



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

138503 - Algona and LuVerne CSDs joint application for Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/02/2015 3:22 PM

Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Algona Community School District

Organization Type: K-12 Education

DUNS: 00-699-8173

Organization Website: algona.k12.ia.us

Address: 600 South Hale St.
City: Algona **State/Province:** Iowa **Postal Code/Zip:** 50511
Phone: 515-295-3528 **Ext.:**
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Marty Fonley
Title Superintendent
Organization Algona Community School District

If you are an individual, please provide your First and Last Name.

Address 600 S. Hale St.

City/State/Zip* Algona Iowa 50511
City State Zip

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Marty Fonley

Title

Organization

Address

City/State/Zip Iowa
City State Zip

Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal **Statewide**

Congressional District(s) Involved or Affected by this Proposal **Statewide**

Congressional Map

Iowa Senate District(s) Involved or Affected by this Proposal **Statewide**

District Map

Iowa House District(s) Involved or Affected by this Proposal **Statewide**

District Map

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

Positions are open to all employees in the district.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification.

Marty Fonley

Title of Person Submitting Certification

Superintendent

Recipient Information

District **Algona Community School District**

Use the drop-down menu to select the district name.

County-District Number **55-0126**

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent **Marty Fonley**

Telephone Number **515-295-3528**

E-mail Address **mfonley@algona.k12.ia.us**

Street Address **600 S. Hale St.**

City **Algona**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50511**

TLC Application Contact

Honorific

Name of TLC Contact **Marty Fonley**

Telephone Number **515-295-3528**

E-mail Address **mfonley@algona.k12.ia.us**

Street Address **600 S. Hale St.**

City **Algona**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50511**

Demographic Profile

October 2014 Certified Enrollment **1471**

October 2014 Free/ Reduced Lunch % **35**

AEA Number **8**

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

TLC Model Number **Model 3 Comparable Plan**

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)

Abstract - Summary

The Algona Community School District and LuVerne Community School District have a shared vision to meet the needs of all learners while preparing students to compete in an ever-changing world. The values behind this include, Safe and Caring Environment, Data Driven Decisions, Visionary Leadership, Open Communication, and Teamwork.

Teachers have served as mentors, PLC leaders, department chairs, and curriculum developers. Leadership from teachers is not new. Algona works to promote learning and leading. The teacher leaders program will take this to the next level and have teachers in a position to coach and support teachers with a climate of trust and collaboration to help all learners work toward success.

This proposal is a result of the Teachers Leadership Committee meeting for two years. The committee consisted of 12 members - parents, teachers, administrators. This Teacher Leadership program gives an opportunity for 42 teachers to enhance our district. These positions range from extra duties to full release from the classroom.

Algona/LuVerne currently serves 1471.6 students in six school buildings. Instructional coaches will now be available to all staff from PK-12. These coaches will be divided up into two full time positions (elementary) and two 3/4 time positions (fifth grade through twelfth grade).

Our Instructional Coaches will work directly with all staff to research and develop processes and structures to support teacher growth and reflective practices through the use of data to promote student learning. They will assist teacher implementation of the Iowa Professional Development Model with the use of research-based strategies, interdisciplinary teaching opportunities, STEM activities, demonstration of lessons, engagement in co-teaching, observation, and feedback. The promotion of quality instructional practices that address diversity and equity and improve classroom rigor and relevance along with providing support in aligning classroom instruction and assessments will take place through planning and facilitating professional learning, conversations, positive team interactions, coordinating the Iowa Core across the district and reporting to all those involved.

Two Behavior Strategists will lead and coordinate the activities of the behavior committees. One committee will be for lower elementary, while the other committee will be for the upper elementary. They will complete observations of students and teachers as needed to assist the committee in making recommendations to help students become successful. They will consult with teachers in behavioral management strategies and implementation of the behavior plans to meet the needs of the student along with providing support and follow up to evaluate the behavior plan.

All members of the staff participate in a PLC team. The role of the twenty PLC/Data Leaders includes leading their team in aligning assessments to Iowa Core, facilitating PLCs to identify student learning needs, leading conversations to engage peers in analyzing and using data to strengthen instruction and enhance student achievement, communicating with all those involved, assisting in planning professional development, and collaborating with administrators, teacher-leaders and teachers to develop and prioritize interventions based on data analysis.

All new teachers to the districts will receive a Mentor. The mentor has a role to advise new teachers about instruction, technology, curriculum procedures, practices, and the school culture along with community resources, serve as a liaison between mentees and district personnel, as well as being a role model and there for emotional support. These are specific areas of support included: demonstration teaching, lesson and unit planning; analysis of student work; cooperative assessment of instructional practice; and facilitating collaboration among new teachers.

The final opportunity to become a teacher leader is on the TLC Review Committee. This committee will consist of teachers and administrators that work to accept and review applications submitted for TLC positions. They will meet four times a year to monitor and adjust program activities and determine the impact and effectiveness of the TLC plan.

These teacher leader positions were the result of many conversations, a survey to all staff about current needs, and the overall look at what students need to be successful. Algona and LuVerne value continued learning to meet new goals set in the ever changing definition of a teacher. The TLC program is just one more advantage given to our students and staff in accomplishing those goals.

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

TLC Model Number

Narrative

Using Part 1 application narrative from previous application? **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).

Part 1

The Algona and Luverne Community School Districts have a vision to meet the needs of all learners while preparing students to compete in an ever-changing world. The values behind this include Safe and Caring Environment, Data Driven Decisions, Visionary Leadership, Open Communication, and Teamwork.

Teachers have served as PLC leaders, department chairs, team leaders, and curriculum developers. The leadership from teachers is not new. The two districts work to promote learning and leading. The TLC program will take this to the next level and have teachers in a position to coach and support teachers with a climate of trust and collaboration to help all learners work toward success.

We started the process with applying for the TLC planning grant funds. This provided \$14,987 to Algona and just over \$5,000 to LuVerne to plan and create a collaborative TLC structure. The funds were used to provide additional pay to individuals leading different parts of the application. The funding was allocated to staff in the form of hourly compensation for the time spent.

The planning process began in February of 2013 when Superintendent Marty Fonley presented staff with an email to see if people were interested in forming a committee and applying for the TLC grant. The following committee members representing both districts were approved:

Marty Fonley - Superintendent
Shari Crouch - Elementary Teacher
Cari Connick - Special Education Teacher
Brian Connick - High School Teacher
Tracy Carlson - Special Education Teacher
Heidi Kelley - Elementary Title One Teacher/Association President
Amy Welp - Elementary Teacher
James Rotert - Middle School Principal
Holly Waltz - Middle School Teacher
Chris Doerning - Elementary Teacher
Missy Kriepps - Elementary Teacher
Jon Hueser - Superintendent
Bruce Knudsen - School Board Member
Justin Davis - Parent
Jason Helmers - Parent
Angela Kelley - Parent
Karilyn Claude - Community Member

Our TLC committee decided to give staff members a survey to determine the needs of the staff. When data from the surveys was compiled it was determined that behavior, curriculum, data, professional development, and instructional coaches were all areas the staff felt needed to be developed/addressed through the grant process. By giving these surveys, we were able to focus the needs of the stakeholders. It also gave the teachers a voice as to their needs and their desires when it came to the TLC grant.

Over the next year we met once a month to decide what teacher leadership positions we wanted to create and then wrote the job descriptions, budget, and other grant related items. TLC meetings were facilitated by Shari Crouch, Holly Waltz, and our superintendent, Marty Fonley. We also appointed Shari Crouch as the notekeeper. All notes were kept on Google docs so members that were not present could keep up on the process and provide input if necessary. After researching job descriptions of other schools we held numerous discussions and eventually the committee

created 42 teacher-leader positions which reflected the teacher survey results.

Instructional Coach - 4 positions

Behavior Strategist - 2 positions

Mentor Teacher - 10 positions (varies based on number of new staff)

PLC/Data Leader - 20 positions

TLC Review Committee - 6 positions

The commitment of the group was to succeed in working toward meeting the needs of the students in the districts.

The survey results led to discussions about district needs, possible positions, job descriptions, and a budget focused on creating impactful leadership positions that will meet the needs of students and staff in the district.

Administrators, teachers, parents and community (School Improvement Advisory Committee) were all included in the original TLC planning committee and in reviews of the plan. All stakeholders gave input through the survey. The plan was shared with all and feedback was given. The concept of teachers taking on leadership roles was met with overall enthusiasm. "The extra roles will really help the district," Pete Waltz, Science Teacher. Concerns expressed related to losing the "best" teachers from the classroom, the ability for a teacher to return to the classroom if they did not enjoy being an instructional coach and the potential for class sizes to increase. Responses to concerns included the opportunity for those seen as the "best" to impact more students, contract language that would allow the return of teachers to the classroom if they did not enjoy the role of instructional and explanation that the funds related to TLC were not meant to supplant funds already utilized for classroom instruction, so if class sizes ever do increase it will be a result of general fund budget issues and not TLC.

Narrative

Using Part 2 application narrative from previous submission? **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.

Part 2 - Vision & Goals

Vision: The Algona and Luverne Community School Districts have a vision to meet the needs of all learners while preparing students to compete in an ever-changing world. The values behind this include Safe and Caring Environment, Data Driven Decisions, Visionary Leadership, Open Communication, and Teamwork.

Goals:

1. Improve student achievement by strengthening instruction in core areas.

Long-term measures:

1. 100% of students will be proficient based on Iowa Testing Data.
2. 100% of freshmen will pass all required courses.

- Four instructional coach positions will help implement research-based practices in the classroom.
- Twenty PLC/Data Leaders facilitate PLCs in deeper understanding of the Iowa Core and develop and align common assessments.
- Two Behavior Strategist positions will help problem solve behavior and provide support.

2. Attract able new teachers by offering competitive starting salaries and providing mentor support.

Long-term measures:

1. Applicant pool is sufficient for all open positions.
2. All new teachers hired transition from initial to standard license in two years.

- Teachers will have a base salary above \$33,500.
- Each new or new to the district teacher will be assigned a mentor to assist with acclimation to the district and instructional practices.

3. Retain effective teachers by providing enhanced career opportunities.

Long-term measures:

1. 100% of teachers will continue with the district from year to year excluding those who leave due to retirement or change of family status.
2. All Teacher Leader positions are filled with highly qualified applicants.

- Forty-two teachers (over 40%) will fill the leadership positions of Instructional Coaches, Behavior Strategist, PLC/Data Leaders, Mentor Teachers, and TLC Review Committee including extra days, responsibilities, and compensation.

4. Promote collaboration by developing and supporting opportunities for our teachers to learn about and observe effective instructional practices in a supportive peer relationship.

Long-term measures:

1. 100% of students will be proficient based on Iowa Testing Data.
2. 100% of freshmen will pass all required courses.

- Twenty PLC/Data Leader positions will lead their PLC group with identifying areas of focus for instruction and assisting with data interpretation.
- Money has been budgeted for substitute pay to allow teachers to visit and collaborate with other districts.

5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Long-term measures:

1. All Teacher Leader positions are filled with highly qualified applicants.

2. High Teacher Leader retention.

- Forty-two teachers (over 40%) will fill the leadership positions of Instructional Coaches, Behavior Strategist, PLC/Data Leaders, Mentor Teachers, and TLC Review Committee including extra days, responsibilities, and compensation.

Using Part 3 application narrative from previous submission? **No**

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)

Part 3

The Algona and Luverne CSDs have been engaged in continuous improvement for decades. The districts entered into a whole grade sharing agreement for students in grades 7-12 beginning in August of 2015. In conjunction with the whole grade sharing agreement, the districts have adopted calendars and professional development structures that allow for collaboration at all grade levels, PK-12. The joint Teacher Leadership and Compensation Plan developed by the Algona and LuVerne CSDs supports and strengthens several existing initiatives and promotes continuous improvement. Our plan connects directly to, supports, and strengthens our existing initiatives: Iowa Core implementation, technology integration, data, student engagement, student success, literacy, and teacher mentoring, all through the work of Professional Learning Communities. The district's school improvement initiatives are interconnected with each other and directly aligned with TLC leadership roles.

Current Reality #1: Over the past three years 80% of the staff in the districts have attended a PLC workshop and the districts are committed to sending the remaining staff members who have not had the opportunity to attend. In addition, the districts have worked to ensure time during the school day for staff to collaborate.

TLC Support for Current Reality #1: PLC/Data Leaders will provide leadership for their teams in clarifying the Iowa Core, development of formative assessment, interpretation of data and planning for extra assistance to ensure success for all students. The three critical questions of the PLC process are 1) What do we want students to know? 2) How will we know when they have learned it? 3) How will we respond when they don't learn it or when they already know it? These questions will guide the work of the PLC leaders and Instructional Coaches.

Current Reality #2: There currently is not a formal system in place to collect, analyze, and use data to improve student learning. Teachers are overwhelmed by data and struggle to use data that is collected.

TLC Support for Current Reality #2: The TLC system includes Instructional Coaches (4) and PLC/Data Leaders (20) who, with proper training, will be able to assist teachers in effectively collecting, analyzing, and interpreting data. Better utilizing data within our PLC teams will lead to better instructional decisions and increased student success and engagement.

Current Reality #3: Literacy, including writing, has been a district focal point for the past three years. Two years ago teachers requested training on the Write Tools program for teaching writing. Staff also worked with AEA staff to clarify the writing standards of the Iowa Core and developed student writing samples that meet standards to share with students.

TLC Support for Current Reality #3: Instructional Coaches and Mentor Teachers will continue to assist current staff, as well as staff new to the district, in the implementation of Write Tools program to improve student literacy through writing. Instructional Coaches will also assist staff in implementation of best practices related to reading.

Current Reality #4: A 1:1 environment exists for grades 3-12 with ample technology for PK-2. There have been significant resources devoted to upgrading technology infrastructure, as well as purchasing hardware and software.

TLC Support for Current Reality #4: The district currently has a technology director/integrationist. The TLC grant will allow Instructional Coaches to not only assist teachers in implementation of best practice instructional strategies, but also utilizing technology to support those strategies.

Current Reality #5: Over the past several years we have worked on developing clarity surrounding the Iowa Core. Substitutes have been hired to allow groups of teachers to meet, discuss, and develop rubrics for assessing student work.

TLC Support for Current Reality #5: Development of formative assessments of the components of the Iowa Core is an

important component for effective PLCs. Teams will develop the necessary clarity of the Iowa Core and develop appropriate formative assessment that, when applied to MTSS time already available, will assist teachers in helping all students be successful.

Current Reality #6: Through surveys over the past three years the district has extended the number of days for mentors and mentees to work together prior to the start of each school year. This has been very well received in new teachers reporting feeling better prepared.

TLC Support for Current Reality #6: Our TLC system will provide each new initial teacher and new-to-district teacher with Mentor Teachers. By working with a Mentor, these staff members will be better prepared having increased clarity of curriculum and best instructional practices. Mentor Teachers and Instructional Coaches will have time to collaborate prior to working with mentees to increase the likelihood of mentee success.

Using Part 4 application narrative from previous submission? **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)

Part 4 -

Current Mentoring and Induction Program:

Teachers who are new to the Algona and LuVerne CSDs or the profession have their contracts extended two days prior to the return of current staff members. This time is devoted to meeting with an assigned mentor and their building principal to discuss curriculum, building practices, district/building goals, PLCs, and to prepare for the upcoming school year. This has been our practice for the past three years and has been very well received by new staff, who report feeling more prepared and comfortable when students arrive. This practice came about as a result of end of the year interviews with staff members new to the profession and district. They expressed the need to have more time to get to know the curriculum and district practices with a mentor.

The districts currently meet the minimum salary requirements of \$33,500.

Needed Improvements:

The following suggestions to improve the Mentoring and Induction Program were gathered from end of year interviews with mentees.

- Time to develop a positive and trusting relationship with the mentor
- Reviewing student data to identify the needs of students to make instructional decisions
- Observing teaching
- Differentiating program content based on the needs of the individual teacher
- Planning lessons and units
- Analyzing student work
- Learning the district technology that is available and how to effectively utilize it.

New Mentoring and Induction Program:

The goal of our new Mentoring and Induction Program is for new teachers to feel comfortable and confident as they begin the school year. Our TLC system will provide each teacher new to the profession and new-to-district with a Mentor Teacher. By working with a Mentor, these staff members will be better prepared by having increased clarity of curriculum and district instructional practices. Mentor Teachers and Instructional Coaches will collaborate with mentees to increase the likelihood of mentee success.

To implement the additional supports listed above we will increase the days for new teachers induction from two to three days. This will allow for a more in-depth study of the district curriculum, establish strategies that have proven effective within the district, as well as sessions with our technology integrationist regarding teaching in a 1:1 environment. Mentoring does not have to be related to school but can include discussions about the community and other topics, with a goal of building a strong relationship that will help new teachers feel more comfortable contacting their mentors as concerns arise throughout the year.

Our future Mentor Teachers will be asked to develop, with district support, a basic curriculum and expectations for both mentors and mentees that are in their first or second year and veteran teachers new to our district. Providing release time for Mentor Teachers will allow them to meet the individual needs of the mentees while working with other Mentor Teachers to plan topics that can be introduced in a group setting. The plan includes regular contact as new teachers work through their first few weeks of classroom expectations and procedures to ensure a positive start.

Mentor teachers for new to the profession teachers will have three extended contract days and will be compensated an additional \$750. Mentor Teachers for new to the district teachers will have two extended contract days and will be compensated an additional \$500. In addition, substitutes will be hired to provide time for mentee/mentor classroom observations and discussions throughout the school year. This approach will meet our goal of new teachers being comfortable and confident in meeting the expectations of the district.

Narrative

Using Part 5 application narrative from previous submission? **No**

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.

Part 5 -

Algona Community School District (ACSD) and LuVerne Community School District (LCSD) currently utilize teacher leaders in roles such as mentors, PLC leaders, department chairs, and curriculum developers. The Teacher Leadership and Compensation (TLC) plan will continue to use Mentor Teachers and PLC Leaders in revised roles, as well as implement the new roles of Instructional Coaches, Behavior Strategists, and TLC Review Committee members. The TLC plan will include 42 combined teacher leader positions; over 40% of the certified staff will hold leadership positions.

The TLC Committee conducted a survey to identify the current needs in our districts. When data from the survey was analyzed, it was determined that behavior, curriculum, data, professional development and instructional coaches were all areas the staff felt needed to be addressed through the grant process. The TLC Committee combined these needs to determine our leadership positions.

The TLC plan supports the vision of meeting the needs of all learners while preparing students to compete in an ever-changing world. With the utilization of these leadership roles, teachers will be better supported with up-to-date, research-proven instructional strategies, as well as data analysis skills to make data driven decisions. Teacher Leaders in collaboration with administration will provide coherence throughout the district regarding curriculum, instruction, and assessment.

The following chart outlines the specifics of each teacher leader role.

Teacher Leader Role	Number of Positions	Student Instruction Time	Teacher Leader Time	Stipend	Extra/ Extended Contract Days
Elementary Instructional Coach	2	0%	100%	\$5,000.00	8
Secondary Instructional Coach 5-12 - Reading, Language Arts, Social Studies	1	25%	75%	\$4,000.00	6
STEM Instructional Coach 5-12	1	25%	75%	\$4,000.00	6
Behavior Strategists	2	100%	Extra Duty Time	\$2,000.00	2
Mentor Teacher - new to the profession	5	100%	Extra Duty Time	\$750.00	3
Mentor Teacher - new to district	5	100%	Extra Duty Time	\$500.00	2
PLC/Data Leader	20	100%	Extra Duty Time	\$1,500.00	2

TLC Review Committee	6	100%	Extra Duty Time	\$1,000.00	0
	42			\$61,250.00	

Instructional Coaches will:

- Work directly with all staff to research and develop processes and structures to support teacher growth and reflective practices through the use of data to promote student learning
- Assist teacher implementation of the Iowa Professional Development Model with the use of research-based strategies, interdisciplinary teaching opportunities, STEM activities, demonstration of lessons, engagement in co-teaching, observation, and feedback
- Promote quality instructional practices that address diversity and equity and improve classroom rigor and relevance, along with providing support in aligning classroom instruction and assessments
- Plan and facilitate professional learning opportunities for all staff to improve the construction and depth of knowledge, higher order thinking, substantive conversation, elaborated communication and value beyond school in all units and classroom instruction
- Coordinate ongoing vertical and horizontal articulation for consistency and implementation of the Iowa Core across the district
- Foster positive team interactions
- Collaborate with building principal focused on building and district initiatives and provide reports to administrators and/or school board
- Participate in PLC meetings as needed

Behavior Strategists will:

- Lead and coordinate the activities of the behavior committee
- Complete observations of students and teachers as needed
- Consult with teachers in behavioral management strategies and implementation of the behavior plans to meet the needs of the student
- Provide support and follow up to evaluate the behavior plan

Mentor Teachers will:

- Advise new teachers about instruction, technology, curriculum procedures, practices, and the school culture along with community resources
- Serve as a liaison between mentees and district personnel
- Work with new teachers providing support that includes:
 - Demonstrate teaching, lesson and unit planning;
 - Analyze student work;
 - Cooperative assessment of instructional practice;
- Facilitate collaboration among new teachers
- Serve as a role model for mentees
- Provide emotional support

PLC/Data Leaders will:

- Facilitate weekly meetings
- Assist with data collection, preparations, analysis for and with other PLC/Data Leaders during bimonthly meetings

- Contribute to building and district professional development
- Complete data and end of year reports

TLC Review Committee will:

- Annually review the teacher leader roles and overall programming
- Oversee teacher leader hiring and performance evaluation adjusting components of the interview and evaluation processes
- Monitor the implementation of the TLC plan and adjust program accordingly
- Determine impact and effectiveness of the TLC plan to insure its sustainability and success

Collaboration is the key to the success of the TLC plan. Everyone involved will need to work together to ensure that the expectations are met. The positions established in our TLC plan naturally build from the individual level to oversight and vice versa. The TLC Review Committee establishes the vision and direction. Instructional Coaches ensure the vision is carried to and supported at the PLC team and classroom levels. PLC/Data Leaders assist their respective team members in analyzing data and making instructional decisions that will improve teaching and learning. Behavior Strategists work with all teacher leaders to meet the emotional and behavioral needs of students. Finally, Mentor Teachers work directly with individual teachers to help them develop the skills and confidence necessary to be successful. The individual Teacher Leader roles are independent and different, yet completely interdependent.

Using Part 6 application narrative from previous submission? **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.

Part 6 -

Teacher Leader job descriptions will be posted to inform Algona and LuVerne teachers of available positions. All applicants must have a minimum of three years of effective teaching experience, with at least one year of experience in the district.

To apply for an Instructional Coach position, they will submit a resume, teaching credentials, and a short application form including a written narrative stating why they want to be an Instructional Coach and listing strengths and talents that they would bring to the position. Each applicant will use the Teacher Leader Self-Assessment developed by the Center for Strengthening the Teaching Profession to identify their strengths and a similar survey will be given to colleagues to assess the applicant's skills, knowledge and disposition to work with adults.

Applicants for any other Teacher Leader position must submit a letter of interest including why they are interested in the desired position, as well as, strengths and talents they bring to the position for committee consideration.

Applicants will also be interviewed by the TLC Review Committee to evaluate them based on the following professional criteria/qualities:

- content knowledge of Iowa Core**
- research-based instructional strategies**
- strong communication skills**
- facilitation and leadership skills**
- demonstrated effective use of data to impact student achievement**
- open-minded and innovative**
- professionalism**
- able to objectively reflect on progress and adjust as needed**

For candidate selection, the TLC Review Committee will score candidates on a rubric based on the interview, teaching credentials, narrative, and survey results, and make recommendations to the Superintendent.

For evaluation of Teacher Leaders, the TLC Review Committee will review the following measures of effectiveness:

- peer feedback to assess the applicant's skills, knowledge and disposition to work with adults**
- successful participation on committees and/or teams**
- continuous learning and professional growth**
- strong content knowledge**
- data usage to set and measure goals**
- implementation of strategies**
- collaboration with colleagues to enhance educational practice**
- effective interpersonal communication**
- communicates and builds rapport with staff and students**

The TLC Review Committee will be comprised of an equal number of teachers and administrators. It will accept and review applications for assignment or reassignment of all teacher leadership roles annually. After using established measures of teacher effectiveness and professional growth, considering the needs of the school district, and reviewing the performance and professional development of the applicants, recommendations for assignment and reassignment will be made to the superintendent.

TLC Review Committee will:

- Annually review the Teacher Leader roles and overall programming**

- Oversee Teacher Leader hiring and performance evaluation adjusting components of the interview and evaluation processes
- Quarterly monitor the TLC plan including its vision, goals and implementation and adjust program accordingly
- Determine impact and effectiveness of the TLC plan to insure its sustainability and success

Narrative

Using Part 7 application narrative from previous submission? **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.

Part 7

The Algona and LuVerne CSDs started on a path to empower teachers to improve the professional development three years ago by implementing Professional Learning Communities. One of the belief tenants of PLCs is that the capacity to improve instruction lies in teaming to utilize the collective knowledge and skills of the group to help all students. It further suggests that who better than the team working directly with the students to determine areas where help or greater expertise is needed. Adding the role of Instructional Coach provides leadership for researching evidenced-based instructional practices and helping classroom teachers learn and implement these practices.

The idea of empowering teachers to lead is not a new concept for our districts. Two years ago staff members voiced concerns related to student writing skills and the need for a district wide approach to teaching writing. Teachers conducted research and selected the Write Tools program to implement. Due to their modeling and success with students, other teachers decided to learn about and implement the Write Tools program. Through this process teachers brought a proposal to the school board seeking funding for the training. PLC groups continued to move this work forward and now staff members are adding more components of the Write Tools program this school year. This is a shining example of what teachers as leaders can accomplish as well as a prime example of the Iowa Professional Development Model in action.

Our Teacher Leadership System aligns with the IPDM in the following ways:

Professional Development Leadership

The PD team will consist of the Instructional Coaches, Behavior Strategists, PLC/Data Leaders, Mentors, and administrators. Their responsibility is to ensure the IPDM is followed as explained below.

Utilizing Data

Instructional Coaches and PLC/Data Leaders will help PLC team members grow their capacity to use data effectively for making instructional decisions. PLC teams will continue developing quality formative assessments under the guidance of PLC/Data Leaders and Instructional Coaches. Appropriate data sources will be utilized to answer these three questions in PLC teams: 1) What do we want students to know, 2) How will we know they have learned it, and 3) How will we respond when they don't learn it or already know it? This data, along with training in effective strategies for all levels of MTSS, will drive interventions to assist struggling learners and challenge above level learners.

SMART Goals

Instructional Coaches and PLC/Data Leaders will lead PLC teams to ensure that the goals support the attainment of the Iowa Core and are based on district data. Instructional Coaches, PLC/Data Leaders and Mentor Teachers will assist in the identification of focus areas for growth based on available data. PLC/Data Leaders will support PLC teams in writing their career development plans based on the identified needs, setting SMART goals and designing action steps to meet those SMART goals. Everyone involved in Teacher Leadership will monitor to ensure teachers are using data to measure progress of their goal.

Selecting Content and Materials

Instructional Coaches will review instructional resources with PLCs to select the most effective, evidence-based strategies and materials to increase student achievement based on the Iowa Core. PLC/Data Leaders will assist their PLC with implementation of new strategies. Mentors will demonstrate requested strategies and follow up with mentees to evaluate new strategies.

PD Design

The district will monitor the delivery of professional development through the existing PLC structure. Instructional Coaches and PLC/Data Leaders will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. Instructional Coaches will tailor learning opportunities for individual teachers through individual teacher growth plans.

Learning Opportunities

PLC/Data Leaders will support teachers on their team in the implementation of new learning. Instructional Coaches and Mentors will provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district goals. Behavior Strategists will research, model, and support teachers with behavior strategies for individual students, as well as whole class strategies.

Collaboration

The PLC concept requires collaboration. Instructional Coaches and PLC/Data Leaders will work with teams to design PD that grows the group capacity to provide a multi-tiered system of intervention to ensure success for all students. Mentors will provide additional support for new teachers. PLC/Data Leaders will collaborate with administration by meeting regularly to monitor progress.

Implementation

Professional development will be the priority of all Teacher Leaders. Based on information gathered by the Teacher Leaders, the district can deliver needed professional learning through the existing PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes.

Formative Evaluation

Instructional Coaches and PLC/Data Leaders will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data will guide and help determine future needs for PD.

Program Evaluation

The Instructional Coaches, PLC/Data Leaders, and Mentors will use the following data points to measure the effectiveness of professional development plans:

- student achievement data
- survey results
- implementation data from PLC team notes
- walkthrough data from building principals

The goal of our TLC plan is tailored to meet the individual learning needs of all of our teachers.

Using Part 8 application narrative from previous submission? **No**

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.

Part 8

Measuring the effectiveness of the Algona and LuVerne TLC plan will be determined two ways: program evaluation and Teacher Leader evaluation. In each case, the district vision of meeting the needs of all learners while preparing students to compete in an ever-changing world provides the focal point for evaluation. The following goals have been established to measure the impact and effectiveness of implementing teacher leadership roles in our districts.

1. Improve student achievement by strengthening instruction in core areas.

Long-term measures:

1. 100% of students will be proficient based on Iowa Testing Data.
2. 100% of freshmen will pass all required courses.

Short-term measures:

1. Reduce the percentage of students who are non-proficient by 10% annually based on Iowa Testing Data.
2. Reduce the percentage of freshman students who receive failing grades.

Instructional Coaches and PLC/Data Leaders will help PLC team members grow their capacity to use data effectively for making instructional decisions. PLC teams will continue developing quality formative assessments under the guidance of PLC/Data Leaders and Instructional Coaches. Appropriate data sources will be utilized to answer these three questions in PLC teams: 1) What do we want students to know, 2) How will we know they have learned it, and 3) How will we respond when they don't learn it or already know it? This data, along with training in effective strategies for all levels of MTSS, will drive interventions to assist struggling learners and challenge above level learners.

2. Attract able, new teachers by offering competitive starting salaries and providing mentor support.

Long-term measures:

1. Applicant pool is sufficient for all open positions.
2. All new teachers hired transition from initial to standard license in two years.

Short-term measures:

1. Competitive salary compared to similar size schools.
2. New Teacher end of year interviews will show high levels of satisfaction with the mentor and induction program.

This goal will be measured by comparative data with other districts' salary schedules and by surveys of new teachers regarding their experience in the district. The data collected can then be used to set salary targets and to continue to develop future plans to create a positive and valuable experience for future new teachers.

3. Retain effective teachers by providing enhanced career opportunities.

Long-term measures:

1. 100% of teachers will continue with the district from year to year excluding those who leave due to retirement or change of family status.
2. All Teacher Leader positions are filled with highly qualified applicants.

Short term measures:

1. Teacher end of year interviews will show high levels of satisfaction.
2. The number of teachers who apply for leadership positions will increase annually.

Traditionally, both districts have hired highly qualified staff members. The development of Teacher Leadership

positions will help the districts to not only continue hiring qualified staff but also in retaining them.

4. Promote collaboration by developing and supporting opportunities for our teachers to learn about and observe effective instructional practices in a supportive peer relationship.

Long-term measures:

1. 100% of students will be proficient based on Iowa Testing Data.
2. 100% of freshmen will pass all required courses.

Short-term measures:

1. 90% of teachers when surveyed, will report that a positive and collaborative environment exists when working together to improve teaching and learning.
2. PLC minutes will demonstrate that student data is analyzed and used to make instructional decisions.

Our districts are committed to the collaborative Professional Learning Communities process. We have committed to training all teachers, administrators and board members in an effort to build capacity of how true PLCs function.

5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Long-term measures:

1. All Teacher Leader positions are filled with highly qualified applicants.
2. High Teacher Leader retention.

Short-term measures:

1. Applications for Teacher Leader positions increase.
2. Those in Teacher Leader positions report high levels of satisfaction when surveyed.

Traditionally, both districts have hired highly qualified staff members. The development of Teacher Leadership positions will help the districts to not only continue hiring qualified staff but also in retaining them.

The above long and short term measures will be used by the TLC Review Committee to determine the effectiveness and impact of the TLC plan.

- Annually review the teacher leader roles and overall programming
- Oversee Teacher Leader hiring and performance evaluation adjusting components of the interview and evaluation processes
- Quarterly monitor the TLC plan including its vision, goals and implementation and adjust program accordingly
- Ensure the TLC plan's sustainability and success

Using Part 9 application narrative from previous submission? No

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)

Part 9

The Algona and LuVerne CSDs have a history of successfully implementing initiatives in our districts. Two recent initiatives are Professional Learning Communities and The Write Tools program. Professional Learning Communities are about creating a system and process to ensure learning for all. The districts are entering the fourth year as PLCs and are committed to the process. 80% of current staff have attended training on effective PLCs and, to show their commitment, school board members have also attended the conference. The districts are committed to providing all remaining staff the opportunity to attend. PLCs are designed to give teachers the opportunity to collaborate, identify areas of needed professional development, and ensure learning for all students. This already established district initiative is a perfect fit with the goals of Teacher Leadership.

The second example of teacher driven and sustained district initiative is the Write Tools program training. This was explored and researched by teachers, planned by teachers and presented to the board by teachers as a way to increase literacy. We are entering our third year of utilizing this program district wide and will continue to train staff on more tools for teaching different types of writing. This serves as another shining example of Teacher Leadership.

We are confident in our ability to sustain the proposed TLC plan, because we do not view our TLC plan as creating something completely foreign and new, but as a way of enhancing processes that already exist. Collaboration is a culture that is already supported in our districts. Our shared vision for TLC is clearly identified, supported by stakeholders, and provides the personnel and resources to create sustainability for long term impact.

Algona and LuVerne CSDs have created a plan to further transform the structure of our teaching and learning by providing opportunities for teachers to grow professionally and impact others by serving in Teacher Leadership positions. Teacher Leaders will be chosen through a clear selection process, allowing multiple, qualified teachers to collaborate and share their expertise and to be compensated accordingly. Providing additional Teacher Leadership roles will allow the district to recruit and retain the most effective teachers and thus increase student learning. This is a sustainable leadership plan that will positively impact student learning through collaborative teaching and coaching on proven instructional strategies.

As with the implementation of any initiative or plan, stakeholder support is critical to the success and sustainability. With that in mind, representation from many stakeholder groups was involved in the development of the plan and others were kept informed as the plan evolved. Teacher representatives from the TLC team updated and gathered input from staff in their respective attendance centers. The school board kept informed as the plan developed and had a representative on the committee during development. The School Improvement Advisory Committee, made up of community members, parents, students, and school staff, was also given an overview of the plan and provided the TLC team with feedback. We are confident our communication and collaboration in developing the plan has generated the needed support from all stakeholder groups to implement and sustain the plan.

Our districts have the personnel and resources needed to build capacity, support implementation, and sustain the program. As with the writing of the plan, oversight of implementation of the plan will remain a collaborative effort. At the district level, with the support and guidance from the school board, the superintendent will be charged with the overall governance of the plan by working in conjunction with the TLC Review Committee, administrators and Teacher Leaders. The superintendent's responsibilities will include, allocating financial resources, whether from the TLC grant or other funding sources, allocating personnel resources and asking the guiding questions to keep the program on track. Building administrators and Instructional Coaches will be charged with the day-to-day oversight of the TLC plan. Using the guidelines of the Iowa Professional Development Model, specifically the Design Process for Professional Development (theory, demonstration, practice with support, and continued coaching), this team will provide professional learning experiences, tailored to the needs of each PLC team with the assistance of PLC/Data Leaders.

The TLC Review Committee (equal number of teachers and administrators) will be responsible for the evaluation of our TLC plan. Annual evaluation of the program will include the analysis of long and short term measures of effectiveness and impact. Measures such as student achievement data, mentoring and induction survey data, Teacher Leader surveys, retention records, etc. will be used to monitor the implementation of the plan. Evaluation of the effectiveness of the Teacher Leaders will fall to the respective building principal and the TLC Review Committee.

As evidenced in the previous paragraphs, the successful implementation and sustainability of the TLC plan will be a truly collaborative effort. Many will be involved in ensuring the plan is executed as intended, supported and sustained. Not only will in-district personnel be involved, but other partnerships will also assist in having a successful plan. We will rely on the AEA's for training, such as coaching, data usage and analysis. We will share Teacher Leaders between our districts and may look at ways to work with neighboring districts to further expand our partnership for the betterment of both teachers and students. With all of these layers of support and accountability, our TLC plan will achieve its purpose of improving teaching and learning in the Algona and LuVerne School Districts.

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**

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$64,250.00

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).	\$300,000.00
Amount used to provide professional development related to the leadership pathways.	\$32,837.00
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>	\$25,162.00
Totals	\$422,249.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 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	1471.6
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$460,139.89
Total Allocation	\$460,139.89

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitute cost: 40 leaders, 190.5 sub days, \$105 per day	\$25,162.00
	\$25,162.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$422,249.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$37,890.89

Budget Alignment

Using Part 10 application narrative from previous application? **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)

Budget Alignment

The TLC grant money will be used to strengthen instruction and leadership amongst teachers. It will help us grow and support our educators while also creating an optimal experience for our students to learn. Along with adding teaching support and resource positions, Algona and LuVerne CSDs will also enhance leadership and learning amongst teachers. Substitute pay and additional professional development opportunities are also included in the budget.

TLC GOAL #1: Improve student achievement by strengthening instruction in core areas.

- Four Instructional Coach positions - \$300,000 salary + benefits
- Twenty PLC/Data Leaders - \$30,000 salary supplements
- Two Behavior Strategist positions - \$4,000 salary supplements

TLC GOAL #2: Attract able new teachers by offering competitive starting salaries and providing mentor support.

- Base salary above \$33,500 - \$0
- Mentor Teachers - \$6,250 salary supplements

TLC GOAL #3: Retain effective teachers by providing enhanced career opportunities.

- PLC/Data Leaders, Instructional Coaches, Mentor Teachers, and Behavior Strategists - \$358,250 - review committee

TLC GOAL #4: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn about and observe effective instructional practices in a supportive peer relationship.

- Substitute pay - \$25,162
- PLC/Data Leaders, Instructional Coaches, Mentor Teachers, and Behavior Strategists - \$358,250

TLC GOAL #5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- Conferences and Training - \$32,837
- PLC/Data Leaders, Instructional Coaches, Mentor Teachers, and Behavior Strategists - \$358,250