



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017  
116206 - "Passion with a Purpose" through the "Super Seven" - Spring 2015  
Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 04/06/2015 8:05 PM

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| <b>Program Area of Interest</b> | Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) |                               |                                |
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| <b>Agency</b>                   |   |                               |                                |

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### Organization Information

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|---------------------------|------------------------------------|
| <b>Organization Name:</b> | Bellevue Community School District |
| <b>Organization Type:</b> | K-12 Education                     |
| <b>Tax ID:</b>            |                                    |

**DUNS:**

**Organization Website:**

www.bellevue.k12.ia.us

**Address:**

1601 State Street

Bellevue

Iowa

52031

City

State/Province

Postal Code/Zip

**Phone:**

563-872-4001

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District**

Bellevue Community School District

*Use the drop-down menu to select the district name.*

**County-District Number**

49-0585

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.*

**Honorific**

Mr.

**Name of Superintendent**

Tom Meyer

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**City**

Bellevue

**State**

Iowa

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**Zip Code**

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## TLC Application Contact

**Honorific**

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## Narrative

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

The Bellevue Schools have reflected on what we stand for as a school district in regard to the learning targets for our students, and how we work as a district and community to assist our students to reach their full potential. The Bellevue Schools places a **focus on four key learning targets**, and they include the following:

1. Literacy
2. Student Engagement through Relevance
3. Higher Order Thinking
4. Technology Integration for Learning

In collaboration with these targets, Bellevue has emphasized the need to reach students through a **“Passion with a Purpose”** as we work with students and collaborate with staff members on a daily basis. Everyone needs a passion for what they do, staff and students. We believe it is best accomplished by providing environments that allow for creativity and innovation by staff in their approaches to meet the learning needs of students. How do we do this? Through the **“Super Seven:”**

1. **Dynamic teaching** for students. This is part of a strong foundation in our school, and accomplished through **“Problem-Based Learning”** and continual integration of higher order questioning in all curricular areas through **“thick questioning.”** This focuses on students responding to teacher questions that have more than one correct answer, and the thought process and reasoning to develop a solution. Traditional lower-level questions (referred to as “thin questions”) are discouraged in discussion and in assessments for learning.
2. Offering continuous **relevant learning experiences** for students. If an activity in class cannot pass the test of a student asking “Why do I need to know this?” and “How will I use this?” it must be modified to answer these questions. We must offer opportunities that go beyond the classroom and provide opportunities for student learning that are relevant and meaningful.
3. Focusing on **“Student Accomplishment”** as a learning goal. When students go **“beyond the textbook”**, they feel a sense of accomplishment and satisfaction in their work, and develop a positive sense of contribution to society. In addition, a focus is placed on students developing products, or offering their expertise in exhibits to others in the school and community. This ownership in learning is vital for engagement and ownership of learning.
4. Dedication in **reaching all learners**. Staff members believe they make a difference, and share **ownership in student learning**. Through a strong collaborative environment, with a minimum of 60-minutes weekly to collaborate within departments and in cross-curricular meetings, staff members combine their expertise to create learning opportunities to establish strong skill sets for all students. In addition, curricular areas develop cross-curricular units that assist students in “connecting the dots” in their education and connect multiple areas to their own lives.
5. Experiencing a **“Co-Teaching”** environment in all grade levels through the district. Co-Teaching allows our staff to learn instructional strategies from each other, along with allowing opportunities for students to have multiple resources available in their classroom.
6. Providing an extensive **“Academic Services”** plan to students through a well-defined MTSS Model. “Academic Service” opportunities and requirements are available to students throughout the day, and are integrated into the systems of support through a “Pyramid of Interventions.” Support services have evolved over the years, but always focus on offering primary support throughout the school day, along with supplemental support both before and after school.
7. Offering assistance to families and students through the **“Comets After-School Programs and Services” (CAPS)** for the last 14 years. Bellevue Schools offer a strong after school program that features academic assistance and many social activities for students in all programs. This allows for staff members to develop strong relationships with students at all grade levels, enrichment of skills, and includes over 50% of elementary students on a weekly basis.

In order to enhance our current system, the Bellevue TLC Plan will add the following leadership roles to the district, which will

place over 30% of our teachers in official leadership roles:

- 2 Instructional Coaches: Literacy Coach and a STEP Coach (Science, Technology, Engagement and Problem-Solving)
- 9 Model Teachers in the following grades and areas: PK-1, 2-3, 4-5, ELA, Math, Science, Social Studies, Fine Arts/PE & CTE
- 3 Staff on the Review Committee

In addition, the vision and goal of the TLC for Bellevue will be to further enhance our promising instructional practices for learning, and a continuation of professional development opportunities for staff through:

- Retaining effective teachers
- providing enhanced career opportunities
- Continuing to promote collaboration of our staff by developing and supporting opportunities for teachers in our system, and with school districts statewide to learn from each other
- Rewarding individuals by providing pathways for career opportunities that come with increased leadership responsibilities and additional compensation
- Improving student achievement by strengthening core instruction through modeling and instruction by Coaches and Model Teachers

We believe the plan outlined will allow for student learning to improve based on an analysis of multiple data points in a strong data environment that seeks to understand a student's individual learning achievements.

Finally, the goal of the Bellevue Schools connects with the statement from Bill Daggett and the International Center for Leadership in Education, which states that

*“The primary aim of education is not to enable students to do well in school, but to help them do well in their lives outside of school.”*

That is our goal...Successful students beyond the walls of the Bellevue Schools!

**Please select the TLC model number that most closely resembles your district plan.**

**TLC Model Number**

Model 3 Comparable Plan

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## **Narrative**

**Using Part 1 application narrative from previous application?** Yes

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.**
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.**
- A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).**

## Plan Selection

Bellevue Schools selected Model 3, Comparable Plan Model (284.17).

Our plan will meet the five “must-have” items established by the Department of Education.

1. Minimum salary \$33,500
  - 2014-2015 base salary of \$33,970
2. Improved entry into profession
  - Expanded Mentoring/Induction plan
  - Five additional professional development days
3. Differentiated teacher-leadership roles
  - Instructional Coaches
  - Model Teachers
  - Visioning Committee
  - Mentors
  - Review Committee
4. Rigorous selection process
  - Review Committee interviews candidates for positions, with a pre-determined selection criteria
5. Aligned Professional Development
  - Visioning Committee serves as the guide for professional development and action research

### Planning Process & Involvement of Stakeholders, Students and Staff

The planning for the Teacher Leadership Compensation Grant in Bellevue utilized a committee consisting of 4 teachers (2 elementary and 2 secondary) and 3 administrators, all appointed by the Board of Education. In addition, 24 community stakeholders/parents/students were involved in generating ideas and questions through various in-depth conversations.

Key components of the Planning Process included the following:

- The Planning Committee solicited input from teachers, school board members, parents, students, community members and other stakeholders.
- Each committee member interviewed 5-8 community members/parents in November and December of 2013, and in August and September of 2014. This qualitative data was synthesized into a profile for improved instruction.
- Upon input from various groups, the plan focused on:
  - 2 Instructional Coaches**
  - 9 Model Teachers**
  - Visioning, Professional Development & Performance Review Committees.**
- An initial overview of the TLC Plan was shared on December 18, 2013 with teachers, parents, and the school board through email and personal contacts; recipients were encouraged to offer suggestions and ideas.
- The **Planning Committee** determined the prudent course was to apply in round two, allowing more time to reflect upon our plan.
- After round one was awarded and data posted by the Department of Education, the Planning Committee reconvened to refine our plan.
- Tom Micek** of Mississippi Bend AEA met with the Planning Committee to highlight best practices in May, September, and October of 2014. In addition, communication has also been maintained through various emails and meetings from May 2014 through October 2014.

- **Three community members**, all non-staff members, were selected to read the Bellevue TLC Plan in September 2014 to discuss their “understanding” of the plan and their view on its potential to assist student learning. **Two Bellevue High School Student Council representatives** read the TLC Plan in October of 2014.
- The Planning Committee divided the writing into segments for each member to complete. The initial drafts were reviewed through Google Docs. The committee met regularly during the Summer of 2014 and during the 1<sup>st</sup> quarter of the 2014-2015 school year for editing, clarification, and refining of the plan.
- Teachers, school board members, community stakeholders and Tom Micek had multiple opportunities to comment. After the preliminary outline and draft were shared, suggestions were reflected upon and incorporated into the TLC application. The plan was presented by members of the TLC Planning Committee to the Bellevue Board of Education on October 13, 2014. It was approved at this time.
- Planning Committee compensation was funded by the TLC Planning Grant, and the committee met monthly in **November and December 2013, and in April, May, June, July, and August 2014. The team met multiple times in September and October of 2014.** The seven Planning Committee members were paid \$25/hour, leaving \$975 in the fund.

### **Bellevue’s Plan - Now and in the Future**

The plan presented is widely viewed as a continuation and improvement of current school reform efforts:

- 100% of administrators and school board members were supportive of the plan, along with the 12 teachers surveyed and 24 parents/community members. Community stakeholders were enthusiastic about the TLC Plan at the School Improvement Advisory Committee meeting on August 27, 2014.
- Instructional Coaches and Model Teachers are a logical progression of the collaboration and lesson study of current Collaboration Teams existing throughout the district.
- Monthly curriculum presentations are presented at school board meetings in regard to classroom strategies designed to improve student literacy, STEP concepts, and multiple higher order thinking and problem-based activities.
- The change process is a part of the Bellevue culture, with “thick/thin” questioning, 1:1 computers, daily writing, co-teaching, interactive technology, online courses, college-credit courses, interactive software, digital libraries, and problem-based learning all viewed as accepted innovations in Bellevue classrooms.

### **When the Bellevue Schools is awarded a TLC grant:**

- A public roll-out will occur, with information on the district's website, Twitter and Facebook accounts, and brochures throughout the community
- “TLC” overviews will be presented at the School Improvement Advisory Council, Career and Technical Education Committee, Rotary and other local organizations
- All components of the plan will identify anticipated student performance outcomes, and how those achievements will be measured and reported.
- Regular data reports will be shared with the school board and advisory groups, published in the local newspaper, and highlighted on the school website.

- The TLC process will be viewed as an enhancement of established successful innovations in the school system.

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## **Narrative**

Using Part 2 application narrative from previous submission?      No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The “**Vision and Goal**” for the Bellevue Schools TLC Grant is to further enhance promising practices and experiences in attracting high quality teachers to the district by offering competitive starting salaries, offering short- and long-term professional development *that meet individual and departmental needs* and leadership opportunities that *enhance their educational abilities*. Some specific components include:

- Place over 30% of teachers in official leadership roles
- Retain effective teachers by providing enhanced career opportunities
- Promote collaboration of staff by developing and supporting opportunities for teachers in our system and with school districts statewide
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation
- Improve student achievement by strengthening core instruction

The method of accomplishing this for the district is to insure that everyone understands our mission statement:

*“The Bellevue Community School District will ensure quality learning experiences for all students to reach their full potential in a dynamic global society”*

All buildings in the district emphasize increasing student achievement, and it is consistently accomplished by emphasizing **relevance in classrooms** for all subjects and all grade levels. In addition, we believe students must have a **sense of “accomplishment”** in what they do each day in each classroom.

Some **specific goals** for Bellevue Schools include:

- Literacy – Implementation of the Daily Five/CAFÉ (Comprehension, Accuracy, Fluency & Expanded Vocabulary) at Bellevue Elementary; Focus on “Writing Every Day, Every Class, Every Teacher, Every Student” at Bellevue Middle/High School
- Student Engagement – Focusing on the active engagement of students in their learning is mandatory as a focus is placed on the application of learned information in a regular manner throughout the learning process.
- STEP – Solving problems as part of a Science, Technology, Engagement and Problem-Solving initiative are natural connections for students in classrooms and activities where students have differentiated learning and are describing their process to others in the room.
- Meeting ALL student needs – Assisting students through many academic services allows for the learning process to accelerate. Students are assisted through a co-teaching model used throughout the district; Title I services and a Reading Interventionist for struggling readers at the elementary and middle school; “Academic Study” at the middle school and high school that utilizes a software system (PLATO) with test packs and individual “prescriptions” for differentiation and grade level material; and various MTSS time.
- Questioning – Extensive training for staff on questioning through both “thick” (higher level thinking questions) and “thin” (lower level questions that typically require one “right answer”) questions allows students to work on meaningful work that requires thought and problem-solving skills in order to “develop solutions and potential answers.” This process is a model for students to ask “thick questions” of teachers and classmates in class, and allowing them to go into more extensive and intensive learning.
- Technology Integration – Infusion of 1:1 technology in grades 5-12, with multiple computer carts and iPads available for other grades to allow staff and students to learn “beyond the textbook” or “instead of the textbook.”
- Collaboration – Learning time for staff to grow professionally and time to “learn from each other” in the school environment is imperative. Our staff are professionals, and the time given for sharing professional viewpoints and strategies on teaching, reaching “struggling learners”, and enhancing the learning of everyone in the school is vital for professional growth.

In order to meet the state goals of learning and continuous improvement, formative/ summative assessments are used to help lead our instruction to improve student learning. The learning of students is measured in various ways, including the following:

- Iowa Assessments
- FAST

- MAP Testing (Reading and Math)
- ACT (Graduation Requirement)
- COMPASS Test as an entrance level exam for college credit classes
- ASPIRE by ACT
- PLATO test packs and prescriptions
- MyOn Reader (24/7 digital library)
- ST Math
- Classroom assessments connected to the Common Core

Iowa Assessments in most grades have shown a continuous growth and cycle of improvement for students in recent years, while some grades are still displaying a "plateau" of scores or varying scores by year. We are continuing to emphasize the importance of data when making needed adjustments to our curriculum and instructional strategies in classrooms.

| <b>Reading</b> | 2011-12 | 2012-13 | 2013-14 |
|----------------|---------|---------|---------|
| 4th            | 67.9    | 92.3    | 79.5    |
| 8th            | 45.7    | 61.9    | 85.0    |
| 11th           | 81.5    | 84.7    | 83.9    |
| <b>Math</b>    |         |         |         |
| 4th            | 92.5    | 94.9    | 89.7    |
| 8th            | 73.9    | 78.6    | 82.1    |
| 11th           | 89.1    | 91.5    | 85.7    |

Learning is also measured by observations in school and discussions with various stakeholders inside and outside of the school building, including:

- Instructional Rounds by administration
- District-wide School Improvement Advisory Council
- Career & Technical Education Committee
- Parent-Principal Advisory Council
- Pre-School Advisory Committee
- Parent-Teacher Conferences
- Business Partnerships with the Jackson County Economic Development Coordinator
- Community Meetings, Interviews and Presentations
- IASB School Survey

The Bellevue School District believes in the vision of the "Teacher-Leadership Program", and in the value of teacher leaders in enhancing the learning of students. The leadership in the district will allow for a strong focus on accurately assessing learning, utilizing appropriate interventions for personal learning, and reflections on teaching and learning.

Using Part 3 application narrative from previous submission? No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

Bellevue Schools believe the TLC process with 2 coaches and 9 Model Teachers will accelerate the growth of a vibrant and progressive learning culture. The following “Drivers of Improvement” will allow us to excel:

- Questioning
- Assessment
- Technology

The full implementation of the TLC program will increase student learning by assisting the classroom teacher in implementing instructional strategies with fidelity that improve student performance in literacy, student engagement, higher order thinking in a problem-based learning environment, and technology integration for learning. This will be accomplished through the planning of “*thick questions*” by teachers in formative/summative assessments, observing new strategies in operation, analyzing learning outcomes, and by using technology to allow learning to go “*beyond the textbook*” and “*beyond the classroom walls.*”

#### Literacy

Literacy improvement in the Bellevue Schools has been a learning target for the past five years in both the elementary and secondary buildings in a variety of ways:

- ELA Core training and implementation in all grade levels by regular education teachers and special education teachers, therefore infusing into the curriculum and co-teaching model.
- MTSS focusing daily on extra reading instruction for students with literacy issues, as evidenced through classroom performance, MAP testing, Iowa Tests, FAST, etc. Interventions include a specialized and individualized Reading class, MyOn Reader assessments, PLATO reading “prescriptions” after assessments, reading probes that track individual student progress, and other individual student interventions
- Integrating the philosophy of “Writing Every Day, in Every Class, by Every Teacher, & Every Student”
- Daily Café (“Daily Five”) and Writing Workshops to accelerate the quantity and quality of student reading and writing
- MyOn Reader digital library access to on-level appropriate books
- Accurately measuring student progress through FAST assessments, along with daily teacher-student conferencing
- Elevating teacher expectations through work with ELA coaches from the AEA
- Collaboration Team (blending of PLC and data teams) discussions to assist in sharing best practices and innovative ideas for literacy instruction
- Multiple workshops on literacy strategies, with regular follow-up during weekly collaboration time, Professional Development and Teacher Quality time throughout the year
- Sharing and dissecting student writing samples at bi-weekly staff meetings
- Opportunities in a 1:1 computer environment allowing students a variety of opportunities to read high-interest, level-appropriate materials for all students. This has been intensified recently with the integration of the Big History Project that adjusts reading levels automatically for students

#### Higher Order Thinking

All curricular areas focus on higher order thinking and problem solving, and provide students with opportunities to move beyond the textbook through technology and/or classroom opportunities that allow students to recognize relevance in subject matter. Some of these include the following:

- Questioning - Bellevue has placed an emphasis on higher order thinking for all students through an extensive professional development program for the last 7 years. Focus is placed on questioning with “thick” and “thin” question varieties, with the focus on asking fewer questions, but better “thick” questions that allow students to develop their thoughts in a more in-depth manner.
- Problem-Based Learning - An emphasis is placed on problem-based learning, where students are presented a problem they need to develop a solution which may not have been developed at the time. It is an exploratory time for students where ideas are proposed, critiqued, and improved in a continuous cycle. This is enhanced with blended/flipped learning mediums that allow students to “explore” expertise beyond the classroom and textbooks.
- Student Accomplishment – Focus is placed on providing students with work that allows them to work and “accomplish” tasks

that are important and relevant to them. Students are engaged in their learning and develop an internal motivation that leads to further success and personal excellence in their educational and career endeavors.

- Course Opportunities - Students are offered 25+ concurrent college-credit classes on-campus, unlimited online college-credit classes of student choice, and requires successful completion of an online class and an ACT score for graduation.
- Summative semester tests are designed to be “problem-based” for students, which require the application of learning and creates “unique” solutions to both old and new problems in society.

#### Existing Protocols

- Collaboration Teams meet weekly for lesson study, video peer review, and sharing of student work in literacy; Google Docs of their discussions are shared, reflected upon, and commented on by their peers and administrators.
  - Administrators use the “Instructional Rounds Method” (Elmore) to highlight questioning strategies, formative assessments, technology integration, engagement, higher order thinking and problem solving.
  - The current Mentoring/Induction program uses video critiques of teaching, joint planning of lessons, and observations in a coaching framework for new teachers.
  - Co-teaching is prevalent throughout the district, with joint planning and blended instruction being the norm.
- A Literacy Coach and a STEP Coach will intensify the coaching model for all teachers, not only new teachers. In addition, Model Teachers will allow classroom teachers to observe best practices in operation. All of these can be implemented in a consistent manner for the staff, and will lead to a consistent approach that is needed for the present and the future.

**Using Part 4 application narrative from previous submission?** No

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

The Bellevue Schools developed a dynamic and innovative mentoring program in 2011 that was approved by the Iowa Department of Education. New teachers in the district are part of this mentoring program, along with mentor teachers who receive specific training in assisting our teachers. Bellevue Schools seeks teachers who have:

- Enthusiasm for classroom instruction and students
- Ongoing desire and capacity to learn and grow as professional educators
- Willingness to contribute to the overall school culture of excellence

In addition, the district is...

- Dedicated to assisting teachers in building their capacity in the classroom
- Supporting and fostering the teacher's strengths with the goal of being an outstanding educational professional
- Providing opportunities for the teacher to become a leader throughout the school community

We believe that students deserve an outstanding learning environment targeting the skills and abilities needed in our rapidly changing world, with the central element of such a learning environment being great teachers.

#### Mentoring Programs Our Students Deserve

We identified the following as key traits of successful mentoring programs:

- Observations of teachers working with students
- Videotaping of teaching lessons, along with critiquing of these videos by lead teachers and mentors
- Professional reading and reflective writing of the reading with mentors
- Individual coaching of teachers by the instructional coaches that the TLC Program would provide (Literacy and STEP Coach)
- Conferencing through "Collaboration Teams" within the district

#### Modifications

While we believe our mentoring program is successful, innovative and meets the needs of our staff members, we have identified a need to add new mentors to our program and a refresher training for our current mentors. This is needed as a result of the changes occurring over several years in education and the innovative approaches to meeting the learning needs of our students that have been implemented in our district over the last several years. In the current school setting, staff and students have worked with the continual integration of new learning strategies and technology with 1:1 computers (Macbooks/Chromebooks) in grades 5-12, online learning software systems (PLATO Learning Prescriptions for Individual Students, MyOn Reader Literacy Program, ST Math Program and similar programs).

Ultimately, mentors enhance learning opportunities for our staff that impacts student learning.

#### Highlights and Effectiveness of the Current Mentoring System

Highlights and the overall effectiveness of the current mentoring program include the following for new teachers:

- Reading of several books in the first two years of teaching, including *The First Days of School* by Wong; *Drive* by Daniel Pink, and *Teach Like a Pirate* by Dave Burgess
- Monthly discussions with mentors, new teachers, and the Mentor Program Coordinator
- New Teacher Induction Days
- New teachers and mentors meet during the first month of school to plan three lessons that will be taught by the mentor with the first year teacher observing the class
- New teachers journal weekly to reflect on their ongoing learning and meet weekly with their mentor
- New teachers videotape a classroom lesson and meet with their mentor for "coaching"
- New teachers observe a lesson taught by their mentor, discuss their curriculum and instructional choices
- During years one and two, new teachers collect artifacts in a portfolio to demonstrate mastery of the Iowa Teaching Standards
- At the end of each year, new teachers meet with the Principal and Mentor Program Coordinator to review student achievement data and correlate the data with instructional choices

- New teachers annually review and evaluate the mentoring program as a summative assessment through a survey, along with a meeting with the mentor coordinator and mentor at the end of the year
- A review of our teaching staff shows that 100% of new teachers (11) in the last four years have continued their work with the Bellevue Schools, along with 100% of our mentors. The 11 teachers are roughly 25% of our entire teaching staff. We believe the dedication to preparing our new staff members for our district is a reason for this retention.

### Closing the Gap

- Providing support to all teachers in the district is imperative for the success of the teacher's individual professional growth, and for the overall success of students within the district and their overall learning growth and development.
- The district has over 36 hours of weekly team collaboration built into the normal schedule for all teachers to share work, instructional strategies, data, and other teaching ideas. The TLC program within the Bellevue Schools will add to this by allowing all teachers to have the support of a Literacy Coach and a STEP Coach to work and share ideas with to improve instruction and student learning.
- In addition, Model Teachers will be involved in working with new and veteran teachers to ensure that student-learning needs are met through rigorous and relevant student work focused on problem solving and critical thinking through powerful student engagement opportunities.
- The district is working to "Pursue Excellence" in all we do, and this is another category of emphasis that needs to continue for staff to improve the learning of students. While the current mentoring program offers support for new teachers, this program needs to transition into a school wide system for *all* teachers. This can be completed through a more extensive collaboration time focusing on lesson study and video critiques for *all* teachers, and can be initiated through the work of the Literacy and STEP Coaches in the district.
- Through the efforts with individuals and collaborative teams, the "learning community" that already exists in the district will be strengthened for all students in the future.

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## **Narrative**

Using Part 5 application narrative from previous submission?      No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

**a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.**

**b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.**

## Teacher Leadership Roles

Bellevue Schools currently have multiple teacher-leaders, who will continue after implementation of the TLC program. The current leadership involvement of teachers includes over 60% of teachers:

- Building Leadership Team (12)
- Literacy Team (8)
- Data Team (8)
- Teacher Quality Committee/Professional Development Committee (7)
- Tech Committee (4)
- Mentors (6)

In addition, Collaboration Teams (Professional Learning Communities/Data Teams) currently include all members of the teaching staff. Time is focused on:

- Lesson Study
- Video Peer Review
- FAST Progress Monitoring
- Evaluation of Student Work
- Flipped/Blended Learning
- Literacy Strategies/Interventions
- Iowa Core implementation
- Similar learning interventions and assessments of teaching and learning

The Bellevue Schools TLC Plan allows a diverse group of teachers to be involved in strong leadership roles to assist with leading our entire district in a positive direction for student learning.

## Multiple Differentiated Roles: Site Committee

The school board will appoint the Review Committee to screen initial TLC applicants for Model Teachers, Literacy Coach, and STEP Coach, making recommendations to the Superintendent – who will make recommendations to the school board. The Review Committee will screen applicants with the following district filters:

- Enthusiasm
- Confidence
- Capacity to Grow
- Willingness to take a risk
- Technology skills
- Communication skills
- Knowledge of effective instructional practices
- Understanding of adult learning
- Respect among by peers

After the first year the Review Committee will perform a rigorous review of the TLC positions and their impact on student learning and student growth. Data points for the review will include:

- PLATO pretest/posttest
- FAST Results from Fall, Winter & Spring
- MAP tests
- Iowa Tests
- Classroom Formative and Summative Assessments

- Instructional Rounds Data
- Self-Reflection Data

The Review Committee will serve as the Visionary Committee to allow a deep understanding of the district's goals. This committee will:

- Evaluate the TLC program to fulfill the Iowa Professional Development cycle of "selecting the work"
- Develop the training to "implement the work"
- Monitor fidelity of the implementation
- Analyze data to determine next steps

#### Multiple Differentiated Roles: Instructional Coaches

Currently, the drivers for institutional change are questioning, assessment, and technology. Bellevue's TLC plan identifies two full-time instructional coaches, a Literacy Coach and a STEP Coach, with a focus on higher order thinking. We believe that this is imperative for our district based on the data points of learning listed earlier.

The Literacy Coach will:

- Lead professional development in best practices for literacy instruction
- Model best practices in classrooms
- Collaborate with classroom teachers as the best practice is implemented
- Identify instructional strategies for action research to assess impact on Bellevue students, as part of the Visioning Committee
- Identify promising new instruction innovations/tools/strategies in literacy instruction for pilot classrooms
- Participate in training in adult learning, leadership, literacy instruction, and data analysis

The STEP Coach will:

- Focus on the integration of Science, Technology, Engagement, and Problem-Solving in classrooms, along with higher order thinking and problem-based learning
- Seek community involvement in the design of programs and in cooperative learning environments outside of the school
- Suggest appropriate technology to assist in teaching and learning
- Model best practices in instruction
- Coach through classroom implementation and application of material
- Emphasize technology use as an instructional tool, and not the curriculum itself
- Lead exploration in problem-based learning and in flipped/blended learning as methods of raising student learning
- Assist teachers in using technology tools in the district to further enhance student learning and opportunities.
- Emphasize "student accomplishment" in individual work to assist in student pride, engagement and relevance to their learning.

#### Multiple Differentiated Roles: Model Teachers

Bellevue plans for nine Model Teachers (PK-1, 2-3, 4-5, ELA, Math, Science, Social Studies, Fine Arts/PE, and Career and Technical Education).

Model Teachers will:

- Maintain exemplary instructional levels
- Open their classrooms to model lessons and instructional strategies for teachers in the district to observe
- Communicate and lead Collaboration Teams (established in the past) in the examination of new instructional strategies and

“coach” other team members

- Allow for their classroom to serve as a demonstration classroom for agreed upon best practices
- Videotape instruction a minimum of 3 times each quarter for observation by others, and sending video links to staff members
- Maintain a log of observations and work with other teachers
- Implement new strategies identified by the Visioning Committee
- Conduct Action Research projects on high-priority instructional strategies

As part of the Visioning Committee, the Model Teachers will also:

- Identify the high-priority strategies
- Research new innovative techniques
- Analyze data from Action Research

These positions will be full-time classroom teachers, with added training in instructional techniques. Model Teachers must exemplify several components of successful educators, including:

- Willingness to attempt new strategies
- Document failures as well as successes

#### Multiple Differentiated Roles: Visioning Committee

The Visioning Committee's task is vast, and will include:

- Clarify the vision and direction for the district and its classrooms
- Assess best instructional practices and identify the highest-priority strategies for Model Teachers, Literacy Coach, and the STEP Coach to focus on with staff
- Research and investigate new techniques, subjecting the most promising to action research in Model Classrooms
- Utilization of the Iowa Professional Development Model to mold effective professional development to help the district's classrooms accelerate student learning

#### Multiple Differentiated Roles: Mentors

Bellevue drafted its own state-approved Mentoring/Induction plan. Some key components include:

- 32 hours of Mentor training
- New teachers meet with their mentor weekly, jointly plan lessons and observe their mentor's teaching monthly
- The Mentor and teacher critique a video of the New Teacher's classroom instruction
- All New Teachers meet monthly with the Mentoring Coordinator (Superintendent) to discuss their reflective journals and to complete book studies of *Teach Like a Pirate* (Burgess) and *Drive* (Pink)

#### Professional Development of New Teachers

The TLC program will allow for an enhanced professional development and transition phase for new teachers in our district, including:

- Professional Development:
- New teachers will have 5 days of professional development and planning prior to school's start (Mentors will add 2 days)
- In Year Two, New Teachers will have 2 added days (Mentors 1 day).
- New Teachers will have access to Model Teacher classrooms, the Literacy Coach, and the STEP Coach who will also be gaining extra professional development.

- Retention
- New teacher retention is always vital for a continuity of services to students, and our success rate at Bellevue has been excellent with 100% retention in the last four years (including approximately 25% of our entire staff).
- New teachers are encouraged to become part of building and district leadership groups
- New teachers are included in conferences and trainings outside of the district (statewide and national conferences) to foster their teaching.
- New teachers are expected to share new ideas and strategies with the teaching staff in collaboration groups.
- Bellevue has worked hard to create a perception and a reality that “New Teachers” are valued, along with their “New Ideas.”

#### Instructional Improvement Strategy – Literacy

Literacy improvement at the elementary level has focused on the following areas:

- The “Daily Five” concept as an organizational strategy, where the classroom teacher and collaborative planning groups identify the research-based fluency, phonics, and comprehension strategies needed based on data that students use daily
- The MTSS process and daily teacher-student conferences help guide intervention or enrichment strategies
- Title I and Co-Teachers supply classroom teachers with strategy resources for in-classroom interventions
- Additional time is arranged for those most in need outside of the 90 minute Literacy block
- Students write and revise their writing, individually, in pairs, and whole group daily

Literacy improvement at the Secondary level is focused on:

- Using MAP and PLATO assessments to determine those in need of assistance, therefore, scheduling “Academic Services” times for a block in place of a MS Exploratory or a HS Elective. Students receiving instruction in Academic Services have individual reading teacher time, PLATO prescribed remedial materials, and small group time focused on comprehension and word attack skills.
- Focus on “Writing Every Day” in all classrooms.
- MyOn Reader supplies digital library books, identified by interest and reading level (after every book an assessment determines Lexile level).

#### Instructional Improvement Strategy – STEP

District-Wide the Bellevue Schools have focused on “Questioning” strategies for both classroom discussions and work, along with assessments for students. Two types of questions are part of the culture at Bellevue, “thick” and “thin” questions.

- Thick Questions* focus on questions that do not have one correct answer and rely on the application of the student’s learning and their critical thinking and problem-solving skills. These typically fall under the areas of synthesis, evaluation, and application on Bloom’s Taxonomy and Rigor and Relevance Chart
- Thin Questions* are used only to ensure that students have the basic information to build on for further application so students can eventually demonstrate their learning through “thick questions.” Thin questions are questions that are focused on recall and description, and do not allow for students to go beyond one “right answer” that has either been told to them or they have read

Bellevue has placed a focus on questioning over the last eight years. Staff is dedicated to designing “classroom instruction that works” for students to develop a clear understanding and application of the material, directly connected to the work of a STEP Coach. The aspect of rigor and relevance in a student’s learning is vital, along with the sense of “accomplishment” that students must feel when they are working on a problem that they must develop a solution to that is unique to their skills and thought process. A STEP coach will assist students in bringing their learning to a “reality-focused” opportunity where they can directly see and/or develop solutions to problems that require an application of their learning. Learning is far more about applying than memorizing, a successful key in our district over the last several years.

In connection to STEP, "Problem-Based Learning" is an initiative in Bellevue. After years of rigor/relevance we have refined our efforts into stating a problem and working to solve that problem. Technology, especially 1:1 computers in grades 5-12 and iPads in grades K-4, allow the use of ST Math for problem-solving, PLATO enrichment, and a variety of Google Apps that assist learning that goes beyond the textbook. STEP coaching will help classroom teachers incorporate these research-based strategies into their classrooms.

**Using Part 6 application narrative from previous submission?** No

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

The Bellevue Community Schools will begin our selection process for the TLC Grant by posting positions of Literacy Coach, STEP Coach and Model Teachers in our district. In order to gain the best possible educators for these positions, we will include information about minimum requirements (3 years of teaching experience and 1 year in our district) involved with the position with a comprehensive description of the overall role of the position and its work in the district with both students and adults.

The Review Committee will serve as the "Selection Committee" for the positions, and will consist of 3 teachers and 3 administrators. The committee will:

- Screen potential candidates – Focusing on their professional growth as educators through individualized learning and implementation of "their learning"
- Conduct interviews – Emphasizing their individual professional growth, its impact on their work in the classroom with students and student learning, and work as staff members in collaborative teams
- Make recommendations – An analysis of scores from the Review/Evaluation Rubric will allow for candidates to be recommended to the Board of Education based on their significant expertise in the areas

Each candidate will be measured on a 3-point scale using the "Review Evaluation Rubric" (below). In addition, each candidate will be required to submit a letter of application addressing each of the areas below:

- Basis for their interest in the position
- Information in regard to their previous experiences and philosophy on working with adults as an educational leader.
- Review of their own professional development as an educator
- Self analysis of each area of the "Review Evaluation Rubric"

**The "Review Evaluation Rubric"**

1 = does not meet requirements

2 = meets requirements

3 = exceeds requirements

|   |  |   |   |   |                 |
|---|--|---|---|---|-----------------|
| Technology Commitment                   | Exhibits high level of understanding in the area of technology necessary in the digital age  | 3 | 2 | 1 | Comments/Notes: |
| Innovative problem-solver/risk taker    | Candidate exhibits novel approaches to problem solving within the classroom  | 3 | 2 | 1 | Comments/Notes: |
| Effective communicator                  | Candidate communicates effectively with school and district personnel to enhance student learning.   | 3 | 2 | 1 | Comments/Notes: |
| Knowledge of the Common Core Curriculum | Exhibits extensive knowledge and implementation of Common Core Curriculum  | 3 | 2 | 1 | Comments/Notes: |
| Professional Growth                     | Candidate has evidence of recent professional development with concentration on student growth and success in the classroom  | 3 | 2 | 1 | Comments/Notes: |
| Effective Instruction                   | Candidates will possess expertise in 21 <sup>st</sup> century skills, knowledge of Core, Differentiated Instruction, Rigor and Relevance, and Student-Centered Classroom | 3 | 2 | 1 | Comments/Notes: |

Additional Comments:

The annual evaluation process to assist with the professional growth of the coaches and teachers, and their effectiveness will include:

- Implementation of new strategies for the future determined by the Visioning Committee, in collaboration with the coaches and model teachers
- Analysis of data from *Action Research* projects on high-priority instructional strategies
- Identification of high-priority strategies, and their implementation;
- Willingness to attempt new strategies
- Taking risks and attempting “new” strategies for the first time, along with documenting failures as well as successes
- District teacher evaluation process by the Administrative Team
- Evaluation process of the Instructional Coaches through the survey that will be given to all staff members
- Recorded Literacy/STEP data implemented by Instructional Coaches throughout the school year
- Results of classroom teacher surveys utilizing the above Review/Assessment Rubric with a collective average score of no lower than 15, or smart goals must be developed for professional growth
- Utilization of the Iowa Professional Development Model to mold effective professional development to help the district’s classrooms accelerate student learning
- Assessment of the best instructional practices and identification of the highest-priority strategies

Bellevue Schools is in the process of developing a Memorandum of Understanding in regard to teachers returning to their previous classroom or grade level after a year if the teacher wishes for this action. While this is not ideal for the retention of roles, the district must also be prepared for this action based on conversations with the Bellevue Education Association.

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## Narrative

Using Part 7 application narrative from previous submission?      No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

The Bellevue School's ongoing professional development and learning goals of Literacy, Numeracy, Higher Order Thinking, and Engagement are aligned with the Iowa Professional Development Model, along with the specific roles of the Literacy Coach and the STEP Coach.

The current professional development team includes an equal representation of building staff from the elementary, middle/high school and administration (3 from each), allowing us to have productive discussions on needs across the district for students and their learning, and teachers and their instructional strategy needs. In the upcoming school years, the Literacy Coach and the STEP Coach will also be an integral part of this group.

This process permits us to form a district-wide "landscape picture" of what is needed not only at the current time and year, but also for the future. This "view" allows the Bellevue Schools to visualize and recognize the impact of the instruction and student learning between the elementary and the secondary building. This reflection and "forward-thinking" process is vital for our planning of professional development across the district to meet student and teacher needs.

With the addition of a Literacy Coach and a STEP Coach, and several model teachers, it will immediately assist teachers in enhancing and improving classroom instruction, along with collecting and analyzing data. Across the district formative assessments, questioning, and technology have been the "drivers" used to accelerate change. This team will look for data trends and discuss a plan of action to develop learning strategies/goals for students focused on continuous improvement.

#### Collecting and Analyzing Student Data

*Literacy and STEP Coaches* will gather data from classroom assessments to identify student needs/gaps. This data will be shared and analyzed with the professional development team and model teachers. As a result, professional development will be determined based on data for district buildings, and will be data driven to support student needs. Some items of data that will be analyzed include the following:

- FAST Assessments in Literacy and Math (Grades K-5)
- Iowa Assessments (Grades 2-11)
- Northwest Evaluation Association's Measure of Academic Progress (Grades 3-10)
- ASPIRE (Grades 6, 8 and 10)
- ACT (required of all Juniors)
- PLATO (Grades 5-12)
- MyOn Reader (Grades K-8)
- ST Math (Grades K-5)

#### Goal Setting and Student Learning

*Literacy and STEP Coaches* will lead the goal-setting process based on data. Data will be used to set goals to help provide focus and direction. These goals will enable teachers to decide on targets that best support the learning needs of individuals.

#### Selecting Content and Professional Development

In the classroom, *Literacy and STEP Coaches* will work with teachers to select proven strategies and routines, and will model and co-teach in the classroom. *Literacy and STEP Coaches* will work with teachers during the day and in other professional development times to develop their capacity to analyze formative assessment data and respond to individual student needs through evidence-based instruction and the MTSS Model. Bellevue knows that professional development of teachers is vital for the acceleration of student learning and for meeting the individual needs of students.

#### Designing Process

*Literacy and STEP Coaches* will facilitate learning during collaborative times, including designated Professional Development days, Collaboration Team times held weekly, and common planning time. The *Literacy and STEP Coaches* will also meet with individual teachers during their planning times to support the implementation of new instructional strategies.

#### Training and Learning Opportunities

*Literacy and STEP Coaches* will model, practice & collaborate with each other and other teachers. As a result, teachers will learn and apply a new set of skills and strategies for instruction, along with adjusting and refining the professional development for themselves based on student data and collaboration with other teachers and the Literacy and STEP Coaches.

#### Collaboration/Implementation

*Literacy and STEP Coaches* will work with teachers to make changes that align with the Iowa Professional Development Model and reflect on what was accomplished. *Literacy and STEP Coaches* will identify continuous support that is needed to effectively implement further professional development.

#### Ongoing Data Collection (Formative Evaluation)

Literacy and STEP Coaches will be engaged in questioning, and lead the discussion and collection of student achievement data through formative evaluation. Formative data will be used to identify how professional development is impacting individual student learning throughout the district.

#### Program Evaluation (Summative)

Literacy and STEP Coaches will use data from professional development to monitor implementation. This will include:

- The Iowa Professional Development Model Rating Tool
- Implementation data
- Survey data
- Student achievement data

The Visioning Committee, Literacy and STEP Coaches, and Model Teachers will look at a summative evaluation annually, in collaboration with classroom teachers to help guide professional development goals and initiatives for the upcoming year.

**Using Part 8 application narrative from previous submission?** Yes

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

**a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.**

**b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.**

The vision of Bellevue's TLC Plan is to provide *all* teachers with professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Improving teacher effectiveness leads to increased student achievement and knowledge to be successful in a global society.

The following statements guide the Bellevue Schools:

- Provide quality learning experiences for students
- Prepare students for life beyond the Bellevue Schools

It is imperative to provide education and support services that allow students to experience success in their lives. We must ensure teachers are provided the opportunities for professional development that allow them to be successful teachers in providing learning situations where all students can maximize their learning. Ultimately, we must provide students with educational services that meet their individual needs for success as learners.

Teacher leadership roles created in this plan are designed to:

- Individualize learning for students
- Continue the quality and responsiveness of professional learning opportunities for staff
- Improve instruction through the implementation of various district strategies and initiatives

Some specific actions the Bellevue Schools takes currently and will add to fulfill student needs in both the short- and long-term are addressed in the following areas:

Improved student learning as measured by:

- Standardized test scores (Iowa Tests and MAP)
- ACT scores as a predictor of post secondary success (the district pays for, and requires, all Juniors to take the ACT)
- Compass test (entrance level exam for college credit classes - 25+ on-campus courses and unlimited on-line courses)
- Dropout/Graduation rate data
- Classroom formative/summative assessments (connected to the Iowa Core)

Improved consistency in level of questions asked by teachers in

- Administrator walk throughs/Instructional Rounds
- Student assessments that focus on the application of learning and "student accomplishment" in their product development
- Self-Reflection of questions asked by staff

Success in meeting the district's C-Plan short-term goals as measured by

- Annual Progress Report data
- Adequate Yearly Progress data
- Annual C Plan assurances update
- Department of Education Accreditation Visit feedback
- Completion of teacher SMART Goals in Individual Professional Development Plans
- Focus on Literacy and STEP initiatives in the district

Increased community involvement with the school as measured by

- Attendance rosters from SIAC (School Improvement Advisory Committee)
- Attendance rosters from CTE (Career and Technical Education)
- Attendance rosters from PPAC (Parent-Principal Advisory Committee)
- Attendance rosters from Bellevue School's Preschool Advisory Committee
- Membership trends from Parent Teacher Association (PTA)
- Parent/teacher conference attendance trend data

Increase in students enrolling into the district as measured by

- Student enrollment trend data
- Open enrollment trend data
- Increase enrollment from whole grade sharing agreement with neighboring school
- Increase in the involvement of staff members in building and district leadership teams
- Student and staff participation and involvement in SIAC, CTE, TQ, PPAC, DLT, BLT, Safety, Alumni, and similar organizations

As we move forward with the TLC Grant we will look to monitor both short- and long-term goals.

#### Short-Term Measures

The development and use of a survey to gather both quantitative and qualitative feedback on various efforts and initiatives that are identified throughout our TLC Plan will be critical for successful measurement. This will provide an opportunity to quantify the success and impact of our efforts through monitoring the:

- Number of teachers/instructional coaches/leadership members who *engage in classroom observations and frequency.*
- Number of teachers/instructional coaches/leadership members who *engage in co-planning and the frequency of co-planning.*
- Number of teachers/instructional coaches/leadership members who *engage in co-teaching and the frequency of co-teaching.*

The engagement of students in formative assessment to identify strengths and weaknesses is vital to enable teachers, leadership team members, and instructional coaches to provide targeted instruction focused on the needs of students. Therefore, ensuring the success of all students.

The analysis of quantitative data regarding classroom observations, co-planning, and co-teaching of each instructional coach is also needed for evaluation of the program.

In addition, the analysis of beginning, midyear, and end of year universal screening data, as well as progress monitoring assessments through FAST, will allow the school to direct the next steps while following the Iowa Professional Development Model.

Finally, the engagement in peer review conversations, sharing progress on student achievement and increased teacher effectiveness will also assist in measuring learning.

#### Long-Term Measures

Summative measures to address the level of student achievement will include the following:

- FAST Assessments in Literacy and Math (K-5)
- Iowa Assessments (Grades 2-11)
- Northwest Evaluation Association's Measure of Academic Progress (Grades 3-10)
- ASPIRE (Grades 8 and 10)
- ACT (required of all Juniors)
- PLATO (Grades 5-12)
- MyOn Reader (Grades K-8)
- ST Math (Grades K-5)

The use of surveys, achievement results and observations will be used to monitor and adjust the TLC plan accordingly throughout the school year. This may include "moving" some staff members to other leadership roles in the district, the development of revised professional development goals for the district and individual staff members, and rearranging the use of

resources that the district has to meet the needs of our students in a more productive manner.

Using Part 9 application narrative from previous submission? Yes

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

The Bellevue Schools are prepared to implement the TLC Plan as a result of the district developing the capacity to sustain it through past initiatives within the district. Within the last three years, the district has not only acquired additional support staff, but has also refined key areas in the system paramount to enhancing student engagement and learning. These areas (Mentoring Program, Technology, Co-Teaching, Literacy) are detailed below.

### Mentoring Program

Six mentors in the district were rigorously recruited and trained in a mentoring program to provide structured guidance to first and second-year teachers entering the district. The program not only guarantees guidance and on-going support for continued professional development throughout a new teacher's first two years, but it also "jump starts" this connection process by new teachers and mentors sharing two additional days to become acquainted with the process. The TLC Program will enhance the mentoring program by providing additional support to the mentor and new teacher through the Literacy Coach and the STEP Coach, who will assist in the successful transition into the professional role of an educator in all areas of the teaching and learning process. Tasks included are:

- Professional Readings.
- Monthly discussions with mentors, new teachers, and the Mentor Program Coordinator.
- Meetings during the first month of school to plan three lessons that will be taught by the mentor with the first year teacher observing the class
- New teacher weekly journal reflections.
- Classroom videos with focus on lesson delivery.
- Classroom observations by mentor focusing on curriculum and delivery.
- Periodic meetings to review student achievement data with the Mentor Coordinator and Principal.
- New teacher evaluation of the mentoring program.

### Technology

Bellevue Schools 1:1 computer program continues to grow in its 5<sup>th</sup> year, and our district recently employed a half-time technology coordinator to assist the district with technological needs. Our coordinator participates in developing and implementing professional development. Hiring this professional indicates the commitment our district emphasizes in maintaining the most current technological strategies to benefit our students. The TLC program will provide the district with greater choices of technology implementation for learning and continuous development to enhance 21<sup>st</sup> Century Skills.

### Co-Teaching

Bellevue Schools fully integrated a co-teaching model that benefits all students with differentiated instruction in the general education setting. In the last five years, a full-time co-teaching instructor to enhance this model was hired. Additionally, all of our special education instructors are integrated into Math, Science, and Literacy courses. As a result, student scores in Iowa Testing and MAP have increased and the MTSS process is being implemented in all classrooms to assist students' learning needs. Co-Teaching is working, and teachers view this as a positive component in the classroom.

Along with differentiated instruction across the curriculum, a strong emphasis is placed on literacy, problem-solving, critical thinking, and the application of material. Student learning is relevant, and "student accomplishment" is a constant focus. The TLC model will allow our Instructional Coaches in Literacy and STEP, and model teachers, to further integrate co-teaching to impact more students.

### Literacy

Literacy and instructional strategies is another positive, proactive commodity assisting students in the district. This focus is maintained across all curricular areas and works with the common theme of "Writing Every Day, Every Class, Every Teacher, Every Student." The Literacy Team develops new research-based strategies to share with staff during professional

development and collaboration meetings. Teachers then implement new strategies and discuss outcomes during weekly Team Collaboration meetings. The TLC Grant will enhance our district's capability to incorporate literacy in all classrooms because the Literacy Coach will add to the knowledge already in place in the district.

Persons Responsible

Superintendent - The district's leader will provide the vision for the TLC program by encouraging the "voice" of others to be shared, heard, and reflected upon. He will initiate communication to all stakeholders and provide the leadership necessary to sustain the success of the plan.

Principals – Principals will collaborate with model teachers, mentors, and instructional coaches on a regular basis, as they are an essential element of the TLC plan. They will also monitor the effectiveness of each position and aid classroom teachers' understanding of the leader's role in their classrooms.

Teacher Leadership - All leaders will work together with administrators and staff to build a cohesive leadership team that focuses on the TLC program. The teacher leaders will also help faculty understand their role in and out of the classroom.

Future Sustainability

Bellevue has moved forward with teacher collaboration, mentoring, literacy, and technology. These initiatives indicate the Bellevue Community School District's commitment to sustain and implement professional development to guarantee students' success in all areas of their education with no excuses while continuing the focus on improvement. Bellevue has already displayed the commitment to improving student success and engagement by the implementation of teacher leaders. The district helped pilot Iowa's Rapidly Improving Schools and Iowa High School Project. This evidence indicates we will sustain the TLC roles for the success of our students. The TLC program will help expand current positions and initiatives, while providing new leadership positions to enhance student achievement.

## Part 10 - Budget Items

| <b>Use of TLC Funds</b>   | <b>Amount Budgeted</b> |
|---|------------------------|
| Amount used to raise the minimum salary to \$33,500.  | \$0.00                 |
| Amount designated to fund the salary supplements for teachers in leadership roles.  | \$171,000.00           |
| Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers). | \$0.00                 |
| Amount used to provide professional development related to the leadership pathways.   | \$0.00                 |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>                                  | \$5,113.87             |
| <b>Totals</b>   | <b>\$176,113.87</b>    |

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## Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

*To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.*

Certified Enrollment Number 570.28

*The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.*

District Enrollment-Based Allocation \$176,113.87

Total Allocation \$176,113.87

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## Other Budgeted Uses - Description

| Item description     | Amount budgeted   |
|----------------------|-------------------|
| Visioning Committee  | \$4,200.00        |
| TLC Review Committee | \$2,700.00        |
|                      | <b>\$6,900.00</b> |

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$176,113.87

*If the amount shown below is **(negative)**, the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted \$0.00

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## Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

The Bellevue Community School District will utilize the TLC funds in a manner that will impact all of our learners, and assist in the development of teacher leaders throughout the district. The budget outlined below indicates our needs for funding to make this an effective learning program for everyone involved, as well as basic financial considerations that will need to be met.

-  
Minimum Salary

Bellevue Schools base salary for 2015-2016 is \$34,668, which is above the "Must-Have" baseline for the TLC of \$33,500 minimum salary of the TLC program.

-  
School Revenue/Income

We anticipate an approximate number of 570 certified students over the next several years, at \$300/student approximately, a funding total of \$171,000. With no funds needed to fulfill minimum salary the entire \$171,000 would be devoted to the 14 identified teacher-leader roles and the professional development required to prepare leaders for their positions.

-  
TLC Expenditures – Instructional Coaches

We anticipate hiring two full-time instructional coaches from our current teaching staff. We estimate that an experienced teacher's salary and benefits would be \$75,000 each. The total expenditure for the two coaches would be \$150,000. If the person(s) hired cost less than estimated, the planned training fees, travel, and expenses for conferences would be covered by the \$150,000. The district will commit to paying any expenses/costs that exceed the \$150,000 estimate.

TLC Expenditures – Instructional Coaches/Additional Days for Learning

The two instructional coaches would be contracted for five additional days to attend training and national conferences. The TLC program would estimate \$300/day for five days for two employees, totaling \$3000. The district will cover any additional expenses.

TLC Expenditures – Review Committee

The three teachers on the Review Committee will be contracted for three additional days to review applicants and to evaluate TLC positions at the end of the year. Estimated per diem salary/benefits for an experienced teacher would be \$300/day. Three days for three teachers at \$300/day would total \$2700. The district will commit to paying any expenses/cost that exceed this amount.

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TLC Expenditures – Model Teachers

The 9 teachers assigned as Model Teachers will be contracted for three additional days for training and conferences. Estimated per diem salary/benefits for an experienced teacher would be \$300/day, for three added days, total \$8100.

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TLC Expenditures – Visioning Committee

The 14 teachers on the Visioning Committee will be contracted for 1 added day, at \$300/day estimated per diem for experienced teachers, totaling \$4200.

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District Expenditures – Mentoring/Induction

The financial information for district expenditures is based on an anticipated decline in enrollment to approximately 570 students in the upcoming years, which was discussed as we developed this part of the application with Peter Ansingh from the Iowa Department of Education.

Initially the District will assume all costs with the Mentoring/Induction program. If, after the first year of TLC, funds are available to support the added contract days for Mentors and New Teachers the District will seek to amend the TLC application to cover the Mentoring/Induction.

Assuming the District is paying in Year One, adding 5 days for New Teachers (5 days, \$300/day estimated per diem salary/benefits) and adding 2 days for Mentors (2 days, \$300/day per diem salary/benefits) plus the \$1000 stipend for mentoring, the District will pay \$1500 for New Teacher and \$1500 for Mentor, total \$3000 in Year One. In Year Two, assuming the District is still paying all the Mentoring/Induction, the New Teacher would cost \$500 (2 days, \$250/day) and the Mentor would cost \$1300 (1 day, \$300/day plus \$1000 stipend), total \$1800 for Year Two.

| Expenditures                     |           | Income                               |                              |
|----------------------------------|-----------|--------------------------------------|------------------------------|
| TLC Minimum Salary               | \$0       |                                      |                              |
| TLC Instructional Coaches        | \$153,000 | 2 full-time teachers                 |                              |
| TLC Instructional Coaches – Days | \$3000    | 5 days x \$300/day x 2 teachers      |                              |
| TLC Review Committee – Days      | \$2700    | 3 days x \$300/day x 3 teachers      |                              |
| TLC Model Teachers – Days        | \$8100    | 3 days x \$300/day x 9 teachers      |                              |
| TLC Visioning Committee – Days   | \$4200    | 1 day x \$300/day x 14 teachers      |                              |
|                                  | \$171,000 |                                      | \$171,000                    |
|                                  |           |                                      | 570 students X \$300/student |
| District - Mentor Year 1         | \$2500    | District Payment, not from TLC Funds |                              |
| District – Mentor – Year 2       | \$1800    | District Payment, not from TLC Funds |                              |

**Bellevue will contract 14 teacher leaders from a certified staff of 43, placing 32% of teachers in leadership positions.**

These leaders will impact the learning of our teaching staff and our students as they prepare for the future outside of school, and the district is willing to pay any extra funds that are needed for this “trip to success” for student learning.

The Bellevue School's ongoing goals of **Literacy, Student Engagement through Relevance, Higher Order Thinking, and Technology Integration for Learning** are aligned with the Iowa Professional Development Model, along with the STEP initiative in our district. With the addition of a Literacy Coach and a STEP Coach, and several model teachers, it will immediately assist teachers in enhancing and improving classroom instruction and collecting and analyzing data. Across the district formative assessments, questioning, and technology have been the drivers used to accelerate change. The entire leadership team of Instructional Coaches, Model Teachers, the Visioning Committee, and the Review Committee will look for data trends and discuss a plan of action to develop learning strategies/goals for students focused on continuous improvement.

**Assurances**

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes