



Application

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

137770 - Ar-We-Va Community School District TLC Grant
Teacher Leadership and Compensation System

Status: Under Review
Signature: Kathleen Snyder

Submitted Date: 2015-10-16 09:10:34
Submitted By: Kathleen Snyder

Applicant Information

Project Officer

AnA User Id KATHLEEN.SNYDER@IOWAID
First Name* Kathleen Snyder
First Name Middle Name Last Name
Title:
Email:* ksnyder@ar-we-va.k12.ia.us
Address:* 11042 Hawthorne Ave.

City* Breda Iowa 51436
City State/Province Postal Code/Zip
Phone:* 712-265-0081
Phone Ext.

Program Area Teacher Leadership and Compensation
of Interest* System
Fax:
Agency

Organization Information

Organization Name:* Ar-We-Va Community School
Organization Type:* K-12 Education
DUNS:
Organization Website: ar-we-va.k12.ia.us
Address: Ar-We-Va Community School
108 Clinton Street

City Westside Iowa 51467
City State/Province Postal Code/Zip
Phone: 712-663-4312
Ext.

Fax: 712-663-4312
Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name* Kurt Brosamle
Title* Superintendent
Organization* Ar-We-Va Community School
If you are an individual, please provide your First and Last Name.
Address* 108 Clinton St.
City/State/Zip* Westside Iowa 51467
City State Zip
Telephone Number* 712-663-4312
E-Mail* kbrosamle@ar-we-va.k12.ia.us

Fiscal Officer / Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name* Sharon Stickrod

Title Business Manager

Organization

Address

City/State/Zip Iowa
City State Zip

Telephone Number

E-Mail

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

Congressional District(s) Involved or Affected by this Proposal* 4th - Rep Steve King (R)
Congressional Map

Iowa Senate District(s) Involved or Affected by this Proposal* 6
District Map

Iowa House District(s) Involved or Affected by this Proposal* 18
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.
*

No

If YES, present the rationale for determining no impact.

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.*

Kathleen Snyder

Title of Person Submitting Certification*

Kathleen Snyder

Recipient Information

District*

Ar-We-Va Community School District

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

County-District Number*

24-0355

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*

Kurt Brosamle

Telephone Number*

712-663-4312

E-mail Address*

kbrosamle@ar-we-va.k12.ia.us

Street Address*

108 Clinton St.

City*

Westside

State*

Iowa

Use the drop-down menu to select the state.

Zip Code*

51467

TLC Application Contact

Honorific

Name of TLC Contact* Kathleen Snyder
Telephone Number* 712-663-4312
E-mail Address* ksnyder@ar-we-va.k12.ia.us
Street Address* 108 Clinton St.
City* Westside
State* Iowa
Use the drop-down menu to select the state.
Zip Code* 51467

Demographic Profile

October 2014 Certified Enrollment 292

October 2014 Free/Reduced Lunch % 38

AEA Number 12

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)

Ar-We-Va Community School District is a small rural district located on Highway 30 between Carroll and Denison. Enrollment at Ar-We-Va CSD averages 280 students annually. Over the past ten years, student demographics at Ar-We-Va CSD have shifted. The number of students receiving free/reduced lunch has steadily increased and the English Language Learner population has also increased, especially at the elementary level. To address the unique learning needs of a shifting student population, Ar-We-Va CSD has relied on teacher leaders for support.

Ar-We-Va CSD has encouraged teachers to step into various leadership roles throughout the years with the ultimate goal of improving student achievement and retaining quality teachers. After given the full support of all the stakeholders to pursue a Teacher Leadership Compensation application (administration, teachers, board of directors, and community members), a planning committee was formed to devise a plan that would work best for the district.

The TLC plan will further develop teacher leaders and cultivate professional growth in the district. Teacher leadership roles and professional development will provide necessary support to Ar-We-Va instructors, lead to implementation of best practices, and sustain current initiatives. The district's TLC

goals are to 1) increase student engagement and achievement, 2) establish a professional learning community culture through collaboration and job-embedded professional development, 3) improve the development of new and career teachers by providing pathways for career opportunities that come with increased leadership responsibilities, and 4) ensure that all students receive quality instruction supported through the implementation of the Iowa Core. The leadership team will analyze and reflect on multiple sources of data to drive instructional practices, such as, Iowa Assessments, teacher implementation logs, Stanford Diagnostic Reading Tests, Jamestown Readers, Formative Assessment System for Teachers (FAST), Northwest Evaluation Assessment (NWEA), and Authentic Intellectual Work (AIW) configuration maps. The TLC plan will also reward teacher professional growth and leadership with increased time and appropriate compensation.

The TLC plan will provide guidance and support for beginning teachers and career teachers. The plan will enhance continued implementation of the following initiatives in place at Ar-We-Va: Multi-Tiered System of Supports (MTSS), Authentic Intellectual Work (AIW), Iowa Core Implementation, and Early Literacy Implementation (ELI).

Teacher leadership will allow the above initiatives to be implemented with fidelity and guarantee that new teaching staff will receive training in the district initiatives. Beginning and career teachers will have the assistance of a mentor and teacher leadership team to provide them with support in the Iowa Teaching Standards and Criteria, ultimately leading to increased student achievement.

Ar-We-Va's TLC Plan (Model 3) consists of three differentiated teacher leadership roles: an Instructional Coach, Lead Teachers, and Mentor Teachers. The Instructional Coach will help to connect data and classrooms, strategies and students, and teachers with other teachers--all connections leading to increased student achievement. Through the grant, the selection committee would select five lead teachers who would serve as models for exemplary teaching practice. The lead teachers will collaborate with the Instructional Coach to bring about effective instructional change in the district. The final leadership role would be the mentor teacher. The intent is that all teachers in the district are able to find success and the commitment to stay in the teaching profession. The mentor teacher would be the direct support to all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as direct-supported instructional programming, strategies and supports. Mentor teachers will work with the Instructional Coach and the Lead teachers to ensure alignment with district initiatives.

The TLC plan will strengthen an already-effective system. A quality curriculum is needed and district teachers have been working on implementing the Iowa Core in all subject areas. Ar-We-Va teachers have attended workshops and spent many hours digging into the standards to bring about the rigor needed for students to be successful in the coming years. The district already has the following initiatives in place: Authentic Intellectual Work (AIW), Early Literacy Initiative (ELI) and Multi-tiered System of Supports (MTSS). The district is confident that it can implement, review and sustain an effective TLC plan spanning several years with a high level of commitment.

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 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).

The district believes strongly in supporting the work of teachers as leaders of learning for students, colleagues, and community. Teachers work collaboratively to enact the district initiatives, improve their teaching practices, and support the whole child. Parents play an important role in supporting academic and social efforts at school. Parents are clear partners at the Ar-We-Va school district.

Formation of a Team

In October of 2013, the Ar-We-Va Community School District assembled a planning committee consisting of two administrators, two elementary teachers (union members), three secondary teachers (union members), and three parents to consider applying for the TLC grant. Initial meetings were structured to gather background information and knowledge about the TLC program. After several meetings, the district leadership team identified current strengths and needs of the district. This challenging work led to the creation of a renewed vision for the district that includes leadership opportunities that will greatly impact professional growth, instruction, and student achievement.

Application

In January of 2014, the planning team collectively decided not to submit an application at that time. Early conversations and activities led to excitement about the potential, but through planning conversations, it was determined that the district would not be ready with a fully developed proposal outlining positions, selection processes, and program evaluation. Additional time was necessary to produce a quality plan.

Fully Developing the Plan

The planning team continued to develop teacher leader roles and job descriptions throughout the 2014-15 school year, basing all conversations upon alignment to current initiatives and the district's shared vision of continuous professional growth and development of teacher leaders. They gathered information by attending AEA sponsored workshops and communicating with stakeholders to address concerns associated with the TLC program. As team members attended work sessions at the AEA, it became apparent that with proper planning, the plan that was being developed would enhance professional practice and impact student learning.

Stakeholder Involvement

The planning committee presented background information on the TLC goals. The committee also discussed the impact to the district. The application process was explained along with the timeline for completion. The planning committee first reviewed and explored the Career Pathways and the three models created by legislation including the “Must-Haves” for local plans. The committee then proceeded to create roles that would fit the district and be conducive to the staff. With feedback from staff, the committee determined the Comparable Plan Model would best meet the needs of the Ar-We-Va CSD.

Support & Commitment for the TLC Plan

Throughout the planning process, the committee felt commitment and support for the Teacher Leadership System (TLS) by all stakeholders was important in order for the plan to make a positive impact on the district. Feedback was collected from the following stakeholders: administrators, teachers, parents, and community.

Initially, administrators were skeptical of the TLC plan. Concern was expressed about the potential negative effects of removing high-quality teachers from the classroom, costs to hire subs for teachers out of the classroom, the resistance of some teachers to fully buy into this program, and the resistance to change. However, after initial meetings and discussions, administrators reevaluated the purpose of the program and determined that having an on-going, built-in system for ensuring the continual development and growth of teachers would have a positive impact on student achievement. The design of the initial plan was adjusted so that the amount of time teacher leaders would be out of the classroom would be minimized. As a result, 100% of administrators are in support of implementing the teacher leadership system.

Teachers’ input was actively sought and incorporated into the plan. Informative sessions were held to educate the teachers about the goals of the TLC system as well of potential leadership roles. Teachers expressed concern about taking on more responsibilities and the possible detrimental effect of removing effective teachers from the classroom. However, these concerns seemed to be outweighed by the positives the TLC plan could bring to the district. Teachers participated in a survey to quantify support for a teacher leadership system, the types of teacher leaders beneficial to the district, and which roles each teacher would be interested in pursuing. The survey resulted in 82% of teachers in favor of the system, and 40% of the teachers expressed interest in pursuing a teacher leadership role.

Administrators shared the Teacher Leadership System information with the School Improvement Advisory Council comprised of teachers, administrators, parents, community members, students, and school board representatives. Community support was favorable in creating a system that would support teacher instruction and student achievement as long as high-quality teachers were still in the classroom the majority of the time. The committee also discussed the number of staff eligible to serve in the leadership positions to ensure there would be enough to cover the needed positions (25%) and whether there would be enough staff that would be willing to take on the roles.

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.

TLC Vision

Ar-We-Va's vision is to create a teacher leadership system designed to improve the quality of teaching and learning resulting in a world-class education for a lifetime of learning. The research indicates many factors that contribute to student learning in schools, among them effective instruction, leadership, expectations, structures that support collaboration, and effective professional development. Therefore, offering a world-class education and having Ar-We-Va students be competitive globally requires all staff members to be engaged in professional learning.

The goals of the Teacher Leadership Compensation Grant include the following:

- Goal 1: Improve student achievement through the establishment of Teacher Leadership roles.
- Goal 2: Establish a professional learning community culture through collaboration and job-embedded professional development, aligned with the IPDM.
- Goal 3: To improve the development of new and career teachers by providing pathways for career opportunities that come with increased leadership responsibilities.
- Goal 4: To ensure that all students receive quality instruction supported through the implementation of the Iowa Core.

District Long Range Goals

- All K-12 students will achieve at high levels in reading, prepared for success beyond high school.
- All K-12 students will achieve at high levels in math, prepared for success beyond high school.
- All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- All K-12 students will improve on proficiency and demonstrate meaningful use of technology in reading, math, and science.
- All students will feel safe at and connected to school.

The district's reading goal states that all students will be proficient in reading. The district received an Early Literacy grant for the 2014-15 school year, and began implementing the FAST assessment and MTSS at the elementary level. The Spring 2015 universal screening results from the FAST assessments show that 73% of students, kindergarten through 5th grade, are meeting the established FAST benchmarks. Improvements in students' individual scores are a result of the work teachers have been doing in their classrooms and during intervention time, including fluency interventions and progress monitoring on a weekly basis. Changes were made in the elementary schedule to ensure that teachers

have an uninterrupted block of literacy daily. Then a 30 minute intervention block was built into the schedule to address individual student needs.

Another data source used to focus Ar-We-Va's work is the 2014-15 Iowa Assessment scores. The data show that in reading, 92.5% of 3rd through 5th grade students are proficient, as measured by the Reading Comprehension Test of the Iowa Assessments. 87.5% of 3rd through 5th grade students are proficient, as measured by the Math Total Test of the Iowa Assessments.

While the majority of Ar-We-Va students in the middle school and high school scored in the proficient range on the Iowa Assessments, the state goal of 100% proficiency has not been met. Data show that 86% of 6th through 8th grade students were proficient as measured by the Reading Comprehension Test and 88% were proficient in math, as measured by the Math Total Test. 98% of 9th through 11th grade students were proficient as measured by the Reading Comprehension Test of Iowa Assessments and 93% were proficient in math..

The district also analyzes subgroup data, such as SES, EL, and IEP. The district has not met the state Annual Measurable Achievement Objectives for kindergarten through 12th grade EL students the last 2 out of 3 years. A corrective action plan has been developed to address the needs of the EL students.

In addition to impacting student achievement through teacher leadership, the district wants to strengthen the mentoring program for new teachers. By strengthening the new teacher mentoring program, the district will ultimately improve student proficiencies. The Teacher Leadership and Compensation (TLC) plan allows for additional time for educators to collaborate in learning teams. This time gives educators greater opportunities to share, dig deeper into data, make action plans, and implement. This collaborative time is valued and will improve instructional practices which will impact student achievement.

Through the district's initiatives (MTSS, ELI, AIW, Iowa Core), educators are working to improve student achievement by differentiating instruction and providing opportunities for students to think at higher levels. The Teacher Leadership and Compensation grant will help the Ar-We-Va educators align and improve current professional development efforts by creating a learning community that includes peer collaboration and greater opportunities for teacher leadership with the outcome of improved student achievement.

Using Part 3 application narrative from previous submission?*

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)

The Ar-We-Va Teacher Leaders will be instrumental in strengthening the district's school improvement initiatives. Priority initiatives in the district include Multi-Tiered System of Supports (MTSS), Authentic Intellectual Work (AIW), Iowa Core Implementation, and Early Literacy Implementation (ELI).

Multi-Tiered System of Supports (MTSS): The leadership team will be instrumental in carrying out the Multi-tiered System of Supports that is defined as “. . . framework of evidence-based practices in instruction and assessment that address the needs of all students starting in general education.” The elementary building uses MTSS as a framework to move toward the district goal that all students will achieve at a high level on the Iowa Assessments. For the past two years, Ar-We-Va has had a MTSS program focused on Reading for the K-5th grades. For the 6th-12th grade, Ar-We-Va has an at-risk program that serves students identified for academic and behavior concerns.

Teacher Leaders will provide further support and resources to teachers as they implement MTSS. The Instructional Coach, Mentor Teachers and Lead Teachers at Ar-We-Va will help teachers improve skills through collaboration. The Instructional Coach will organize a more comprehensive collection of data on students who are not improving at expected levels. Teacher Leaders will also facilitate efforts to research best practices and locate learning tools including assessments, technology, and resources with the goal of strengthening MTSS.

Authentic Intellectual Work (AIW): Ar-We-Va's AIW Lead Teachers will lead the district's continued implementation of AIW, which began at the 6-12 level in 2014. Lead teachers will serve as anchor members, facilitate AIW teams, and assist in professional development in relation to implementing AIW standards. Middle school and high school teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core. AIW implementation data will be collected through CIP walk-throughs, IC Maps, and/or Task-Student work correlation. The AIW Lead Teachers will also assist with developing a plan for sustaining Authentic Intellectual Work in the district.

Iowa Core Implementation: Teacher Leaders will assist classroom teachers in employing the Characteristics of Effective Instruction (CEI). The CEIs include: Student-Centered Instruction, Teaching for Understanding, Assessment for Learning, Rigor and Relevance, and Teaching for Learner Differences as identified in the Iowa Core. Teacher Leaders will assist with professional development to ensure the enacted curriculum aligns with the intended curriculum. The Instructional Coach and Lead Teachers will engage teams in the Iowa Core Curriculum - digging deeper into content and skill standards, effective instructional practices, and determination of formative assessments to measure student mastery of standards.

Early Literacy Implementation (ELI): Teacher Leaders will assist with and provide professional development for teachers in research-based instructional strategies, interventions, and progress monitoring of students. The district reading goal is that all students will be proficient. Through the TLC plan, teacher leaders can help strengthen core instruction by all teachers. Leaders can identify and model comprehension or fluency strategies intended to help all kids no matter where they fall along the achievement spectrum.

Teacher Leaders will be well-versed in using the Formative Assessment System for Teachers (FAST) within the Iowa TIER and be able to assist teachers with administering the assessment, analyzing data, and helping identify students as adequately progressing, at risk, or substantially deficient in literacy. After identification, Teacher Leaders will assist with targeted intervention plans and analysis of progress monitoring to ensure that all students are adequately progressing.

The building blocks of the Early Literacy Initiative provide Ar-We-Va with a framework for improved literacy instruction for all students. Ar-We-Va is focusing on the following building blocks: instructional time/opportunities and collaborative literacy support. Schedules were developed to provide uninterrupted reading blocks daily and intervention times were built into the schedule. Teachers utilize professional development time to analyze data, determine student needs, and plan interventions collaboratively.

A key component of the current district initiatives is collaboration. However, time constraints do not allow teachers to engage as deeply in collaboration as would be possible if the TLC plan were in place. The TLC grant will provide the necessary support for full implementation and sustained use of district initiatives, increase teacher leaders, and, ultimately, positively impact teaching and learning.

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)

Current Induction and Mentoring

The present new teacher induction program is a one-day orientation with the PK-5 principal and 6-12 principal/superintendent held the day before all returning teachers start. The agenda includes a review of district policies and procedures, the evaluation process, the Master Contract, an overview of the district professional development initiatives, and time to work setting up the classroom. There is no time provided for the mentor/mentee to meet during the orientation. Currently, the mentoring program is based on the Journey to Excellence program; however, there has been inconsistent use of the program and little oversight from the administration. Therefore, mentees have received varied experiences in terms of the amount of support they have been offered and the amount of training they have received through the current district mentoring program. The TLC grant will fund district personnel and resources to improve mentoring new teachers. Data shows that the district does not have a high percentage of turnover, and generally hiring occurs after retirements. The TLC grant will allow the mentoring program to provide consistent support that new teachers require.

Areas of Improvement

Ar-We-Va's Mentoring and Induction Program currently pairs an experienced teacher with a new teacher. They meet several times per month to discuss all aspects of the teaching profession. Since both teachers have classrooms of students during the school day, and the district has few additional teachers to help cover for these new teachers and mentors, mentoring meetings normally take place before or after school. In both cases, this is not the preferred time of day for effective learning. Presently, the district's Mentoring and Induction Program requires the new teacher to observe his/her mentor teacher in a classroom setting and to observe at least one other teacher. Observing experienced teachers' methods of handling student management issues and how the experienced teacher effectively uses specific instructional strategies are powerful experiences. However, the current program only allows for this experience three to four times per year. This is a weakness of the current Mentoring and Induction Program. The district is currently working to find additional observation times. The TLC

plan will embed this component. With the addition of the TLC positions, the mentoring program can become a focus offering consistent support and guidance that new teachers deserve to ensure their success.

Participants of the district's Mentoring and Induction Program indicated that their biggest need is more time to handle all of the responsibilities of a new teacher. Mentors expressed the allotted time available to spend with new teachers is not sufficient. New teachers need quality time to reflect on his or her practice with a mentor on a weekly basis. Within the current program, this is not possible. Providing weekly meeting time for the mentor and mentee will be a key component of the improved TLC mentoring program. These weekly mentoring meetings will assist teachers in developing expertise in district initiatives and impact student achievement.

Another weakness of the current mentoring program is helping a new teacher learn and implement established initiatives. Mentors have documented this weakness on mentoring surveys. New teachers would have the opportunity to build their skills and professional relationships as they advance their student's learning.

Providing a strong mentoring and induction program will help new teachers become leaders in the classroom and in the district. The different roles, as laid out in the TLC system, have defined responsibilities in the mentoring and induction plan as shown below.

Newly Created TLC Position	Level	How Role Will Support New Teachers and Address Identified Mentor Gaps
Instructional Coach	PK-12	<ul style="list-style-type: none"> • Complete observations and walkthroughs in new teacher classrooms • Provide feedback and coaching to increase effective instructional practices and strategies • Create opportunities to co-teach and model teaching for new teachers
Lead Teachers	PK-5 6-12	<ul style="list-style-type: none"> • Partner with the Instructional Coach to provide appropriate modeling and resources; • Help colleagues by sharing instructional and professional resources i.e. websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools.
Mentor Teachers	PK-5 6-12	<ul style="list-style-type: none"> • Recognize social and emotional needs of new teachers and provide support for these needs; • Support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures; • Observe and give feedback to the mentee about his/her instruction; • Meet regularly with new teachers.

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.

The TLC plan created by the Ar-We-Va Community School District includes three differentiated roles that fit together in a coherent plan. The TLC plan will help us achieve our four TLC goals:

1. Improve student achievement through the establishment of Teacher Leadership roles.
2. Establish a professional learning community culture through collaboration and job-embedded professional development, aligned with the IPDM.
3. To improve the development of new and career teachers by providing pathways for career opportunities that come with increased leadership responsibilities.
- 4.) To ensure that all students receive quality instruction supported through the implementation of the Iowa Core.

The teacher leadership plan creates nine teacher leadership positions or approximately thirty-five percent of the teaching staff in leadership roles. The Ar-We-Va TLC planning committee comprised of district stakeholders includes: teachers, parents, community members and administrators. The planning committee conducted an analysis of both current capacity and TLC models from other Iowa districts. The TLC roles selected by the committee are intended to improve student achievement by targeting best practice instruction. Each role was designed to serve a specific purpose building teacher capacity in each and every classroom in the Ar-We-Va CSD. The three roles chosen include: Instructional Coach, Lead Teacher, and Mentor Teacher.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (22 FTE)	% Contract Dedicated to Teaching Students
Initial Teacher	Initial Teacher contract		2 days (1 day with administration; 1 day with mentor teacher)		95% instruction; 5% collaborating
Career Teacher	\$0		0 days		100% instruction
Mentor Teacher	\$2500	3 (1-MS/HS Level; 1-Pk-2nd; 1-3rd-5th)	5 days	13%	95% instruction; 5% teacher leader duties
Lead Teacher	\$3500	5 (3-MS/HS	5 days	21%	95% instruction;

		Level; 1-Pk-2nd; 1-3rd-5th)			5% teacher leader duties
Instructional Coach	\$8000	1 (Pk-12th)	10 days	4%	80% instruction; 20% teacher leader duties

Instructional Coach

Qualifications: An instructional coach meets Ar-We-Va's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, and demonstrates skills in data analysis, use of data to determine student need, design and implement of interventions. They must also possess the skills and qualifications to assume the leadership role, and will be evaluated by the school district as demonstrating the competencies of an instructional coach.

Salary Supplement: The Instructional Coach will receive an annual salary supplement of \$8000.

Extended Contract: The Instructional Coach contract will include 10 additional contract days.

Length of Assignment: One year

Participation Percentage: The Instructional Coach will spend 80% of the contract time engaged in student instruction and 20% of the contract time performing teacher leader duties.

Duties: The Instructional Coach will assist teachers in interpreting data and developing multi-tiered system of support plans to address needs. The Instructional Coach will also work with the building administrators to organize, plan, and implement PD to strengthen instructional practices.

- Analyze data from a variety of assessments
- Engage peers in analyzing and using data to drive and strengthen classroom instruction
- Work with classroom teachers and lead teachers to identify and address student needs
- Share instructional strategies and materials with lead teachers and mentors
- Facilitate professional learning opportunities among staff members
- Meet regularly with administrator, mentors, and lead teachers to communicate and coordinate instructional needs
- Lead focused PD on instructional practices
- Align instructional practices with the Iowa Core, AIW, and Early Literacy

Lead Teacher

Qualifications: A lead teacher meets Ar-We-Va's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a lead teacher. There will be one lead teacher for Preschool through 2nd grade, one for 3rd through 5th grade, and three for 6th through 12th grade.

Salary Supplement: Lead teachers will receive an annual salary supplement of \$3,500.

Extended Contract: Lead teacher contracts will include 5 additional contract days.

Length of Assignment: One year

Participation Percentage: A lead teacher will spend 95% of the contract time engaged in student instruction and 5% (30 minutes a day) of the contract time performing teacher leader duties.

Duties: Lead teachers will contribute to professional growth by providing examples of high quality instruction for teachers to observe. These people would be model teachers peers could go to when they are struggling teaching a certain subject, classroom management, time management, or any other issue that arises. They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise.

- Observe and model instructional strategies
- Facilitate discussions about improving instructional practices.
- Build trust with colleagues through non-evaluative measures.
- Maintain exemplary level of teaching practice.
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Provide leadership in the collection and analysis of data.
- Collaborate with school leaders and colleagues to address instructional issues.
- Assist in planning, facilitating, and monitoring staff development.
- Team leaders for Authentic Intellectual Work (AIW) and Early Literacy Initiative (ELI)

Mentor Teacher

Qualifications: A mentor teacher meets Ar-We-Va's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a mentor teacher. There will be one elementary mentor and one middle school/high school mentor with a third mentor assigned to the appropriate level if there is a need.

Salary Supplement: Mentor teachers shall receive annually a salary supplement of \$2500.

Extended Contract: Mentor teacher contracts will include 5 additional contract days.

Length of Assignment: One year

Participation Percentage: The mentor will spend 95% of the contract time engaged in student instruction and 5% (30 minutes a day) of the contract time performing teacher leader duties.

Duties: Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and

administrators. Mentor Teachers are responsible for supporting improved entry into the profession. To this end, they will act as a critical friend, listening and supporting the new teacher, but also ensuring their focus is on the teaching and learning cycle.

- Demonstrate effective classroom instruction.
- Facilitate learning conversations.
- Assist initial teachers with planning.
- Plan constructive feedback to new teachers.
- Facilitate mentee's reflection on the feedback s/he receive.
- Assist the initial teacher in the collection and analysis of data.
- Support the mentee in making data-based decisions and planning for differentiation.
- Be current on research-supported best practices.
- Collaborate with school leaders and colleagues to address instructional issues.
- Support implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching.
- Communicate with administrators and instructional coach to plan and implement the district mentoring program.

The Ar-We-Va Teacher Leadership plan is designed to support a collaborative culture with the support of an Instructional Coach, lead teachers, and mentor teachers. The Instructional Coach will meet regularly with administrators to ensure that each building's work is aligned to the Iowa Core and to monitor if the job responsibilities are helping to achieve building goals. Data driven decision-making and problem-solving of implementation issues related to professional development needs will be discussed. The Instructional Coach will be expected to encourage colleagues to use him or her as a resource in areas such as finding research-based teaching strategies and assisting with data-collection and analysis. The Instructional Coach, lead teachers, and mentor teachers will model effective instructional strategies and practices. Lead teachers and mentor teachers will participate on PLCs advancing implementation of current initiatives: Multi-Tiered System of Supports, Early Literacy, and Authentic Intellectual Work. Our TLC plan is designed to incorporate the cycle of continuous improvement as identified in the IPDM. The value of PLCs and teacher collaboration cannot be overstated - working together to improve student achievement becomes the routine of everyone in the system. Mentor teachers will support new-to-the-profession teachers by identifying supports needed to ensure higher levels of confidence and competence and guarantee that we are able to retain outstanding individuals in the teaching profession.

The relationships that are developed between teacher leaders and their colleagues will be essential to school improvement efforts. Ensuring that all teachers know the TLC goals, responsibilities of each teacher leadership role, data to be collected to monitor the plan, and expectations held for teachers in non-TLC positions will be essential. Data will be collected, analyzed, and used to determine effectiveness of the TLC plan, and changes needed to be made to improve professional development and instructional practice will be implemented.

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.

Ar-We-Va Community School District is intent on attracting, retaining, and rewarding quality teachers to fulfill the mission of “preparing students to be productive, responsible citizens in the 21st century.”

In order for Ar-We-Va Community School District’s teacher leadership program to be successful, it will be crucial to find teachers who possess interpersonal characteristics, strong communication skills, solid teaching practices, a commitment to ongoing professional growth, an ability to reflect on their instructional practice as well as a willingness to learn the habits and practices of Teacher Leaders. The district’s rigorous selection process includes using multiple data sources for hiring and evaluating the effectiveness and professional growth of teacher leader applicants.

Measures of Effectiveness

The selection process of teacher leaders at Ar-We-Va Community School District ensures each position is held by a highly-qualified individual. Each teacher leader must have a minimum of three years teaching experience, with at least one of those being at the Ar-We-Va Community School District. Preference will be given to candidates who have participated in leadership experiences in the district, shown a desire to engage in professional growth opportunities, demonstrated high quality teaching, and created positive relationships with colleagues.

Selection Process

1. **Postings:** All leadership positions will be posted internally and will provide detailed information regarding the roles and responsibilities of each leadership position, additional salary, additional contract days required, and deadline to apply. Staff meetings will be held to further discuss positions and answer questions prior to the application deadline.
2. **Application:** The application and application process will be sent to all teachers in the district and updated, evaluated, and reviewed annually. All qualified teachers will have equal access and applicability. 38% of all teaching staff will be hired for a leadership position. Candidates will be required to submit a written narrative that includes the following:
 - a. the teacher leadership position being applied for,
 - b. an explanation of strengths and qualifications that will be brought to the position,
 - c. examples of how student achievement has been enhanced by classroom instruction/strategies,
 - d. evidence of professional growth including: advanced degree, coursework and workshops, involvement in leadership roles, and involvement in professional organizations, and
 - e. a letter of recommendation from a colleague that speaks to their effectiveness and fitness for teacher leadership.
3. **Selection Committee:** The selection committee will be formed consisting of two teachers (one elementary and one middle/high school) and two administrators. The committee will accept and review applications, interview candidates for all teacher leader positions, and make recommendations regarding the final selection of candidates. Recommendations will be made to the superintendent for presentation to the Ar-We-Va Community School District's Board of Education.

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job-required criteria with candidates being measured as:

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

The selection committee will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the applicants previously held. The candidates may also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as educators and leaders. The aim is to ensure they have strong teaching skills, are reflective practitioners, and understand the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change.

4. **Annual Review:** At the end of each TLC implementation year, the selection committee will re-evaluate each teacher leader for evidence of continued professional growth and growth in leadership skills. This will be based on:
- Peer feedback on effectiveness of teacher's performance of duty.
 - Observations conducted by committee members.
 - Self-review specific to teacher's leadership role.

Teacher leaders may then reapply for continuation of their leadership position.

Narrative

Using Part 7 application narrative from previous submission?*

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.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. The district's teacher leadership system design takes this principle to heart by making teacher leaders the backbone of the professional development system. Teacher leaders, with guidance from administrators, will be primarily responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. Teacher leaders will use the IPDM Cycle of Professional Development in planning for professional development. Teacher leaders will collect and analyze data on the current state of instructional practices in the district through teacher observations, data collected from walk-throughs, feedback from teachers, and student achievement data. These data will then be used to set explicit goals for professional development. Based on the data and goals, content for professional development will be selected, adhering to the requirements of the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement.

Teacher Leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the work teacher leaders do in all settings.

Alignment of Ar-We-Va's TLC System and The Iowa Professional Development Model

Collecting and Analyzing Student Data

Teacher leaders will collect and analyze data of current instructional practices in the district through teacher observations, data collected from walk-throughs, feedback from teachers, and student achievement data.

Goal-Setting

The Instructional Coach and Lead Teachers will assist in developing goals at the building level that align with the district and board annual improvement goals outlined in the Comprehensive School Improvement Plan (CSIP). The Instructional Coach and Lead Teachers will facilitate SMART goal-setting and progress monitoring at the team level as a part of collaborative inquiry. Mentor teachers will support novice staff in the development of Individual Professional Development Plan (IPDP) goals that align to building and district goals.

Selecting Content

The Instructional Coach will work with administrators and teachers to select proven strategies and routines and will model and co-teach in the classroom. The Instructional Coach will engage in deepening their knowledge of the Iowa Core and effective curriculum and assessment design to develop and implement a guaranteed and viable curriculum. At the team level, Lead Teachers will facilitate action research by using protocols to identify and implement effective strategies to improve student learning. Mentors and Lead Teachers will work with novice teachers to develop their capacity to analyze formative assessment data and respond to individual student needs through targeted, evidence-based instruction.

Designing the Process

All teacher leaders will be included on leadership teams and work with administration to determine a variety of formats to provide theory, demonstration, practice, and collaboration. The content and PD needs that are implemented will be determined by student achievement data. Adjustments to PD design will be made based on formative data aligned to the district initiatives of Authentic Intellectual Work, Literacy/ELI, MTSS, and Iowa Core and the IPDM implementation profile. Additionally, teacher leaders will work in teachers' classrooms to help with implementation of professional development initiatives.

Ongoing Cycle

All teacher leadership roles will be engaged in ongoing training and learning opportunities. All teachers will have multiple opportunities to see demonstrations, plan together, solve problems, rehearse

new lessons, develop materials, engage in peer coaching, and observe each other. This ongoing cycle of learning and collaboration will improve the quality of implementation in the classroom and student learning.

Summative Program Evaluation

The implementation and success of professional development involves the input and assessment of all stakeholders. Evaluation of professional development program is based on two factors:

- Content was implemented with fidelity.
- Students acquired the desired knowledge/skills/behaviors.

Administration as well as all Teacher Leadership positions will use data including the IPDM rating tool, student achievement data, and teacher leadership input to determine next steps for professional development.

Indicators of successful Professional Development

- Student achievement data including, Iowa Assessments, ACT, FAST, NWEA MAP, CBMs
- AIW: Innovation Configuration maps, Task-Student Work Correlation, Classroom Implementation Profile, and Walk-through data
- Early Literacy Initiative: Teacher observations, walk-through data, meeting minutes from mentor teachers, lead teachers and instructional coach
- PLC meeting logs

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.

To ensure fidelity and to discern the benefits of the TLC system, Ar-We-Va designed a system within the TLC framework that allows for evaluation of both short-term and long-term goals. Data will determine the impact and effectiveness of the TLC system on both district and state TLC goals and will allow for adjustments when necessary. Monitoring will take place through ongoing communication between teacher leaders and administrators. Annually, district administrators and teacher leaders will review and, if needed, revise job descriptions and responsibilities for teacher leader roles based on identified needs.

The Ar-We-Va TLC plan includes the following goals:

Goal 1: To Improve student achievement through the establishment of Teacher Leadership roles.

Short-Term Measures: Annual Iowa Assessment achievement growth data, Fall to Spring MAP growth data, FAST assessment achievement growth data, other district formative and summative assessments

Long-Term Measures: Comparing Iowa Assessment achievement data, AYP/SINA status

Goal 2: Establish a professional learning community culture through collaboration and job-

embedded professional development, aligned with Authentic Intellectual Work and Early Literacy.

Short-Term Measures: Teacher Leader Logs; Instructional Coach Self-Reflection Rubric; notes from AIW scoring sessions; notes from Early Literacy PLCs

Long-Term Measures: Teacher Leader Logs, end of the year staff survey

Goal 3: To improve the development of new and career teachers by providing pathways for career opportunities that come with increased leadership responsibilities.

Short-Term Measures: Ensure all staff is at minimum salary; monthly feedback from new teachers; quarterly feedback from all staff concerning the professional development program; ensure at least twenty-five percent of the teachers in the district have a teacher leader role

Long-Term Measures: Annually survey mentor/mentee teachers, review retention rates, survey the effectiveness of the professional development program and the induction/mentoring program, staff survey concerning opportunities for enhanced career options, review the number of teachers in leadership roles

Goal 4: To ensure that all students receive instruction supported through the implementation of Iowa Core.

Short-term Measures: Observations by teacher leaders and administrators; meeting minutes from mentor teachers, lead teachers, and instructional coaches; AIW and Early Literacy meeting logs

Long-term Measures: Completion of the iCAT in Spring of 2017; Observations by teacher leaders and administrators

The Ar-We-Va Community School District will monitor and adjust its TLC plan based on the results of the above-mentioned indicators. The TLC committee will closely monitor the works of the teacher leaders and, through individual evaluations, make adjustments as needed to the TLC teacher roles and professional development plan. ALL teachers, including Initial teachers, Instructional Coach/Mentor/Lead teachers, and Career teachers will be asked to reflect at each school year's end, as to the results of the TLC program at Ar-We-Va. Measurements utilized may include student data, self-reflections, documentation of peer collaboration, lesson plans, walk-through results, goals, etc. to reflect on academic learning gains.

Annually, Ar-We-Va's TLC team, including the teacher leaders, will look at student data, reflection by staff, and feedback from stakeholders, along with updated state mandates to re-assess its TLC program effectiveness and make plans for each upcoming school year. The district will continually study student data, revise teaching practices as needed, implement change, and improve upon teaching efforts for creating greater student achievement.

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 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)

The TLC plan is designed to assure that its key points are fully developed and prepared to implement.

Ar-We-Va has several examples of initiatives and programs that the district has sustained over time.

- The district currently has a mentoring program in place. Currently at Ar-We-Va, administration is responsible for pairing a new teacher with a career teacher who is willing to mentor them for two years. Currently, the mentoring program is based on the Journey to Excellence program; however, there has been inconsistent use of the program and little oversight from the administration. New teachers are also provided on additional day at the beginning of the year. The TLC grant gives multiple opportunities for new teachers to have extra time observing and reflecting on their own practice, to gain expertise from experienced teachers, and gain opportunities for learning from all teachers in the district.
- The district implemented Authentic Intellectual Work in the spring of 2014. Selected staff members were trained as anchor AIW coaches at the middle school and high school levels. The district currently has one trained AIW coach. The anchor team attended the AIW Midyear Conference in January of 2015. All middle school and high school teachers will be attending an AIW MidYear Conference in January of 2016. The AIW coach continues to attend trainings to support AIW in the district. The anchor team members provide ongoing feedback and formative evaluations for mid-course adjustments and sustaining the program. The TLC grant will allow the district to build local capacity by providing time and money to train lead teachers in AIW.
- The district also utilizes the Early Reading Intervention (TIER) at the elementary level. Staff has been trained on the implementation of FAST assessments. The use of teacher leaders will enhance educators' ability to understand the results, plan interventions, and adjust instruction to meet the needs of all students.
- The district has already committed to Iowa Core and has an Iowa Core alignment process in place. Grade-level teams and content teams are aligning content while embedding Iowa Core 21st Century Skills into planned units.

Needed infrastructure:

The district has a variety of data points that are collected K-12. These data points are loosely aligned to district initiatives and school improvement efforts. District personnel need to better understand how the data 'fit' together. The TLC plan provides for Teacher Leaders who will be able to do that. Those leaders will work in conjunction with administration to gain a better understanding of the data available so that it can be used to improve student achievement.

Persons Responsible:

School Board: School board members have been made aware of the plan and have verbally indicated their support for it. The TLC committee will continue to elicit board support by making TLC information and updates a regular part of board meetings.

Superintendent: The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open among all leaders will be critical, as all stakeholders in the district adjust to a new vision of leadership. A major role of the superintendent will be keeping all stakeholders informed of the program.

Principals: The principals will play a key role in the success of the Teacher Leadership Plan. A new type of leadership will be vital in a greater shared leadership environment. Working with Teacher

Leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be vital in the implementation of the plan.

Teacher Leadership: These teachers have the most important role in terms of sustainability. They will work with the administration to ensure the program is operating smoothly. They will make the commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to help all teachers improve their craft.

Sustainability

Ultimately, it will be the collaborative work of many groups within the district that will lead to the success of the TLC plan. As with all plans, it is only as effective as the people implementing it, and Ar-We-Va has quality individuals committed to working together, providing high quality learning experiences for student. It is the commitment and responsibility of the TLC committee, district administrators, and the Ar-We-Va Board of Directors to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities.

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 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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$1,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$40,000.00
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).	\$10,000.00
Amount used to provide professional development related to the leadership pathways.	\$14,500.00
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>	\$25,802.56
Totals	\$91,302.56

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* 292.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$91,302.56

Total Allocation \$91,302.56

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$91,302.56

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 previous application?* 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)

The implementation of the TLC Plan at the Ar-We-Va Schools will provide many more leadership opportunities for teachers and enable them to make a greater impact on students' achievement. This grant will provide us the opportunity to further enhance the initiatives already being implemented, including the alignment of instruction with the Iowa Core, AIW, and a focus on early literacy instruction.

The plan for the budget of 292 students multiplied by \$312.68 per student, equaling \$91,302.56 for the TL program would be the following:

a. Amount used to raise the minimum salary to \$33,500

The 2015-16 minimum teacher salary for Ar-We-Va CSD is \$33,408. Currently there is only one teacher below the minimum salary of \$33,500. The total fund for this area is \$1000.

b. Approximate amount designated to fund the salary supplements for teachers in leadership roles.

Instructional Coach:

The plan includes salary for one Instructional Coach. For additional time and leadership responsibilities, the Instructional Coach will receive \$8000 compensation for 10 additional days on their contract. Extra days provide time for engaging in and delivering PD for new and career teachers. They will assist in the development, adoption, and implementation of curriculum and curricular materials. The Instructional Coach will observe, coach, and support the career development of teachers by planning, monitoring, reviewing, and implementing best instructional practices. The position will include collecting, analyzing and reporting data to improve student achievement. The total amount to fund this position will be \$10,000 including IPERS.

Lead Teachers:

The plan includes the establishment of 5 lead teachers. The lead teachers will receive \$3500 compensation for 5 additional days on their contract. Lead teachers will contribute to professional growth by providing examples of high quality instruction for teachers to observe. They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise. The total amount to fund these positions will be \$20,000 including IPERS.

Mentor teachers:

The district will provide a \$2500 stipend to teacher mentors who work with first-year and second-year teachers. Mentor teachers will coordinate the mentoring and induction program for Ar-We-Va. They will conduct at least one non-evaluative observation each quarter, assist mentees in the development of the teacher portfolio, help design and support the mentee's individual professional development plan, and foster relationships between the mentee and other staff members. All mentors are full-time teachers, but will have substitutes available on a flexible basis. The total amount to fund these positions will be \$10,000 including IPERS.

c. Amount used to cover the cost of the time teachers in leadership roles are not providing direct instruction in a classroom.

The TLC Planning Committee has structured the Ar-We-Va TLC plan to minimize the loss of direct instruction by the classroom teacher. Only the Instructional Coach will require release time from his/her teaching responsibilities. Ar-We-Va has also budgeted \$10,000 to cover the cost of substitute teachers for the instructional coach and each lead and mentor teacher. This amount funds five days of substitute costs for each mentor and lead teacher and up to ten days for the Instructional Coach. Substitutes may be hired in order for the teacher leaders to do the following: hold mentor/mentee conferences, observe instruction in order to provide feedback and coaching to other teachers, plan and develop PD, and attend training workshops and conferences.

d. Amount used to provide professional development related to the leadership pathways.

Teacher leaders will require ongoing training and support to effectively implement and sustain the Ar-We-Va TLC plan. The plan allocates \$14,500 to be used for professional development in connection to the leadership pathways. The district has budgeted \$2,500 for the instructional coach, and \$1,500 for each lead teacher and mentor teacher. It is the district's intention to team with the AEA and the DE for professional development that pertains to TLC leadership roles.

e. Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

The budget includes \$1,000 for compensation for each teacher who resides on the selection and evaluation committees for a total of \$2,000. The district budgeted \$25,802.56 as contingency fund to ensure Ar-We-Va CSD is able to fully fund its Teacher and Leadership and Compensation plan using TLC planning dollars.

There will be up to three mentor teachers: one elementary, one secondary, and one as needed (PK-12) mentor teacher who will work with new staff. Due to the size of Ar-We-Va and the overlap of PK-12 positions, elementary and secondary mentor teachers and mentees will work together to create a cohesive PK-12 mentoring and induction program. A cohesive program will retain professionals who can deliver quality instruction to students.