



Application

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

92738 - Andrew CSD Teacher Leadership Compensation Plan
Teacher Leadership and Compensation System

Status: Under Review
Signature: Andy Crozier

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Applicant Information

Project Officer

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Organization Information

Organization Name:* Andrew Community School District
Organization Type:* K-12 Education
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Recipient Information

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

County-District Number* 49-0243
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.

Honorific Mr.

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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)

Andrew Community School District (ACSD) is a PK-8 district in rural, eastern Iowa. Our 9-12 students, attend either Maquoketa or Bellevue High School as part of a whole grade sharing agreement. Andrew is a single section building with a certified enrollment of 272.3 students. Andrew is a one building district that has 19 teachers, a full time principal, and a part time superintendent.

Andrew is a small, rural school that is very progressive in our practices. Andrew is one of the few "Leader in Me" schools in the state and has received numerous recognitions for it's implementation of a schoolwide student leadership program. Andrew has also implemented 1:1 laptops for the past four years. Lastly, Andrew has been highly focused on response to intervention, now titled MTSS, since 2011. Instruction, data, and intervention supports are all taken very seriously and provide a clear focus for decision making each day in our classrooms. Andrew is currently focusing on implementing professional learning communities (PLCs) to help support our ongoing Iowa Core implementation, MTSS, and other professional development in the district.

Our teacher leadership compensation (TLC) planning team consisted of five teachers, the superintendent, and the building principal. The team has met for over 60 hours the past two years. During the planning process, the team engaged all stakeholders in receiving feedback and support regarding the Andrew Teacher Leadership system. The product of our grant proposal was supported by all stakeholders, including the Andrew Teacher's Association, Andrew Administration, and the Andrew Board of Education.

Based on the feedback from our stakeholders and discussion of our TLC planning team, the Andrew teacher leadership system is based on these goals:

- Retain 100% of current staff from 2015-2016 to 2016-2017 by providing leadership roles, a strong mentoring and induction program, and support for implementing professional development, collaboration, and the use of data.

- Increase student achievement in all areas of instruction by providing coaching and assistance with data and interventions.
- Implement a professional development program that follows the Iowa professional development model, is teacher driven, has measured implementation, and provides support for staff to implement learning.

Our planning team discussed a variety of roles and responsibilities, while also taking into consideration the funding available and our current context. With nearly a third of our budget being sent to neighboring schools because of open enrollment and whole grade sharing, our funding level forced us to be creative. Our major obstacle was preserving the ability for elementary classroom teachers to take on leadership roles while also teaching full time in the classroom. Many stakeholders provided input to us about ensuring that their child did not have two classroom teachers in grades PK-5 due to a teacher leadership role. The roles we created provide teachers with extended contract days, paid meeting times after school, and allows them to take full ownership with administration in instructional, curriculum, and assessment decisions in the district without being removed from classrooms.

The TLC planning group made a focused effort to ensure that 25% of staff would be included in teacher leadership roles. We have created five roles for our staff. Together these roles will make up a collaborative leadership team that will work on achieving the goals of the Andrew teacher leadership plan. Our five roles are:

- Mentor Teacher - Focused on creating high quality mentoring and induction experiences for new staff.
- Model Teacher - Focused on modeling best practice and providing opportunities for staff to learn from classroom observations.
- Curriculum Leader - Focused on improving curriculum and professional development in all classrooms. Mainly focused on reading and social studies.
- PD Coach - Focused on providing professional development for staff. Also is charged with supporting and coaching teachers in the implementation of PD.
- Data Coach - Focused on helping staff with data interpretation. The data coach will assist teachers with strategies for a multi tiered system of supports.

A cohesive teacher leadership team will be critical towards our success. We looked at the various areas of importance within the Iowa Professional Development Model, professional learning communities, and a multi-tiered system of supports. Our teacher leadership will work collaboratively with administration in developing a professional development plan that is aligned with the Iowa Core and the district C-Plan. The teacher leadership team will implement professional development and provide ongoing support for teachers to implement learning with fidelity.

We average one new teacher per year in our district that is participating in mentoring and induction. We developed a new mentoring system that will meet the needs of all teachers and support them in being successful in the long term. Our new system is built on collaboration, similar content networking, opportunities for observation, and ample time for reflection on progress towards the Iowa Teaching Standards.

Our TLC planning team recognizes the potential for substantial improvement of classroom instruction based on the implementation of the Andrew Teacher Leadership system. The process of preparing the grant has focused Andrew on continued growth of our practice as educators and the continued improvement of our student achievement. We are excited to begin our journey of creating a leadership team that raises the standard of excellence for everyone in the district.

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).

Planning to apply

Upon receiving the planning grant for the Teacher Leadership and Compensation System, the Andrew Community School District (ACSD) put together a planning committee, consisting of two administrators and five teachers. The district selected to use the funds from the grant to pay for teacher's time beyond their contract day. Participating teachers (five) received \$20 per hour. Sixty hours was spent over the past two years in the planning process and drafting of the TLC grant application.

The planning committee was given information on the intended goals of the Teacher Leadership and Compensation System (House File 215) along with the application process and timeline for completion. The committee carefully examined the TLC information and analyzed the appropriate roles and responsibilities that would benefit and strengthen ACSD. In depth conversation was had to envision what the future of ACSD would look like upon receiving the Teacher Leadership Grant.

Vision

The Teacher Leadership structure will support and strengthen Andrew Community Schools current vision of, "Learning today to be Leader's Tomorrow." The priorities for the 2014/2015 school year are to have (1) Andrew teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction differentiation for all students (3) Provide collaboration, mentoring and modeling for all teachers. The teacher leaders will greatly increase the district's ability to fully implement the priorities of the Andrew Community School District.

Creating a Plan

Upon applying for the TLC grant, the planning committee traveled to AEA sponsored teacher leadership meetings, state sponsored teacher leadership meetings, and studied researched based literature to help build our expertise in teacher leadership models.

The planning team created a web based survey to seek out input and to gauge support of all staff, parents, and community members. The survey was sent to parents electronically and was also available to all stakeholders on our district website.

Based on survey results the top three priorities of the district TLC system should be:

1. Improve instructional practice of teachers
2. Improve collaboration opportunities for staff

3. Improve intervention practices for staff

We received overwhelming support from our stakeholders on our survey. One of the many comments received from a parent was:

"We believe these roles will create new leadership opportunities for staff and help improve student achievement in the Andrew School District."

Based on the data and comments received from our stakeholders, the following five positions were created to meet the rigorous demands for the Teacher Leadership structure:

- Curriculum Leader
- Professional Development (PD) Coach
- Data Coach
- Mentor Teacher
- Model Teacher

Educating Stakeholders

Educators:

Full engagement of all stakeholders was a priority for our TLC planning committee. Based on the survey that was given, the roles and responsibilities of each position was supported by the teachers. We knew that not all teachers would be able to be at the table for planning purposes so we intentionally assigned one member of our planning group as the "staff liaison" of the group. This person was directly responsible for communicating information both ways between the staff and the planning committee regarding our thoughts, plans, and designs for Andrew's future teacher leadership system.

Teacher Association:

The district has a strong relationship between administration and the Andrew Education Association. We made it a priority, as a teacher leadership planning committee, to ensure we achieved letters of support from the Andrew Education Association and the Andrew Board of Education regarding our future teacher leadership system. The district received a letter of support from the Andrew Education Association.

Board of Education:

The planning team received a letter of support from the Board of Education.

District Advisory Council:

The planning team met with our District Advisory Council to present our plan to numerous parents and community members. Each year, the District selects one parent from each grade level to serve as representation on the advisory council. The advisory council was very complimentary of the teacher leadership plan and made the recommendation to the Board of Education for full support.

Administration:

Administration open-mindedly supported the TLC grant and envisioned the opportunities that it could provide for the ACSD. Administration was involved in shaping the structure of the roles and responsibilities of the leadership positions. They were instrumental in creating surveys, collecting data, building a budget, and analyzing the results to bring forth to the planning committee.

Writing of the Teacher Leadership Compensation Grant

After creating the foundation of the TLC framework that would best suite ACSD, the grant was written and reviewed. Changes were suggested by parents, teachers, and administrators. The planning committee incorporated these suggestions into the final submission.

Summary of Planning, Engagement, and Commitment

The TLC planning team ensured numerous stakeholders were involved in the input of the creation of the TLC system. We listened to comments from staff, parents, community members, board members, and worked together with both administration and staff to complete our teacher leadership framework. **The ACSD administrative team is 100% in support of this plan and teachers are 94% in support of implementing the Teacher Leadership model.** ACSD administration, teachers, and community members will eagerly embrace and implement the new positions created from the teacher leadership grant, knowing the continued success it will lead to higher student achievement.

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.

District Vision:

The Teacher Leadership structure will support and strengthen Andrew Community Schools current vision of, "Learning Today to be Leader's Tomorrow." The priorities for the 2014/2015 school year are to have (1) Andrew teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) To use data to guide instruction differentiation for all students (3) Provide collaboration, mentoring and modeling for all teachers. These teacher leadership opportunities will greatly increase the district's ability to fully implement the priorities of the Andrew Community School District.

Theory of Action:

The theory of action, developed by our district teacher leadership committee states, if Andrew Community School District improves professional growth in the area of aligning curriculum, instruction and support with the Iowa Core, training to support the use of data to align student interventions through a Multi-Tiered System of Support (MTSS) and a culture that supports professional learning communities including a mentoring induction program for new staff, then we will see an improvement in classroom instruction and engagement resulting in an increase in student achievement.

Goals for the Andrew Teacher Leadership system are:

- Retain 100% of current staff from 2015-2016 to 2016-2017 by offering leadership roles, a strong mentoring induction program, and support for implementing professional development, collaboration, and the use of data.
- Increase student achievement in all areas of instruction by providing coaching and assistance with data and interventions.

- Implement a professional development program that follows the Iowa professional development model, is teacher driven, has measured implementation, and provides support for staff to implement learning.

Through aligning our Teacher Leadership goals with our theory of action, we will be successful in meeting the vision of Andrew Community School District.

Our current system includes limited teacher leadership responsibilities. Historically, administration has taken on coordinating numerous services, supports, and curriculum assignments. With declining enrollment over the past several years and downsizing from a PK-12 district to a PK-8 district we currently have a .20 FTE superintendent and one full time building principal who serves as the district curriculum director and special education director.

The teacher leadership goals will support our district in moving forward from our current system to achieving our district vision.

District data indicates a need for increased support in the areas of reading and math at all grade levels. While the district Student Supports Team has been behind most data analysis, the team meets 1-2 times per month. Teacher leadership positions would allow for increased student/staff support, guidance on implementing Iowa Core Standards and best practices.

Our teacher leadership roles will provide support for mentoring and induction, professional development, the use of data, and opportunities for teachers to collaborate. Student achievement is the driving force behind all of our decisions regarding the teacher leadership team and ensuring that student learning is the priority.

The roles for our teacher leadership team are:

1. Mentor Teacher - Focuses on creating high quality mentoring and induction experiences for new staff.
2. Model Teacher - Focuses on modeling best practice and providing opportunities for staff to learn from classroom observations.
3. Curriculum Leader - Focuses on improving curriculum and professional development in all classrooms. Main focus is on reading and social studies.
4. PD Coach - Focuses on providing professional development for staff. Also is in charge of supporting and coaching teachers in the implementation of PD. Main focus is on math and science.
5. Data Coach - Focuses on helping staff with data interpretation. The data coach will assist teachers with strategies for a multi tiered system of supports.

Using Part 3 application narrative from Year 1?* No

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

District Vision:

The Andrew Teacher Leadership Compensation (TLC) team will integrate teacher leaders into our three existing initiatives and will strengthen our current vision of, "Learning Today to be Leader's Tomorrow." Priorities for the 14-15 school year are: 1.) Andrew teachers demonstrate implementation, alignment, and assessment of the Iowa Core, 2.) Using data to guide instruction and implementing differentiated instruction for all students 3.) Providing collaboration, mentoring and modeling for all teachers using a Professional Learning Community Model. ACSD has developed a plan for teacher leaders that would include five teacher leaders: mentor teacher, model teacher, curriculum leader, professional development coach, and data coach. The teacher leaders will greatly increase the district's ability to fully implement the priorities of the Andrew Community School District.

Implementation, Alignment, and Assessment of the Iowa Core:

ACSD is currently strengthening our work with the Iowa Core standards by providing Iowa Core training in ELA and mathematics to all elementary teachers during staff development and additional training during weekly professional learning communities. Training is provided by AEA support around "best practice" lessons and aligning reading curriculum with the Iowa Core and working towards adopting a new math curriculum that is aligned to the Iowa Core to be implemented in the fall of 2015. With the resources of the TLC grant, our Professional Development Coach will provide direction in aligning all teacher leadership positions and instructional practices with the Iowa Core and ensure proper professional development to implement those efforts. The Teacher Leader team will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides for current curriculum and new curriculum that will demonstrate full implementation of the Iowa Core. Teachers are currently working in the professional learning communities to create new assessments that demonstrate student mastery of the Iowa Core Standards. The TLC grant will continue to support this work in aligning instruction, curriculum and assessment.

Use Data to Guide Instruction and Professional Development

Andrew CSD is currently implementing the FAST (Formative Assessment System for Teachers) in specific grade levels and with the resources provided by the TLC grant we will be able to continue our growth and support the implementation of using this system throughout the entire district. The district is working towards providing a Multi-Tiered Systems of Support (MTSS) through the implementation of data teams, a systematic approach to providing interventions and explicit instruction based on the needs of each student. Training in this area is being provided during our PLC's and through supports from the AEA, administration and current support staff. With the implementation of the TLC grant, our data coach, professional development coach and curriculum leader will provide coaching, training and expertise within the district allowing even greater growth and support to teachers in their ability to analyze, use and evaluate data to make instructional decisions to improve student learning.

Providing collaboration, mentoring and modeling for all teachers

Collaboration: ACSD is currently implementing a Professional Learning Community structure (PLC) by meeting weekly and structuring collaboration opportunities each week to focus on instructional decision making using data, ELA/math core work, and establishing a professional learning community culture. The curriculum leader, professional development coach, and data coach are vital in continuing this work and momentum towards establishing a learning community that is dedicated to making decisions based on data, rigor and establishing high expectations for all students. With the PLC structure the district ha

Mentoring and Modeling: As part of the Teacher Leadership structure, the mentor teacher will be assigned as a mentor to new staff members joining the district. They will attend all meetings within the district with a focus on mentoring, and also attend the statewide mentoring and induction meetings offered through our local AEA. Our current mentoring and induction program provides for 1 ½ days of mentoring and induction support to new teachers before school begins and meetings before and/or after school. The TLC grant will provide opportunities for trainings and mentee/mentor support during the school day and also support the adoption of using the New Teacher Center model for our mentee/mentor training. The model teacher will provide a classroom environment where teachers will be able to observe and collaborate on the success and supports needed to implement the initiatives stated above and will also provide opportunities for the model teacher to support with resources through recorded lessons and modeling during professional development and professional learning community opportunities.

Summary

By implementing the Teacher Leadership structure and having resources through the TLC grant, ACSD will be able to provide the supports for our teacher leaders to continue their work in the district's key school improvement initiatives of:

- Implementation, alignment, and assessment of the Iowa Core
- Using data to guide instruction differentiation
- Providing collaboration, mentoring and modeling for all teachers

This model will provide continuous growth leading to instructional adaptations which will improve individual and collective learning. The teacher leadership positions will result in systemic and far reaching positive effects throughout the school to fulfill the vision at Andrew Community School District: "Learning Today to be Leader's Tomorrow."

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)

District Vision

The Teacher Leadership structure will strengthen Andrew Community School District's current vision of, "Learning Today to be Leader's Tomorrow." The priorities for the 2014/2015 school year are: (1) Teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) Use data to guide instruction differentiation for all students (3) Provide collaboration, mentoring and modeling for all teachers using the PLC Model. The teacher leaders will greatly increase the district's ability to fully implement the priorities of ACSD.

Current Requirements for Mentoring in our District

Currently, mentors meet with mentees monthly to observe, discuss and reflect on best practices. Our current program provides for 1 ½ days of mentoring and induction support to new teachers before school begins and meetings before and/or after school. At this time the district does not provide mentors and mentees time to collaborate within contract hours. The district currently utilizes resources within our building.

Our first gap within our current system (PK-8) is the ability for teachers to observe quality teachers in their specific content area. **Goal one of the Andrew Teacher Leadership system is to retain 100% of current staff from 2015-2016 to 2016-2017 providing leadership roles, a strong mentoring and induction program, and support for implementing professional development, collaboration, and the use of data.** In order to achieve this goal we will provide each new teacher with the opportunity to observe and collaborate with a teacher within their content area once per quarter. This will require the mentor teacher leader to coordinate this experience with another school district in the area. This will provide them an opportunity to view a teacher in the same content area modeling success in the classroom and provide an opportunity to connect and network with a similar content area teacher.

Our second gap is the time available for mentor teachers to plan and provide supports in developing instructional practices to increase student achievement. **Goal two of the Andrew Teacher Leadership system is to increase student achievement in all areas of instruction by providing coaching and assistance with data and interventions.** The current structure requires mentors to spend many days planning and supporting new teachers during the first few months of teaching. After this daily interaction, regular meetings occur multiple times per week beyond contract time. The Andrew TLC system will provide the lead mentor with ten extra contract days. These days will be used to accomplish two goals. The first goal will give the mentor teacher ample time to plan a full year's activities for the development of the new teacher (s) in the district. The second goal will be working with the teacher leadership team in the planning, development, and implementation of the building professional development plan. With the mentor teacher as part of this team, they will work closely with the curriculum leader, PD coach, and data coach to ensure new teachers are supported with these functions during the first two years of employment. These supports will help new teachers implement our Multi-Tiered System of Supports (MTSS), the Iowa Core, and Professional Learning Communities.

The third gap is finding opportunities for our new teachers to network with other educators outside of the district in which they teach. **Goal three of the Andrew Teacher Leadership system is to successfully implement a professional development program that follows the Iowa Professional Development Model, is teacher driven, has measured implementation, and provides support for staff to implement learning.** Our mentoring program, under the TLC framework, would allow new teachers to attend one state level conference a year to allow them to network and learn from other high quality educators. This is particularly important to our teachers due to the small size of our district.

NEW Requirements for Mentoring

As part of the Teacher Leadership structure the mentor teacher will be assigned as a mentor to new staff members joining the district. They will attend all meetings within the district with a focus on mentoring, and attend the statewide mentoring and induction meetings offered through the AEA. The TLC grant will provide opportunities for trainings and mentee/mentor support during the school day and support the adoption of using the New Teacher Center model for our mentee/mentor training. A mentor teacher must be someone who is encouraging, approachable, and a good communicator. Teacher leadership positions will be posted internally based on our master contract requirements. If the positions are not filled internally, letters will be mailed to past employees with at least one year of teaching experience in the district.

Teachers considered for this position should demonstrate the following:

- Hold a valid standard teaching license and meet requirements of a career teacher
- Must have at least five years teaching experience
- Demonstrate experience in providing coaching and support in a multidisciplinary area
- Participation of mentor teacher and new teachers in a mentoring academy
- Demonstrate leadership abilities in and out of the classroom
- Provide coaching and feedback to teachers

The Andrew Teacher Leadership system will provide the lead mentor with ten extra contract days. These days will be used to close the identified gaps in the area of new teacher induction.

The final piece of improving our induction process focuses on increasing the salary for first year teachers. Our current base salary is \$32,781. We will increase this salary to a minimum of \$33,500 for 2015-2016 as part of our TLC system. With the implementation of the TLC grant and the new teacher induction program, ACSD will support and strengthen our vision of "Learning Today to be Leader's Tomorrow".

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.

Our district will develop five new positions to create multiple, meaningful, and differentiated teacher leadership roles. These positions include curriculum leader, professional development coach, mentor teacher, model teacher, and data coach. These positions will collaborate to create our district teacher leadership team, which includes administration, while engaging in their own individual leadership responsibilities. The district teacher leadership team will provide engaging professional development as well as support that will lead to increased student achievement. Each of these roles were created based on our district data, stakeholder input, and the identified need for improvement.

Our **curriculum leader** will develop and support curriculum implementation for the Iowa Core Curriculum. This person will direct and coordinate the planning and implementation of the building's professional development in conjunction with the teacher leadership roles. The curriculum leader will work with all teacher leaders to plan, implement and provide professional development for staff through the use of the Iowa Professional Development Model. This position will focus primarily on reading and social studies and will work in conjunction with the professional development coach to support his or her responsibilities with math and science.

The curriculum leader will also work with the building principal to organize, plan, and implement the district professional development funding to help support the PD efforts of the teacher leadership team. It is essential that the curriculum leader be involved in utilizing these funds as they will be used for teachers to help strengthen instructional practices and provide resources for support. The curriculum leader will have 20 additional contract days to achieve a proper implementation of curriculum development.

Our **professional development coach** (PD coach) will assist in planning, providing, and assessing professional development for staff. This person will be largely responsible for supporting and ensuring that professional development is being implemented in classrooms with fidelity. They will measure implementation of professional development to help the district teacher leadership team plan and provide future support for staff. The PD coach will focus on providing support to staff in the areas of math and science. This person will be responsible for the communication of professional development opportunities to staff. These opportunities could include trainings offered through the AEA, courses offered by colleges, webinar trainings, and various local and state conferences. The professional development coach will have 15 extra contract days to work in conjunction with the teacher leadership team to provide an effective plan for professional development.

The **mentor teacher** will support and help new teachers as they work towards their standard license. The mentor teacher will demonstrate a high skill set in the Iowa teaching standards and have the ability to coach and assist new teachers. This person will promote new teachers autonomy and uniqueness by building a trustworthy relationship. They will help to clarify goals and areas of growth and will provide constructive feedback on teaching practices. The mentor teacher will coordinate opportunities for new staff to observe and collaborate with a teacher in their content area. Due to our school size, our mentor teacher will also be responsible for the coordination of finding highly effective teachers for mentees to observe in other districts. This person will focus on improving weaknesses of the current mentoring program by building opportunities for professional development. The mentor teacher will work closely with the model teacher to set up observation and reflection opportunities for new teachers in the district. The mentor teacher will be given 10 extra contract days to collaborate with the district teacher leadership team and new staff to plan a full year's activities for the development of the new teacher(s) in the district. With the mentor teacher part of this team, they can work closely with the curriculum lead, PD coach, and data coach to ensure that new teachers are supported with these functions during the first two years of employment.

The **model teacher** will be a teacher who has demonstrated past success in being able to learn and implement new strategies and methods in their classroom and has demonstrated best practice in differentiation in small and large group instruction. This teacher will allow teachers

to observe classroom activities and teaching strategies. The model teacher will provide opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the classroom. They will implement and provide professional development for staff as needed. The model teacher will have ten extra contract days to collaborate with the district teacher leadership team. The model teacher will work in conjunction with the mentor teacher to ensure opportunities for observation and reflection are happening at least once per month.

This person will also work in conjunction with the district teacher leadership team to plan, implement and provide professional development for staff.

The **data coach** will be responsible for interpreting data and collaborating with staff. Examples of data to be interpreted include, NWEA MAP, DIBELS, Iowa Assessments, and other assessments. This individual will help all staff create goals regarding classroom data and monitor and communicate progress on goals throughout the year. This person will be providing support in the writing of and following through with multi tiered support systems. They will communicate with building administration regarding the progress of classroom interventions and provide data. This position will implement and provide professional development for interpreting data and following through with multi tiered system of support plans. The data coach will have 15 extra contract days to collaborate with the district teacher leadership team and create an effective plan for data interpretation. The data coach will also receive 0.125 FTE for additional time during the day to work with teachers on data interpretation.

Our district teacher leadership team will create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning by collaborating with each other. Each member of the district teacher leadership team will have an allotted number of extended contract days. Throughout the year, the district teacher leadership team will meet (up to ten days) to participate and develop a plan to create and strengthen coherent instructional practices. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress on set building and district goals. This monthly meeting will include reviewing school goals, current progress based on data collected, and the need for current support. This team will be responsible for the development, implementation, and evaluation of ongoing professional development throughout the school year. The curriculum leader and the PD coach will be responsible for the development of professional development for staff. All members of the district teacher leadership team will be responsible for the implementation of professional development. Professional development will be led by the team member who has the most expertise in that specific area. Following professional development, the PD Coach will evaluate how the professional development is being implemented in classrooms. Based on this evaluation, the PD Coach will determine what adjustments need to be made and make recommendations to the teacher leadership team. The data coach will continuously be measuring student data and assist teachers in the creation of a multi tiered system of support. Each member of the district teacher leadership team will have a stipend of \$1,000 available to them for their own professional development. This will allow them to gain expertise in needed areas for strengthening instruction and guide best practice with the staff.

The district teacher leadership team will use the Iowa Professional Development Model to provide a structure for professional development that is focused and collaborative. Our data coach will have primary responsibility in the collection of our student data and making it available to our teacher leadership team and the entire staff. The data coach will lead us through analyzing our data so our teacher leadership team can collectively view strengths and weaknesses in our student achievement. The curriculum leader and building principal will co-lead to set goals. Through co-leading this component, we are wanting to model a cohesiveness between the teacher leaders and administration in an effort to improve student achievement. With our proposed teacher leadership structure, our curriculum leader would specialize in reading and social studies content while our PD coach would focus on math and science content. This specialization will provide great benefit to our teacher leadership team in selecting content to meet our student achievement goals within our professional development model. The teacher leadership team will collaborate with administration to create a schedule for professional development that will allow enough time for learning, follow up learning opportunities, various delivery models, and multiple opportunities for practice. The PD coach

will specialize in working with staff beyond training days to help them with implementation of new skills in the classroom. The teacher leadership team, in conjunction with administration, will engage in a full program evaluation after the conclusion of each year. This evaluation will review the past year's implementation of professional development, current year student achievement data, trends and progress in data, and current context of the district. This will be a continuous process to help make decisions about future trainings. The district leadership team will work closely with administration to determine the need for support, adjustments in learning opportunities, and additional professional development.

The five members of the teacher leadership team will work together to facilitate awareness of and to create a structure of support. Team members will work as collaborators with classroom teachers to support student learning. They will focus on individual professional growth plans and group professional development that will expand and refine the understanding of effective instruction. They will provide personalized support that is based on the goals and identified needs of individual teachers.

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.

Andrew Community School District has developed a rigorous selection process with the input of staff, for placement and retention of the five teacher leadership roles. In order for the Teacher Leader program to be successful at ACSD, it is necessary to find teachers who demonstrate:

- Strong teaching practices
- Reflectiveness about their instructional practice
- Commitment to ongoing professional growth
- Desire to serve as a leader
- Willingness to learn the habits and practices of these leadership positions

For this reason, our selection process will examine each candidate from multiple perspectives.

Selection Criteria:

Teachers applying for teacher leadership roles must be able to show evidence of previous experience with success in the areas of providing interventions for all students, collaboration, and implementation of the Iowa Core.

Teacher leadership positions will be posted internally based on our master contract requirements. If the positions are not filled internally, letters will be mailed to past employees with at least one year of teaching experience in the district.

Application process:

- Complete letter of application
- Submit 2 letters of recommendation
- Written response to seven Teacher Leader Model Standards found at <http://www.teacherleaderstandards.org>

Measures of Effectiveness:

- Creating and presenting a recorded lesson and submitting it to the site-based panel for review (Model teacher and Mentor teacher). Information to be presented will be provided by the administrator which will be aligned to the teacher leadership role.

- Leading a recorded professional learning community and submitting it to the site-based panel for review (Curriculum Leader, PD Coach, Data Coach). Information to be presented will be provided by the administrator which will be aligned to the teacher leadership role.

Professional Growth:

- Submission of Tier II Career Development Plan and evidence of professional development for the past 2 years
- Submission of three artifacts that connects professional growth to applicant's career development plan
- Submission of professional growth opportunities that the applicant has participated in
- Submission of previous district-wide leadership roles

Experience:

Teachers considered for this position should demonstrate the following:

- Hold a valid standard teaching license and meet requirements of a career teacher
- Must have at least three years teaching experience and at least one year of experience in the Andrew Community School District
- Demonstrate experience in providing coaching and support in a multidisciplinary area
- Demonstrate leadership abilities in and out of the classroom

Selection Process:

The site-based panel will consist of an administrator, a board member, a parent, and two teachers. This committee will review, score, and rank applicants based on their application materials, recommendations, measures of effectiveness and qualifications based on rubrics developed by the Center for Teaching Quality. A rubric measuring teaching classroom effectiveness and leadership skills will be used with a range of 0-4, with a 4 being masterful.

The panel will use a scoring rubric to determine a recommendation for each position to the superintendent.

Annual Review of Assignment:

The teacher leadership team, in conjunction with administration, will engage in a full program evaluation at the conclusion of each year. This evaluation will review past year implementation of professional development, current year student achievement data, trends and progress in data, and current context of the district to see if the district has met the goals of implementing the teacher leadership system:

- Retain 100% of current staff from 2014-2015 to 2016-2017 by offering leadership roles, a strong mentoring induction program, and support for implementing professional development, collaboration, and the use of data.
- Increase student achievement in all areas of instruction by providing coaching and assistance with data and interventions.

Once hired, the effectiveness of the Teacher Leader roles will be determined by the following criteria:

1. The district will create standards for teacher leaders (based on Teacher Leader Model Standards: <http://www.teacherleaderstandards.org>). These standards will determine the ongoing effectiveness of teacher leaders. Peer feedback will be provided to determine the effectiveness of the teacher's performance of duties specific to the teacher's leadership role.
2. Each Teacher Leader will be writing and measuring personal learning targets and at the beginning, mid year, and end of the year, the selection committee will meet with each candidate to go over these targets and SMART goals.
3. Student achievement data will be monitored with data being used as a component.

Time Period of Assignment:

Teachers who successfully complete the evaluation process will be recommended to continue their Teacher Leadership role. Annually, the superintendent and principal will evaluate the assignment or reassignment of each teacher leader based on his/her evaluation on the Measures of Effectiveness & Professional Growth criteria. At the end of three years, all positions will be opened for the full selection process to allow other teachers the opportunity to serve as a teacher leader in the district.

Narrative

Using Part 7 application narrative from Year 1?* No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

Andrew Community School District (ACSD) teachers, administrators and AEA support staff are implementing the Iowa Professional Development Model (IPDM) to improve student learning and achievement. The district follows the operating principles of the IPDM: focusing on curriculum, instruction and assessment, participative decision making, leadership and simultaneity to support best practices to improve student learning and achievement. ACSD has worked to align and carry out a **focus on curriculum, instruction and assessment** by developing an understanding of the Iowa Core through continuous professional development during the '14-'15 school year and training during weekly PLC's from AEA support staff and the building leadership team. AEA staff provides support and training in implementing the "best practices" work in connection with instructional practices in the classroom. Teachers are driving this process in **participative decision making** during large group professional development and weekly PLC's. Aligning instruction with the IPDM and the Iowa Core has given ACSD the tools needed to support this alignment. ACSD has implemented collective professional development aimed at student learning goals with **leadership** that is distributed among faculty and administration. Finally, in order to achieve **simultaneity**, a priority has been made to remain focused on the major initiative of the district and to build on past strategies and initiatives to ensure they are maintained and strengthened over time.

Andrew Community Schools utilizes the IPDM for a continuous cycle of school improvement planning. The IPDM focuses on: 1)Collecting and analyzing student data, 2)Goal setting 3)Selecting content, 4)Designing the process for improving instruction, 5)Ongoing cycle continues and 6)Evaluation. The IPDM structure directly correlates to meeting goal 3 of the ACSD Teacher Leadership system: **Successfully implementing a professional development program that follows the IPDM, is teacher driven, has measured implementation, and provides support for staff to network with teachers in other districts.** The following descriptions support how the teacher leader positions will implement the IPDM to achieve student achievement goals.

Collecting & Analyzing Student Data

Our data coach, professional development coach and curriculum leader support staff in setting SMART goals during cluster PLC's to engage colleagues in analyzing and interpreting multiple sources of data. These teacher leaders will guide teacher discussions of strengths and areas of need based on students' performance by group, as individuals, classrooms and additional subgroups.

Goal Setting

Our data coach, professional development coach and curriculum leader will facilitate ongoing discussions to support teachers to implement standards, follow the district's curriculum and priority goals, use learning progressions and develop shared assessments. This process will be supported during professional learning communities, select professional development days and during summer planning meetings.

Selecting Content

Our data coach, professional development coach and curriculum leader will focus on building understanding of the Iowa Core, how components of the current curriculum and the adoption of new curriculum meet the Iowa Core and align with assessments. These teacher leaders will assist with selecting professional development content and best instructional practices to seek and share knowledge about theories, research and effective practices in adult learning.

Designing Process

The Teacher Leadership team will lead committee-decision making to develop and implement a professional development plan on the basis of data analysis and findings with the goal of improving student achievement. The team will develop plans to be carried out at building wide professional development and weekly PLC meetings through collaboration by all teachers.

Training & Learning Opportunities

The professional development coach, mentor teacher, model teacher and curriculum leader will design and delivery training to ensure that multiple learning opportunities are available for staff. The model and mentor teacher will help to structure opportunities for teachers to practice newly learned skills with peers in the classroom and organize and facilitates teachers observing each other.

Collaboration

All teacher leaders will support the professional learning communities during grade level cluster meetings to: share instruction and professional resources, assist colleagues in selecting and implementing effective teaching strategies, work inside classrooms to help teachers implement new ideas, demonstrate lessons and support ongoing learning so teachers focus on practices that directly improve student learning.

Implementation

All teacher leaders will support Initial and Career teachers in implementing effective teaching strategies and how students respond in additional to differentiated instruction and collaboration with fellow teachers.

Program Evaluation

ACSD Teacher Leaders will utilize data collection, including student assessments, walkthroughs, teacher surveys, professional development implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at Andrew Community Schools.

The professional development focus will be targeted at increasing student achievement goals in needed areas. For the ACSD to attain current student achievement goals, action steps include teacher leaders and administration members working together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. Using the IPDM will assist the district in remaining focused on this cycle of continued teacher and student improvement.

Using Part 8 application narrative from Year 1?* 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.

District Vision

The Teacher Leadership structure will support and strengthen Andrew Community Schools current vision of, "Learning Today to be Leader's Tomorrow." The priorities for the 2014/2015 school year are: (1) Teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) Use data to guide instruction differentiation for all students (3) Provide collaboration, mentoring and modeling for all teachers. The teacher leaders will greatly increase the district's ability to fully implement the priorities of the Andrew Community School District.

Andrew Community School's Teacher Leadership Roles:

1. Mentor Teacher - Focuses on creating high quality mentoring and induction experiences for new staff.
2. Model Teacher - Focuses on modeling best practice and providing opportunities for staff to learn from classroom observations.
3. Curriculum Leader - Focuses on improving curriculum and professional development in all classrooms. Main focus is on reading and social studies.
4. PD Coach - Focuses on providing professional development for staff. Also is in charge of supporting and coaching teachers in the implementation of PD. Main focus is on math and science.
5. Data Coach - Focuses on helping staff with data interpretation. The data coach will assist teachers with strategies for a multi tiered system of supports.

By January 2015, Andrew CSD will offer enhanced career opportunities to all eligible teachers, and 25% of teaching staff (5) will be selected to serve in teacher leader roles.

8a: A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

Andrew CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced induction mentor program, and the peer review process in order to meet the following goals:

- Retain 100% of current staff from 2015-2016 to 2016-2017 by providing leadership roles, a strong mentoring and induction program, and support for implementing professional development, collaboration, and the use of data.

Short term measures:

1. Competitive starting salaries
2. Professional development
3. Leadership opportunities for twenty-five percent of the teachers in the district have a teacher leader role

Long term measures:

1. Annually survey teachers concerning job satisfaction
2. Exit interview data detailing reason(s) for leaving district

- Increase student achievement in all areas of instruction by providing coaching and assistance with data and interventions

Short term measures:

1. DIBELS progress monitoring
2. MAP assessment
3. IPI (Instructional Practices Inventory)

4. MTSS (Multi-tiered systems of support)
5. PLC SMART goals
6. Observations

Long term measures:

1. DIBELS benchmark assessment
2. MAP assessment
3. Iowa assessments
4. IPI (Instructional Practices Inventory)
5. C-Plan (Comprehensive School Improvement Plan)

- Implement a professional development program that follows the Iowa Professional Development Model, is teacher driven, has measured implementation, and provides support for staff to implement learning.

Short term measures:

1. Quarterly meetings to discuss Individual Professional Development Plan
2. Professional learning communities
3. Goal setting
4. SMART goals

Long term measures:

1. Ongoing data collection
2. Program evaluation
3. Training and learning opportunities
4. Collaboration and implementing professional development opportunities

8b: A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Iowa Professional Development Model will be used to allow us to monitor our efforts and determine the next steps to be taken based on student achievement data. Our goal is to always use data to guide instruction, curriculum and assessment. The data will guide differentiated instruction for all students.

Through careful reflection based on the feedback of staff, artifacts of success, and the growth of the teacher leader, the site-based panel will make a recommendation to the superintendent if the lead teacher will continue to serve the team in this capacity for the next school year. After each meeting with the site based panel, the teacher leader will create a professional growth plan to create goals for the following school year. These goals will guide the teacher leader for the next year's.

Monitoring will take place through ongoing communication between teacher leaders and administrators. The building leadership team will monitor the needs of teacher leaders and provide supports to ensure their success. Documentation of collaboration with teachers and mentees will drive these data based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan.

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 district's 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)

Andrew Community School District has the capacity to implement our teacher leadership plan and sustain this plan over time. Teacher leadership roles will be supported in numerous ways. Each member of the district teacher leadership team will have an allotted number of extended

contract days. Throughout the year, the district teacher leadership team will meet (up to ten days) to participate and develop a plan to create and strengthen coherent instructional practices directly tied to district curriculum initiatives. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress. This team will have the opportunity to work together to create and implement specific goals for the district's professional development and improvement plan. Each member will receive professional development for their specific role, which will enhance communication and implementation of these ideas with all staff members. Data will continuously be collected to evaluate student achievement. If we notice that we are not reaching our goals set for student achievement, the team will modify their plan to work toward improvement of those goals. To determine what modifications need to be made, the team will evaluate the quality, delivery and implementation of professional development for the staff.

Currently, leadership is provided primarily through administration roles. Our impetus for making these changes is because administration often does not have time to adequately address the needs of the district. With the implementation of the teacher leadership model, we will expand leadership by including teachers working in conjunction with administration. At this time we have teachers who take on leadership responsibilities without compensation. This plan will allow more of a vested interest in leadership roles for all involved. Teachers will be given time during the summer months to engage in district and building planning of professional development and curriculum decisions collaboratively with district administration.

The district teacher leadership team will provide ongoing communication of decisions and progress to keep stakeholders informed. The staff will be updated during each weekly staff meeting. Our goals and progress towards goals will be published in our newsletter, which is sent out to all members of the community. The district teacher leadership team will also be responsible for updating the school board quarterly on progress. The team will also meet with the school improvement advisory committee twice per school year to keep them informed on progress. Our program evaluation will be published for all community members. All communication will be completed in collaboration with district administration.

If problems arise during the installation and implementation of the district teacher leadership team, they will be addressed with the original TLC planning committee. As the system develops, the responsibility of problems will be addressed by the building leadership committee, which works in conjunction with administration. Currently, we have data systems in place to provide us with ongoing student achievement progress through the use of NWEA Maps, DIBELS, and Iowa Assessments. We also have walkthrough data that is completed by administration and classroom teachers. Staff members are trained in these data systems and create immediate success, if problems arise. This will ensure the sustainability of our team.

It is essential that our district teacher leadership team be effective in achieving our goals. To help achieve our goals our team will receive training for their new role and be given opportunities to continuously improve through professional development. If our data shows that we are not meeting our goals, the team will need to evaluate the professional development given to determine if it met the needs of the individuals. Each leadership role will have an annual review. When the annual review takes place, three items will be reviewed. These items include peer-review feedback, artifacts of success, and proposed professional growth plan for the following year. After annual review, the site-based committee will make a recommendation to the superintendent regarding the renewal of the position for the next school year. If there is turnover in teacher leadership team members, the cause of this will need to be examined. When turnover occurs, the new team member will receive training and professional development opportunities.

The success of the plan will be determined by administration, the district teacher leadership team, and the building leadership committee. Administration will monitor the program and provide guidance and support. The district teacher leadership team will continue to collect data

and evaluate progress in the improvement of student achievement. The building leadership team will continue to communicate the needs of staff to the district teacher leadership team. With these key roles and responsibilities, Andrew Community School will ensure the success of the teacher leadership system.

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* 256.3

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$79,150.57

Total Allocation \$79,150.57

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.	\$40,803.00
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).	\$2,037.57
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
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>	\$31,310.00
Totals	\$79,150.57

Other Budgeted Uses - Description

Item description	Amount budgeted
WGS/Open Enrollment Allocation to Maquoketa/Bellevue	\$31,310.00
	\$31,310.00

Total Allocation Budgeted

\$79,150.57

Total Projected Amount to be Expended

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 \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?*

No

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

TLC Budget

Andrew CSD estimates receiving nearly \$79,150 per year in teacher leadership funding. We planned our budget with the understanding that \$31,310 will leave the district due to open enrollment and whole grade sharing with the Maquoketa and Bellevue school districts. Thus, our funding level for the district was \$48,050. Creating a budget that does not plan for our sharing agreement would create a system that is not sustainable. Our focus was to ensure that the roles and budget we created would be able to be sustained over many years.

TLC Goals

Our TLC planning team took our budget into strong consideration as we were planning for our roles and ensuring that our roles met our goals for our teacher leadership system.

Our goals for the Andrew teacher leadership system are:

1. Andrew will retain 100% of current staff from 2014-2015 to 2016-2017 by offering leadership roles, a strong mentoring induction program, and support for implementing professional development, collaboration, and the use of data.
2. Andrew will increase student achievement in the area of reading by providing coaching and assistance with data and interventions for a multi tiered system of supports.
3. Andrew will successfully implement a professional development program that follows the Iowa professional development model, is teacher driven, has measured implementation, and provides support for staff to implement learning.

Funding Numerous Opportunities

We made a very focused effort to ensure that 25% of staff will be included in a teacher leadership role. We limited the amount of released time during the school day. The released FTE time became an expensive measure to fund with a limited budget and still maintain a 25% inclusion rate. Another reason not to include released FTE time for all roles was the fact that our district is primarily made up of elementary teachers. We did not want elementary classrooms that included multiple teachers. This would not improve our ability to meet our district goals to improve student achievement. Our data coach role required more time to complete the required responsibilities. Our data coach would be using time during the contract day to meet with PLC teams during data review. Our data coach FTE allocation would come from the district general fund.

Minimum Teacher Salary

Our first priority was to ensure that we raised our minimum salary to \$33,500. Currently, our minimum salary is \$33,000. Estimating a three percent increase (based on the average increase the past five years) in our contract schedule for 2015-2016 would raise our base salary above the \$33,500 benchmark. Andrew CSD would not need to allocate funding within our TLC dollars as we have achieved this goal with our future contract step and lane schedule. Andrew only has one staff member under the \$33,500 minimum salary. If our step and lane does not increase to meet this minimum, our district will fund the increase to this amount from our general fund. We want to ensure maximum opportunity to fund the critical roles of our teacher leadership program using our TLC funds.

Teacher Leadership Compensation

Our second priority was to set compensation levels for each of our teacher leadership roles at a level in which they would be highly attractive to our current staff. Our compensation levels (with added days) are:

Leadership Role	Stipend	FICA/IPERS	PD Allocation	Total	Added Days
Mentor Teacher	\$5,000	\$829	\$1,000	\$6,829	10

Model Teacher	\$5,000	\$829	\$1,000	\$6,829	10
Curriculum Leader	\$10,000	\$1,658	\$1,000	\$12,658	20
PD Coach	\$7,500	\$2,113.95	\$1,000	\$9,743.50	15
Data Coach	\$7,500	\$2,113.95	\$1,000	\$9,743.50	15

Funding Professional Development

Our third priority was to include ample professional development funding for our new teacher leaders to allow them opportunity to build their skill set and expertise in their new area. Each teacher leadership team member will be provided \$1,000 for professional development per year. This is in addition to the \$350 they already receive from the district on an annual basis from our general fund.

Our TLC plan provides added days for each teacher leadership role to engage in leadership team meetings at the beginning and end of each school year to review student achievement data and plan for future professional development. Our added days will also provide our teacher leaders to attend critical professional development opportunities during off contract times to increase their professional capacity to lead in our district.

Other Funding Priorities

Our budget includes just under three percent reserve of funds to ensure we have additional dollars for extended professional development opportunities, substitute teacher for release days/coaching opportunities, and other items that our teacher leadership team may need that we anticipate during implementation.

Overall Budget

Our budget is broken down to these dollar amounts and percentages:

- Teacher Leadership Supplement - \$35,000 (44.1%)
- Benefits - \$5,803 (7.3%)
- PD - \$5,000 (6.3%)
- Substitutes, Extended Professional Development - \$2,037 (2.5%)
- Open Enrollment/Whole Grade Share (Maquoketa/Bellevue) - \$31,310 (39.4%)

Conclusion

We believe with this funding model, our plan is highly sustainable and provides a funding model that will include 25% of our staff with teacher leadership opportunities. The TLC grant would provide our staff with additional time needed to make systematic improvement in our district. We have a number of staff already interested in these positions and are excited to attend professional development opportunities to increase their capacity to improve student achievement in our district. Through our collaborative effort between the administration and our teachers, we are committed to the actions and roles described in this grant to improve teacher leadership in our district.

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 Yes

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.*

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 district's TLC plan.*

Yes

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

Yes