

AGENDA

Achievement Subcouncil #1
Learning Community of Douglas and Sarpy Counties
May 6, 2024 – 8:00 a.m.
Meeting ID: 819 8556 6661; Passcode: 378001

1. **Call Meeting to Order:** Name: _____ Time: _____

2. **Public Notice and Compliance with Open Meetings Act**

3. **Roll Call**

_____ Givens _____ Johnson

4. **Approval of Minutes:** Date(s) of Minutes: April 8, 2024

First Second

Vote

_____ Givens
_____ Johnson

Motion

_____ Carried
_____ Failed
_____ Tabled

5. **New Business**

To review and discuss the Interlocal Agreement between the Learning Community of Douglas and Sarpy Counties and Bennington Public Schools.

6. **Date, Time and Location of Next Meeting: TBD**

7. **Adjournment:** Time _____

Minutes

Achievement Subcouncil #1
Learning Community of Douglas and Sarpy Counties
April 8, 2024 – 4:30 p.m.
Meeting ID: 843 4092 2254; Passcode: 895933

1. **Call Meeting to Order:** Name: Johnson Time: 4:34 pm

2. **Public Notice and Compliance with Open Meetings Act**

3. **Roll Call**

 x Givens x Johnson

4. **Approval of Minutes:** Date(s) of Minutes: May 4, 2023

First Johnson **Second** Givens

Vote

 Y Givens
 Y Johnson

Motion

 x Carried
 Failed
 Tabled

5. **New Business**

To review and discuss the Interlocal Agreement between the Learning Community of Douglas and Sarpy Counties and DC West, and to address future programing.

6. **Date, Time and Location of Next Meeting: TBD**

7. **Adjournment:** Time 4:47 PM



LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Instructional Coaching Proposals

PROPOSAL			
Summary			
Electronic File Name:	Proposal 2024/2025 – 2026/2027_LearningCommunity_ District Name		
School District:	Bennington Public Schools		
Program Name:	Anchor Pointe Preschool		
Program Category	<input checked="" type="checkbox"/> Instructional Coaching		
Amount Requested:	\$17,632.91		
Sub council: (choose only one)	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6		
Program Start Date:	August 2025	Program End Date:	May 2028
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$ \$60,500
# of Weeks per Year of Program:	38	# Program Hours per Week:	20
# of Students in Program:	80	Contact Hours per Teacher per Week:	6
# of Teachers Coached:	3	Cost per Teacher per Hour:	79.60
# of Coaches:	1		
Supporting Documents:	<input checked="" type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. <input checked="" type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-teacher per hour.		
Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	Please limit response to 300 words or less in the space below. We will be expanding our preschool coaching program at Anchor Pointe Preschool in Bennington. We will be contracting a coach through the Educational Service Unit 3 (ESU 3) to provide ongoing coaching and professional development for all three of our preschool teachers. We have been utilizing Practice Based Coaching in our preschool this year (23-24) with one full coaching cycle per month, and plan to expand this to two cycles per teacher per month for the 24-25 school year. This will serve our entire population of preschool students aged 3-5 (approximately 80 students). Our preschool classrooms are made up of 50% students with verified disabilities and 50% peer model students.		

Contact Information	
Name and Title:	Kathryn Sindelar, Assistant Director of Student Services
School District:	Bennington Public Schools
Email:	ksindelar@bennps.org
Phone:	402-238-3044
Street Address:	11620 N 156th St.
City, State and ZIP Code:	Bennington, NE 68007

1. Principle: Educational Need (Attachment A)

Educational Need – All Programs: Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

Please report using Attachment A.

2. Principle: Program Design – Staff Focus

a. Evidence Based Research—New Programs Only: Briefly describe and cite the scientific research model that provides evidence the program will assist teachers in helping students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

(Please limit response to 200 words or less in the space below.)

The scientific research model that provides evidence the program will assist teachers in helping students meet state and local academic standards is Practice Based Coaching (PBC). This is a professional development strategy that uses a cyclical process to support teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships. The three components of PBC are: Shared Goals and Action Planning, Focused Observations, and Reflecting on and Sharing Feedback About Teaching Practices (National Center On Early Childhood Development, Teaching and Learning). According to the National Center On Quality Teaching and Learning, Practice Based Coaching is associated with improved child outcomes. Based on a review of 101 studies that involved coaching for practitioners who work with children aged 3-5 from 1995-2011, Practice Based Coaching was linked to "...increased participation and engagement, increased social skills and fewer challenging behaviors, increased literacy and language..." (NCQTL, 2014).

Information accessed from <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc> on March 26, 2024.

b. Evidence of Program Outcomes – All Programs: Have you implemented this program previously? If so, please be sure to report the following information.

- *What strategies is your program using to support teachers' and other staff members' continuous improvement in these key teaching/learning interactions?*
- *Please include effect size scores from previous year evaluation from ICPE-Munroe Meyer.*
- *Individual results will not be published by the Learning Community.*

We regularly organize workshops and training sessions focused on effective teaching strategies, child development, and best practices in early childhood education. These workshops provide our staff with opportunities to enhance their skills and knowledge base. In the 23-24 school year, Professional Development for all staff focused on Play - Powerful Interactions and Joyful Learning through Play and Teaching Strategies GOLD - designing documentation systems to collect evidence on child outcomes to inform instruction.

The district will create an annual professional development plan using various points of data including teacher feedback to determine appropriate topic(s) of focus for the 24-25 school year. In addition, we provide access to resources and research by providing our staff with access to a wide range of resources, including books, articles, and online platforms, to stay updated on the latest research and trends in early childhood education. This empowers them to incorporate evidence-based practices into their teaching.

c. Strong Personalized Learning – New Programs Only: Provide a brief overview and describe how the program will personalize learning for the individual teacher to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. How will you ensure the program focuses on an identified strategy or skill for teachers? New programs should demonstrate at least one year of implementing this evidence-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

(Please limit response to 200 words or less.)

Each teacher receives a personalized professional development plan that outlines specific strategies and resources tailored to their needs. These plans may include online courses, workshops, peer coaching sessions, and resource materials aligned with identified areas for improvement. The instructional coach works with the teacher to create an individual teacher professional development plan. This plan will be created based on the teacher's personalized learning goals, as established during the Shared Goals and Action Planning component of the coaching cycle (NCECDTL).

Based on these individual professional development plans, we offer individualized support and coaching to our teachers based on their specific needs and goals. This may involve one-on-one mentoring sessions, goal-setting exercises, and personalized feedback to support their professional growth. These targeted interventions take place during the Focused Observation and Reflection and Feedback components of the coaching cycle (NCECDTL).

Information accessed from: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf> on March 26, 2024

- d. Standards and Objectives—New Programs Only:** Describe how the program will provide targeted, intensive coaching along with the approximate ratio of teachers per instructional coach.
- What is the intensity of the program (*i.e.* duration, frequency) and how do you know this dosage is effective?
 - How will you decide which teachers receive intensive coaching?
 - Please provide a description of the coaching time with targeted teachers including observations, modeling, feedback, and data analysis. Please also provide a breakdown of the percentage of time the instructional coaches spend in staff development (large group), coaching activities and then other tasks/activities.
 - How will you measure the impact of instructional coaching on classroom instruction?

(Please limit response to 200 words or less.)

- Intensity of the program- Each teacher participates in two coaching cycles (shared goals and action planning, focused observation, reflection and feedback) per month. This year, we completed one coaching cycle per month and saw improved teacher efficacy based on self-report. We would like to increase the dosage to two coaching cycles per month to focus on improved student outcomes as well as teacher perceptions.
- How will you decide which teachers will receive intensive coaching?- At this time, we have three preschool teachers in our program, and all three teachers will receive instructional coaching. The ratio of teachers to coaches is 3:1.
- Description of coaching time: Each teacher participates in two coaching cycles (shared goals and action planning, focused observation, reflection and feedback) per month. One half day for follow-up implementation after training will be provided to all staff. Peer Observations and Feedback: We encourage peer observations among our staff members, allowing them to observe each other's teaching practices and provide constructive feedback. This fosters collaboration and a culture of continuous learning within our team. Collaborative Learning Communities: We facilitate collaborative learning communities within our program, where teachers and staff can engage in discussions, share insights, and brainstorm ideas together. These communities foster a supportive environment for learning and growth.
- How will you measure the impact of instructional coaching on classroom instruction? We plan to track how many coaching sessions are held, the number of goals set, and number of goals met. We will also track the observation strategies used (observation, modeling, video tape, reflective conversation, etc.) and the debrief strategies used (problem solving discussion, role play, demonstration, reflective conversations, environmental arrangement, material provision, etc.). This data will be compiled on a coaching log for each teacher. In addition, we will survey our staff on their pre-and post-coaching experience and will utilize ECERS scores and child outcome data via Teaching Strategies GOLD to measure the impact of instructional coaching on classroom instruction.

- e. Staff Protocols for Coaches—New Programs Only:** What specific training will the coaches receive? How will you prioritize which teachers receive the coaching? What protocols will be in place to ensure strong relationship building between coaches and teachers? What will you use to determine the quality of instruction (*i.e.* scaffolding, effective questioning to prompt reflection and critical thinking)?

(Please limit response to 200 words or less.)

- What specific training will coaches receive? We will be contracting a coach from the Educational Service Unit 3. Our coach has received extensive training in coaching through the ESU 3 as an Early Childhood Professional Development Specialist.
- How will you prioritize which teachers will receive the coaching? At this time, we have three preschool teachers in our program, and all three of them will receive coaching.
- What protocols will be in place to ensure strong relationship between coaches and teachers? Our preschool teachers are currently very familiar with the coaching model as they have participated in instructional coaching with an Early Childhood Professional Development Specialist this year. Our coach will not be utilized in a supervisory capacity in order to maintain the coach-teacher trust and relationship.
- What will you use to determine the quality of instruction? We will utilize the Creative Curriculum Coaching to Fidelity Tool, Teaching Strategies GOLD child outcome data, ECERS classroom and program data, and lesson planning feedback forms.

- f. Standards and Objectives—New Programs Only:** Describe how the program will provide targeted, intensive coaching along with the approximate ratio of teachers per instructional coach.
- What is the intensity of the program (*i.e.* duration, frequency) and how do you know this dosage is effective?
 - How will you decide which teachers receive intensive coaching?
 - Please provide a description of the coaching time with targeted teachers including observations, modeling, feedback, and data analysis. Please also provide a breakdown of the percentage of time the instructional coaches spend in staff development (large group), coaching activities and then other tasks/activities.
 - How will you measure the impact of instructional coaching on classroom instruction?

(Please limit response to 200 words or less.)

See answer d. above.

g. Staff Protocols for Teachers—New Programs Only: Describe the protocol process agreed upon with each school served to decide how teachers are identified for both coaching and participation. How will you determine which teachers will serve as coaches?

(Please limit response to 200 words or less.)

At this time, we will be contracting a coach through the Educational Service Unit (ESU 3), so none of our current teachers will be serving as coaches. We have three preschool teachers, and all three will participate in coaching in the 24-25 school year.

h. Staff Coordination—New Programs Only Describe how you will provide dedicated staff time for coaches to provide specific feedback to teachers? How will you ensure teachers understand instructional strategy feedback will not be used in any performance evaluations?

(Please limit response to 200 words or less.)

Our preschool program currently runs Monday-Thursday with no students on Fridays. When coaching occurs during class time, our teachers will be given time to debrief with the coach by arranging coverage for their classroom with the speech-language pathologists who support their rooms. If this is not possible on a given day or week, the teachers will be given time on Fridays to debrief with the coach. In addition, professional development sessions and trainings will be scheduled for Fridays when there are no students.

Our teachers are familiar with the coaching model as we have begun implementing it this year with the coach from ESU3. It has been well-established that nothing from the coaching cycle will be used in performance evaluations, and the teachers' supervisors are not directly involved in the coaching process, as this takes place between the coach and the teachers.

i. Staff Improvement—New Programs Only: How will the quality of coaches meet or exceed the indicators of staff quality in the regular classroom? How will coaches help to continually improve services provided by the teacher?

(Please limit response to 200 words or less.)

The coach will be contracted from ESU 3 and will have received the training that exceeds that of a general classroom teacher. The coach will have received training on coaching, best practices in early childhood education, and specific tools and methods related to the coaching model (e.g. ECERS, Teaching Strategies GOLD, etc.).

Coaches will help to continually improve services provided by the teacher by engaging in Practice Based Coaching (PBC), providing personalized learning opportunities to preschool teachers, using child outcome data on Teaching Strategies Gold to drive needs and goals of coaching, and providing ongoing professional development opportunities focused on effective teaching strategies, child development, and best practices in early childhood education.

3. Principle: Knowledge Transfer

Knowledge Transfer—All Programs: To what extent would you be willing to network in sharing best practices and results with other providers?

(Please limit response to 200 words or less in the space below.)

Our program is continuously seeking opportunities to network with other programs and providers in the area. Our district leaders participate in Planning Region Team, MICC, and Buffett Early Childhood Superintendents' Early Childhood Plan Workgroup meetings with many other programs from the Metro area. In addition, this year we participated in observations and professional networking with programs from Raymond Central and Blair. We will also be hosting Preschool Advisory Meetings to network with local area private preschools and childcare providers on best practices in early childhood education. Collaboration with other programs and professionals is an important part of our practice that will continue.

4. Principle: Justified Budget for Program Support – Attachment B

Budget Summary/Justification—All Programs: Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing details as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate total cost of program, number of weeks per program, number of teacher and program hours per week.

Please complete Attachment B

5. Principle: Statement of Assurances

Assurances – All Programs: The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2023/2024; 2024/2025; 2025/2026 evaluation. The applicant understands that student-identifiable data and district-level data will be aggregated for the Learning Community and will, therefore, not be publicly disclosed.

The district or organization assures:

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.
- If the funding allocation is different than the original proposal, we will send a revised RFP application within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third-party evaluation information in teacher performance reviews.

For Extended Learning, Jumpstart to Kindergarten and Instructional Coaching Programs:

- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NSCAS ELA, writing, mathematics and science) and other information that districts systematically collect for K-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for the Jumpstart to Kindergarten Program by the UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as applicable) within 60 days of program completion.

I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.



Superintendent

3/27/24

Date

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 42,867.09	
Learning Community Request	\$ 17,632.91	
Total Program Revenue	\$ 60,500	
Program Expenses	Amount	Comment
Salaries & Wages	\$	<i>indicate % FT and % PT here</i>
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$ 60,500	Contract with ESU 3 for coaching
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$ 60,500	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week
\$60,500	38	3	20