



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

95666 - Albia Community School District October 2014 TLC Grant

Teacher Leadership and Compensation System

Status: Under Review
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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Albia Community School District

Organization Type: K-12 Education

Tax ID: 42-6038218

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Recipient Information

District Albia Community School District
Use the drop-down menu to select the district name.

County-District Number 68-0081
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

VISION AND MISSION: Albia Community School District's (ACSD's) vision is to prepare students to become responsible citizens, parents, and wage earners who are life-long learners. The ACSD mission, therefore, focuses on student development. We strive to provide quality educational opportunities for all students to help them be successful now and in the future. ACSD is excited about the opportunity to maximize our teachers' skills and leadership abilities with this grant opportunity. Research shows that having passionate and highly skilled classroom teachers is the most effective investment a school can make to increase student achievement. ACSD's Theory of Action states that **if** we recruit and promote excellent teachers, increase our ability to provide opportunities for teachers to collaborate and reflect on best practices, distribute leadership and ownership for student achievement amongst all staff, give highly effective teachers opportunities to grow and share their expertise, reward teachers who engage in leadership roles with appropriate compensation, and provide a system that monitors effective implementation, **then** we will see accelerated student achievement and a greater realization of the ACSD's Vision and Mission.

TLC GOALS: Teachers, administrators, board members and parents collaborated to develop this plan. Our overall goals for the TLC Program are the following:

Goal 1: 100% of students will meet their growth targets for Literacy and Mathematics.

Goal 2: 100% of the staff will fully implement the Iowa Core.

Goal 3: 100% of the staff will implement instructional strategies emphasized and taught during professional development with fidelity at least 90% of the time.

Goal 4: 100% of new staff demonstrating competency and growth will be retained the following year.

Goal 5: 100% of Teacher Leaders will be successful in their new roles.

TEACHER LEADERSHIP: The plan includes positions for at least 25% of our current teachers to be involved in the following teacher leadership positions: Two Instructional Coach/Model Teachers, a Core Integrationist, a Lead Mentor, mentors to teachers new to the profession or new to the district and thirteen Personal Learning Team and Data Team Leaders.

SELECTION PROCESS: The ACSD's Teacher Leader (TL) selection process will be transparent, equitable and rigorous in order to select the best candidate for each position. We will be looking for leaders who are excellent teachers, demonstrate a drive for professional growth in themselves and others, and have experience in leadership positions.

MONITORING PROGRESS: Formative and summative assessments will be used to monitor the impact and effectiveness of the work of our teacher leaders in the areas of student growth, implementation of instructional strategies, planning, new staff retention, and professional growth for all staff.

ADDITIONAL DISTRICT GOALS: Based on the last Site Visit report in 2012, four areas have been targeted for improvement:

1. Teacher collaboration
2. Understanding and implementation of research based instructional strategies
3. Alignment of curriculum, instruction, and assessment
4. Integrating technology

Designating and compensating our TLs will allow us the opportunity to accelerate our progress in these areas. Additional TL opportunities will foster an environment where educators in the system develop and continue to nurture a professional culture marked by mutual respect and trust. This plan will provide valuable opportunities for collaboration that focuses on professional practices, including implementation of instructional strategies and alignment of content, instruction, and assessment. TLs will have a major role in developing, delivering and monitoring Professional Development following the Iowa Professional Development Model to enhance the understanding and implementation of research based instructional strategies. Technology will support instruction and provide additional learning opportunities for students, resulting in improved student achievement.

NEW TEACHERS: Attracting and retaining teachers will be one important focus of the Plan. Based on program analysis and teacher surveys, three areas of need were identified: (1) sanctioned collaboration time, (2) selection and training of mentors and (3) personalized PD for new (to profession and to the district) teachers. The Plan will provide for additional collaboration

time, improved practices in selection and training of mentors, and individualized on-time, on-demand PD for mentees.

SUSTAINING THE EFFORT: The board, administrators and staff of ACSD are confident in our ability to implement and sustain system improvements and student growth over time. TLC funding will provide the additional resources that will connect, support and strengthen existing school improvement structures, processes and initiatives at ACSD. Additional TL's and improved practices will help the district move from a process that currently occurs loosely to one that is more structured and effective. The Plan will provide TLs with appropriate compensation for the work they do outside of the school day/year, as well as needed training and supports. The Plan will also enhance and extend the training and support for every teacher. With improved data collection and analysis, goal setting, targeted training and monitoring of implementation of instructional practices, and the use of formative and summative evaluation to drive classroom planning and instruction, we anticipate that student learning will be accelerated.

This plan provides the resources to make our Theory of Action a reality for the ACSD. The new leadership roles in the TLC Plan will build positive alliances and provide a solid organizational structure to move ACSD from Good to Great!

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

ACSD involved many stakeholders the past 15 months to develop a TLC Plan. The administrators & teachers attended statewide, GPAEA & ISEA meetings to learn more about the initiative. In the fall of 2013, various stakeholder groups in the district were updated about the new legislation through informational meetings & correspondence. Meetings were held with the entire teaching staff, the SIAC, & the ACSD Board of Education to inform them about the specifics of the new legislation & to receive feedback to create the best plan possible.

A steering committee was formed to lead the TLC process with 5 teachers representing all buildings, 8 parents & all 5 district administrators. Parents on the steering committee have children in each building of the district. The steering committee met 19 times over the course of 15 months to complete the TLC Plan. Parents, teachers, & administrators were equal contributing members on all the activities during the meetings. The cumulative collaborative planning time by all the various committees totaled over 113 hours.

The district applied for the TLC planning grant funds, which allowed for a significant amount of time to be spent developing the TLC Plan. The funds were used to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day & provide additional pay in the form of a stipend of \$500 to all steering committee members. Because the funds were allocated to a large number of people in the form of stipends, more time could be spent on the application than if an hourly rate was paid.

The first TLC committee meeting was held on October 17, 2013. The superintendent outlined the DE goals for the TLC Program & the potential implications to improve student achievement & classroom instruction. The committee broke up into 5 small groups with representation from all stakeholder groups to ensure equity in the process to begin creating the plan. Each group brainstormed a list of non-negotiables that the TLC Plan had to address to meet the district's needs. Consensus was reached by the large group to form a list of 5 non-negotiable concepts that drive the plan.

The TLC Committee agreed it was important to remain updated from experts regarding this initiative. Therefore, members of the committee attended 6 AEA meetings over the course of the 15 months that helped shape the final plan. The grant allowed for time to evaluate potential teacher leadership positions to determine the best possible ones for the district that would have significant impact to improve student achievement. Specific job descriptions, an interview process, & specific criteria have been established for selecting individuals to fill the leadership positions.

The district involved many stakeholders in developing the plan & all groups are fully committed. Based on not successfully attaining the grant in March, the district took specific steps to insure stakeholder commitment was still strong. The following data represents the commitment of stakeholders through survey results, collaborative meeting discussions, & feedback over the course of 15 months.

Administrator commitment: 100% of administrators actively support the TLC Plan & were involved in the development process. All the administrators understand the potential positive impact teacher leaders can have to improve student achievement & are willing to work with the leaders to insure successful implementation of the plan once approved.

Teacher commitment:

The TLC Committee believed it was vital to keep certified staff updated as the plan was being developed. Correspondence emails, building-level meetings & district-level meetings have taken place over the course of the past 15 months. Teachers were always given a "ticket-out" in meetings to provide feedback during the development of the plan from these three questions:

- What aspects of the plan do you like?
- What are your questions?
- How can this plan be improved?

Feedback from these ticket-outs helped address crucial components of the plan that might have gone unnoticed otherwise. Teachers are excited about the collaboration time & the opportunities to get involved in leadership roles. The teachers are also supportive of the selection process that the plan identifies.

The entire teaching staff reviewed the TLC plan this fall & was surveyed to measure current commitment to the plan. 97% of the teachers believe the plan will have a positive impact on classroom instruction & 95% of the teachers believe the plan will have a significant impact on student achievement. 95% of the teachers indicated that they would be willing to support their colleagues in teacher leadership roles. In addition, 70% indicated an interest in applying for one of the leadership roles. The final plan was endorsed by the ACEA & the TQC which is comprised of teachers & administrators.

Parent commitment:

The district facilitated a survey to parents this past fall. 96% of the parents that were surveyed support the plan. One parent responded “As a parent of 2 children in the ACS D I am fully supportive of the school district receiving the TLC grant. It is important for great teachers with demonstrated experience to be utilized as leaders in improving the learning experience for students.”

School Board/Community commitment:

The TLC initiative was an agenda item for 5 school board meetings during the course of the application process & the TLC was discussed at 4 SIAC meetings held during the same time period. The evolution of the plan has provided many opportunities for community input. The final plan was endorsed by the SIAC & approved by the School Board.

All stakeholder groups are highly committed to implementing this plan as soon as it is approved. These stakeholder groups will also be updated with data & program evaluation results on an annual basis for improvement of the overall TLC program.

Narrative

Using Part 2 application narrative from Year 1?

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

We believe that **if** we **attract** promising new teachers with a competitive starting salary & a supportive mentoring program; **retain** excellent teachers by providing enhanced career opportunities; provide opportunities for teachers to **collaborate & reflect** on best practices; **distribute leadership & ownership** for student achievement amongst all staff; give highly effective teachers opportunities to grow & **share** their expertise; **reward** teachers who engage in leadership roles with appropriate compensation; & provide a system that **monitors** effective implementation of our plan, **then** we will see an increase in student achievement & a greater realization of our Vision & Mission to prepare students to become responsible citizens, parents, & wage earners who are life-long learners.

To move from good to great, a TLC grant will provide the funding, focus, & structure to assist the district to meet its goal & fulfill our theory of action:

• **Attract & Retain**

• Our plan is to **attract** the best candidates for teaching positions in our district & ensuring that we **retain** these teachers. We will start with a competitive starting salary of \$35,928. We will also expand our Mentoring & Induction program by including teachers that may not be new to the profession but are new to ACSD. This will help ensure that *all* new teachers to the district will receive the supports they need to be successful at Albia. We will also expand the time allowed for mentors to work with mentees to ensure they are meeting 1-2 hours a week. The district will annually review recruitment & retention data along with mentoring & induction data to ensure that 100% of vacancies are filled with highly qualified teachers.

• **Collaboration & Reflection**

• Teacher leaders will help shape the district's PD plan by meeting with the district administrators to analyze student achievement & attendance data, performance assessments & PD data including GRR implementation logs & technology integration data. With full implementation of the district's TLC plan, **collaboration** will be incorporated into the district's PD plan & each teacher will create a specific PD plan that corresponds to his/her teacher leadership role. Teacher leaders will help staff refine/focus the instructional practices that are learned through PD. Following this plan, 100% of the faculty will engage in **collaborative opportunities to learn from each other**.

• **Distribute Leadership**

• The TLC grant will allow us to **distribute leadership roles** among the staff. This will give individual teachers more **ownership in district initiatives & student achievement**; while creating more **opportunities for professional growth**. 100% of our teachers will be involved in data teams & each team will have teacher leaders from within the staff to lead those teams. Each team leader will serve on the leadership team along with the two Model Teacher/Instruction Coaches & the Core Integrationist. There will be a Model Teacher/Instructional Coach at both the elementary & secondary level. This teacher leader will spend half of his/her time in a shared classroom as a model teacher for others to observe or co-teach, & the other half of the teacher leader's time will be spent in an instructional coach role in which he/she will observe & coach his/her peers. The Core Integrationist will work PK-12 in order to help teachers meet the Iowa Core standards. This structure allows the district to **promote collaboration & develop opportunities for ALL teachers to learn from each other**.

• **Share Expertise**

• When the TLC plan is fully implemented in the 2015-16 school year, we will fill 100% of the teacher leader roles identified in the ACSD TLC plan. Full implementation will provide **enhanced career opportunities** in a wide range of leadership levels ensuring that opportunities are available for all teachers. With dynamic teacher leaders, full implementation of this TLC plan will give **highly effective teachers opportunities to grow & share their expertise**.

• **Reward**

• In order for a teacher to be selected for a TLC position, they must apply using our locally generated selection process & demonstrate their ability to relate to adult learners. This process was developed with input from a diverse group of stakeholders including parents, teachers, administrators, employers, & students. Decisions were reached through consensus. Those exemplary teachers selected for a teacher leader role will be required to work extended time appropriate to the position but will be **rewarded** with appropriate compensation for their work in the leadership role.

• **Monitor/Evaluate**

• The Leadership team will meet quarterly to analyze a variety of MTSS formative & summative data such as student attendance data, office referral data, grade reporting data, common grade level assessments, universal screeners & implementation logs to ensure that the TLC plan contributes to improved teaching & learning, professional growth & **gains in**

student achievement.

- Iowa Assessments indicates that we are as a district 75.85% proficient in reading and 76.56% proficient in math. Our goal is to have 100% of our students proficient in reading and math & 100% of our students making growth annually in all content areas.

Currently ACSD has many positive programs in place to improve student achievement. Unfortunately, many of these are done in isolation. Our plan will help us align & strengthen existing initiatives in order for all programs to work cohesively to improve student achievement. Empowering teachers will be an integral piece in moving the system forward. We recognize that we currently have great teachers that have not been given the opportunity to lead positive change. This plan will provide them with the opportunity that will only increase the odds of preparing our students to be successful now & in the future.

Using Part 3 application narrative from Year 1?

Yes

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

We believe our plan connects to, supports and strengthens existing school improvement structures, processes, and initiatives already in place in the district. Many of our current initiatives such as the Gradual Release of Responsibility (GRR), the Mentoring and Induction Program, Personal Learning and Grade Level Teacher Teams (PLT/Data), and the push to use technology resources to strengthen instruction lack a few additional resources to maximize the potential of these efforts as identified in our last Comprehensive Site Visit Report in February 2012. This plan provides the necessary resources to address those concerns. It successfully outlines a path for ACSD to improve teacher collaboration, implement current professional development initiatives with fidelity, and foster an environment in which positive change can occur to improve student achievement.

The Site Visit team recommended the district explore innovative ways to provide collaborative time for our teaching staff. Collaboration is an integral part of the Iowa Professional Development Model and can be used to support implementation of professional development strategies, allow time for peer coaching and observations, and address individual teacher needs or concerns.

The TLC Plan will strengthen teacher collaboration with our current Mentoring Program by adding a **Lead Mentor**. The Lead Mentor will build a supporting environment for beginning educators and educators new to ACSD. With the additional resources and collaboration time committed to the Mentoring Program provided by the TLC Plan, we feel this will help recruit and retain quality teachers and help us reach our retention goal as indicated on the summary page.

Instructional Coaches/Model Teachers will have a flexible schedule in order to collaborate with teachers effectively. This position will provide teachers the additional resources and feedback they need to improve classroom instruction. Our plan is to have these teacher leaders trained in reflective conversations and adult learning styles in order to facilitate professional growth in each teacher's individual career development goals.

Currently in place in the district to foster collaboration are PLT and Grade Level teams that meet periodically with the goal of improving student achievement. These meetings have prompted great discussions among peers; however, they often lack the needed focus and leadership to sustain change. Our plan is to implement **PLT/Data Team Leaders** who facilitate conversations around the development of action plans focusing on student achievement to meet our 100% proficiency goal.

The Site Visit Report also identified inconsistencies in the understanding and implementation of research-based instructional strategies, specifically the GRR Framework. Our current data coincides with this finding:

- Only 43% of current staff members named the strategy, skill, or task in their focus lesson.
- Only 24% of staff members shared with their students the GRR strategy of how to check their work for accuracy.
- 65% of staff members used "I" statements during their focus lesson.

The GRR Framework has been adopted by the district to assist in the effort to differentiate instruction. Unfortunately, based on the above data, the GRR Framework has not been implemented with fidelity. Research shows that any instructional practice has to be implemented with at least 90% fidelity in order to accelerate student achievement. **Instructional Coaches/Model Teachers** will help us monitor implementation of the GRR initiative and provide timely feedback to our staff in order to help them improve their teaching. This will help the district reach the goal of 100% implementation of instructional strategies emphasized and taught during professional development with fidelity at least 90% of the time.

To further improve the curriculum, instruction, and assessment, **PLT/Data Team Leaders** will help guide the horizontal and vertical alignment of these components by leading discussions that focus on instructional practices, content, and formative and summative student assessment data. Empowering teacher leaders to facilitate these important conversations will be an integral piece in fully implementing the Iowa Core in instruction to improve student achievement as indicated on the summary page.

The Site Visit Report also suggested the district engage in conversations about how to integrate technology into courses to facilitate positive change. The district has invested a great deal of resources in implementing a 1:1 KUNO initiative at the 7-12 level and classroom iPads at the elementary level, as well as hiring a PK-12 Technology Integrationist. However, technology

alone is not going to improve student achievement. Through the implementation of the TLC Plan we envision greater teacher leadership that will complement our current technology resources. It is our belief that with implementation of our TLC Plan, classroom instruction will improve that will help us teach students the Iowa Core 21st Century Skills they need in order to be successful in a global society.

The TLC Plan provides the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the state and ACSD. This plan brings to life innovative ways that foster valuable collaboration by providing opportunities for teachers to focus on initiatives that make a difference in improving student achievement - implementing research-based practices and procedures that are data-driven to help meet students' learning needs. This plan will help provide the necessary resources to accelerate student achievement and foster positive change.

Using Part 4 application narrative from Year 1?

No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

ACSD will improve entry into the teaching profession for new teachers through our TLC Plan using the funding and well-defined teacher leadership roles to enhance our current Mentor and Induction Plan. Through analysis of the current Mentor and Induction Program, and staff surveys regarding its effectiveness, we have identified 3 goal areas for improvement.

1. To sanction collaboration time for mentor and mentees.
2. Create a rigorous selection process based on qualities of an effective mentor and ensure that mentors are trained in highly effective mentoring and coaching strategies.
3. Personalized professional development in order to get new teachers up to date on district initiatives .

Mentoring Goal 1

ACSD currently has a Lead Mentor, a Mentor and an Induction Plan that involves monthly meetings with mentors and mentees. The main objective for this meeting is to assist new staff in preparing a portfolio that will be sufficient in obtaining their professional license. Based upon our analysis of this current system, best practice research and teacher surveys we know that to meet Goal 1 of our improvement plan we needed to sanction time specifically for mentor/mentee collaboration. The TLC team will be responsible for creating a schedule that allows for 1-2 hours a week of sanctioned time for mentors to work with their mentees. This sanctioned time will improve our current mentoring and induction plan by providing time for new staff to focus on individual growth based on the Iowa Teaching Standards and rigorous mentor activities.

Mentoring Goal 2

The current mentor selection process is solely left to the building principal. This was usually based upon physical proximity, content area, or grade level. Evidence showed that this selection process was inadequate in pairing the best mentors with the mentees. The TLC process will allow for an application pool of teachers who want the opportunity to mentor. These candidates will have demonstrated success in working with adult learners, using research based instructional strategies, and strong interpersonal skills. The district selection committee will now select mentors. ACSD will continue to train mentors in working with adults and reflective conversations. It is our goal to build upon the current training to include additional research based strategies and also focus on each mentor's individual professional development.

Mentoring Goal 3

Currently all new teachers entering the profession are served by our mentoring plan but under the TLC model we will expand mentors to include those teachers that may not be new to the profession but are new to ACSD. We identified a gap in our professional development plans that new to the district teachers were not always familiar with our current district initiatives. Expanding the number of mentors will help ensure that these teachers receive the supports they need along with a mentor who can help them catch up on initiatives with which they may not be familiar. We will also expand the time allowed for mentors to work with mentees to ensure they are meeting 1-2 hours a week.

ACSD recognizes the need to be competitive in the starting salary for teachers; therefore, they already meet the minimum TLC requirement, but the TLC plan will allow us to compensate new teachers beyond the regular contract days. Our starting salary is \$35,928, this is a competitive starting salary, but we also know that it is important to compensate for work done above and beyond the contract day. New teacher survey data in ACSD showed that job satisfaction was high but areas identified for improvement were: collaboration time, and focus on individual professional development while being compensated fairly for their time.

ACSD's Mentor and Induction plan under the TLC system will have expanded roles for mentors. The TLC planning committee determined the following positions were needed if we were to meet our 3 goals.

•Lead Mentor

The Lead Mentor will be responsible for facilitating the district's mentoring and induction program. Support will be provided through continuous improvement and growth of the beginning educators and mentors to promote excellence in the Iowa Teaching Standards. The Lead Mentor will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD PD structure to accelerate student achievement. This position requires 5 extra contract days.

•Mentors to new teachers to the profession and new teachers to the district

The mentors will build a supporting environment for educators new to the profession and/or new to the ACSD. They will promote excellence in the Iowa Teaching Standards by facilitating continuous improvement opportunities. Mentors will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD's professional development structure to accelerate student achievement. This position requires 2 extra contract days.

The Lead Mentor and Mentors will be trained in Journey's To Excellence through the AEA, district provided professional reading and Mentor Planning session before each semester. The Lead Mentor will be tasked with conducting formative evaluation of the program.

The funding and well-defined teacher leadership roles will allow us to provide the Lead Mentor and Mentor/Mentee groups to observe each other's classrooms to promote effective collaboration centered on accelerating student achievement. For this observation experience to be truly effective, pre and post conversations must occur between the mentor and mentee. This plan allows that to happen on a consistent basis with sanctioned time for the mentor and mentee to collaborate.

Narrative

Using Part 5 application narrative from Year 1?

Yes

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The Albia Community School District's Teacher Leadership Compensation (TLC) Committee determined that the best option for the district at this time is a comparable plan, blending options 1 and 2 to strengthen current practices in the district, but at the same time, bringing new and innovative ideas that are needed to enhance the development of our students. The identified teacher leadership roles are the following:

•**Instructional Coach/Model teachers (one PK-6 and one 7-12)**

The Instructional Coach/Model Teachers will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD's professional development structures. These teachers will have a laser-like focus on the implementation of district initiatives in all classrooms for their respective levels. These teachers will be engaged in direct student instruction approximately 25% of the time either co-teaching with a peer or modeling quality instruction for all peers to observe and learn from in his/her model teacher role of the position. During the remaining 75% of the time, they will serve as an instructional coach to monitor the successful implementation of TLC initiatives. This position requires 15 extra contract days and will be reviewed annually.

•**Lead Mentor (one PK-12 teacher)**

The Lead Mentor will be responsible for facilitating the district's mentoring and induction program. Support will be provided through continuous improvement and growth of the beginning educators and mentors to promote excellence in the Iowa Teaching Standards. The Lead Mentor will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD's professional development structure to accelerate student achievement. This teacher will be engaged in direct student instruction approximately 90% of the time. This position requires 5 extra contract days.

•**Mentors (Mentoring Teachers New to the Profession - number will vary from year-to-year ranging from 0-5)**

A mentor will build a supporting environment for educators new to the profession and/or new to the ACSD. They will promote excellence in the Iowa Teaching Standards by facilitating continuous improvement opportunities. The mentor will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD's professional development structure to accelerate student achievement. These teachers will be engaged in direct student instruction approximately 95% of the time. This position requires 2 extra contract days.

•**Mentors (Mentoring Teachers New to the District - number will vary from year-to-year ranging from 0-5)**

A mentor will build a supporting environment for new educators to the ACSD. The mentor will assist the new teacher with operating policies and procedures within the building and/or district. The mentor will also assist in the delivery, training, implementation, and monitoring of the instructional elements of Albia's professional development structure to accelerate student achievement. These teachers will be engaged in direct student instruction approximately 95% of the time. This position requires 2 extra contract days.

•**Personal Learning Team (PLT) and Data Team Leaders - 15 teachers**

The PLT/Data Team Leader will assist in the delivery, training, implementation, and monitoring of the instructional elements of Albia's professional development structures. The PLT/Data Team leaders will be responsible for making sure that the school improvement plan is implemented with fidelity throughout the course of the year. Team leaders will facilitate the continuous improvement process model through analyzing student achievement data for the purpose of improving instruction and student learning. Ongoing communication and collaboration will take place between the PLT Leaders and the Instructional Coaches/Model Teachers and the Mentoring Teacher Leaders in order to support ongoing instructional improvement in all classrooms. This person is a full-time classroom instructor with 90% of the PLT/Data Team responsibilities to occur outside of the regular instructional day. This position requires 5 extra contract days and will be reviewed annually.

These various teacher leadership roles have been designated in our plan to address concerns identified in district's last Comprehensive School Improvement Site Visit Report dated February 20, 2012, and our Iowa Professional Development Plan Profile dated October 2013. Research shows that any instructional practice has to be implemented with at least 90% fidelity in order to be successful. Implementing an **Instructional Coach/Model Teacher** at the PK-6 and 7-12 grade levels will help us monitor implementation of professional development initiatives and provide timely feedback to our staff in order to help them improve their teaching.

New staff feedback over the past five years has indicated a need for improving our Mentor Programming. New teachers to the profession and the district have shared a need to have more collaboration with mentors and teacher leaders on district initiatives and best practices. Based on this data, the district added a new-teacher monthly meeting dedicated to bring new teachers to ACSD up-to-speed on district initiatives. Although we have seen some success with this approach, we acknowledge that this process can be improved. Our TLC Plan will strengthen our current Mentoring Program by adding a **Lead Mentor** to facilitate the entire program. The Lead Mentor will build a supporting environment for beginning educators and educators new to ACSD. Thus, the plan calls for having **Mentors for New Teachers to the Profession**, as well as, **Mentors for Veteran Teachers New to the District**. With the additional resources and collaboration time committed to the Mentoring Program provided by the TLC Plan, we feel this will help us tremendously in our efforts to recruit and retain quality teachers.

The 2012 Comprehension School Improvement Site Visit Report recommended the district explore innovative ways to provide collaborative time for our teaching staff. Collaboration is an integral part of the Iowa Professional Development Model and can be used to support implementation of professional development strategies, allow time for peer coaching and observations, and address individual teacher needs or concerns. This plan provides the needed resources for that to occur. **Instructional Coaches/Model Teachers** will have a flexible schedule in order to collaborate with teachers effectively. This position will provide teachers the additional resources they need to improve their classroom instruction. Also, the **Lead Mentor and Mentors** will have a flexible schedule in order to observe the teachers they are working with in order to help them improve their instruction. Real time collaboration and peer feedback is essential to improving instruction. Our plan is to have the **Instructional Coaches/Model Teachers and the Mentors** trained in reflective conversations and adult learning styles in order to facilitate professional growth in the each teacher's individual career development goals.

Currently the district has PLT and Grade Level teams meeting periodically with the goal of improving student achievement. These meetings have prompted great discussions among peers; however, these meetings often lack the needed focus and leadership to sustain change. Our plan is to implement **PLT/Data Team Leaders** who help facilitate conversations in order to develop action plans to move the system from good to great. These **PLT/Data Team Leaders** will provide horizontal and vertical alignment in our professional development plan. These positions are crucial to the success of our entire plan. Empowering teacher leaders in these positions will be an integral piece in moving the system forward. We recognize that we currently have great teachers that have not been given the opportunity to lead positive change. This plan will provide them with this opportunity that will only increase the odds of preparing our students to be successful now and in the future.

These identified leadership roles will encompass approximately 23%-27% of our current staff. We believe these leadership roles will fit together in a more comprehensive approach to school improvement than our current system. Currently, we have multiple leadership teams meeting in isolation with no real connection to each other. Sporadic improvement can be seen in the system, however, this improvement does not occur with fidelity in all areas and does not promote overall systemic improvement.

To promote unification and consistency, these teacher leaders and the administration will form a comprehensive district leadership team that will meet monthly to work together in a collaborative nature to promote an on-going continual approach to school improvement. The process will be a dynamic data-driven process that will analyze the following data: walk through observations, common formative assessment, student and staff surveys, universal screening information, student attendance, BRI, etc. We believe this will be an improvement in current practice of only meeting once in June to review data and make a plan for the upcoming year. One of the major goals of this plan is to streamline our current system into purposeful actions to mold a common philosophy and one common goal. This plan will help the district accomplish this goal by having the teacher leaders and administration meet purposefully and collaborate on a regular basis to analyze on-time, dynamic, meaningful information to drive "on-time, on-demand" improvement based on real data.

District and state reports such as the Superintendent's Annual Report and the C-Plan will no longer be completed in isolation that has no connection to one another. They will be streamlined and become a living breathing document that will guide on-going practices. This will create a system of continual analysis and reflection to implement change as needed to improve

student achievement and instructional practices. We will be working “smarter not harder”. All committee work will be functioning of a singular action plan. The communication reports to our stakeholders will be more meaningful, thus making the school district more transparent to all stakeholders.

Currently the district has PLT and Grade Level teams meeting periodically with the goal of improving student achievement.

These meetings have prompted great discussions among peers; however, these meetings often lack the needed focus and leadership to sustain change. Our plan is to implement **PLT/Data Team leaders** who help facilitate conversations in order to develop action plans to move the system from good to great.

These **PLT/Data Team Leaders** will provide horizontal and vertical alignment in our professional development plan. These positions are crucial to the success of our entire plan. Empowering teacher leaders in these positions will be an integral piece in moving the system forward. We recognize that we currently have great teachers that have not been given the opportunity to lead positive change. This plan will provide them with this opportunity that will only increase the odds of preparing our students to be successful now and in the future.

Using Part 6 application narrative from Year 1?

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

STATEMENT OF PURPOSE: In the ACSD we expect that good teachers meet, and aspire to exceed, the Iowa Teaching Standards. In addition, we expect that our teacher leaders will....

- Foster a collaborative culture with colleagues
- Use research and data to guide teacher and student learning
- Facilitate improvements in teaching and learning through coaching and mentoring
- Promote professional learning for continuous improvement
- Have a strong drive to improve student success
- Model effective teaching and leadership practices
- See themselves as lifelong learners in the profession and approach colleagues as co-learners
- Have the ability to foster leadership skills in colleagues

ACSD recognizes the importance of (1) of additional coaching and mentoring for new teachers (and for teachers new to the district), (2) involving approximately 25% of the staff in differentiated, multiple and meaningful leadership roles (Instructional Coach/Model Teachers, Mentors and Grade Level/PLC/Data Team leaders), and (3) professional development to insure full implementation of research based practices to improve teacher effectiveness and student learning.

SITE BASED COUNCIL MAKE-UP: Site-based councils will be used to screen applicants, conduct interviews, and recommend candidates to the superintendent and ensure that the selection process is transparent and to foster trust among all stakeholders. Teachers who will be part of the site-based review councils will be nominated by their peers. Those teachers nominated for the site-based council will become part of a pool and council members will be drawn from the pool. The two site-based review councils (Pre-K-6, 7-12) that select coaches, the Lead Mentor and PLC/Data Team Leaders will be made up of 4 teachers and 4 administrators and the councils selecting Mentors will have 2 teachers and 2 administrators.

SELECTION PROCESS:

The ACSD's TLC selection process will be transparent, equitable and rigorous in order to select the best candidate for each position. All teachers who meet the criteria identified for each teacher leadership role will have the opportunity to apply regardless of current assignment. Candidates for teacher leadership positions must be excellent teachers, demonstrate a drive for professional growth, and have experience in leadership positions. Applicants should have a minimum of 3 years in the profession and 1 year in the district. Job descriptions and openings will be posted in the approved manner.

Screening Tools: Candidates will:

1. Provide a letter of application and resume
2. Provide artifacts illustrating evidence of high quality instruction, leadership and professional growth, examples include a videotape of classroom instruction, evidence of facilitating a school committee or leading professional development.
3. Respond to short essay prompts, designed to elicit understanding of the coaching role, evidence of lifelong learning, leadership experience, etc.
4. Other tools deemed necessary to validate the qualifications of the candidate.

With this screening information, a rubric will be used to select candidates for interviews.

Interview: The interview and selection process will be modeled after "The Turnaround Teacher Selection Toolkit" (www.publicimpact.com/publications) which focuses on the 5 competencies of Achievement, Impact & Influence, Initiative & Persistence, Team Work, Belief in Learning Potential. Existing standards such as teacherleaderstandards.org will be also be used to guide the selection of appropriate screening measures .

Post Interview: The selection committee(s) will evaluate the interviewees using a rubric, choose the most qualified candidate(s), and submit names of candidates to the superintendent for approval.

If a suitable candidate is not found for a position, the selection committee reserves the right to not fill that position and/or recommend other adjustments so that the appropriate teacher leadership is in place.

TEACHER LEADER SUPPORT: Starting in Year 1, the district will have in place professional development for coaches, mentors and PLC leaders. ACSD will utilize DE and AEA resources for Teacher Leadership PD. We will request assistance in learning how the change process works, how adults learn, facilitating conferences/meeting, the coaching process, utilizing data to inform decisions and other topics recommended by the teacher leaders.

TEACHER LEADER GROWTH: Each teacher leader will have an individual growth and evaluation plan, which will be separate

from their evaluation of “regular” classroom duties/performance. Since these are one year appointments, teacher leaders will meet with their direct supervisor at least twice in the first 3 quarters of the school year in order to set goals, review progress, etc. Tools used in teacher leadership formative assessment will be based on individual growth plan, observations, surveys, rubrics, notes taken during post-observation conferences, evidence of peer coaching with other teacher leaders, agendas and notes from PLC/Data Team meetings, and/or action plans. Information gathered during formative observations, conferences with supervisors, outcomes of PD activities and other tools will be used to determine teacher effectiveness and professional growth. The overall goal is to drive improvement of individual teacher leader performance AND student learning.

Narrative

Using Part 7 application narrative from Year 1?

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Our plan distributes leadership among all staff and facilitated through the various TLC roles. This establishes shared responsibility of implementing and aligning to the IPDM. All teachers will have a role in collecting/analyzing data, using data to establish goals and make appropriate adjustments to the PD content. These responsibilities will help ensure that our PD plan meets the needs of our staff to strengthen instruction and accelerate student achievement. The district's teacher leadership roles will compliment and create significant contributions for each of the four Operating Principles.

FOCUS ON CURRICULUM, INSTRUCTION, & ASSESSMENT:

For our PD efforts to be most effective, alignment of instruction, curriculum, and assessment will be a top priority for our TLC team. Our plan will facilitate important collaboration among all staff to analyze alignment of curriculum instruction and address the gaps/repetitions in order to improve student achievement. The TLC structure will ensure a higher level of implementing best practices taught in PD into classroom instruction. All teachers will have a role in monitoring their curriculum through the use of Plan Book. Implementation of the Iowa Core will be monitored by the **Instructional Coach/Model Teachers(ICs) & Data Team Leaders (DTLs)** to identify gaps/repetitions.

The **ICs & DTLs** will be tasked with different aspects of PD delivery in order to improve/ align instruction. The **ICs** will focus on design/delivery theory, model lessons, share relevant best practice data, co-teach and plan lessons. They observe (in a non-evaluative role) and provide individualized guidance to teachers to improve instruction. **DTLs** will facilitate discussion among team members about best practice and help determine next steps in the delivery of instruction. They will establish team goals/areas of improvement, while providing an arena for peer coaching & practice.

The **ICs** will work with the curriculum director to identify and model alignment between assessment and the core. The **DTLs** will develop and analyze common formative assessments at each level and will also monitor proficiency/individual student growth.

Mentors will support their mentees in the alignment of curriculum, instruction, and assessment through assisting in the delivery, training, implementation, and monitoring of mentee and student learning. They will provide the extra supports needed to ensure that new teachers are familiar with the current initiatives and comfortable in implementing them into their classroom instruction.

PARTICIPATIVE DECISION MAKING:

Collective action requires a process that engages teachers in decision making for PD and district goals. Our plan will involve teachers in every aspect of selecting, designing and delivering PD. Teachers will work in their DTs to thoroughly analyze student achievement data and use those results to identify specific instructional targets. DT meetings will strongly emphasize collaboration and theory. The **DTL** will facilitate this experience and provide support and resources. They will also bring their specific group's needs to light when planning PD and advocate for those needs on the Leadership Team.

The **Lead Mentor (LM)** will conference will all **Mentors** to identify common training needs. **Mentors** will express their needs and the needs of their mentees. The **LM** will survey all Mentors and Mentees on ways to enhance and improve their skill sets.

The **Albia Leadership Team (ALT)** is composed of both ICs, Lead Mentor, 2 DTLs and administrators. This team will identify needs at the building and district level based upon input from DT Leaders, implementation data, achievement data, and staff feedback. Staff feedback will be collected in a variety of ways including surveys and Tickets Out. The **ALT** will be in charge of planning, facilitating, monitoring implementation, and analyzing PD while staying focused on the district goals using the IPDM.

LEADERSHIP:

Ensuring that all teachers are engaged in our PD efforts demands strong leadership. Our plan creates an avenue for leaders to emerge who will provide a balance of *pressure and supports* to sustain the PD. The **ICs** will provide resources and guidance to all staff and work with individuals or DTs to identify PD needs and ensure PD efforts are a priority. This leader will help set PD goals, assist in selecting best instructional practices and facilitate PD.

DTL's will assign roles among team members to collectively meet their goals and ensure that all team members are engaged.

This will distribute leadership throughout the district in a way that is both persuasive, and intense enough to keep PD efforts a priority.

Administration and teacher leaders will work together to provide the right balance of support and pressure to sustain PD efforts.

Teacher leaders will be involved in aligning PD to the IPDM. **The LM & Mentors** will work with the administration to help facilitate and guide the Mentoring program.

The **ALT**, Administration, and TQC will work closely together to ensure the appropriate funding levels are allocated to PD efforts.

SIMULTANEITY:

To accomplish student achievement gains, focusing on new content is the priority but simultaneously issues of context and process may also need to be addressed. The **ALT** will monitor the implementation of district initiatives at least annually. The team will conduct a Summative Program Review using all data sources to identify efforts that are effective and those that are not. The team will eliminate or decrease programs and initiatives that are not yielding desired results. By following our plan **ALL** teachers will have ownership in monitoring and ensuring that PD, mentoring induction, and observations build upon each other in a way that supports all student achievement.

Using Part 8 application narrative from Year 1?

Yes

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Albia Community School District (ACSD) has a plan to monitor and measure the impact and effectiveness of the TLC Plan. Adjustments will and should occur over time based on data collected annually centering around implementation.

In order to increase the success of the TLC Plan, the teacher leaders chosen for these positions will be provided training and in-service opportunities by the state, GPAEA, and the district. Upon confirmation of the TLC grant, we will immediately begin the selection process allowing teachers ample time to create an individualized action plan that addresses specific needs and skills associated with the various teacher leadership roles. These trainings should provide the teacher leaders the necessary resources needed to be successful in their new positions.

Even though we are confident that the rigorous selection process and teacher leader trainings will make the overall plan a success, it is not a guarantee. The plan will have to be monitored and measured accurately to determine its effectiveness. Selected data will be gathered in an efficient manner in order to determine if the following goals are met:

Goal 1: 100% of students will met their growth targets for Literacy.

Baseline data will be gathered this spring and will be used to determine growth targets for the 2014-2015 school year.

Goal 2: 100% of students will met their growth targets for Mathematics.

Baseline data will be gathered this spring and will be used to determine growth targets for the 2014-2015 school year.

Goal 3: 100% of the staff will be fully implementing the Iowa Core (IC).

Currently, analysis gap data illustrates a gap between intended IC instruction and enacted IC instruction. This curriculum/instruction gap will be monitored quarterly by submitted lesson plan information, software curriculum program, and classroom observation data.

Goal 4: 100% of the staff will implement instructional strategies emphasized and taught during professional development with fidelity at least 90% of the time.

Reaching this goal will be determined by analyzing walk-thru data, implementation logs, lesson plans, and Instructional Coach/Model Teacher observational data. Professional development will be monitored through electronic staff surveys and staff ticket-in/ticket-out surveys to ensure that staff development agendas are created that best addresses the current instructional needs of all teachers.

Goal 5 - 100% of new staff who demonstrate competency and growth will be retained the following year.

To reach this goal, a quality Mentoring Program must be in place. The Mentoring Program will be monitored monthly to determine the needs of the staff participating in the initiative. Mentors will be provided time (twice a month) to observe their mentee teaching to determine a needs-analysis and promote collaboration in the partnership to strengthen their mentee's instructional capacity. The Lead Mentor will be provided two days a month to help monitor the overall program and determine next best steps. This real-time data and collaboration time will help meet all new teachers' ongoing and changing needs throughout the school year. The ultimate goal is to create a system where teachers feel supported and grow professionally so they remain in the district and stay in the profession to meet the needs of our students.

Goal 6 - 100% of Teacher Leaders will be successful in their new roles.

The effectiveness of the selection process will be monitored through the evaluations of the teachers selected in the leadership roles and through a 360 degree peer review process. Data such as teacher and student surveys will be structured to measure the climate and culture of classroom instruction so trust and morale will remain vibrant and strong. It is the intent of the plan to reward good teachers and to strengthen the profession.

The Innovation Adoption Model (Rogers) suggests that approximately 50% of any teaching staff embraces and implements the initiative in the first year. With this research in mind, it will be important for the Instructional Coaches/Model Teachers to visit 100% of the classrooms in the district during the first two months of the school year in order to increase the odds of the plan being implemented with success. Since this program will be new, there will be a steep learning curve for everyone so

collaboration will be a major point of emphasis in order to ease the transition for all staff.

Expectations will be high for our Personal Learning Team Leaders/Data Team Leaders and Mentors. During the first year, 50% of the teachers will identify working with a PLT/Data Team Leader as one of their annual professional development goals; this will increase to 75% the second year. The PLT/Data Team Leaders and Mentors will also be encouraged to work together as time will be provided to them once a month to engage in reflective conversations with their peers in their respective leadership positions.

The district will design a rubric for all the teacher leaders to monitor their impact and effectiveness in order to improve performance. The expectation will be that all teacher leaders will score at a "high" level on rubrics designed to look at the effectiveness of coaching, mentoring, and team leadership development. Self-assessments as well as data collected from peers/teachers/mentees will be included.

All the data that will be collected to help the district monitor the entire teacher leadership program and provide clear direction in order to make the appropriate adjustments over time. It is not out of the question that the program could expand in the future to the non-certified staff to further help move the entire system forward. The program will definitely be data-driven in order to have a dynamic, ever-changing teacher leadership program that is meeting the needs of all ACSD stakeholders.

Using Part 9 application narrative from Year 1?

Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The Albia Community School District (ACSD) is confident that the capacity currently exists to implement the TLC Plan and sustain it over time. The district has established many current practices and has existing resources that will help the TLC plan be successful. The administration, teaching staff, and the Board will work together to implement the plan according to the vision set forth by the TLC Planning committee.

Because the plan was collaboratively created by many stakeholders, it has initial buy-in. However, we realize implementing the plan will be a second-order change for many. When second-order change occurs, research states that four responsibilities of leaders can be negatively impacted. They are: Culture, Communication, Order, and Input (Marzano, 2003). It is important to understand that effective school leaders actively combat these leadership responsibilities by consciously increasing communication, collaboration, and getting input to promote a positive culture. The district plans on doing this with a practice that is already in place – facilitating monthly meetings with a Labor Management Committee (LMC).

The LMC concept was initiated by the district ten years ago. The district's LMC consists of 5 administrators and 5 teachers that meet monthly to maintain and improve a positive working relationship for all staff. The goal is to be proactive in identifying areas of concern and discovering workable, "Win-Win" solutions. The LMC meetings will complement the implementation of the TLC Plan. Specifically, the LMC will accomplish these things to ensure the TLC plan is effective and sustainable over time:

- Discussions will be held relating to the TLC Plan to help identify the challenges and potential solutions annually.
- A gap-analysis will occur in order to determine where the district is and where it needs to be in terms of successfully implementing and sustaining the TLC Plan.
- Protocols will be used that will allow for input regarding the TLC Plan.
- Teachers and administrators will communicate ideals and beliefs related to the TLC Plan in conversations that ensure practices are aligned with agreed-upon purposes, goals, and understandings of the TLC Program.

Lines of communication will remain open by teachers communicating through their PLT/Grade Level Teams. These leaders, in turn, will communicate to the building-level representatives of the LMC. Correspondence will be taken during meetings and distributed throughout the system in order to keep everyone on the same page as the TLC Plan is implemented. The LMC will help the district model "we are in this together" attitude. Input from staff will be actively sought after in order to move from "buy-in" to "ownership" as documentation will indicate issues were raised and addressed in a timely manner. The transparency of the LMC process will create a consistent, uniform message that will help staff understand the TLC Plan. It will be the responsibility of the superintendent to ensure the LMC process continues to be implemented in the district and addresses the TLC Plan. From there, it is a joint-responsibility of everyone on the LMC to ensure the TLC Plan recommendations made by the LMC are acted upon.

Another factor that ensures the success and sustainability of the TLC Plan are the many components already in place. Two major components are the mentoring program and Personal Learning/Data Teams. These components are not new to staff. These programs need to be strengthened and the TLC Plan provides the resources to accomplish that. Only the Instructional Coach/Model Teacher position is new so that is the area on which the LMC work will place most of their attention.

Another key component in assuring the success of the TLC Plan and sustaining it over time is the plan we have in place to effectively monitor the attainment of our goals. As stated in Part 8, this involves data collection by administrators and teachers. They will collect and analyze data on student achievement in literacy, math, implementation of the Iowa Core and instructional strategies, beginning teacher competency and growth, and the effectiveness of teacher leaders. This data will include peer and self-evaluations, rubric data addressing program quality, implementation log data, lesson plans, walk-thru data, curriculum software program data, professional development survey data, formative and summative student assessment data, and student and staff surveys. The data will be shared with the District Leadership Team, Citizens' Advisory/School Improvement Team, and the Board of Education thereby assuring transparency, rationale for improvement, and the overall success of the TLC Plan. Of course, confidential evaluative information would not be shared, but used for analysis, self-reflection, and personal goal-setting.

The final factor that increases chances for the success of the TLC Plan, both now and in the future, is our high retention rate for leaders and administrators in the district. Everyone associated with the district understands that decisions are made in the best interest of students and this concept will never go away. The TLC plan is in the best interest of students, so it will be a part of

the district for many years.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	1182.64
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$365,222.88
Total Allocation	\$365,222.88

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$261,800.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$70,950.00
Amount used to provide professional development related to the leadership pathways.	\$25,700.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$358,450.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$358,450.00

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$6,772.88

Budget Alignment

Using Part 10 application narrative from Year 1? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

TLC funding will provide the necessary resources to **connect, support and strengthen existing school improvement structures, processes, and initiatives at ACSD**. Our current initiatives such as the Gradual Release of Responsibility, Mentoring and Induction Program, PLT/Data Teams, and the push to use technology resources to enhance instruction would be strengthened with additional resources. The funding will help the district move **from** a process that occurs loosely **to** a **structured program** which will provide the needed **compensation** for teacher leader positions, **training and support**, and a **consistent process** to analyze student achievement data. **It successfully outlines a path for ACSD to improve teacher collaboration, implement PD initiatives with fidelity, and foster an environment in which positive change can occur to improve student achievement.**

We carefully calculated a budget that is linked to accomplishing the TLC goals. All 5 of our goals referenced in the Abstract focus on increasing student achievement through improved instruction; consequently, **our budget is 100% aligned to our mission and vision.**

TLC Cost Model

Instructional Coach/Model Teacher/Core Integrationist

Position	# of Teachers	# of Extra Days	Suppl Amt	Total Salary Exp	Replacement Exp	PD Exp	Total Exp
Elementary Level	1	15	\$10,000	\$78,900		\$3,000	\$91,900
Secondary Level	1	15	\$10,000	\$78,900		\$3,000	\$91,900
PK-12 Core Integrationist	1	7	\$5,000		\$38,500	\$3,000	\$46,500
Total Exp for Instructional Coach/Model Teacher/Core Integrationist							\$230,300

The ACSD TLC Plan will employ two **Instructional Coach/Model Teachers** (one at the elementary level and one at the secondary level) and 1 PK-12 Core Integrationist. They will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD's PD structures. These teachers will have a laser-like focus on the implementation of district initiatives in all classrooms for their respective levels.

Mentoring and Induction Program

Position	# of Teachers	#of Extra Days	Suppl Amt	Total Salary Exp	Replacement Exp	PD Exp	Total Exp
Lead Mentor	1	5	\$5,000	\$0	\$4,975	\$2,500	\$12,475
Mentors (New to Profession)	3	2	\$6,000	\$0	\$4,975	\$4,200	\$15,175
Mentors (New to District)	3	2	\$3,000	\$0	\$2,500	\$3,500	\$9,000
Total Exp for Mentoring & Induction							\$36,650

The ACSD TLC Plan estimates that there will be a need to hire 3 new (initial to the profession) teachers and 3 new experienced

teachers. The Lead Mentor will be responsible for facilitating the district's Mentoring and Induction program. Support will be provided through continuous improvement and growth of the beginning educators and mentors to promote excellence in the Iowa Teaching Standards. The Lead Mentor will assist in the delivery, training, implementation, and monitoring of the instructional elements of ACSD's PD structure to accelerate student achievement.

Mentors (Mentoring Teachers New to the Profession) will build a supporting environment for educators new to the profession. They will promote excellence in the Iowa Teaching Standards by facilitating continuous improvement opportunities.

Mentors (Mentoring Teachers New to the District) will build a supporting environment for new educators to the ACSD. The mentor will assist the new teacher with operating policies, procedures and research-based best practices within the building and/or district.

Personal Learning Team (PLT)/Data Team (DT) Leaders

Position	# of Teachers	# Of Extra Days	Suppl Amt	Total Salary Exp	Replacement Exp	PD Exp	Total Exp
PLT/DT Leader	13	5	\$65,000	\$0	\$20,000	\$6,500	\$91,500
Total Expense for PLT/DT Leaders							\$91,500

The PLT/DT Leader will assist in the delivery, training, implementation, and monitoring of the instructional elements of Albia's PD structures. They will be responsible for making sure that the school improvement plan is implemented with fidelity throughout the course of the year. They will also facilitate the continuous improvement process model through analyzing student achievement data for the purpose of improving instruction and student learning. Ongoing communication and collaboration will take place between the PLT/DT Leaders and the Instructional Coaches/Model Teachers and the Mentoring Teacher Leaders in order to support ongoing instructional improvement in all classrooms.

Summary:

The TLC budget is a combination of compensating teacher leaders with stipends/salary, replacing these leaders in the classroom, & providing PD resources to improve their skills. This budget clearly reflects how the designated budget will be used to support ACSD's Theory of Action as stated in the Abstract.

One of the five "must haves" of the ACSD TLC Plan is to ensure all full-time teachers have a minimum salary of \$33,500. Currently, ACSD offers full time teachers a minimum of \$35,928, which is calculated by using the ACSD base salary of \$30,979 & \$4,949 in TSS to reach \$35,928.

The budget outlines the plan investing in the ACSD TLC programming and opportunities for 25% (27/92) of the teacher workforce. ACSD's budget total is \$358,450.00 generated by our 2013-2014 certified enrollment of 1119.5 students. ACSD will utilize the allocated funds to create a high impact focus on the power of teachers in leadership roles. We believe the funds will be spent to the maximum benefit of our system & to help us fulfill our Theory of Action.



Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes