

#32



COMPLETE

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

Goal #1: To improve student achievement through comprehensive instructional coaching.

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

(no label)

Fully Met

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

The IPI Data indicated that the student engagement level is high although it was difficult to identify growth with only a baseline to compare in the first year. The AIMSweb data indicated that 12 out of 16 Reading Tests (Fluency and Comprehension) showed growth in reading and 20 out of 21 Math Tests (Application and Computation) indicated an increase in percent of students proficient.

All teacher leaders were provided feedback from teachers they have worked with during the school year. The 360 district level data showed evidence of being highly aligned to student achievement. Based on the 360 surveys for Instructional Coaches, a majority of the staff felt the coaches are using research based strategies and routines to impact teachers. The team suggested that we explore a tool that will assist in gathering data that shows student achievement through comprehensive instructional coaching.

Coaching data indicated that each coach has had coaching interactions with 100% of staff in their building related professional learning. Individual coaching/teacher interactions varied in each building and for each coach. A range of individual coaching interactions have occurred to include modeling sessions, co-teaching sessions, full coaching cycle sessions, and more specific coaching conversations and interactions such as planning, analyzing data, technology integration and discussions about the change process. Individual coaching interactions ranged from 44% - 98% for coaches having individual interactions in the buildings. The average percentage of individual coaching interactions was 64.6%. The Stages of Concern consists of and describes seven categories of possible concerns related to an innovation. People who are in the earlier stages of a change process will likely have more self-focused concerns, such as worries about whether they can learn a new program or how it will affect their job performance. As individuals become more comfortable with and skilled in using an innovation, their concerns shift to focus on broader impacts, such as how the initiative will affect their students or their working relationships with colleagues. Data indicates, as a TLC System, the teacher leaders focus is in a personal (56%) and management (40%) phase. This is the expected result in the first year of the innovation.

6/18/15: ACT data is embargoed until September 1. Iowa Assessment and benchmark data can be found in the report emailed to Becky Slater.

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

Goal #2: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model.

Impact of TLC Plan

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

(no label)

Mostly Met

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

Fall and Winter AIMSweb data was reviewed and it was stated that "this answers the questions: what are kids know and provides guidance to encourage action on what we need to do if they don't know". The data also indicated that 80-90% of the staff feels that the PLC is collaborative and is providing teachers with resources protocols and routines to improve student learning. The secondary staff reviewing the data stated that they were "waiting to see what the new PLC roles will do in core areas 6-12". A suggestion stated that the TLC system needed to address how to do a better job of making it job-embedded and not added onto current workload. 8/18/15 Results of the IPDM survey were emailed separately to Becky Slater.

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

Goal #3: To ensure that all students receive certain access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum.

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

(no label)

Mostly Met

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

In discussion pertaining to developing a guaranteed and viable curriculum while implementing the Iowa Core, a majority of teachers felt that the curriculum lead teachers are helping to implement and align the curriculum to the standards. The alignment to the core was a positive theme that emerged throughout the program review as well as the continued focus on developing common assessments. The AIMSweb scores show that students are receiving access to the Iowa Core and have improved in this school year. The use of IPI as a data collection tool has shown a high percentage of students are actively engaged. The elementary buildings had just completed their first round of baseline data collection.

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

Goal #4: To develop and sustain the capacity of teachers to provide evidence-based instruction within a multi-tiered system of supports (MTSS) framework.

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

(no label)

Mostly Met

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

As AIMSweb data was reviewed, the Program Review team had seen progress in grades K-6 in reading and K-8 in math from fall to winter testing. In reading benchmarks, grade level proficiency grew as much as 14% from fall to winter. In math benchmarks, grade level proficiency grew as much as 21% from fall to winter. The data indicated that the increase in K-8 student achievement on AIMSweb indicated that there is a structure in place in K-8 for an MTSS framework. At this time, there was no data available for grades 9-12. 8/18/15: Detailed AIMSweb data can be found in the report emailed to Becky Slater.

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

Goal #5: To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

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

(no label)

Somewhat Met

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

As a whole, new teachers felt as if they had positive relationships with their mentors. New teachers felt they needed more support with the development of their portfolio. As we examined the program, many teachers felt as if other teachers who did not hold TLC roles should also be allowed to be mentors so they can put more energy into their TLC role. An area that needs to be addressed is in collecting a variety of data to guide the mentoring program improvements. In a survey regarding mentoring and induction sent to 1st.2nd year teachers, experienced teachers new to the district, mentors, lead mentors, and administrators, we received information about the program for the 2014-15 school year. The survey included 29 respondents with 66% of the respondents feeling as if the selection of mentors was based on qualities of effective mentors. Only 54% felt as if there was effective ongoing professional development for mentors. In the area of providing ongoing formative feedback and time to observe in classrooms, less than 50 percent of the staff felt as if there was adequate time to address this issue.

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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).

Adjustments were made to the job descriptions as well as additional roles added for the 15-16 school year.

Impact of TLC Plan

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

As a result of the data collected, changes were made in teacher leader roles for the 2015-2016 school year. For the 2014-2015 school year, our TLC system incorporated 44 (24%) teacher leader roles to include coaches, lead mentors, curriculum leads and professional learning community lead teachers and AIW lead teachers. For the 2015-2016 school year, Norwalk's TLC system will have 55 (28.5%) differentiated roles to include the roles above as well as a K-5 Literacy Lead Teacher, PLC lead teachers at the secondary level and STEM Lead teachers. The role of the elementary curriculum lead teacher role was increased to include a Math, Science, Social Studies and English/Language Arts lead teachers at both Oviatt and Lakewood. Job descriptions were also updated to reflect the data collected from current teacher leaders. Some of the changes included mentor language changes and incorporating a MTSS focus into many of the roles. As with secondary coaching, the elementary instructional coaches are "general" coaches and not just assigned to Reading and Math. The secondary PLC Lead Teachers will be 6-12 and content focused. The current Student Services teacher leader role is split into 2 roles to include the K-5 literacy lead teacher and the 6-12 student services teacher leader role. The PreK PLC role has been removed for the 2015-2016 school year. Innovation Configuration Maps: Innovation Configuration maps are going to be utilized to clarify what a new program is or isn't and clearly defines the quality of the innovation that is being implemented. The IC maps will be utilized in the 2015-2016 school year to assist and support teacher leaders in their professional growth. The IC maps will provide a blueprint for learning, planning, and resources required for implementation.

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:

Norwalk Community School District

Q20: Name of Superintendent

Dr. Denny Wulf

Q21: Person Completing this Report

Dawn Schiro

Q22: Date of Submission

June 2, 2015
