

## Soda Springs School District Leadership Premium Plan Assessment of Implementation: A First Glance 2014-2015

*DISCLAIMER: The initiation of the Leadership Premiums works under the premise that shared leadership promotes student success. Though many activities described by building principals are considered research based and best practices, data to connect Leadership Premiums to student achievement is difficult to quantify. Baseline data is collected as part of the established process. Due to the number of interventions, miscellaneous variables, and multiple strategies used to increase student achievement, no correlation with the Leadership Premiums can be identified at this time. As the process evolves, we hope to make these correlations more concrete. This report is for fact finding only and should not be considered as data for other purposes.*

“Idaho school districts define — and reward — classroom leadership differently. In many districts, leadership means mentorship--veteran teachers helping new instructors, or writing curriculum, as schools implement the new Idaho Core Standards, or school-level collaboration. In other districts, leadership is tied to test scores, or working with at-risk kids or upgrading school websites to make them more useful for parents and students (Richart 2014).” In Soda Springs School District 150, the premiums focus primarily on teaching dual-credit courses, mentoring and peer assistance, Professional Learning Communities (PLC’s), coordinating advanced opportunities, technology integration, and district-wide alignment of the Idaho Core Standards.

### TEACHING DUAL CREDIT

Soda Springs High School currently has two teachers teaching dual enrollment constituting 10 college credits for the students. In addition, Tigert Middle School has two teachers who are providing high school level courses for 32 students.

### MENTORING AND PEER ASSISTANCE

The District currently has two mentoring arrangements. The mentors meet once a month providing support, resources, and guidance. The mentoring is between the high school and the middle school leaving both administrators to monitor the progress of the new teacher. The second arrangement is between a veteran science teacher and a novice, first year science teacher. They meet on a weekly basis during PLC meeting, as well as provide individual help on an as needed basis.

### PROFESSIONAL LEARNING COMMUNITIES

#### Thirkill Elementary School

- **The Lighthouse Teams** meet monthly with the primary purpose of learning and promoting the Leader in Me culture and meeting the criteria to become a Lighthouse School. During these meetings the leader facilitates discussion

revolving around the 7-Habits and the processes outlined by the program. Currently evidence is being collected to meet the criteria for first year Lighthouse status. Members of the team will be visiting Harrison Elementary in Twin Falls to observe their Leadership Day. The team also attends extended training from The Leader In Me facilitator. This information is then relayed to the remaining staff during faculty meeting. An activity is shared twice a month to reinforce the habits. This process is monitored by Mrs. Hatch, school counselor, and Mrs. Hansen, principal, attends the meetings as well.

- **The School Improvement** team met each week in the fall to complete the WISE tool. All indicators are assessed and the team creates a plan for the required indicators. The team meets with the primary purpose of evaluating school improvement progress through the SDE WISE TOOL. The team reflects on improving the school within the framework of district support, taking the change process into account and clarifying district and school expectations. This is done through assessing and monitoring the required indicators of the plan. In addition, the team monitors the SMART goals and collects data to ensure the goals are met.
- **The Grade Level Teams** meet weekly with the primary purpose of reviewing data to identify areas of deficit in student achievement. Data is discussed with the Title I teacher in order to place students at the correct instructional level. Data is monitored and students are moved as they respond to the interventions provided. In addition, the Grade Level Leaders attended Danielson training in December. This information has then been shared with the other grade level team members. Teachers discuss curriculum needs and plan to ensure all teachers are meeting expectations.

### **Tigert Middle School**

The TMS PLC's focus is on individual student achievement, curriculum, FLEX Time, and establishing The Leader in Me culture. Each team consists of grade level members, plus the special education teacher when needed. The teams meet once a week.

### **Soda Springs High School**

SSHS's PLC team consists of Math, Science, Humanities, and Professional Technical Educators (PTE). The teams meet one to two times a month. Their focus is on increasing student achievement and aligning the curriculum with the Common Core State Standards.

## **COORDINATING ADVANCED OPPORTUNITIES**

Counselors at TMS and SSHS were selected as leaders in this area. They qualify students for the courses, coordinate with each other and with colleges, and monitor funding. They are a key factor in disseminating information and communicating with parents. They create written materials, posters, letters to parents, and identify criteria for success. They monitor student success throughout the program to maintain state requirements and expectations. At SSHS, Mrs. Ledbetter, counselor, is the site coordinator for IDLA and is

IDLA certified. She is also the liaison contact person with College of Southern Idaho and Boise State University. She enrolls all high school students taking dual credit courses through the admission process and registration of courses at the college level. We have close to 70 students taking dual credit courses each semester.

### **TECHNOLOGY INTEGRATION**

There are three building level technology integration leaders. Their responsibilities are different at each level. The tech integration specialist at Thirkill has presented in faculty meeting on different occasions. The teachers know she is available to help with their questions. The 4th grade teachers have utilized her most since she teaches 4th grade. The 4th grade teachers have learned to use the wireless printer to print from the iPad. She has also reviewed apps to see if they would be useful before purchasing. At TMS, she has addressed individual needs and concerns with technology. She has surveyed the faculty to ensure that the training she is providing meets the needs of the faculty. She had teamed with other faculty members to present training on websites, apps, and Google Classroom. She is currently learning Mileposts so she can help with data collection and retrieval. At SSHS our technology integration leader meets individually with the teachers to do one-on-one training in “Canvas”, “Edmodo”, “Google”, and other general technological programs. She works closely with the district technology coordinator to plan and provide In-services and training to all SSHS staff. She is acquiring training in regard to the infrastructure of the network in order to trouble shoot and resolve problems when they occur.

### **IDAHO COMMON CORE**

There are District leadership positions in both Math and ELA. Both positions are guided by middle school teachers who work with the lower and higher grade levels.

#### **Math**

- Successes: Teachers sharing successes in the classroom with other teachers. The greatest success has been sharing the value of using the area model. For example, the high school math teachers showed how it is valuable at the high school level, especially for algebra. The 5th grade teachers were able to see where this was going in regards to algebra. After a later meeting with the 4th grade teachers, all teachers are currently using the area model providing the students with continuity. In addition, the 4th grade teachers have shared how to use partial products for division and the reasoning behind this method with the middle school teachers.  
There are plans to have the 8<sup>th</sup> grade honors class teach a common core task to an elementary classroom.
- Challenges: Teachers are so busy; it is difficult to find time to meet.

## ELA

- Successes: The ELA grades 7-12 have spent approximately 22 hours in professional development and curriculum correlation together. Common Core standards for writing (arguments, informative/explanatory and pieces of narrative) and reading (close reading strategies) were addressed. The 5th -8th grade teachers were provided a 1 hour professional development session for a new program (informational text) called ELA News.com. This program was well received by the 5th grade teachers and also piloted by one 4th grade teacher. The leader is investigating the cost of the program for Tigert Middle School and possibly the other schools. The leader feels it is an amazing product that can truly be used in an integrated curriculum setting.
- Challenges: Time is a challenge for all teachers. My goal was to introduce a district wide 6-12th grade writing rubric, but I met some resistance to the idea and the process slowed down. A teacher felt restricted on their ability to grade as they choose. The purpose of the rubric is not just for the teachers' benefit, but to support the students' learning district wide.

## DATA COLLECTION EFFORTS

The following chart describes the types of data collected for the 2014-15 school year. Some of the actual numbers will not be available until May/June.

| PREMIUM                  |      | DATA COLLECTED  | ADMINISTRATOR COMMENT  | RATE |
|--------------------------|------|---|--|------|
| TEACHING DUAL ENROLLMENT | TMS  | # of Dual Enrollment classes offered<br># of students enrolled in each class<br>Student academic progress | Criteria recommended for success: 3.5 GPA or higher; good attendance; 2 grade levels above on STAR Math/Reading; Parent approval; teacher recommendation. The classes we currently offer are Algebra A/B and English 9A/B. Next year, we plan to offer Science 9A/B. |      |
|                          | SSHS | # of students that are enrolled   | Prerequisite classes are completed with a passing grade.   |      |
| MENTORING                | TMS  | # of hours spent with new teacher   | New science teacher is mentored by veteran science teacher. Valuable resources and discussions. In future would add more frontloading information i.e. How to set up Power School, where to find paper, use of copier, etc.  |      |
|                          | SSHS | # of hours spent with new teacher   |  |      |

|                               |                    |   |  |  |
|-------------------------------|--------------------|---|--|--|
| <b>PLC THIRKILL</b>           | Light House        | 8 hours training October 3<br>8 hours monthly meetings<br>8 hours school visit in Twin Falls  | Principal attends monthly meetings – the criteria to achieve Lighthouse status is on The Leader In Me Website so we are making plans and adding evidence for the first year requirements. The team also attends extended training with the Franklin Covey consultant.        |  |
|                               | School Improvement | 10 hours meeting (will continue to meet to monitor WISE Tool plans and tasks)   | <b>Remember the funding for this was from the 1003a grant not leadership premium</b><br>Principal attends meetings – The WISE tool is planned for and monitored.<br>Team member are also providing input for the documentation required to move to Title I Schoolwide status |  |
|                               | Grade Level        | 16 hours Danielson Train the Trainer<br>8 hours training teachers during grade level meetings   | Principal attends most weekly meetings The Framework for Teaching/Danielson training has been completed during this time.<br>Title I probe data is discussed to ensure students are improving.   |  |
| <b>PLC TMS</b>                |                    | Student's current grades/ progress<br># of D's, F's, and Incomplete assignments   | Weekly grade level meeting agendas are collected. Intentional non-learners are identified. Interventions are established. FLEX program is a work in progress and fluidly changing with the needs of the students. This is a pilot year for PLC's and Flex.                   |  |
| <b>PLC SSHS</b>               |                    | Assessment data<br>ISAT data will be collected for all subjects<br>End of Course Assessment (EOC)<br>Input collected for In-service possibilities |  |  |
| <b>ADVANCED OPPORTUNITIES</b> | TMS                | All data is collected by SSHS. Currently have 14 seventh graders, and 18 eighth graders participating.  | Criteria recommended for success: 3.5 GPA or higher; good attendance; 2 grade levels above on STAR Math/Reading; Parent approval; teacher recommendation<br>We cooperate with the high school and send   |  |

|                               |               |   |   |  |
|-------------------------------|---------------|---|---|--|
|                               |               |   | students to SSHS Counselor to sign form.  |  |
|                               | SSHS          | # of students enrolled in dual credit and college classes.<br># of Colleges that have been contacted and presented to students..<br>Student survey with input on Colleges that they are interested in attending |   |  |
| <b>TECHNOLOGY INTEGRATION</b> | THIRKILL      | Faculty survey, number of apps reviewed, number of faculty, number of trainings   |   |  |
|                               | TMS           | Added 30 new Chrome books; after school professional development  | New technology this year was the addition of a classroom set of Chrome books. It is used mostly in 7 <sup>th</sup> grade reading and writing. Other classes use them on occasion. Google Docs and Google Classroom are being piloted. Teacher in-service has been provide for these as well as helpful teacher resource sites are being shared among the faculty. |  |
|                               | SSHS          | Technology survey results<br>How often do teachers use technology in their instruction?<br>Technology in-service hours are being logged   |   |  |
| <b>IDAHO COMMON CORE</b>      | DISTRICT ELA  | Logging Hours, number of teachers, area of instruction, and types of activities   |   |  |
|                               | DISTRICT MATH | Logging Hours, number of teachers, area of instruction, and types of activities   |   |  |

### FUTURE DATA COLLECTION EFFORTS

As the district heads into the second year of providing Leadership Premiums, the administrative staff and teachers will review the current positions to establish positions for the 2015-2016 school year. Board input and approval will be solicited as well. With the exception of a few positions, the team felt the positions were a successful part of each building's school improvement efforts.

In an effort to streamline data used to monitor student achievement, the District will expand the use of its learning management system (Mileposts) and establish a data secretary. The Leadership Premiums establishes teams that will be able to review the data while the secretary (not funded by the premiums) will be able to capture the data on a weekly basis and provide growth statistics to the teams. This process will allow for further monitoring of personalized learning plans, intervention management, and instructional strategies for the classroom. In addition, the learning management system has performance indicators that allow staff to instantly see data and analytics for state, district, and classroom assessments, and track student behaviors in and out of the classroom. It provides data to teachers at the point of instruction, where it can be used to guide personalized learning on a daily basis. In addition, the system facilitates a personalized learning plans process which will facilitate Professional Learning Communities. (<http://www.silverbacklearning.com/products/mileposts/> April 2015).

## **Soda Springs School District Leadership Premium Plan 2014-2015**

---

### **LEADERSHIP PREMIUMS**

Idaho Statute 33-1004J established Leadership Premiums as part of the Governor's Task Force recommendation. Leadership Premium Awards are not subject to negotiations.

### **ESTABLISHING LEADERSHIP NEED**

The state outlines acceptable use for the funds. In addition, the board may approve areas of leadership need. The district leadership team, with input from staff, will identify areas of need on an annual basis. Positions must be clearly needed, objectives outlined, and required tasks completed. The plan and the premium distributions will be audited.

### **AWARD AMOUNTS**

These awards will be designated by the district leadership team in amounts from \$850.00 – \$5,838.50. The awards and the amounts will change annually. A Leadership Premium is distributed on an annual basis with no expectation of either continuing each position or the amount funded thereafter. Leadership premiums will be awarded through a supplemental contract. For the 2014-15 school year, the district will receive approximately \$40,000. Hire-the-retire may receive leadership incentives at the discretion of the building principal.

### **AWARD PAYMENT**

The award payments will be divided into two equal payments with one payment in November and one in May. The building principal or superintendent must ensure the leadership duties have been performed. Premiums will not be given to staff members who do not complete the assigned duties of each position. Premium funds must be used in the year designated. If no qualified applicants apply or more Leadership Premium money is received than anticipated, any leftover monies will be equally distributed to the existing leadership position holders.



| SDE Approved Leadership Premium Possibilities  |                     |   |                   |         |          | Adjusted Additional Funding |             |       |
|--|---------------------|---|-------------------|---------|----------|-----------------------------|-------------|-------|
| Possible Leadership Positions  | Estimated Positions | Notes, Descriptions, & Possibilities                            | Assigned or Apply | Amount  | Total    | % of Total                  | Group Total | Each  |
| Teaching a dual credit course  | 2                   |   | Apply             | \$1,200 | \$2,400  | 6.8474%                     | \$568.33    | \$284 |
| Teaching a course to middle school students in which the student earns both middle and high school credit                          | 2                   | Teacher must be Highly Qualified                                | Apply             | \$850   | \$1,700  | 4.8502%                     | \$402.57    | \$201 |
| Providing mentoring, peer assistance or professional development pursuant to Section 33-512(17), I.C.                              | 2                   | New Teacher Mentor, Providing District or Building Level PD     | Apply             | \$1,000 | \$2,000  | 5.7061%                     | 473.61      | \$237 |
| District Designated Leadership Premium Possibilities   |                     |   |                   |         |          |                             |             |       |
| Possible Leadership Positions  | Estimated Positions | Notes, Descriptions, & Possibilities                            | Assigned or Apply | Amount  | Total    |                             |             |       |
| Grade Level Lighthouse Leaders @ Thirkill  | 6                   | Leadership positions rotated every year if maintained           | Apply             | \$1,000 | \$6,000  | 17.1184%                    | \$1,420.83  | \$237 |
| Technology Integration Building Level Leader: Discovery Ed, Moodle, Canvas, etc. (1/ building). Possible grade level in the future | 3                   | Serve as Teacher Resource, Evaluate and Provide PD for building | Apply             | \$1,500 | \$4,500  | 12.8388%                    | \$1,065.62  | \$355 |
| PLC Team Leaders   | 12                  | Lead Professional Learning Communities                          | Apply/Assign      | \$1,200 | \$14,400 | 41.0842%                    | \$3,409.99  | \$284 |

|   |           |   |       |         |                 |         |                   |       |
|---|-----------|---|-------|---------|-----------------|---------|-------------------|-------|
| Advanced Opportunities Coordinator Building Level | 1         | Parent / Student / College Liaison, IDLA Certified, Coordinate with Counselor and Principal, 6-8 @ Middle School, Summer School Sign-Up | Apply | \$850   | \$850           | 2.4251% | \$201.28          | \$201 |
| Advanced Opportunities Coordinator District Level | 1         | Parent / Student / College Liaison, IDLA Certified, Coordinate with Counselor and Principal, 6-8 @ Middle School, Summer School Sign-Up | Apply | \$1,200 | \$1,200         | 3.4237% | \$284.17          | \$284 |
| District ELA Core Coach K-12                      | 1         | Align District Level instruction  | Apply | \$1,000 | \$1,000         | 2.8531% | \$236.8           | \$237 |
| District Math Core Coach K-12                     | 1         | Align District Level instruction  | Apply | \$1,000 | \$1,000         | 2.8531% | \$236.8           | \$237 |
| Grand Total                                       | <b>31</b> |   |       |         | <b>\$35,050</b> |         | <b>\$8,300.00</b> |       |