

#29



COMPLETE

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

Hire, develop and retain high quality teachers

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

(no label)

Mostly Met

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

Mentoring and Induction data - Qualitative data from mentor training indicated the highest need areas was centered around the transition to the community more than the school system.

Job satisfaction - 95% of responses on our 12 question instrument indicated the top two rankings with job satisfaction. Low rankings related to having a friend in the district.

Staff retention - Our retention rate was 94.44% falling just short of our 95% goal. This compares to a 91.81% retention rate in the previous year.

Out of the 10 departures, two were leaving the profession due to family situations.

The biggest success was in the qualitative growth of new staff members. The intensified mentoring for all staff made their transition into the district easier and helped them grow immediately as professionals. They have adopted our vision and are better able to relate to existing staff members.

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

Grow and nurture the instructional skills of staff

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)

PD surveys - 98% of staff responded that professional development is having some impact on lesson planning. 91% reported that PD is having an impact on student performance. 91% also reported that the system is positively impacting collaboration within the staff. Our current strength is in planning for instruction and the development of assessments. We continue to strive to do a more thorough job of using data for instructional decision making. Our electronic walk-through data has indicated that 76% of 295 observations showed students involved in higher levels of conversation and 80% of them were involved in conversations at Webb's DoK two or greater.

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

Increase each student's ability to think at complex levels

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

(no label)

Mostly Met

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

Cornell Critical Thinking Test - Our baseline data from 13-14 indicates that our strongest performance exists in our intermediate grades of 5th and 6th. The 14-15 data has not been returned to us at this point. Our walk through observations indicate the following: 20% of lessons at recall, 45.8 at the skill/concept level, 30.5% at the strategic level, and 5.8% at the evaluation level. These data show a seven percent increase in upper level rigor as compared to 2013-14 results. Students were asked to say, write, or do something every two to ten minutes. 74% of observed lessons involved students sharing their thinking with 57.3% showing that students were

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

Increase the percentage of students who demonstrate academic proficiency.

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

(no label)

Mostly Met

Impact of TLC Plan

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

All school improvement goals were met according to IA Assessment results with students testing at approximately 90% proficient. STAR - The areas where learning progressions were most aggressively followed showed a significant increase in the percentage of students who scored in the advanced range and a decrease in those scoring in the developing range. FAST - 3 of four grade levels decreased the number of non-proficient students on FAST from Fall to Spring. FAST has replaced the originally listed DIBELS and fluency probes stated in our grant.

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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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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).

1) Our mentoring system will pay more attention to the needs of adapting to the needs of people who are new to the community. 2. We need more professional development around MTSS and using data to adjust instruction. 3. Our PD will press more on substantive conversation to increase the level of cognitive demand in lessons.

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

The positions of instructional coach and curriculum leader have been instrumental in our system this year. We have just completed our year end curriculum meetings and I am amazed by how far we have come in our knowledge of both the Core Curriculum and the value of being aligned in our high level expectations for students. The leadership ability of these teacher leaders has deepened content level discussions and analysis of pedagogy. It has gone from a discussion of theory to the coaching of practice with valuable feedback. The members of our staff have learned to highly value their colleagues and are now seeking out their assistance.

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:	Pella Community School District
Q20: Name of Superintendent	Greg Ebeling
Q21: Person Completing this Report	Lowell Ernst
Q22: Date of Submission	June 10, 2015
