

TEACHER INCENTIVE ALLOTMENT COHORT D

Robert Lee Approved TIA Plan

DISTRICT CONTACT INFORMATION

ESC REGION (select from drop down):	<u>REGION 15: SAN ANGELO</u>
DISTRICT NAME AND NUMBER (select from drop down):	ROBERT LEE ISD (041902)
ARE YOU AN 1882 PARTNER OR APPLYING ON BEHALF OF AN 1882 PARTNER? (SELECT YES/NO)	No

NAME OF PERSON COMPLETING THE TIA APPLICATION:	Aaron Hood
POSITION:	Superintendent
PHONE:	325-453-4555
EXTENSION:	1181
E-MAIL:	aaron.hood@rlisd.net

BACKUP CONTACT PERSON:	Kellye Duncan
POSITION:	Counselor
PHONE:	325-453-4555
EXTENSION:	2171
E-MAIL:	kellye.duncan@rlisd.net

DISTRICT RATIONALE

Please provide a short narrative description of your district's rationale for opting to participate in the Teacher Incentive Allotment (500 word limit). In your response, please address the following questions:

- How will TIA impact the district's retention and recruitment of effective teachers?
- How will TIA help ensure that effective teachers are at the highest need campuses?
- Why did your district decide to participate?
- What goals does the district hope to achieve?
- Which areas of the district's annual strategic plan does TIA help to address?

The Teacher Incentive Allotment would allow us to become more competitive with surrounding districts. It would open a new door to recruiting and retaining top teachers. Being a small district we would be able to use TIA teachers to affect an overall change to Student outcomes. We will participate because we want the ability to compete with districts in our area that are already able to pay tens of thousands of dollars above base pay, which we have never been able to do. We would be seeing outcomes of attracting master teachers to the district, creating master teachers from within and using all these to mentor further master teachers. We have worked through many problems in the last few years and learned so much about our instructional technique and model, we are now ready to take the next step. The TIA plan would help us to achieve our goals in regard to student outcomes.

ATTESTATIONS

The applicant attests that at least 90% of the Teacher Incentive Allotment funds received will be spent on teacher compensation on the campus where the designated teacher works.	Yes
The applicant attests that no more than 10% of the Teacher Incentive Allotment funds received will be spent on costs associated with implementing Section 21.3521, including efforts to support teachers in obtaining designations.	Yes
The applicant attests that it will comply with TEC §48.112 and TEC §21.3521.	Yes
The applicant attests that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.	Yes
The applicant attests to understanding that all documentation submitted to TEA concerning the Teacher Incentive Allotment constitutes public information subject to chapter 552 of the Government Code.	Yes
The applicant attests to understanding that the agency can utilize general authority found in TEC §48.004, §48.270, and §48.272 to audit districts in their compliance with Texas Education Code and Texas Administrative Code.	Yes
The applicant attests to agreeing to the terms and conditions included in the data sharing agreement.	Yes

		Teacher Observation		Student Growth				
Category	Eligible Teaching Assignment/Campus	Rubric	Weight	Measure	Weight	Other Student Growth Measure Description	Assessments Used (For Pre-test/post test, VAM, and Other only)	Other Assessments Used (Please list)
1	Pre-K -3rd Grade 8th Grade Math, Science, & Social Studies English 1 High School Science	T-TESS	60%	<input checked="" type="checkbox"/> SLOs	40%		<input type="checkbox"/> STAAR	
				<input type="checkbox"/> Pre-Post Tests			<input type="checkbox"/> NWEA Map	
				<input type="checkbox"/> Portfolios			<input type="checkbox"/> Renaissance STA	
				<input type="checkbox"/> VAM			<input type="checkbox"/> Iowa Assessment	
				<input type="checkbox"/> Other			<input type="checkbox"/> District Created	
				<input type="checkbox"/> SLOs			<input type="checkbox"/> STAAR	
2				<input type="checkbox"/> Pre-Post Tests			<input type="checkbox"/> NWEA Map	
				<input type="checkbox"/> Portfolios			<input type="checkbox"/> Renaissance STA	
				<input type="checkbox"/> VAM			<input type="checkbox"/> Iowa Assessment	
				<input type="checkbox"/> Other			<input type="checkbox"/> District Created	

TEACHER OBSERVATION

PART A: TEACHER OBSERVATION RUBRIC AND APPRAISER CERTIFICATION

Which teacher appraisal rubric does the district use to measure teacher effectiveness?
(Select from drop-down)

T-TESS

T-TESS

1. How often are appraisers required to recertify?
(Select from drop-down)

2. How often are appraisers required recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?

every three years

Quarterly

PART B: RELIABILITY OF TEACHER OBSERVATIONS WITHIN AND AMONG CAMPUSES

How many total appraisers appraise teachers in eligible assignments?
(Select from drop-down)

1 or 2 appraisers

District with 1 or 2 appraisers

<p>1. What procedures are in place to ensure appraiser(s) remain calibrated to the rubric throughout the year?</p>	<p>The Texas Teacher Evaluation and Support System (T-TESS) requires that all appraisers successfully complete appraisal training and pass a certification exam prior to conducting observations. Along with this training, campus principals will complete one 45 minute appraisal for TIA eligible teacher assignments on their campus during the data capture year, and walk-throughs will be required for the cohort group from both campus Principals. Appraisers will remain calibrated to the rubric by grade level, subject level, and by dimensions of the teacher appraisal rubric. Reviews of appraisal data will be done quarterly and recalibration to the rubric training will be done annually. Our ESC partner (Region 15) will assist with all training (including on-site support) and calibrating procedures once documentation has been gathered from Principals.</p>
<p>2. What procedures are in place to prevent skew in observation data by grade level and/or content area?</p>	<p>Robert Lee ISD will utilize the Eduphoria program and review previous observations to chart any underlying issues. This will be done quarterly and calibration component includes partnering with Region 15. Collaboration with Region 15 on multi- appraiser observation training will be done to ensure accountability. Teachers will also have an opportunity to present any concerns or questions during Principal meetings. These meetings will allow teachers to examine their student goals, and understand how Principals will initiate feedback towards meeting those goals.</p>
<p>3. How will the district utilize other trained observers to increase accuracy of ratings? (i.e. other district or campus personnel, Education Service Centers, neighboring districts, etc.)</p>	<p>An essential part of our calibrating process includes a partnership with Region 15. Their participation will assist in accountability and support accuracy of ratings through a minimum of bi-annual meetings (MOY & EOY). Principals will review with Region 15 all the data collected through the year to verify accuracy of ratings.</p>

PART C: DISTRICT REVIEW OF TEACHER OBSERVATION TRENDS

<p>1. How often do district and campus leaders review teacher observation trends?</p>	<p>Quarterly</p>
<p>2. How is skew in teacher observation trends identified at the campus level?</p>	<p>Our process of evaluating and identifying skews will be done quarterly by pulling the trend data by campus, grade, appraiser and dimensions in Eduphoria reports, we look for any skew or outliers in teacher observation data. If there is a skew, we will continue to calibrate as team and discuss the "look-for" information for each of the areas that are skewed. We will also be calibrating with walkthroughs. Because we are a small district, we can quickly look at the data and determine if there is a skew in grade level, appraiser, campus and subject. Resources (ESC 15) will be utilized to correct incongruity within appraisals. Observation data will be analyzed and will be shared with teachers when available and appropriate.</p>
<p>3. How is skew in teacher observation trends identified at the district level? (if more than one campus in the district)</p>	<p>Our process of evaluating and identifying skews at the district level will be done quarterly (the same as our campus level since we are one campus) by pulling the trend data by campus, grade, appraiser and dimensions in Eduphoria reports, we look for any skews or outliers in teacher observation data. If there is a skew, we will continue to calibrate as team and discuss the "look-for" information for each of the areas that are skewed. We will also be calibrating with walkthroughs. Because we are a small district, we can quickly look at the data and determine if there is a skew in grade level, appraiser, campus and subject. Resources (ESC 15) will be utilized to correct incongruity within appraisals. Observation data will be analyzed and will be shared with teachers when available and appropriate.</p>

4. Which observation trends does the district review?
(Check all that apply)

- By subject
- By grade
- By appraiser
- By campus
- By department
- By level category of classes taught, e.g pre-AP/AP classes
- By dimensions of teacher appraisal
- Other (please describe)

5. How does the district determine root causes of skew in teacher observation data? How does the district determine if an appraiser needs additional support using the rubric with fidelity?

Skews or irregularities in the dataset could be due to a teacher appraiser consistently scoring too high or too low. Irregularities could also be due to teacher instructional practice deficiencies on individual dimensions of the teacher appraisal instrument. To determine if this is an appraiser skew, a second appraiser will conduct a 15-minute walkthrough to verify the scoring of the original appraiser. If the skew is related to appraiser scoring (either too high or too low), then individualized coaching and mentoring support is provided to teacher appraisers by principal supervisor or ESC staff. A principal supervisor or ESC staff will accompany the teacher appraiser to observe a minimum of two teaching lessons. To determine if the skew is due to teacher instructional practices, a root cause analysis protocol will be utilized. When the skew is due to teacher deficiencies, support is provided through individualized mentoring and coaching. The content for PD sessions are tailored to the needs of teachers based on instructional deficiencies identified. The campus Principal will monitor the impact that the PD is having on teacher observation scores to see whether teacher instructional behaviors are improving. If skew data points to an invalid assessment or the administration of an assessment, then assessment development and administration procedures will be reviewed for root cause of the problem. Once the root cause is determined, the administration will determine if training on development of assessments or review of procedures is necessary to correct the issue.

6. How does the district address any areas of skew in teacher observation data, once the root cause is determined?

While reviewing teacher observation data in Eduphoria, administrators are able to identify and determine any possible skews. A review of campus and district-based teacher observation trends will be done at least quarterly. A campus-based team will be assigned to address any issues of skew with support from district leadership. Our teachers will be able to see data during meetings with Principals and have an opportunity to contribute to the "skew" conversations. Campus leadership will continue to communicate trend data to teachers. If the root cause cannot be determined, then additional support or training may be needed from the region center in addressing possible solutions, and in using the rubric with fidelity. If skews exist, appraisers will be required to complete training through the service center for professional growth and retaining.

PART E: OBSERVATION/FEEDBACK SCHEDULE

<p>1. Does the district appraisal system comply with §21.351 and 21.352? <i>Note: All teachers in eligible teaching assignments, even if not eligible to earn a designation, must have a minimum of one 45-minute observation during the data capture year, including scores on all observable domains. Under certain conditions the minimum required 45 minute observation can be conducted in shorter segments that aggregate to 45 minutes.</i> (Select Yes/No)</p>	<p>Yes</p>
<p>2. Does the district use a multi-year appraisal system for eligible teachers? <i>Note: if using a multi-year appraisal system, both teacher observation data and student growth data must be from the same school year.</i> (Select Yes/No)</p>	<p>No</p>
<p>3. What additional observation/feedback components does the district require, beyond the minimum?</p>	<p>Administration will have at least 5 walk-throughs on each eligible teaching assignment for the year. No waivers will be used for any teachers in the eligible teaching assignments listed on the weighting tab during the data capture year. We will have campus meeting as well.</p>
<p>4. What are the district's requirements for the following:</p> <ul style="list-style-type: none">a. Number of scored full observationsb. Number of scored partial observations/walkthroughsc. Number of unscored observationsd. Number of scores required per each dimension of the rubric	<ul style="list-style-type: none">a. Number of scored full observations - 1b. Number of scored partial observations/walkthroughs - 2c. Number of unscored observations - 3d. Number of scores required per each dimension of the rubric - 1
<p>5. Does the district use appraisal waivers for teachers who meet the qualifications for a waiver? (Select Yes/No)</p>	<p>Yes</p>

6. Are appraisers required to norm on scoring using the district's teacher observation rubric annually, either by conducting an in-person observation or video scoring?
(Select Yes/No)

Yes

PART F: ALIGNMENT TO STATEWIDE PERFORMANCE STANDARDS

1. How will the teacher observation component of the district's local designation system align to the TIA statewide performance standards for teacher observation?

The minimum average scores were derived from a statewide analysis of T-TESS observations with scores on a 1-5 scale. Minimum Average scores across domain 2 & 3 are; Recognized 3.7, Exemplary 3.9, and Master 4.5. The minimum rating required for each dimension in Domain 2 and 3 is at least a 3 (proficient) on all.

STUDENT GROWTH

PART A: GENERAL QUESTIONS

1. What is the district's rationale for the student growth measure that was selected for each eligible teaching assignment? Please include an explanation for each one.

Robert Lee will use Student Learning Objectives (SLO) for each eligible teaching assignment. Teachers will attend workshops though region 15 and utilize the texasslo.org resource website. Our rationale for selecting SLO's as our growth measure developed after having discussions with teachers and Region 15. We believe the SLO growth measure looks closely at each students historical and current data to determine preparedness levels, prior to creating the SLO(s).

2. How was teacher input gathered and considered when determining growth measures for each eligible teaching assignment?

Campus teachers received a survey addressing these growth measures. Principals facilitated team or zoom meetings to follow up on feedback and clarification. Once data was collected, the TIA committee discussed results, and concerns before determining final growth measures for each eligible teaching assignment.

PART B: ALIGNMENT TO STATEWIDE PERFORMANCE STANDARDS

<p><u>1. How will the district use the TIA statewide performance standards for student growth when determining teacher designations?</u></p>	<p>Robert Lee ISD will use the TIA statewide performance standards for student growth in determining teacher designations by determining/calculating the percentage of a teacher's students meeting or exceeding expected growth for the year. Teachers will measure the skill at the beginning of the year in order to have a baseline for growth. Teachers will then collect a minimum of 5 pieces of evidence that assesses the SLO focus skill throughout the year. This data will be recorded in the Student Growth Tracker. Appraisers will meet with teachers and approve and analyze evidence collected and have conversations about individual student's growth on the Student Growth Tracker at mid-year and end of year. Our district's calculation will mirror the metrics outlined in TEA's recommendation. This percentage, in conjunction with the other weighted measures, will be used to determine the final designation eligibility for a teacher.</p>
<p>2. How will the district inform teachers of the TIA statewide performance standards for student growth?</p>	<p>Principals will have TIA team or zoom meetings along with the district plan being available on our website in order to communicate statewide performance standards with teachers. Our TIA committee had representation from a number of stakeholders, including campus teachers that are able to assist in sharing resources about student growth standards. We are using SLO's for our student growth measure and a reference guide page with statewide performance standards will be made available for teachers. Teachers will also have an opportunity to meet individually with principals for additional feedback or clarification.</p>

PART C: QUESTIONS SPECIFIC TO EACH STUDENT GROWTH MEASURE

STUDENT GROWTH MEASURES SELECTED FROM WEIGHTING TAB: <i><u>(Only complete these sections below)</u></i>	SLOS,
---	-------

SLOs (STUDENT LEARNING OBJECTIVES)

1. What protocols and training does the district use to ensure valid administration of all SLO assignments and assessments?	Principals will discuss the SLO process during new teacher orientation and during in-service week to be combined with T-TESS teacher training. Principals will provide a calendar with a timeline of expectations to include; rubric administration for SLO, documentation, and progress monitoring discussions. All eligible teaching assignments will attend an SLO professional development workshop(s) at the service center during the summer. All teachers will have access to the SLO website (texaslo.org) containing a variety of resources and videos. Teachers will follow the 3 phase process to successfully align skill targets to state standards when creating their SLO's. Support from the principals and region center for clarification and feedback will be an ongoing effort, as the teachers work through the process.
2. What protocols and training does the district use to ensure the security of all SLO assignments and assessments?	We will be using the Texas SLO videos and resources with support from the region center. Once the teachers have met with principals, and SLO(s) have been approved, the security of these assignments and assessments are held as confidential information between the two parties. Changes will be ongoing as teachers work through the SLO process during the year.
3. Does the district SLO process align to texaslo.org ? <u>(Select Yes/No)</u>	Yes

4. What are the district-wide requirements for writing a standards-aligned SLO?

All SLO requirements will follow the Texas Education Association (TEA) guidance, development tools, and guidelines (texasslo.org). Teachers develop the Initial Student Skill Profile to describe student performance levels. The Initial Student Skill Profile is based on typical student performance as seen in the past. The goal of this profile is to focus on a foundational skill that is addressed throughout the year. Teachers will work through the 3 phase process from the texasslo.org website to develop a standard aligned SLO, and articulate a clear vision for student growth and strategies to be used to monitor progress toward those goals. Documentation for monitoring the SLO will be supported by formal and informal assessments, and observations, with checkpoints during the year (BOY, MOY, and EOY). Our campus administrator's role will be to establish expectations, give feedback, approve SLO's, and support the work of this process. Appraisers will be certified this summer through training provided by Region 15, for approving SLO's.

5. What are the district-wide requirements for approving the SLO?

Throughout the implementation process, it is important for the administrator to establish and to maintain connection between the appraisal and the SLO process. The SLO approval process will be viewed as the beginning of a year-long dialogue between the appraiser and the teacher. As such, SLOs will be approved by the teacher's primary appraiser. The appraiser will have knowledge of each students beginning academic performance, before approving each teachers' SLO(s). The SLO approval process will also include discussion of the SLO rating rubric that will be used to evaluate the teacher's work at the end of the SLO interval.

6. What are the district-wide requirements for tracking the body of evidence for the SLO?

Teachers measure the skill at the beginning of the year before instruction and then collect multiple measures of evidence throughout the year. Data is recorded on the Student Growth Tracker Form and a minimum of 5 pieces of evidence are collected for each student within the teacher's group. Evidence is submitted at the summative conference and includes teacher reflection, growth data for the student group, sample work and performance measures. Appraisers will meet with teachers at least once per semester to discuss individual student progress. These conversations will assure that appraisers and teachers have a common understanding of SLO tracking and student growth.

7. What are the district-wide requirements for calculating teachers' end-of-year student growth based on the SLO?

Principals will train teachers on how the student growth rubric and data will be scored during beginning of the year in-service meetings. Principals will also provide teachers with a clear and published explanation of how a teacher's student growth data (percent of a teacher's students who met or exceeded expected growth) is calculated using SLO's, in a timely manner. Teachers will receive training through Region 15 on each phase of creating SLO's. Once a teacher has identified the SLO focus area, the ISP (initial skill profile - rubric) descriptors help map students and identify beginning of the year readiness, across multiple skill levels. Once an ISP has been created for each student, a Targeted Skill Profile (TSP) will then be set. The TSP rubric anticipates skill levels for all students by the end of the year based on the foundational skill selected for the SLO. Teachers will collect BOY, MOY and EOY student data, informally as well as formally, (a minimum of 5 BOE), and evidence will be shown through the use of multiple measures to determine student mastery on the SLO focus skill(s). A student growth tracker worksheet will be used to calculate final expected growth targets met on each student and the overall percentage met for the target group. An explanation for how the data was gathered and synthesized to determine students' summative skill levels will be presented. Teachers will receive a final score for their SLO(s) student growth rating during summative meetings. We will utilize ESC staff to promote grading calibration for common assessments if needed.

SYSTEM DEVELOPMENT AND STAKEHOLDER ENGAGEMENT

PART A: DISTRICT SYSTEM DEVELOPMENT COMMITTEE

<p>1. How long has the district been developing the local teacher designation system? (Select from drop-down)</p>	<p>1-2 years</p>	
<p>2. How were the members of the district system development committee selected?</p>	<p>Surveys were generated and distributed to member groups including teachers, and faculty. Standing committees were utilized, including district and campus-based leaders, teachers, and community members already serving. The district system development process took place over the course of this year, and the committee worked together on creating a local teacher designation system in alignment with statewide performance standards. Our selection process for teachers yielded a diverse and equitable distribution of perspectives, for input on system development. Teacher recruitment and retention for our whole campus was considered as part of the development process. All volunteers were accepted to join.</p>	<p>Community Members</p>
<p>3. Which groups did the district system development committee include? (Check all that apply)</p>	<p><input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Campus Leaders <input checked="" type="checkbox"/> District Leaders <input checked="" type="checkbox"/> Other (please describe)</p>	
<p>4. How did the district system development committee take into consideration teacher recruitment and retention on the highest needs campuses?</p>	<p>Robert Lee ISD is one campus and considers teacher recruitment and retention a high need for all grade levels. We are emphasizing Elementary reading and math, Jr. high math and Social Studies, HS English, and Science.</p>	

PART B : STAKEHOLDER ENGAGEMENT

1. From which stakeholder groups did the district gather input and feedback while designing the local teacher designation system?
(Check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Teachers | <input type="checkbox"/> Families of students |
| <input checked="" type="checkbox"/> Campus Leaders | <input type="checkbox"/> Students |
| <input checked="" type="checkbox"/> District Leaders | <input checked="" type="checkbox"/> Other (please describe) |
| <input checked="" type="checkbox"/> Community Members | |

2. What was the process for selecting stakeholder groups?

Our focus for selecting stakeholder groups required representation from several groups, including teachers, campus leaders, community members, and administration. Surveys were sent out along with resources (websites) to include videos about the TIA process as well as information on stakeholder involvement. Our standing committees already had a good representation among these groups, and the TIA process was discussed during our site based meetings. Principals were available to answer questions, give feedback, or guidance for non-standing members that were interested. All were welcomed to join. We will have a link on our website to include details of our Designation Plan and process once approved.

3. What specific outreach was made to teachers?

We began our outreach through available video presentations, TEA / TIA website resources, Region 15 staff, and Lunch and Learn meetings. Principals for each campus held zoom meetings and in person meetings to include discussions addressing stakeholder involvement and participation towards designations. Once teachers received information and resources about the TIA program, a survey was generated and feedback was reviewed, and the results were shared during a campus meeting. TIA meetings were held to include teacher engagement, and input during the process of planning and developing our Local Designation System. Principals and TIA committee members were available for additional feedback and clarification on an individual basis.

4. What methods did the district use to gather input and feedback on the design of the local designation system? Provide examples.

We used a variety of methods for gathering input and feedback to include; a survey, informal Lunch and Learn meetings, campus meetings, and opportunities for individual meetings with Principals. A committee of stakeholders met at quarterly to collaborate, and work on the design of our Local Designation System. As always, our team remains open to individual contact for feedback and understanding.

5. How was the feedback from stakeholder groups used/implemented? Provide an example of changes that were made based on feedback.

PART C : STAFF ACCESSIBLE RESOURCES

1. What informational resources about the district's proposed local teacher designation system were provided to staff?

Robert Lee ISD provided a number of resources to present information in an effort to initiate discussion and clarification through the use of videos, TIA website /resources, surveys, zoom meetings, Lunch and Learn meetings and Region 15 Staff. Campus meetings with principals were held to support a comprehensive overview of our system, receive feedback from teachers, and to check for understanding. We encouraged an open door policy for teachers seeking more individualized information. Once our Local Designation System is approved, it will be available electronically on our website.

2. How will the district ensure that teachers understand the requirements to earn a designation?

The system development committee will continue our previous practices and rollout communication procedures of TIA awareness. Teacher leaders were in frequent communication with Principals and our Superintendent regarding staff climate on TIA. Information will be shared at the start of the school year on all the details of the approved application along with an electronic comprehensive guide assessable to all staff. Ongoing opportunities for question and answer sessions will be available along with access to our approved TIA plan electronically.

3. What training materials will be provided for both teachers and school leaders to assist in a smooth roll out of the district's local teacher designation system?

We will utilize all of the posted PowerPoint and video presentations available from TEA / TIA websites, maintain an open door policy through our principals and our system development committee members, and potentially invite a guest speaker from Region 15. Principals will have a reference guide on the TIA specifics and rubrics in electronic form and paper form, available for teachers. Our goal is to minimize problems through the use of a systematic approach, identifying and working through potential setbacks or issues before rollout.

PART D : DESIGNATION SYSTEM BUY-IN

<p>1. What evidence does the district have that teachers, district leaders, and school board members have a clear understanding of the district's proposed local teacher designation system? Please provide examples.</p>	<p>Multiple meetings with each group have been held to support our proposed TIA plan. During these meetings, each group were given opportunities to ask questions, get feedback, and secure a clear understanding of our designation plan. Through our Committee membership and survey responses, we are able to provide feedback and clarification when needed. We have had individual teachers come forward needing additional information from administrators or a system development member. As with any new program, complete transparency of procedural understanding will be reviewed and addressed with all parties, and strategies will be in place for ongoing communication and support.</p>
<p>2. What evidence does the district have that teachers, district leaders, and school board members support the district's proposed local teacher designation system?</p>	<p>Effective communication has been our focus throughout the TIA planning process. Documentation of meeting and minutes were taken during the development process. Membership, survey responses, site based meetings, Principal meetings, board trainings and system development minutes, provide evidence of our district's process and support. As a result of our effective communication process, through multiple meetings, we saw support from our teachers based on their participation, input and involvement. With their support we were able to move forward in proposing a local teacher designation system.</p>

3. What is the plan to support teachers who want to earn designations? How will the district communicate available supports?

During teacher in-service training, for our data capture year, Principals will meet with teachers in the cohort and communicate all areas of support to include, but not limited to: adequate preparation time, monetary support, committee support, region center support, and designation timeline and process support. During these meetings, Principals will provide training for teachers, covering procedural guidelines for the year and articulate (provide an electronic copy) how our plan calculates the outcome of performance standards after data capture year. Along with these, the system development committee will be available for program support.

PART E : REGULAR COMMUNICATION UPDATES

Please Describe

1. Which stakeholders will the district include in regular updates?
(Check all that apply)

- Teachers**
- Campus Leaders**
- District Leaders**
- Community Members**
- Families of students**
- Students**
- Other (please describe)**

Board Members

2. How often will the district provide updates to all stakeholder groups regarding the rollout and development of TIA?

It will be a priority for our district to provide stakeholder groups with updates on TIA development, approval, and rollout as often as needed, but at the very least, bi-annually, through our local campus meetings. One of the goals in these meetings will be for the Principals to check for understand with teachers on the requirements to be eligible to earn a designation. Updates will be made to the website electronically for our campus and staff. We recognize the importance of informing all stakeholders as a crucial component in assisting with the ease of implementation and rollout of the TIA program.

<p>3. What is the plan to provide specific outreach to teachers regarding updates to the district's local teacher designation system?</p>	<p>Robert Lee ISD will provide ongoing in-service trainings through Region 15, and continue our framework of communicating updates on our Local Designation plan, through previously scheduled, Lunch and Learn meetings, and campus zoom or in person meetings. Updates will also be made available on the website electronically for our campus and staff.</p>
<p>4. How and when will the district communicate to teachers that they are being put forth for a designation?</p>	<p>At the beginning of the year, during in-service training, our teachers will review the process and procedures of our TIA plan. Teachers will begin planning and have an opportunity to get feedback and monitor progress during the year. Once all data has been collected and reviewed, teachers will be informed if they are being put forth for a designation during summative meetings.</p>
<p>5. How will the district inform teachers once their designation is approved, that they have earned a designation?</p>	<p>Our administration will personally meet with each teacher to inform them of their designation, a celebration ceremony and luncheon will be provided.</p>
<p>6. How will the district share the final version of the local teacher designation system, once the district's system application is approved?</p>	<p>Our final approved Local Designation System will be made available electronically on our website, along with being shared and discussed during principal meetings and local board meetings.</p>
<p>7. Will there be a teacher TIA expert on all applicable campuses to provide direct teacher support/communication/information? (Select Yes/No)</p>	<p style="text-align: center;">Yes</p>

PART F : TEXAS TECH TEACHER BUY-IN SURVEY

<p>1. How did the district facilitate teachers completing the Texas Tech teacher buy-in survey? (Include when the district sent the list of teacher emails to Texas Tech, when/how you provided teachers with time to complete the survey, and how you encouraged teacher participation in the survey.)</p>	<p>Our campus spreadsheet with teachers' names and emails was submitted on April 12, 2021. Our district will work to ensure that all teachers understand the importance of the survey and provide support from a TIA committee members if needed.</p>
---	---

<p>2. How does the district plan to use the data gathered from the Texas Tech teacher buy-in survey in order to improve the local teacher designation system/tailor professional development/improve district systems/etc.?</p>	<p>Robert Lee ISD will use the survey results as a foundation to validate and help guide our process. The survey will identify and gauge understanding and buy-in regarding our plan. Key takeaways from the survey will also determine how well our teachers are informed about TIA in general and understand what is required to earn a designation. Keeping the line of communication available for feedback, along with using available resources from our district, or Region 15, will help direct needed improvement and development.</p>
<p>3. How will the district communicate the results of the Texas Tech teacher buy-in survey to stakeholders?</p>	<p>Survey results will be available for all stakeholders to review during one of our TIA open meetings, and during our campus Principal meetings. Our School board members will receive this information through local meetings.</p>

SPENDING PLAN

PART A: DISTRIBUTION OF ALLOTMENT FUNDS

Percentage of allotment going to designated teachers	Percentage of allotment going to other teachers on the campus	Percentage of allotment going to LEA (Max 10%)
90%	0%	10%

Please provide a link to the district spending plan	https://content.schoolinsites.com/api/documents/bd3bbb51b12e4921b46a1ce9c8690855.pdf
---	---

PART B: DISTRIBUTION PLAN FOR ALLOTMENT FUNDS

<p>1. What is the rationale for the distribution of allotment funds?</p>	<p>90% of the TIA funds will go directly to the teacher with a designation. The remaining 10% to be used at the district/campus level to provide teacher supports to include professional development for teachers striving to attain a designation.</p>
<p>2. How were teachers and other stakeholders involved in developing the plan for distribution of TIA funds?</p>	<p>Development of the spending plan had stakeholder input, including teachers. Teachers and stakeholders received a survey that included this information. Meetings were held to review surveys and finalize spending plans. These plans were shared during principal meetings along with an electronic copy that is available on our website.</p>
<p>3. How were teachers informed about the details of the district's TIA spending plan?</p>	<p>Development of the spending plan had stakeholder input, including teachers. An electronic copy with details of our spending plan is available on our website. Principal meetings were held to share our district's TIA spending plan.</p>

PART C: GENERAL SPENDING PLAN

<p>1. How will allotment funds work in conjunction with or replace the current district salary schedule?</p>	<p>The allotment funds will be added on top of current local salary schedules.</p>
<p>2. How will teachers receive TIA compensation? <i>If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.</i></p>	<p>90% of TIA funding will go directly to the designated teacher annually in June. TIA funds will not be split among other campus teachers. An electronic copy of our TIA payout plan will be available for all teachers and stakeholders to view.</p>

<p>3. When will teachers receive TIA compensation? <i>If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.</i></p>	<p>Designated teachers will receive their TIA compensation as a one-time payout annually in June. TIA funding for any designated teacher, will not be split among other teachers on the campus.</p>
<p>4. What was the process for determining how the funds would be distributed at each campus, and how did the district involve stakeholders in the process?</p>	<p>Teachers were involved in the spending plan development during campus principal meetings. These principal meetings included several discussions addressing percentages of the funds teachers would like to see go to each designated teacher, and percentages, if any, that would go to other teachers on their campus. We are a small campus, so after multiple meetings, teachers were in support of the decision that 90% of the available TIA funding go directly to the designated teacher in recognition of their certification achievement, and the remaining 10% be used for supporting teachers towards earning a designation through professional development opportunities.</p>
<p>5. If the district hires previously designated teachers, will the spending plan be the same or different for these teachers compared to teachers who earned a designation through the district's local system? If different, please describe.</p>	<p>Robert Lee ISD will follow the district approved TIA spending plan for any newly hired designated teachers.</p>

PART D: SCHOOL BOARD APPROVAL OF SPENDING PLAN

<p>1. How will the district ensure that TIA compensation is TRS eligible? When did the district communicate with TRS to discuss the compensation plan?</p>	<p>Appropriate pay codes as discussed in trainings attended and is TRS eligible. Superintendent reached out to TRS to have our spending plan approved as being eligible.</p>
<p>2. When will the school board approve a budget that includes the expenditure of TIA funds?</p>	<p>Aug. 2021</p>

PART E: MOVEMENT OF TEACHERS

<p>1. What is the district's plan for adjusting/changing the distribution of TIA funds when a designated teacher moves to/from a campus within the district prior to Class Roster Winter Submission? (for districts with more than one campus)</p>	<p>Robert Lee ISD is one campus. Distribution of TIA funds will remain the same if a teacher moves from one position on our campus to another.</p>
<p>2. What is the district's plan for adjusting/changing the distribution of TIA funds when a designated teacher moves to/from the district prior to Class Roster Winter Submission?</p>	<p>If a designated teacher leaves the district prior to Winter Roster Verification then the teacher will not receive any TIA funds because no TIA funds will be generated to our district from the state. If a teacher moves to the district prior to Winter Roster Verification then the teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during the Winter Roster Verification.</p>
<p>3. What is the district's plan for adjusting/changing the distribution of funds to designated teachers who leave the district after Class Roster Winter Submission?</p>	<p>Funds will follow the designated teachers who leave the district after Class Roster Submission and the funds will be paid to the teachers at their new district.</p>
<p>4. What is the district's plan for adjusting/changing the distribution of funds to designated teachers who leave the district or retire after Class Roster Winter Submission, but before scheduled payout to teachers?</p>	<p>Funds for designated teachers who move out of the district after Class Roster Winter Submission and move to another district, will be forwarded to the teacher. Designated teachers who quit teaching or retire from the district prior to payout, will not be forwarded all the TIA funds, but will get a prorated amount based on the number of months the designated teacher was with our campus. The remaining funds would be returned to the TIA administrative pool to be split among other 087 teachers at the campus where the designated teacher was assigned. Payments to teachers will be made by the end of June.</p>

PART F: NATIONAL BOARD

1. Will compensation for Recognized National Board Certified Teachers (NBCTs) follow the same spending plan as Recognized teachers who earned a designation through the district's local designation system? (Select Yes/No)	Yes
2. How will the district identify and track placement of National Board Certified Teachers and NBCT candidates?	Teachers will be responsible for notifying central office of NBCT certifications, and we will track placement by using the National Board Certification tracking system.
3. Does the district intend to sponsor National Board Certified Teacher candidate cohorts? (Select Yes/No)	Yes

DISTRICT SUPPORT

PART A: CENTRAL OFFICE SYSTEMS SUPPORT

1. District infrastructure supports exists in the following areas: (Select yes or no for each option)

Human Resources support for recruitment, retention, and equitable distribution of designated teachers.	Yes
Finance/Budget/Payroll support for expenditure of TIA funds	Yes
Technology support for data management necessary for TIA	Yes
Curriculum & Instruction support tied to valid and reliable student growth measures and teacher observation data	Yes

Assessment support tied to the development and administration of student growth measures for all eligible teaching assignments	Yes
Professional Development support for existing and aspiring designated teachers	Yes
Legal support for overall implementation of TIA	Yes

2. Will the district have at least one staff member on every campus who serves as the campus TIA point person? (Select Yes/No)	Yes
3. What position(s) in the district will be responsible for training and coordinating the above personnel to support the execution of the local designation system and spending plan?	Administrative, and lead teachers as mentors

PART B: SUPPORT FOR DESIGNATED TEACHERS NEW TO A CAMPUS

1. What onboarding plan does the district have specifically for designated teachers who are new to a campus to ensure that they are just as successful as they were on the campus where they earned the designation?	TIA onboarding to be comprehensive by the campus principal. During the Goal Setting portion of T-TESS, principals will review the TIA requirements and criteria so that all new teachers are aware of the process. The principal, along with TIA members, and designated teachers, will provide continual support to teachers new to the campus, as well as support for acclimating to the new campus.
2. What onboarding plan does the district have specifically for designated teachers who are new to the district to ensure that they are just as successful as they were in the district where they earned the designation?	TIA onboarding to be comprehensive by the campus principal. During the Goal Setting portion of T-TESS, principals will review the TIA requirements and criteria so that all new teachers are aware of the process. The principal along with TIA members and, designated teachers, will provide continual support to teachers new to the campus, as well as support for acclimating to the new district.

<p>3. How will campus leaders support designated teachers new to their campuses in order to ensure the designated teachers' success on the new campus?</p>	<p>Our TIA Mentoring program will utilize campus leaders and designated teachers in a way to provide support to teachers new to the campus. These leaders will review ways that designated teachers can be supported and share strategies and activities that support this transition.</p>
<p>4. How will the district continue to support designated teachers who are new to a campus throughout the entire year, beyond the initial onboarding process?</p>	<p>TIA Mentoring program will utilize campus leaders and other designated teachers, to provide continuous support to teachers new to the campus. Throughout the year, TIA mentors will conduct networking meetings for the purpose of peer collaboration and sharing opportunities. These mentor leaders will review ways that designated teachers can share strategies and activities with one another. Mentor leaders will assist in guiding teachers towards informative professional development workshops through Region 15.</p>

PART C: PLAN TO RECRUIT EFFECTIVE TEACHERS

<p>1. How will the district use TIA funds to improve recruitment of effective teachers into the district and support teachers to earn a designation?</p>	<p>TIA funds will improve our salary pay scale and the ability to compete with other high salary districts in the area. Our payment model supports designated teachers with 90% of available TIA funding. This will improve recruitment and retention for our district, when teachers know they will receive most of the allotted funding. Along with higher salaries our plan would include induction and support for new teachers, professional collaboration, and shared decision-making, accountability systems, and resources for teaching and learning.</p>
--	---

2. Once approved, how will the district utilize the local teacher designation system as a recruitment tool?

Our TIA payment model will be used as a means to recruit by placing an emphasis on rewarding teachers with 90% of the TIA funding. Our high-performing teachers will be key in helping others find success. Each summer, teachers meeting a designation, will have an optional professional development opportunity that can be used to teach other teachers on how to be more instructionally effective towards reaching a designation. Campus leaders will be available to articulate our local designation system and TIA compensation plan to prospective candidates.

PART D: PLAN TO RETAIN DESIGNATED TEACHERS

1. What plans does the district have to support and retain designated teachers?

The TIA plan is a great retention opportunity for all teachers. Our district will use input from teachers by gathering information, using a variety of tools to include; surveys, personal conferences, and even including designated teachers on the Campus Improvement Plan (CIP) committee. All feedback, collectively, will be used to design Professional Learning for all teachers. Administration will continue monitoring each designated teacher and provide feedback when necessary, or if needed, invite staff from Region 15 for addition support.

2. What teacher career pathways might the district develop or expand in order to further support/retain designated teachers?

Our district will work to develop leadership pipelines. This will strengthen the refinement underway with each of our current systems, including the development of mentor teachers, model classroom with exemplar instruction, instructional coaches, and future administrators. For those who wish to remain in the classroom, we strive to provide leadership roles to challenge and motivate them as well as benefit others, and for those who wish to advance, we are developing a robust model to keep our most effective employees.

PART E: PLAN FOR THE EQUITABLE DISTRIBUTION OF DESIGNATED TEACHERS

1. How will the district plan for the equitable distribution of designated teachers across the district and across highest needs positions/subjects/grade levels in an in order to increase the number of highly effective teachers where there is the greatest student need?

Robert Lee ISD is one campus and most subjects just have one teacher. District and campus leaders will carefully study which teachers obtain a TIA designation to ensure that their effective teaching methodologies and student growth measurements are equally distributed across our campus. Further special attention will be made to ensure that a fair distribution of highly effective teachers is spread out among grade levels, paying special attention to certification requirements before a grade level change is requested.

PART F: USE OF DATA TO IMPROVE SYSTEMS

1. How will the district use data on the most highly effective teachers to adjust staffing plans?

Administration and campus leaders will review teacher observation, student growth, planning practices, learning environment, and professional development of all designated teachers. Designated teachers will serve on a district cohort of designated teachers for the purpose of reviewing student and teacher data in an effort to collaborate on best practices, and also advise district leadership in the areas of teacher support, school leadership, parental engagement, and other district initiatives. These practices will be used to develop a framework for effective staffing plans.

<p>2. How will the district use data on the most highly effective teachers to adjust professional development plans?</p>	<p>We would utilize our teacher mentor program as a direct route for these teachers to mentor others. Once student growth and teacher observation data is reviewed, the most effective teachers would have an opportunity to work with other teachers to share resources, and give support on how their best practices have improved student outcomes. Our high-performing teachers will be key in helping others find success. Each summer, teachers meeting a designation, will have a chance to give an optional professional development opportunity that can be used to share best practices with other teachers on how to be more instructionally effective towards reaching a designation.</p>
<p>3. How will the district use teacher observation and student growth data in order to improve district systems?</p>	<p>Any successes would be likely repeated with input from the local teacher designation Committee. Teacher observation and student growth data will be used to identify high priority needs and drive strategic staffing efforts districtwide to increase the number of highly effective teachers where there is the greatest need. Our district will conduct ongoing reviews of results that are used to drive the continuous improvement of the system. This can, for example, include quantitative teacher observation data to address and/or mitigate inflation; qualitative review of feedback provided during observations to strengthen evidence collection efforts and coaching practices.</p>

PART G: PROGRAM EVALUATION

<p>1. How will the district evaluate and monitor the impact of the district's local teacher designation system, outside of the TIA's annual program survey?</p>	<p>Additional SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats), and TIA Committee Yearly review would be utilized as an ongoing approach to a holistic management of all programs.</p>
---	---

<p>2. How will the district encourage participation in TIA annual program evaluation surveys ?</p>	<p>Robert Lee ISD will engage in annual program evaluation to ensure the system is helping the district achieve our goals. We would provide a meal for all participants and discuss stakeholder representation and its purpose. The TIA program is a teacher incentive program, with teachers being the key stakeholders. We would communicate that their input gives our district the necessary information for implementing and monitoring the TIA program. We'll use this data to make informed improvements to the system over time and to determine where additional training, support, and communication might be needed.</p>
<p>3. What kind of data will the district track and collect in order to complete a robust program evaluation?</p>	<p>Our data collection and tracking will include, student Success on informal and formal assessments, climate surveys, system comprehension, teacher satisfaction, feedback and support, and resource evaluations. Results will be communicated through meetings or trainings.</p>

PART H: DATA ANALYSIS AND SUBMISSION

<p>1. What personnel position /personnel(s) in the district will be responsible for compiling and analyzing growth and observation data?</p>	<p>Principals</p>
<p>2. What data management system(s) does the district use to track teacher observation and student growth data?</p>	<p>Our district will use T-TESS, and Eduphoria for tracking teacher observation data. Access to the SLO website (texasslo.org) provides tracking data sheets and forms that will be used for capturing student growth for beginning, middle and end of year progress.</p>

<p>3. How will the district ensure that all teachers in eligible teacher assignments have both teacher observation and student growth data during the data capture year?</p>	<p>The Principals will work with administration to ensure that all teachers in eligible teacher assignments, have walk-throughs and observations that are in line with the appraisal calendar and pull quarterly reports on teacher observation and walkthrough data to ensure that all items are entered correctly. This will be reviewed throughout the year. The communication of this group is scheduled regularly and TIA data will be an agenda item each time we meet. Our district will use T-TESS, and Eduphoria for tracking teacher observation. SLO's will be used for capturing student growth for the year.</p>
<p>4. Who/what personnel will make decisions regarding teacher designations?</p>	<p>The Superintendent and principals will make final decisions on teacher designations.</p>
<p>5. How will district personnel work together and what processes will be put into place during the data capture year to ensure successful data capture ?</p>	<p>The Principals along with the TIA Committee, will work together by establishing and setting guidelines for capturing data, and utilize several components, including the SLO process, Superintendent review, and TIA annual review to ensure successful data capture procedures.</p>
<p>6. Who/what personnel will track designated teacher placement/movement and eligibility for generating the annual allotment?</p>	<p>Principals along with our PEIMS coordinator will track placement, movement and eligibility for our designated teachers.</p>
<p>7. Districts may choose to submit video observations for a portion of designated teachers to Texas Tech. This opportunity will allow districts to receive feedback on rating accuracy and provides TEA with additional context when determining final system approval. Will the district participate in the optional opportunity to submit designated teacher observation videos to Texas Tech? (Note: the exact details of optional video submission will be determined at a later time.)</p>	<p style="text-align: center;">Yes</p>