

#154

COMPLETE

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Q1 Name of School District

CRESTON COMMUNITY SCHOOL DISTRICT

Q2 Name of Superintendent

STEVE MCDERMOTT

Q3 Person Completing this Report

STEVE MCDERMOTT

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Q4 1a. Local TLC Goal

By 2016-2017 Creston School District will offer enhanced career opportunities to all eligible teachers, & 37% of teaching staff (49) will be selected to serve in teacher leader roles using stakeholder-generated criteria & processes.

Q5 1b. To what extent has this goal been met

(no label)

Fully Met

Q6 1c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

During the first year (2016-2017) of the TLC grant, Creston Community School District hired seven first year teachers. At the end of the first year, six are still with the district. The new teacher retention rate was 86% (6 out of 7 will continue with our district). Creston filled all of their teacher leadership positions for a total of 37% of teaching staff.

Q7 2a. Local TLC Goal

The TLC grant will allow us to build upon our teacher leadership positions already in place. Our instructional coaching positions under TLC will expand from two positions to five positions.

Q8 2b. To what extent has this goal been met

(no label)

Fully Met

Q9 2c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Our instructional coaches expanded from two positions to four positions. We also hired a fifth position that was an Technology Instructional Coach. The instructional coaches attended Student-Centered Coaching training from Diane Sweeney. The instructional coaches also became local AIW coaches.

All teaching staff completed monthly professional development focusing on AIW and Alouds. The Building Leadership Teams met monthly to plan professional development. Subject Area Committees met monthly to work on curriculum and assessments.

The district completed Instructional Coaches Self-Assessment Surveys and Instructional Coaches Peer Feedback Surveys. Data from the surveys indicated:

93% of the teachers felt that that instructional coaches were a valuable resource to their PLC (collaboration) group

90% of teachers and 100% of coaches have effectively provided training for professional development

97% of teachers that requested assistance received it in a timely manner and spent the time necessary to meet teacher needs

The majority of the Instructional Coaches indicated that they want to continue to expand their knowledge of the Iowa Core and national standards.

Q10 3a. Local TLC Goal

Each year, all career teachers & mentees will receive ongoing feedback & meaningful support through the TLC system

Q11 3b. To what extent has this goal been met

(no label)

Fully Met

Q12 3c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Creston Community School District implemented a new Mentoring and Induction Program for Beginning Teachers. The mentors and mentees met monthly with the District Mentor Facilitator.

Mentors met, at a minimum, weekly to also collaborate with their assigned new beginning teacher.

A Mentor Program Survey was given at the end of the year to assist in the evaluation of the mentoring program. Data from the mentoring surveys indicated:

- 1) 92% of the new teachers felt that the other teachers at this school helped them to make a smooth transition into the teaching profession.
- 2) 64% of the new teachers met with their mentor two or more times per week to get support.
- 3) 92% of the new teachers felt their mentor was a valuable resource for helping them transition into the school district.
- 4) 85% of the new teachers felt that the mentor program has helped them to develop confidence as a teacher and effectiveness in the classroom.

Each beginning teacher also met with the building level administrator to review and reflect on the Iowa Teaching Standards and the teacher's progress and evidence toward mastery.

Our local survey results indicate that a clear majority of respondents believe the objectives of the program were made clear, the content was adequately delivered, time was used effectively, the presenter was well prepared, materials used were immediately useful, understandings were enhanced, and questions and concerns were addressed.

Q13 4a. Local TLC Goal

Student achievement in reading, math, science will increase during 2015/2016 and 2016/2017 biennium compared to 2017/2018 and 2018/2019 biennium.

Q14 4b. To what extent has this goal been met

(no label)

Somewhat Met

Q15 4c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

MAP Test data showed:

Reading: 67% of the grade levels showed growth from fall to spring. There were five grade levels that exceeded the spring projected norm RIT score.

Math: All grades showed growth from fall to spring. There was four grade levels that exceeded the spring projected norm RIT score.

Iowa Assessment data showed:

Excellent growth in Reading in grades 5 and 9, while significant progress still needs to be made in grades 3, 4, and 6.

Excellent growth in Math in grades 3, 8, and 10, while significant progress still needs to be made in grade 8.

Scores in Science were strong in grades 3, 8, and 10.

Q16 4d. If you wish to upload a file with student achievement results you can do that here.

Respondent skipped this question

Page 4: Put any goals you wish to report on, but don't directly align with state TLC goals, on this page.

Q17 5a. Local TLC Goal

Respondent skipped this question

Q18 5b. To what extent has this goal been met

(no label)

Somewhat Met

Q19 5c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Respondent skipped this question

Q20 6a. Local TLC Goal

Respondent skipped this question

Q21 6b. To what extent has this goal been met

(no label)

Mostly Met

Q22 6c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Respondent skipped this question

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Q23 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Due to strong responses and statements of need from faculty members, Creston Community Schools hired a Technology Instructional Coach mid-year. The Technology Coach was not able to attend all of the Instructional Coaches training along with the other Instructional Coaches. The goal will be for the Technology Instructional Coach to attend coaches training with the Instructional Coaches next year.

This instructional coach got a foundation started in terms of classroom visits, technology implementation, and relationship building with teachers. Continued growth is expected for the 2017-2018 School Year in this area of focus.

Progress in this regard will be monitored and measured through the electronic administrative walk-through system and through surveys over the course of the year. This year, 48% of teachers reported that the technology coach provided support in their classroom. We expect this number to grow significantly.

Q24 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The 2016-2017 local survey results show that our instructional coaches:

Communicated effectively (68% strongly agree)

Displayed open minds when building relationships (86% strongly agreed)

Provided timely responses to requests for time and collaboration (72% strongly agreed)

Were valuable PLC resources (70% strongly agreed)

Were knowledgeable about...

Instructional Strategies (70% strongly agreed)

Assessments (72% strongly agreed)

Curriculum & Standards (78% strongly agreed)

Only 46% of our teachers reported that an instructional coached co-taught or demonstrated the teaching of a lesson in their classrooms. This is an area targeted for growth next year.

Percentages in the other areas listed above will also be marked for continued growth.

Q25 Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

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

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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.

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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.

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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 district’s TLC plan.

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