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Q1: 1a. TLC Local Plan Measure (1)

Show Growth in Student Achievement

Q2: 1b. To what extent has this measure been met?

(no label)

Fully Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

We used multiple assessments to show student growth over the course of the school year. Our Fall FAST Assessments, for our students in kindergarten through 6th grade, showed that 62% were meeting grade level expectations. However, when compared to their Spring FAST Assessments, 85% were meeting grade level expectations. Students showed a gain of 23% points on their Fall to Spring FAST CBM Assessments, due to the weekly progress monitoring and interventions used with students during the school year. Our IGDIs scores showed even greater growth, comparing Fall IGDIs percent proficient of 29% as compared to the Spring IGDIs percent proficient of 86%. Our district's aReading proficiency went from 80% proficient in the Fall testing to 93% proficient in the Spring testing, which was a growth of 13% points for this comprehension measure. Our 3rd-6th grade NWEA Fall data showed students were 63% proficient on their Reading Test and gained 18% points, showing they were 81% proficient on the Spring NWEA Reading tests. Students gained 7 percentage points on their Math NWEA Tests, scoring 82% proficient on the Fall Testing and 89% proficient on the Spring Testing. Finally, on our Iowa Assessment Scores for 2015 (3rd through 5th grade combined scores) our students scored at the 94% proficiency in Reading; 95% proficiency in Math and were 94% proficient in Science. This student data growth/proficiency shows the intense work our teachers did over the course of the year, with the help of our instructional coach. Teachers did daily interventions and small group skill development, weekly progress monitoring and we had weekly PLC meetings to discuss student's progress toward grade level benchmarks for both reading and math. Without the partnering with our teacher leaders, we would not have been able to make the substantial gains we made in student achievement. 9/1/15: Teachers all completed self-assessments and turned them into our Instructional Coach. The teacher surveys showed that all teachers felt they grew in at least one of our focus areas of teaching reading (literacy strategies/interventions, fluency or comprehension) and every single teacher indicated that they grew at least 3 points or better on a 10 point Likert scale, in applying reading strategies or better understanding the use of reading interventions. All teachers, even our most experienced teachers, felt like they grew as a teacher due to the TLC Program's additional support.

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Q4: 2a. TLC Local Plan Measure (2)

Non-Academic Measures for Student Success

Q5: 2b. To what extent has this measure been met?

(no label)

Fully Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

One of the non-academic areas we targeted to measure student success, was our district attendance data (Average Daily Attendance). Last year our Average Daily Attendance was 96.5%, which was above the State Average of 96.1%, however we thought we could target a few students to try to improve our attendance rate. Our Instructional Coach, with our guidance counselor, met with targeted students throughout the school year to address barriers to good attendance. As a result, we were able to improve our attendance rate for this school year to 96.6%, an increase of a tenth of a percent. We also targeted student engagement as a measure of student success. We use "Walk-Through" data to document what students are doing in the classroom during the Walk-Throughs, and during our teacher professional development days, we also learned about how to change our instruction to better engage students. Our initial Fall Walk-Through data showed students were highly engaged in the classroom 28% of the time. By our midyear check, student engagement was up to highly engaged 34% of the time. During our Spring check, we had improved our student engagement percentage during the Walk-Through time period to 41% highly engaged. Our Teacher Leaders were instrumental during our professional development days in helping teachers understand what "highly engaged" students look like in the classroom, what administrators would be looking for as "highly engaged" students and as a result our students benefitted from more collaborative opportunities during their instructional day. 9/1/15: Students in 3rd through 6th grade were surveyed each semester to determine satisfaction with their own literacy growth, as a result of increased progress monitoring, the use of fluency strategies within the classroom and the use of the 95% Group Materials in the classroom. All students graphed their own literacy fluency data weekly and our students were very proud of their own growth in fluency and understood the purpose of the work they were doing, as we had many conversations about our TLC changes. We had many students reach grade level fluency expectations that had never reached these benchmarks in previous years and students surveys indicated that students were proud of their work.

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Q7: 3a. TLC Local Plan Measure (3)

Quarterly Teacher Surveys

Q8: 3b. To what extent has this measure been met?

(no label)

Fully Met

Impact of TLC Plan

Q9: 3c. Description of Results (3)(limited to 3000 characters)

Teachers filled out anonymous surveys at the completion of each quarter of school, to give the district feedback on their satisfaction with the work/progress of the TLC grant components. We had great support for the TLC program initially, so we were not sure we would see much "increased satisfaction" throughout the year, but wanted to give the teachers a way to give input and feedback to our TLC group and the district. The 1st quarter data highlighted areas that teachers felt they needed the most support. Writing instruction came up during the 1st quarter results, so our Instructional Coach spent time collecting resources and materials for teachers and we included more writing instruction processes in our professional development time. The 2nd quarter's survey showed that the teachers were very happy with the additional writing supports they received and asked for additional help with the 21st Century Skills, too. During the 3rd and 4th quarter results, we received feedback from teachers that the materials and resources gathered by the Instructional Coach were invaluable and 100% of the teachers felt they were "highly supported" during the school year. 100% of the teachers filled out the final survey at the end of our 4th quarter of school and 100% of the teachers gave our TLC program a 9 or 10 on a Likert Scale as "highly satisfied" with the program.

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Q10: 4a. TLC Local Plan Measure (4)

Respondent skipped this question

Q11: 4b. To what extent has this measure been met?

Respondent skipped this question

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Respondent skipped this question

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Q13: 5a. TLC Local Plan Measure (5)

Respondent skipped this question

Q14: 5b. To what extent has this measure been met?

Respondent skipped this question

Q15: 5c. Description of Results (5)(limited to 3000 characters)

Respondent skipped this question

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Impact of TLC Plan

Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

We are looking at ways to "tweak" or change our Model Teacher role, as this person was not utilized as much as we would have liked during the school year. We are having discussions as to making the change to more support during our professional development days, as we are trying to make those days more individualized, so they better meet the needs of our teaching staff.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

We are a very small school district and I have had multiple teachers comment about how "wonderful" it is to have a "partner" (Instructional Coach) to help plan for instruction, find resources and interventions, help team-teach, bring in additional ideas/strategies for improving student achievement to the table, etc. The TLC Program has brought additional supports to our new teachers and has also brought an increased energy to our more experienced teachers, as everyone feels like they have a "partner" to help, as needed in the classroom and they don't have to be so isolated, since they do not have grade-level partners in our building. We have nothing but "good" to say about the TLC Program and are so grateful that we were able to implement the program this first year!

Q18: 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.

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.

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.

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.

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

Impact of TLC Plan

Q19: Name of School District: Delwood Community School District

Q20: Name of Superintendent Sue E. Goodall

Q21: Person Completing this Report Sue E. Goodall

Q22: Date of Submission 6/11/2015
