

#39



**COMPLETE**

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

Student Achievement

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

(no label)

Mostly Met

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

The option of using instructional coaches or not, was left up to the individual teachers. We were blessed with three outstanding coaches who were well established with the staff so most of our staff chose to participate and work with coaches. Our elementary literacy coach worked with the state FAST system and implementing it in all elementary schools. The results were very impressive with 86.33% of first grade students meeting the Spring benchmark for Word Segmentation as assessed in FAST. Our reading proficiency on the Iowa Assessment remained high and improved in the overall district average. Harlan Elementary had 84.2% proficiency in reading, Lincoln Elementary 86.1%, Salem 94.7%, and Van Allen Elementary 72.9%. The district overall reading proficiency increased from 80.1% in 2013-2014 to 83.0% in 2014-2015.

2014-15 FAST CBM-R  
Grade % Proficient  
K 87  
1 75  
2 72  
3 65  
4 57  
5 67  
Overall 71  
98% - Students Tested

Overall district reading proficiency increased from 80.1% in 2013-14 to 83.0% in 2014-15

2014-15 IA Reading Proficiency – Middle School 74.2%, High School 84.0%

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

Teacher Recruitment and Retention

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

(no label)

Mostly Met

## Impact of TLC Plan

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

Our local TLC measurements include teacher recruitment and retention and the interest in TLC positions. In 2014-2015 we were only able to fill 3 out of 6 Instructional Coaching positions. We retained all 3 for next year and have filled 3 additional coaching positions. We now have two technology coaches (PreK-5 and 6-12), two math coaches (PreK-5 and 6-12) and two technology coaches (PreK-5 and 6-12). We also have a teacher leader in Salem Elementary School who is in charge of all instructional support. We retained 3 out of 3 instructional coaches for next year (100%). We recruited and filled the three instructional coaching openings we had for 2015-2016 school year. We retained our Building Leader at Salem Elementary School (100%). We had 5 qualified applicants for 3 instructional coaching positions and the TLC committee interviewed and selected them. Academic results show the TLC is having a positive impact on student learning for teachers who use them. For example, Salem Elementary has a building leader (IC) and their 4th grade math scores are 94.7%, reading scores are also 94.7%. Salem Elementary has a building leader (IC) and their 4th grade math scores are 94.7%, reading scores are also 94.7%. Harlan Elementary 4th grade math scores are 81.6%, reading scores are also 84.2%. Lincoln Elementary 4th grade math scores are 88%, reading scores are also 86.1%. Van Allen Elementary is our most diverse school with the highest poverty rate (68% of students). Van Allen's 4th grade math scores are 70.8%, and their reading scores are 72.9%. Van Allen's 4th grade reading scores are still low but they have improved by 6.9% with the addition of IC. 2014-15 Teacher Retention in non-leadership positions was 91.6%.

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

Increase the use of Instructional Coaches and improve the use of technology.

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

(no label)

Mostly Met

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## Impact of TLC Plan

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

We have dedicated two full time Instructional coaches to implementing technology in a meaningful manner. The instructional technology coach was instrumental in developing Integrated Learning Classrooms in the middle school and in Harlan Elementary. These classrooms change how teachers teach and how children learn. Though it is difficult to "measure" the results they are making school more enjoyable and challenging for all students. We set two measurable goals in technology. First Goal was 80% of 8th grade students will be proficient on all technology modules. Proficiency will be defined as receiving at least a 3 on the established module rubric. The results were: 90% of the students received 80% or better on their work. The second measurable goal was 80% of 8th grade students will be proficient on the Design and Modeling Final Project. Proficiency will be defined at a minimum on the established rubric. The results were 81.6% of the students were proficient on the final design and modeling project. Instructional Coaches have helped staff develop a one to one computer program which will be implemented and measured in 2015-2016.

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

Quality of Instruction

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

*Respondent skipped this question*

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

See link to survey results emailed to Becky Slater .

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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).**

First, expanding the number of teachers utilizing Instructional Coaches. This year approximately 48% of our staff used instructional coaches. We are expanding the number of coaches and expect them to be embraced by the staff.

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

Dave Watts is our secondary instructional coach. He went to "Canvas" training and set up flipped classrooms for teachers. He was able to go into classrooms and show teachers how technology can make their classrooms more enjoyable and can save them time on assessment. Dave has been able to win over teachers through a no pressure approach. He was also instrumental in helping us develop a one to one MacBook computer program which will roll out next year. He has changed how teachers see technology and there is a great deal of excitement for this program.

**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.

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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.

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**Q19: Name of School District:**

Mount Pleasant Community School District

**Q20: Name of Superintendent**

Mike Wells

**Q21: Person Completing this Report**

Mike Wells

