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**COMPLETE**

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

Saydel - College and Workplace Readiness

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

(no label)

Somewhat Met

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

Systemic plan developed to address college and career readiness. Benchmarks of this plan include:

- 1) vertical and horizontal alignment of curriculum for all core and non-core areas. (Complete)
- 2) Career pathways for business and culinary arts developed for implementation in FY2016 and FY 2017 respectively, plans in place for medical, career tech, and computer science pathways in FY 2017-2018
- 3) life and leadership class developed for implementation in FY 2016 for all freshman with a focus on college and career readiness standards and 10-year planning
- 4) Introduction of comprehensive career and college readiness curriculum (8-12) supported by Naviance

In 2014-2015, we started transitioning in this area away from the state's IHAPI system, as it was being discontinued. A team researched a new career and college readiness curriculum and decided to implement Naviance in 2015-2016, as it is current, includes over 200 videos of real people engaged in careers, and also provides lessons and tools for planning for college and career. The Naviance System, will provide ongoing data regarding student preparation for CCR. These data were previously unavailable. The remaining actions include the implementation of the Naviance curriculum through advisory. We have also added a new class that all freshmen will take called, "Life and Leadership". This course is opposite of PE and will empower students to be proactive in high school as they establish and pursue their goals for postsecondary success.

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

Saydel - Third Grade Reading

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

(no label)

Somewhat Met

Impact of TLC Plan

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

1) Although third grade reading scores did not significantly change this year, steps have been taken to increase understanding of student needs for the purpose of predictable increases in reading moving forward: 1) Design and implementation of a common core standards-based ELA curriculum K-12, 2) Planning and design of a robust and comprehensive MTSS system, 3) Cornell elementary improved in reading proficiency from 65% proficient in 2014 to 71% proficient in 2015. We have somewhat met this goal because not all students tested at grade level in the Spring as desired. We only use CPAA to measure third grade reading, so those results are below: CPAA 3rd Grade Progress (2014-2015) Phonics/Reading At Grade Level Expectation Grade 3 Fall 35.1 Grade 3 Winter 52.1 Grade 3 Spring 70.8 Reading Mechanics Grade 3 Fall 30.6 Grade 3 Winter 54.2 Grade 3 Spring 78.3 Reading Grade 3 Fall 37.1 Grade 3 Winter 55.3 Grade 3 Spring 80.6

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

Saydel - Recruitment

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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)**

This year, Saydel Schools attended recruitment fairs at two major Iowa Universities and Heartland AEA. At these fairs, candidates were provided information on TAP and District Initiatives. This is the first time Saydel has participated in Hiring Fairs. With a 10-14% turnover in teachers this year, all candidates hired to this point are highly qualified in their subject/grade area. These hires include a mix of teachers new to the profession and experienced in the profession. Disaggregated data was not collected previously for teacher turnover. The total number of certified resignations in the 13/14 school year was 15. This year, we had 18.5 teachers leave. of these two left to take advantage of our Early Retirement Incentive. Of the remaining 16.5, the .5 position left for full time employment, six had family moves that took them out of the metro or to employment that was closer to their home (some teachers were driving up to 45 minutes a day), five left for promotion opportunities that were unavailable in Saydel, and five left for "lateral moves" to teaching assignments in other districts for more pay or for work performance issues. We examine closely those that move for lateral moves and from our research, and this reason for moving is down from previous years. Not included in these numbers are eight individuals who took other positions within the organization due to voluntary transfer or availability of opportunities provided by TAP and TLC (Master teacher positions).

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

Saydel - Professional Development

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

(no label)

Fully Met

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## Impact of TLC Plan

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

The TAP system continues to provide weekly embedded professional development around student needs. This year, in addition to TAP professional development, the district office developed monthly and embedded professional development aimed at a deep understanding of Curriculum, Instruction and Assessment as well as co-teaching and differentiation. This work was assisted through leaders paid from the TLC grant (14 - Curriculum Development Facilitators) to lead the alignment process at the building level. Each subject area and grade participated in embedded day-long curriculum planning retreats this past year. The TLC-funded positions are working on assessment for learning and standards referenced grading. Based on the TAP survey results and observation data in CODE, all professional development for the 14-15 year focused on lesson planning/development, standard alignment, assessment, grading and feedback, instructional practices.

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

Saydel - Career Advancement

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

(no label)

Mostly Met

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

This year marked the first value-added performance payout from the TAP system. In addition internal candidates (both career and mentor) advanced into master positions. One Master teacher moved into a principal position within the district. Exit interviews were done informally at the building level, we are developing a formal process for this to implement in the upcoming school year. To ensure a focus on curriculum, instruction, and assessment, we utilized TLC funds to develop Curriculum Development Facilitator teacher leader positions for each grade level and subject. This group provided feedback and guidance on professional development opportunities as well as participated in the design and delivery of these opportunities.

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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).**

Incorporate the curriculum development facilitator position into the system post-TIF IV funding

## 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.**

Adding the layer of Curriculum Development Facilitator increased the capacity of staff who were/are primarily interested in staying in the classroom and/or are focused on their content and teaching and learning. This, combined with TAP allowed over 40% of our staff to be involved in teacher leadership activities and training.

**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:**

Saydel

**Q20: Name of Superintendent**

Doug Wheeler

**Q21: Person Completing this Report**

Doug Wheeler & Simone Alekno

**Q22: Date of Submission**

6-17-15