



# SPIRIT LAKE

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## *1. Teacher Leadership and Development*

The district has moved to offering a blend of professional development in an attempt to tailor professional development to what teachers need, versus a one size fits all model. Therefore, all teachers filled out an Individual Professional Development Plans which linked to their building or district goals. Building administrators and instructional coaches oversaw these Individual Professional Development Plans. These plans are now considered renewal credits for teachers through the Iowa Dept of Educational and Iowa Board of Educational Examiners. As a district, we believe fully in this model, as it allows professional development to be tailored and personalized for teachers, modeling how we want to also educate our students.

Similar to past years, teachers had the opportunity to use Teacher Quality funds to further their individual learning and growth by attending conferences or taking professional development classes to earn renewal credits toward their licensure. The Teacher Quality committee also approved hourly funding for teacher development tasks, pre-approved by building administration, that were completed outside of the contracted day and tailored at professional development sought by the teacher.

The district continued with their in house mentoring program this year, having a total of 11 teachers being mentored through our program. Of the 11 teachers, four were new teachers, five are second year teachers that completed the mentoring program during the school year, and 2 were veteran teachers who were new to Spirit Lake. We utilized 10 different staff members to provide mentor connections, support and guidance. Mentors and their mentees are provided training and support to assist new teachers entering the profession, as well as help provide a smooth transition to veteran teachers moving to our district. New and “new to us” teachers are provided reflection meetings with their mentors to help develop relationships, instructional tool box, problem solve with, celebrate with, as well as participate in structured observations across multiple grade levels.

## *2. Assessment*

The Iowa Statewide Assessment of Student Progress (ISASP), which replaced the Iowa Assessments, was administered in the spring of 2023. The district has received the results and reported goal achievement to the district cabinet and school board at spring meetings. The data report can be found here: [SLCSD Goal Report](#)

The ISASP does not provide the same reporting features the Iowa Assessments did so determining individual strengths and goals is more challenging. We continue to work at this process so we can implement changes and provide instructional modifications to address areas of concern.

Elementary teachers are required to use the universal FAST screener three times during the year as their second assessment and then use student data from those screeners to progress monitor and provide interventions to those students who were at-risk or persistently at-risk. The middle school fifth and sixth grade teachers utilized the FAST screeners to assess and monitor the reading progress of their students.

The elementary teachers use a multi-tiered system of support to accomplish and monitor these interventions, called WIN (What I Need). It is individualized and grouped according to student needs and provided by elementary staff, but not necessarily the student's classroom teacher. Elementary teachers continued to utilize the Panorama, MTSS data warehouse for Iowa, in their progress monitoring and recording of data. Middle School teachers of 5th and 6th graders also utilize the FAST screeners and Panorama to tailor their interventions. The Middle School rolled out a new system of MTSS this year, which provided interventions and learning support to students - math in the morning time and reading during the afternoon time. Instructional coaches were very involved in both the elementary and middle school, assisting teachers with this process and analyzing the data.

### ***3. Project Based Learning and Authentic Learning Experiences***

Project based learning opportunities were provided through High School's J-Term, Middle School's Fall and Spring Academy, the Elementary's Fall and Winter Blast, Internships, Junior Career Shadows, as well as through classroom connections with business partners. These experiences continue to be a priority for our district. The district works diligently to give students as many opportunities as possible for real world learning and problem solving opportunities. We are blessed to have the community support to help provide these experiences!

The district continues to offer 21st Century Skills as part of the rotation in the middle school, students are immersed in different skill development through Spirit Time at the middle school and morning meeting time at the elementary, which both included social emotional learning as needs continue to rise and be of critical importance.

Life Skills Programming continued at the high school this year, further offering students additional opportunities to their classroom experiences in four distinct and intentional areas: Financial Foundations, Personal Health and Wellness, Leadership and Character, and 21st Century Skills. Financial Foundations replaces the semester Personal Finance course and immerses students in financial discussions over the course of all four years, versus one semester. The same is true for Health, as it is rolled into Personal Health and Wellness. The schedule changed this year to four blocks of time within the calendar where students had Life Skill Programming for 3 or 4 back to back days. This change was designed to allow students more opportunity for continuity among learning experiences and the opportunity to provide more real world experiences and problem solving without large gaps of time between meetings, as requested by both staff and students.

### ***4. Teacher Leadership Compensation Grant***

The 2022-23 school year was the seventh year of implementation of the Teacher Leadership and Compensation Grant. This grant created leadership positions within the district in order to:

- Improve student achievement
- Promote collaboration among staff to advance instructional practices for 21st Century teaching and learning
- Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels

- Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities.

Included in the grant for the 2022-23 school year were:

- Two full time Instructional Coaches (Elementary and Middle School)
- One part time Instructional Coach (High School)
- Business Partnerships/STEAM Coordinator
- Technology Integrationist
- Mentor Teachers (for in house mentoring program described above)
- Members of Building and District Leadership Teams

## ***5. Reports & Communication***

Learning and Development was responsible for writing the following state and federal reports, publications, and publications:

- Annual Yearly Progress Report
- CASA (Consolidated Accountability and Support Application)
- Assessment Assurances
- CSIP (Consolidated School Improvement Plan)
- Universal K-12 Desk Audit
- CRDCR (Civil Right Data Collection Report)
- TLC Planning, Modification and End of Year Report
- District Brochure
- Comprehensive Safety Plan
- District Communications to Board, Families & Media