skills.

The department chair group began UbD training with consultant [Ronit Carter](#) in August, 2018 and continued working with Ms. Carter throughout the 2018-2019 school year. Ms. Carter also worked with departments virtually during the January 2019 Institute Day. The goal of that first year of UbD training was to give staff an introduction to the thinking process that underscores the UbD framework. The staff began its UbD work by developing the following "transfer goals" -- the long-term outcomes H-F graduates.

### Homewood Flossmoor High School Transfer Goals

*Graduates from HFHS will be able to independently use their learning to:*

#### **AFFIRMATION AND ACCEPTANCE**

*1. Value diversity, be inclusive, and interact positively, empathetically, and respectfully with all people in order to prosper in a global society.*

#### **COMMUNICATION**

*2. Communicate effectively based on purpose, task, and audience.*

#### **COLLABORATION**

*3. Collaboratively and respectfully work with and learn from others in a variety of situations, appreciating and inviting diverse perspectives.*

#### **RESPONSIBILITY TO SELF AND OTHERS**

*4. Govern oneself in a variety of situations, advocate for self and others, and engage in social responsibility.*

#### **CRITICAL THINKING AND PROBLEM SOLVING**

*5. Think critically and creatively to develop innovative solutions in an ever changing world.*

#### **MANIFESTING CHARACTER**

*6. Adapt to evolving circumstances, embrace and lead change while demonstrating resilience.*

After these transfer goals were developed, the department chairs led their teachers in the development of department transfer goals, followed by conceptual curriculum maps for core

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courses. These maps identify the knowledge and skills students are to obtain, the standards to which they are linked, a conceptual overview of each understanding and skill, as well as a rationale. To develop a conceptual overview, teachers must ask themselves, “What are the conceptual ‘big ideas’? What understandings do we want students to take away or come to realize?” The teachers then ask themselves, “Why did we decide on this set of conceptual ideas? What’s our reasoning, behind-the-scenes?” in order to create a sound rationale.

In addition to the training provided by Ronit Carter, several members of the DC team attended a three-day UbD workshop led by Jay McTighe and Harvey Silver. Also, Social Science DC Carl Coates and U. S. History teacher Jon Elfner trained members of the DC group in UbD unit planning. All administrators, department chairs, and interested teachers will receive a copy of [\*Wiggins and McTighe’s Understanding by Design Guide to Creating High Quality Units\*](#) in August 2019.

During 2019-2020, Ronit Carter continues to consult with UbD leaders and departments, with the goal of increasing the staff’s ability to develop effective performance tasks and UbD units. The department chairs work collaboratively with teachers to review and refine conceptual maps and develop performance tasks and units. The following outlines this year’s UbD training month-by-month. Teachers self-select from two levels of training: beginning and intermediate/advanced.

<b>Month</b>	<b>Beginning (New to UbD)</b>	<b>Intermediate/Advanced (Experienced with UbD)</b>
August/September	Stage 1 - Essential Questions & Understandings	Review of Conceptual Curriculum Maps and the UbD Stages
October	Stage 1 - Knowledge and Skills	Going Deeper with Stage 1 Peer Coaching and Feedback
November	Stage 1 - Putting it All Together	Going Deeper with Stage 1 Peer Coaching and Feedback
December	Stage 2 - Different Tasks for Different Goals	Next Level Stage 2 Peer Coaching and Feedback
January	Stage 2 - Performance Tasks	Next Level Stage 2 Peer Coaching and Feedback
February	Stage 2- Putting it All Together	The Learning Plan Stage 3 Peer Coaching and Feedback
March	Stage 3 - The Learning Plan	Reviewing Your UbD Plan
April	Aligning the Whole Plan	Peer Coaching and Feedback
May	Aligning the Whole Plan	Peer Coaching and Feedback



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Future plans:

- Summer 2020
  - Performance assessment training for key curriculum leaders
- 2020-2021
  - Performance assessment development and continued conceptual mapping and unit development
- 2021-2022
  - Completed UbD curriculum guides for all required classes and foundational elective courses
- 2022-2023
  - Completed UbD curriculum guides for all courses

For a more complete overview please see the [UbD Implementation Plan 2018-2023](#).

### **Restorative Justice**

Restorative justice “is based on respect, responsibility, relationship-building, and relationship-repairing...Tier I focuses on building a strong community within the school, laying the groundwork for responsibility and respect. Tier II attempts to resolve conflicts and heal the harm students cause, while Tier III supports students reentering the school community after a suspension or expulsion. It also provides individualized support.”

<https://www.weareteachers.com/restorative-justice/>

H-F staff members were first introduced to restorative justice by deans at a March 2017 Institute Day breakout session. The following school year, [Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas Fisher, et al.](#) was chosen as the staff H-F Reads text. Then, throughout 2018-2019, a team of administrators, department chairs, teachers, deans, and other staff members participated in a series of trainings by the [Umoja Student Development Corporation](#).

During the summer of 2019, English DC Janet Daniels facilitated an H-F University workshop in which she shared what she learned about restorative practices from the Umoja trainings. Additionally, she and Dean Danielle Lusby ran three trainings in July and August on the development of classroom norms: a key component of establishing a classroom culture of respect for the right of everyone to learn. Teachers who could not attend any of these trainings have the opportunity to access via the staff webpage the information Mrs. Daniels and Mrs. Lusby presented. Additionally, the department chairs modeled the development of norms during their Teacher Workday department meetings. Teachers are provided with lesson plans and ideas for how to best develop classroom norms with their own students during the first week of school.

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### **Cultural Competence/Culturally Responsive Teaching**

During the four Institute Days of 2019-2020, the Anti-Defamation League (ADL) is conducting a series of “A World of Difference” trainings for all staff members. According to the [ADL website](#), “A World of Difference” aims to help participants

- Recognize bias and the harm it inflicts on individuals and society,
- Build understanding of the value and benefits of diversity,
- Improve intergroup relations, and
- Confront racism, anti-Semitism, and all other forms of bigotry.

“A World of Difference” professional development relates closely to the pedagogy of culturally responsive teaching, which is described on the [Education Alliance of Brown University’s web page](#) as “a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.” The site goes on to list characteristics of culturally responsive teaching:

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- The teacher as facilitator

### **Community Building**

In addition to the “A World of Difference” trainings on Institute Days, staff will also receive community building professional development from [Front Porch Initiative](#) whose mission is “re-establishing space for conversation, commonality, and community.” The goals of the organization’s workshops are

- To help participants make connections through reflections and emotions, and
- To create and sustain change that fosters a more creative, inclusive, respectful, and productive classroom.

These goals are met as facilitators work with staff members in developing their personal stories through journaling, creating projects, and sharing experiences with one another. As participants listen to their fellow group members and reflect on their inner selves, they become more self-aware while simultaneously developing a greater empathy and compassion for others.

### **Advisory**

As listed in the “2019-2020 Late Start Training/Meeting Schedule” above, the faculty participates in four advisory trainings during second semester. Building on the 2017-2018 work of the SIP Committee, a newly formed ad hoc committee of administrators, department chairs, and staff

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members began working on the development of advisory for all students in July 2019. The committee continues to meet through the upcoming school year to hammer out a bell schedule that will accommodate an advisory period, to develop a course curriculum for each grade level, and to create the second semester staff trainings.

**Professional Development Beyond 2019-2020**

As shown in the UbD overview above, the five year curriculum revision plan was developed in 2018. Similarly, multiyear plans will be made to further staff members' comfort with and confidence in implementing restorative practices, culturally competent teaching practices, and community building. Ultimately, the H-F strategic plan will continue to guide the professional development of all staff members as the school community strives to advance District 233's mission "to improve the quality of each student's life through the educational experience at Homewood-Flossmoor High School."