

#32



COMPLETE

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

: We will attract and retain able and promising new teachers to our district by offering competitive starting salaries, high-quality professional development, and rewarding career leadership opportunities.

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

(no label)

Mostly Met

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

We feel that we have been able to hire new teachers at a competitive salary and had a lot of new hires due to moving 15 teachers into Instructional coaching. We have hired all of our Curriculum and Professional Development leaders, Instructional Coaches and most of our Model Teachers. We offered Jim Knight training to our IC's, CPDL's and Model Teachers and have filled the majority of our positions. We had a lot of applicants for all of the positions which indicate that teachers were ready for leadership positions.

Based on our Mentoring and Induction end of year summary the district kept 86% of the 2014-2015 new teacher hires. 10% took jobs in 'other' districts, 2% were released from their contracts, 2% left the district and gave no reason. Offering support through Journey In Excellence Program will provide needed support to increase percentage of retainage.

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

We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning.

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

(no label)

Mostly Met

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

We implemented PLC as our Professional Development model district-wide and (per union contract) set a daily time for all staff K-12 to meet and discuss data, work on curriculum alignment (GVC), share assessment feedback and collaborate. Our Instructional Coaches and principals set the PLC schedules. Additionally this time will be used to do weekly instructional strategy training to ensure that the GVC is viable. We have worked with area schools on QTEL (ELL) strategies and implementation and worked with Heartland AEA to attend Jim Knight training which has allowed us to meet with various districts and share our successes and seek input on how to improve our model. PLC/MTSS, along with Building Leadership Teams as stated in the TLC grant were utilized to discuss data, GVC, share assessments and collaborate among grade levels. A survey was given to staff in February to monitor satisfaction with the PLC model and use of IC's in changing the culture and climate of the building/district. 86% of staff reported a positive culture change, 12% reported "somewhat of a change" and 2% reported they "Didn't know".

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

We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

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

(no label)

Mostly Met

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

At the beginning of the school year we had only two of our six Curriculum and Professional Development leaders hired. Although there were many applicants many were not able to fill out the application and/or answer the questions satisfactorily. With training and additional support we had quality applicants in the two hiring windows of January and April that met the criteria. We now have everyone hired. All K-8 Instructional Coaches were hired by September, 2014 but we lacked quality candidates from the High School. After modeling, training, etc. we were able to hire by Spring, 2015 all positions. Model teachers were hired in Fall, 2014 but only 50. Again, after watching peers, professional development, etc we were able to hire 21 more Model Teachers in April, 2015 and provide a week of Jim Knight training to all TLC grant hires. We currently have a waiting list of applicants for Model Teacher. Based on the SBRC data collection we had 96% of our 2014-2015 Model Teachers contract for the 2015-2016 school year. 4% listed various reasons for not returning which included health, new child, and MA courses.

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

We will transform the nature of leadership and influence in the educational system to broaden teacher impact on student achievement and long-term success.

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

(no label)

Somewhat Met

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

: Although I believe that the Instructional Coaches and the Curriculum and Professional Development leaders truly understand and work towards impacting the classroom teacher in order to move students forward the entire district is not yet there overall. Instructional Rounds were utilized to monitor curriculum and effective instructional strategies. Rounds were done by the district at least two times in the year and done more times by Building leadership. The data was not collected by the district but used in the building during PLC's . Iowa data was disaggregated and shared with buildings. Building Leadership Teams used that data to inform instruction. Iowa Assessment data (Reading) from 2014 to 2015 showed growth for subgroup ALL students except for 2 grade levels. GRADE 2013-14 2014-2015 Difference 3rd 68.6 74.8 + 4th 74 68.1 - 5th 71.7 73 + 6th 72.1 73 + 7th 66.4 73.6 + 8th 64.1 68.8 + 9th 76.6 76.5 10th 75.6 74.5 - 11th 67 67.7 + The Model Teachers training on Jim Knight's Big Four should ensure more quality teaching and provide modeling on how to become a quality teacher. The district still has work during PLC time re: looking at data to inform instruction.

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

We will increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning and will ensure PK-12 curriculum alignment to the Iowa Core.

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

(no label)

Somewhat Met

Impact of TLC Plan

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

The district's strategic plan is to have a guaranteed and viable curriculum with common formative assessments and researched based quality instructional strategies for all core content areas. The district has made huge steps to write and align curriculum to the common core using the Learning by Design Model and has provided ample time during PLC, during and after school and summer work. By 21016 all K-12 Math, ELA, Science and SS curriculum will be rewritten based on the Design Model and implemented with fidelity. Common formative assessments will be used to identify strengths and weaknesses and to report out to parents using SBG.

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

What changes would you make? The district would provide timely training to all TLC hires in order to make 'real time' adjustments. Additionally, the district will keep more data from the each TLC group (IC, CPDL, Model Teacher) in order to judge the impact of the program.

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

The TLC grant has impacted our district positively in many ways. Instructional coaches: We now have quality teacher leaders working with their peers at the building level on Jim Knight's Big 4. They work individually with teachers, in small groups and building-wide. The model, they support with research and 'other' materials and they co-teach when using a new strategy. They have been instrumental in reinforcing the guaranteed and viable curriculum. The Curriculum Leaders have been working all year with teachers on ELA and Math guaranteed and viable curriculum and have begun work on Science and SS. We hired a CPDL to work with the non-core to make sure that they are aligned and have the strategies needed to support our core teachers. •

Impact of TLC Plan

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.

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Q19: Name of School District:	Muscatine School District
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Q20: Name of Superintendent	Dr. Jerry Riibe
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Q21: Person Completing this Report	Becky Rodocker
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Q22: Date of Submission	07.13.2015
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