

AGENDA

Achievement Subcouncil # 3
Learning Community of Douglas and Sarpy Counties
May 13, 2024 – 1:00 p.m.
Meeting ID: 838 2405 2488; Passcode: 315171

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

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

3. **Roll Call**

Subcouncil #3
_____ Hoeger

4. **New Business**

- i. To review and discuss the Interlocal Agreement between the Learning Community of Douglas and Sarpy Counties and Ralston Public Schools, and to address future programing.

5. **Date, Time and Location of Next Meeting – TBD**

7. **Adjournment:** Time _____

Instructional Coaching Proposals

PROPOSAL

Summary			
Electronic File Name:	Proposal 2024/2025 – 2026/2027_LearningCommunity_ District Name		
School District:	Ralston Public Schools		
Program Name:	Instructional Coaching		
Program Category	x Instructional Coaching		
Amount Requested:	\$70,503.96		
Sub council: (choose only one)	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6		
Program Start Date:	8/1/2024	Program End Date:	5/31/2027
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$86,690
# of Weeks per Year of Program:	Academic Year +10 days	# Program Hours per Week:	40 hours
# of Students in Program:	Approx 1,700	Contact Hours per Teacher per Week:	Varies based on week and number of new teachers (0.5-5 hrs based on the need of teacher & year in program)
# of Teachers Coached:	38	Cost per Teacher per Hour:	
# of Coaches:	1		
Supporting Documents:	x We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.		
	x 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.	<p>The instructional coach will serve all 6 Title 1 Schoolwide elementary buildings, and focus on implementation of best instructional practices, curriculum, and use of data to drive instruction. A primary focus will be on new teachers in their first 3 years of teaching in Ralston Public Schools. Coaching, consultation, and facilitation of shared learning will center around these specific strategies. The level of frequency in coaching will be driven by the individual needs of the teacher.</p> <p>The instructional coach will provide varied opportunities for large group professional learning, small group facilitation, and direct coaching. A blend instructional coaching frameworks of Jim Knight, Cognitive Coaching, Adaptive Schools, and Danielson. She also provides PD to elementary administrators on new ELA curriculum.</p> <p>The instructional coach is an integral component of New Teacher Induction as well as planning and facilitating K-12 through-year mentor/mentee monthly workshops.</p>		

Contact Information	
Name and Title:	Anne Harley, Assistant Superintendent for Teaching & Learning
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City, State and ZIP Code:	Ralston, NE 68127

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.)

N/A

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

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

UNMC has evaluated this program previously using CLASS. At the end of the 2019-2020 school year, we added another layer of evaluation -that was pre/post survey for staff to complete before and after engaging in the coaching cycle. Our pre/post survey results have indicated (on a scale of 1-5, 5 being the highest) that new teachers have found the coaching cycle to be at 4 or 5 in terms of effectiveness and support. This tells us that our original model has been reaching intended outcomes. Now that we have developed an understanding re: teachers/coaches trust and relationships, we are moving into a more intentional focus on student achievement results based on teachers who are coached. UNMC will continue the same survey next year, and is considering achievement growth measures over three years. Internally, we gather survey data on New Teacher Induction and Mentor/Mentee workshops, which is facilitated by our coaches.

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.)

N/A

- 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.)

N/A

- 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.)

N/A

- 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.)

N/A

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.)

N/A

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.)

N/A

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.)

N/A

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.)

Ralston strongly believes in and supports networking and collaborating to support the needs of all students in the metropolitan area. This year we have expanded our mentor/mentee program to include our instructional coaches across all levels as we strive to retain new teachers during a teacher shortage. This coordinated effort ensures consistency for our new teachers, K-12. We are excited about the intentionality of this work and would love to share with others as well as learn from others who are innovative in their teacher retention strategies. Furthermore, we are active members of MOEC, NACIA, Trailblazers Conference, ESU3, and Region II. We are eager to share and receive ideas with our colleagues across the metro area and the state.

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 IOPE-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.

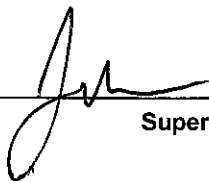
The district or organization assures:

- 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

3/21/2024
Date

ATTACHMENT A

Subcouncil: #3
Program Type: Instructional Coaching
School District: Ralston

Building(s) Served (please include highest to lowest priority)	# of Teachers	# of Coaches	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
Mockingbird	34	.17	
Blumfield	25	.17	
Karen Western	27	.17	
Seymour	26	.17	
Wildewood	26	.17	
Meadows	28	.17	

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$16,186.04	
Learning Community Request	\$70,503.96	
Total Program Revenue	\$86,690	
Program Expenses	Amount	Comment
Salaries & Wages	\$63,936	1.0 FTE
Insurance Benefits	\$21,254	
Transportation Costs	\$	
Training	\$1000	Professional Learning Stipend
Equipment	\$	
Supplies	\$500	Professional Literature
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$86,690	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week
\$86,690	Academic Year +10 Days) Approx 41 weeks	1st Yr: 14 2nd Yr: 13 3rd Yr: 11 Overall: 159	40