

The Executive Summary of the Belmond-Klemme Community School District Grant

Local Context

Belmond-Klemme Community School District is a school of 684 students in northern Wright County. It is a small, rural school district that has slowly decreased in enrollment over the last six years. Over 50% of the student population has been designated as free or reduced and approximately 37% of the students are identified as English Language Learners. Though the school has embraced its diverse population, it continues to look for strategies and tools to ensure all students succeed in the 21st century. Proficiency on the ISASP reflects the relative affluence and academic focus of the community.

	% Proficiency in the Elementary School	% Proficient in the 7-12 building
Reading	53%	66%
Math	68%	61%

Vision Statement

The vision of the Belmond-Klemme School District closely matches the principles and theory behind the Teacher Leadership system. With highly qualified teachers that are compensated for excellence in the classroom, we consider that *our students are the key to the 21st century as they become life-long learners, responsible citizens, and caring individuals.*

TLC Goals

TLC exists and operates in order to increase and improve:

1. workplace culture, demonstrated by staff-to-staff relationships.
2. student engagement in learning, demonstrated by student learning outcomes.
3. community relationships, demonstrated by our connections between school and community.

Description of the Positions

The TLC plan includes three levels of teacher development.

Initial Teacher-a teacher new to the profession who participates in the Teacher Induction Program and implements local initiatives in order to help each student grow at expected rates.

Lead Teacher- Participate in bi-monthly meetings, assist in planning and leading professional development and collaboration. Assist teachers in developing and growing towards their ICDP Annual Goals. They will also act as mentors for all new teachers to the profession.

Instructional Coaches- Plan and coordinate/lead professional development and collaboration. Collaborates with AEA and Administration on building and district initiatives. Coordinates mentoring and induction as well as analyzes district culture/climate data and initiatives. Assists teachers in implementation of high quality teaching strategies/curriculum. Coordinate, implement, and review district assessment data to determine actionable steps. Assist teachers in developing and growing towards their ICDP Annual Goals.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (54 FTE)	Contract % Dedicated to Teaching Students
Initial Teacher	0	N/A	2 Days	N/A	100
Team Leaders	\$2,000	12	50 Hours	22%	100
Instructional Coaches	\$8,000	2	100 Hours	4%	0

TLC Support of District Initiatives:

<u>Workplace Culture</u>	<u>Student Engagement/Learning</u>	<u>Community Relations</u>
Mentoring & Induction Cultural Initiatives Soliciting Staff Feedback	High Impact Teaching Strategies Assessment/Data Points Professional Development Goals	School Board Communication Broadcasting Achievements

Teacher Leadership Goals

1. The Belmond-Klemme School Board will adopt the local TLC plan, designating five levels of teacher participation, promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements, including a rigorous hiring process.
2. Teacher leaders will organize and implement Authentic Intellectual Work to collaborate and reflect on complex conversations that reach the “strategic integration” levels of lesson planning and assessment to improve better alignment of outcomes, teaching strategies, assessments, and student learning.
3. The Belmond-Klemme School District will designate time each week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create conversations about learning that involve local initiatives so students can grow at expected levels.
4. The district will support 100% of teachers entering the profession by providing access to a New Teacher Induction System as per the New Teacher Center curriculum in order to retain and train effective teachers. New teachers to the profession will be paid per diem for three additional days of work beyond contract in order to have time to work through the mentoring curriculum. New teachers will meet monthly for two hours in the evening with their mentors, Instructional Coaches, and District Learning Coordinator.
5. Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

The Selection Process

Each applicant will go through a rigorous process that uses equal numbers of administrators and teachers. The process will include:

1. A letter of application addressing skills needed for the position.
2. An interview process for the full-time positions (mandatory) and full-time teaching positions (pending number of applications)

An annual review of TLC team leads and Instructional Coaches will be conducted.

Qualifications for TLC Leads:

1. Standard teaching license and have taught a minimum of one year within the district.
2. Must submit a letter of application by April 15th.

Qualifications for Instructional Coaches:

1. Standard teaching license and have taught a minimum of two years within the district.
2. Must submit a letter of application by April 1st.

Determination of Impact/Effectiveness of TLC Goals:

<u>Workplace Culture</u>	<u>Student Engagement/Learning</u>	<u>Community Relations</u>
Teacher Retention Rate Staff Feedback Analysis Formal State Surveys (SAS, CfL)	Standardized Testing Results Panorama School Data Iowa School Performance Profile MTSS Screener/Data Wall	Updates to School Board Involvement in Community Events/Organizations