



Application

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

138301 - BGM TLC Grant

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/01/2015 3:13 PM

Primary Contact

AnA User Id MARY.SHERWOOD@IOWAID
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Program Area of Interest Early Literacy Implementation
Agency

Organization Information

Organization Name: Brooklyn-Guernsey-Malcom Comm School District
Organization Type: K-12 Education
DUNS: 10-002-2508
Organization Website: www.brooklyn.k12.ia.us

Address: 1090 Jackson Street
Brooklyn Iowa 52211
City State/Province Postal Code/Zip

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Mary Sherwood
Title Elementary Principal
Organization BGM Elementary

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

Address 1090 Jackson St

City/State/Zip* Brooklyn Iowa 52211
City State Zip

Telephone Number 641-522-9268

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Fiscal Officer/Agent

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

Name Sharon Schott
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County(ies) Participating, Involved, or Affected by this Proposal	Poweshiek County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	38
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	76
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons.

Yes

If YES, describe the positive impact expected from this project

Minority students will have increased opportunities for researched based instructional strategies in all classrooms.

Indicate the group(s) positively impacted.

Latinos

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.

Mary Sherwood

Title of Person Submitting Certification

Elementary Principal

Recipient Information

District	Brooklyn-Guernsey-Malcom Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	79-0846
<i>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.</i>	
Honorific	
Name of Superintendent	Brad Hohensee
Telephone Number	641-522-7058
E-mail Address	bhohensee@brooklyn.k12.ia.us
Street Address	1090 Jackson St
City	Brooklyn
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52211

TLC Application Contact

Honorific	
Name of TLC Contact	Mary Sherwood
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City	Brooklyn
State	Iowa
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Demographic Profile

October 2014 Certified Enrollment	542
October 2014 Free/ Reduced Lunch %	36
AEA Number	267
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)

The Brooklyn Guernsey Malcom Community School District (BGMCS D) encompasses the three rural communities of Brooklyn, Guernsey, and Malcom. The campus is located in Brooklyn, which is about 65 miles East of Des Moines, in the heart of Poweshiek County. If you have passed our Interstate 80 exit, you may remember Brooklyn as the “Community of Flags”. It gets that name from the flags prominently displayed in the downtown area. We have a US flag, all 50 state flags, flags for the armed services and 35 international flags representing the countries of origin of our past foreign exchange students.

Brooklyn, Guernsey, and Malcom have strong ties to agriculture and construction. Passing by the flags you might frequently see tractors and grain carts heading to the Brooklyn Elevator to drop off their harvest. You may also see cement trucks drive by or other construction vehicles ready to start their day as they leave the Manatt’s construction company site in town.

Just north of the downtown Brooklyn area, you will find our school campus. Our consolidated school district was formed in 1958. We currently have a steady enrollment of around 550 students in Pre-K through 12th Grade. Our student population consists of 7% Hispanic, 13% Special Education, and 30% low SES students.

To help our students learn and succeed, we have 3 administrators, 51 full-time teachers, and 13 support staff. All of these qualified individuals want the best for our students and they strive to help fulfill the BGMCS D’s mission statement. Our mission statement states that “In partnership with parents and community, we will provide each student with the essential knowledge, skills, and attitudes to be lifelong learners, contributing citizens, and productive workers in an ever-changing and diverse world”.

We feel that in order to continue to meet the standards of the mission statement, we must start with highly qualified and effective teachers. In the next 5 years, we anticipate a higher number of our veteran teachers retiring and we want to ensure that we attract quality new teachers to fill those vacancies. To help find suitable candidates, our district has already made a commitment to increase base salary so that it exceeds the state minimum.

Attracting highly qualified teachers is important, but it is vital that we retain those teachers by providing a positive, collaborative work environment, sufficient support and mentoring, and adequate compensation and opportunities for professional growth. Mentoring plays an important role in making sure that new teachers have the help and resources that they need to make the transition from first year teachers to veterans.

To give all teachers more support, we have committed to utilizing professional learning communities to allow teachers to work collaboratively. From these groups, teachers have implemented the instruction of the Iowa Core Curriculum Standards, provided an effective Multi-Tiered Systems of Supports, and integrated technology to ensure that we can provide each student with essential knowledge, skills, and attitudes to make a successful transition to the workplace and/or post-secondary education.

The direct establishment of these connections is where the Teacher Leadership and Compensation (TLC) model plays a crucial role. A teacher leadership program implemented at BGM will support our mission and provide the necessary resources and support teacher effectiveness and increase student learning.

Our TLC goals are:

1. To improve student achievement through quality core instruction and targeted interventions.
2. To enhance and sustain a professional learning community through collaboration and job-embedded professional development for both veteran teachers and those new to the profession.
3. Attract and retain new teachers and ensure they are effective.
4. Retain effective teachers by providing enhanced career opportunities and compensation for their shared leadership roles.

As we evaluated district-wide data over time, reviewed district needs, and gathered input from our stakeholders, we

created the following three roles to meet our TLC goals:

1. **Mentor Lead** - the Mentor Lead will monitor and organize the district mentoring program, oversee mentors/mentees for initial teachers and offer guidance and support for new teachers with initial and standard licenses in the district.
2. **Instructional Coach** - the Instructional Coach will facilitate the Building Leadership Team with the building principal, organize, facilitate, and support RtI/MTSS, offer modeling and support of effective instructional strategies in the classroom with an emphasis in Literacy, Math, and/or Technology, and assist teachers with implementation and alignment of Common Core curriculum, instruction and assessment.
3. **Team Leader** - the Team Leader will serve on the building leadership team committee and collectively analyze district-wide data, plan for PD, lead PLC time and follow IPDM.

The TLC plan will strive to meet the specific needs of all teachers while supporting first year teachers and taking advantage of the expertise that exists among our veteran teachers. With the many changes in education with Iowa Core Standards, Multi-Tiered Systems of Supports (MTSS), and technology integration, we see the benefit of the TLC for both new and veteran teachers. We recognize the importance of gaining the support and feedback of all stakeholders, including parents and community, to develop a plan that will give more opportunities for differentiated leadership roles. The proposed TLC plan aligns with district improvement goals and supports a commitment of BGM that reflects a collaborative culture as a priority. Teacher leaders and administrators working collaboratively will only tighten the implementation process in order for all teachers to be more effective, more satisfied in their profession, and increase student achievement.

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).

A. How the Planning Grant Time Was Used to Develop a High Quality Plan:

In October of 2013, The BGM Community School District (BGMCS D) applied for and received \$6919.55 from the Teacher Leadership and Compensation (TLC) Planning Grant. During the 2014-2015 school year, a steering committee was formed to further explore and begin the application process of the TLC Grant. The members of that committee include:

- Brad Hohensee - District Superintendent
- Rick Radcliffe - Secondary Principal
- Mary Sherwood - Elementary Principal
- Jeremy Mize - Secondary Science and Math Teacher
- Carrie Siefkas - 5-12 Music Teacher
- Dean Knight - 6th Grade Teacher
- Carl Fye - 3rd Grade Teacher

After attending the Professional Learning Network (PLN) initial trainings and the TLC Grant Overview meetings, the TLC Steering Committee shared information with the entire teaching staff and gained input from them on how they best felt the needs and goals of our district could be met with the help of the TLC Grant. This was done through a general overview meeting, a separate question and answer meeting, and then an online survey. Using the results of the survey, the planning committee then defined the TLC Leadership Roles. With continued input from staff members and through technical assistance from AEA 267 consultant, Kathy Enslin, the planning committee completed the first draft of the TLC Grant application. In the fall of 2015, the committee shared the completed plan with teachers, school board members, SIAC, parents, and community members. The committee collected feedback from these stakeholders and continued to refine the plan. The completed plan was shared with all teachers to gain final approval and support before submitting it to the Iowa Department of Education.

Here is the record of events that occurred during the planning process:

- 2013-2014 - Attended PLN 1 Class at AEA 267
- 2014-2015 - Attended PLN 2 Class at AEA 267
- May 8 - Attended TLC Planning Workshop (Pt 1)
- May 13 - Developed a survey to gain feedback from teachers
- May 20 - Staff meeting to explain the TLC Grant rationale, purpose, goals and opportunities
- May 26 - Q and A for staff members and survey for staff to complete.
- June 8 - Attended TLC Planning Workshop (Pt 2), reviewed survey results and identified teacher leadership roles
- June 12 - Began writing process
- June 26 - Met with Kathy Enslin from AEA267 for technical assistance
- July 10 and 17 - Continued draft of plan
- July 20 - Presented at Brooklyn Economic Development meeting
- August 7 - Continued draft of plan
- August 21 - Handed out informational pamphlets at open house
- September 1 - Shared TLC Grant with students and parents in the newsletter.
- September 9 - Presented to School Board

B. How the TLC Planning Funds were used:

After school hours and summer work was required from the Steering Committee to draft and finalize the TLC Grant application. The planning grant funds were used to compensate the committee members for their time after the regular contract days and to hire substitute teachers to allow teachers to attend the AEA 267 and Iowa Department of Education TLC Planning Workshops. Some substitute pay was provided by general funds before we committed to pursuing the TLC grant.

Initial Planning Grant	\$6688
Substitute Pay	\$381
Teacher Compensation	\$6307

C. How each stakeholder group was engaged in the process and contributed to the development of the plan and

evidence of a high degree of commitment and support among all key groups:
Engagement, support for, and commitment to the plan from administration:

In 2013-2014, the secondary principal, Rick Radcliffe, and 6th grade teacher, Dean Knight, attended the Professional Learning Network (PLN 1) classes offered by AEA 267. The following year, the secondary and elementary principals attended the Professional Learning Network 2 (PLN 2) classes and visited with other schools about their school improvement strategies and how they were beginning implementation of the TLC grant. With 100% commitment of the superintendent and building principals, it was decided to pursue the TLC Grant process and they asked for teacher volunteers to form a steering committee.

Engagement, support for, and commitment to the plan from teaching staff:

On May 20, 2015, information was shared with the teaching staff explaining the TLC rationale, purpose, goals, and opportunities. We gave them several days to process and think about this opportunity and discuss any questions or concerns with the committee members. On May 26, 2015, we met with staff again for a question and answer session and presented them with an online survey to gather their input on if the TLC grant was worth pursuing, what leadership roles they felt were relevant and important to BGM, and any other thoughts, questions, and/or concerns.

On June 8, 2015, the steering committee met to review the survey results. This is a summary of the results:

- 100% of responding staff answered “YES” to continue the TLC Grant application process
- Staff were asked to rank the importance of the following potential roles on a scale of 1-5, with 5 being the most important. The average scores are below.
- Mentor Teacher - 3.5
- Model Teacher - 3.3
- Rtl/MTSS Instructional Coach - 4.2
- Literacy Coach - 3.9
- Technology Coach - 3.4
- Building Leadership Committee Stipend compensation - 3.7

Engagement, support for, and commitment to the plan from parents and community:

On July 20th, our TLC goals and grant were presented to the Brooklyn Economic Development meeting where community members and business owners were present. The feedback from that meeting was very positive. To reach more parents, we set up a table at our elementary school open house. We passed out informational pamphlets and answered any questions asked by parents or students. To reach the parents we missed at the open house, we also shared our TLC information in the September newsletter which was sent to all parents. Finally, we presented to the School Board on September 9th and they thought it was a “Great opportunity for our teaching staff that will positively affect student achievement.”

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.

As with all school districts, BGM Community School District's (BGMCS D) primary TLC goal is to increase student achievement for all students through improved teacher leadership. Many factors contribute to a student's academic performance, but research suggests that among school-related factors, teachers matter most. With funding from the TLC grant, our goal is to increase teacher effectiveness through mentoring, collaboration, professional development, and job satisfaction and professional compensation in order to increase student achievement.

The following district goals were developed for the 2015-16 school year:

1. The district will continue to implement the Iowa Core and continue with its emphasis on literacy at all levels. The Elementary will continue with the RtI/MTSS and the secondary will be working to increase the rigor of their courses with the initiative Authentic Intellectual Work (AIW).
2. The BGM School District will continue to provide researched-based bullying prevention opportunities for their students.
3. The BGM School district will continue to research and develop technology and integrate it for use in the classroom. The TLC Steering Committee used these district goals, the teacher survey results, and the vision of the statewide TLC system to create the following four BGM TLC Goals.

BGM TLC Goal 1: To increase student achievement through quality core instruction and targeted interventions. (Aligned to State Goal 5)

For the past five years, our focus for professional development has been on providing high quality core instruction. Teachers attended classes and workshops at AEA 267 to learn characteristics of effective teaching of Iowa Core and teachers met in PLC teams to create and align units of instruction based on Iowa Core standards. As a result, we have seen increases in student achievement in the areas of math and literacy. Based on Iowa Assessment results for 2014-2015, 80% of BGM students are proficient in literacy and 90% percent of BGM students are proficient in mathematics. With these proficiency rates we can assume that our overall core instruction has become more effective, but we know we can continue to improve.

The elementary staff felt the need to shift their professional development focus to Multi-Tiered Systems of Support, RtI/MTSS so they could provide interventions for students who were not proficient. During the 2014-2015 school year, RtI/MTSS specialist, Pat Quinn, provided two days of professional development to the staff to assist and refine a multi-tiered system of supports for students. At the elementary level, a supplemental time was developed to provide tier 2 and tier 3 interventions at each grade level.

At the secondary level, staff decided to continue the focus of core instruction and committed to participation in Authentic Intellectual Work (AIW) for the next three years to ensure appropriate rigor in the classrooms.

Through the TLC Grant, instructional coaches can assist teachers with these initiatives for increased implementation of research-based instructional techniques by modeling in the classroom, planning with classroom teachers and providing research-based resources.

BGM TLC Goal 2: To enhance and sustain professional learning communities (PLCs) through collaboration and job-embedded professional development for both veteran teachers and those new to the profession. (State Goal 3)

In 2013, the BGMCS D made a commitment to work as a PLC school as part of our Iowa Core implementation plan. The BGM school board and community embraced this structure by providing the staff with P.D. and supported the collaborative work to be done during a weekly one-hour early dismissal time on Wednesdays. During this time, teachers meet in content and/or grade level teams to strengthen core instruction and align curriculum, instruction, and assessment. Building Leadership Teams were later formed to assist in the selection and direction of focused and timely P.D. Having the TLC Grant will allow collaborative work time with teachers and administrators to plan and provide timely and relevant professional development to support current initiatives and adequate leadership during PLC time.

BGM TLC Goal 3: Attract and retain new teachers and ensure they are effective. (State Goals 1 & 2)

We realize the importance of a high quality mentoring program to attract and retain new teachers. Our district has already made the commitment of increasing the base salary of all new teachers to above \$33,500. Teachers in high demand areas can move up the salary schedule, helping us fill those positions. For hired teachers with initial licenses, we utilize the support of the state-wide mentoring program through AEA 267, however, we realize that it is not an all-inclusive service for meeting all of our mentoring needs. We want to not only support teachers new to the profession, but also aid teachers new to our school. We want all new staff to be well informed of our school initiatives

and offer them guidance and support on a daily basis. Our proposed TLC plan would provide a Mentor Lead to coordinate the mentor process. The Instructional Coaches would also provide modeling and support on effective instructional practices in the classroom for a successful transition to our school.

BGM TLC Goal 4: Retain effective teachers by providing enhanced career opportunities and compensation for their shared leadership roles. (State Goal 4)

Leadership roles require more time and effort beyond what is needed for day to day classroom instruction. The TLC Grant provides pathways for career opportunities and compensation that comes with increased leadership responsibilities. This will assist in retaining teachers by recognizing and rewarding the extra time and effort those individuals devote to their profession.

By working towards our four TLC goals, we will attract able and promising new teachers, retain effective teachers, promote collaboration among new and veteran teachers, reward professional growth and effective teaching, and promote 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 districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

When the TLC Grant opportunity was presented to the BGM Community School District (BGMCS D) administrators and staff, it was evident that the consensus was not to begin implementation of something completely new for our teachers and staff, but rather provide an opportunity for additional resources and support that will connect to, support, and strengthen our school improvement goals and initiatives. The TLC plan will support and strengthen our district's key school improvement initiatives of Multi-Tiered System of Supports (RtI/MTSS) at the elementary level, Authentic Intellectual Work (AIW) at the secondary level, Iowa Core implementation, technology integration (K-12), and support and mentoring to new teachers.

RtI/MTSS supported through an Instructional Coach at the elementary level

A top priority at the elementary level continues to be providing high quality core instruction and additional interventions to meet the needs of all students. Teachers have found it difficult to balance all that is required for effective core instruction and organize interventions for all students. The use of an Instructional Coach at the elementary level will help orchestrate the implementation of a systematic and effective multi-tiered support system, beginning with high, quality core instruction based on Iowa Core standards. For the 10-20% of students whose data shows the core is not sufficient, the Instructional Coach will also be able to assist the classroom teachers with appropriate interventions. The Instructional Coach will assist teachers with reviewing universal screener assessment results, implementing appropriate interventions, monitoring progress, and reviewing and revising student intervention plans based on the data.

AIW and Technology Integration supported through an Instructional Coach at the secondary level

For the 2015-2016 school year, additional technology was purchased in each secondary classroom to provide students with more access to technology with the intent of strengthening the implementation of the Iowa Core. AIW was also identified as an initiative for the secondary for the next three years. An Instructional Coach at the secondary level will help teachers as their assignments continue to refine their instruction of the Iowa Core standards, making sure they are rigorous through the use of the AIW framework, and with appropriate integration of technology to enhance the instruction of the Iowa Core standards.

Implementation of the Iowa Core supported through the Building Leadership Team Leader and the PLC structure Iowa Core implementation with the emphasis in literacy in the content areas has been a key focus at both the elementary and secondary level for the past several years. Teachers have received professional development opportunities and have spent much of their PLC time on Iowa Core alignment. The shared leadership roles of the Building Leadership Team will collaboratively use data to make decisions that will benefit student achievement and identify needs for professional development. This will be collectively shared during grade level and content area PLC time to continue the work of full implementation of the Iowa Core in all subject areas by alignment of curriculum, instruction and assessment for continuous school improvement.

Support and Mentoring for New Teachers through the Mentor Lead Role

Currently, new teachers with an initial license are assigned a mentor and attend statewide mentoring and induction meetings offered through AEA 267. Only one additional full contract day is provided for all teachers new to the district. We do not feel this is sufficient support and through the TLC Grant, we have created the role of a Mentor Lead. The Mentor Lead will significantly expand our mentoring and induction program to include additional days of mentoring support for new teachers to our district, both those with an initial license and for those with a standard license. The Mentor Lead will assign mentors to new teachers with an initial license who will continue to attend the meetings through the AEA and supplement those trainings with appropriate support and training that is better aligned to the goals and initiatives of BGMCS D. The Mentor Lead will also meet with new teachers with a standard license to provide support and training in structures and initiatives specific to BGM, ie: JMC student data system, MISIC (standardized testing program and results) and Curriculum Manager (curriculum mapping), available technologies in the classrooms, past professional development, Character Counts expectations, schedules and district expectations.

The 3 teacher leader roles of Instructional Coach, Mentor Lead, and Building Leadership Team tightly align with the district goals and will greatly increase the district's ability to effectively implement key priorities. The Instructional Coach will focus on the district goals of MTSS/RtI, AIW, and technology integration. The Mentor Lead will focus on

teachers transition to our school. The Building Leadership team will focus on evaluating the needs of teachers and students and help direct our professional development and PLC's.

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 Mentoring Practices:

In recent years, BGM Community School District (BGMCS D) has been fortunate in having a low attrition rate among teaching staff with only 1-2 initial teachers district-wide each year. Our current mentoring model involves only initial teachers and consists of the building principal assigning a new teacher to a mentor who teaches close to the same content or grade level as the new teacher. The mentor/mentee team attends the statewide mentoring and induction classes offered through AEA 267 for two years. The mentor receives the \$1000 state stipend each year.

One additional day before school is given to all new hires for orientation to the district. This day is typically spent briefly meeting with the building principal to review procedures, curricular resources and schedules. Initial teachers may or may not meet with his/her mentor during this day and the new hires spend the majority of the day with classroom preparation.

Most of the support to teachers new to the district is given through our PLC process. All teachers are involved with a PLC group that meets weekly during early dismissal time on Wednesdays. These collaborative small groups meet regularly to discuss curriculum, instruction, and assessment needs specific to their content and/or grade level.

New proposal for providing adequate support for all new teachers to the district

With many more veteran teachers beginning to reach retirement age, a higher rate of turnover is anticipated in the next few years which has prompted us to review our mentoring program. We have concluded that our mentoring program is lacking in adequate support for all new teachers to BGM. The mentoring program through the AEA only helps first and second year teachers and has a strong focus on standards. Although this is important, we feel more support is needed for district specific goals and initiatives. Through the use of a Mentor Lead position and the other proposed positions created through the TLC grant, we could strengthen our mentoring program to offer more support and success for all our new teachers, both those with an initial license and a standard license. We feel this will also assist us in obtaining our TLC goal (Goal 3) of retaining teachers.

Mentor Lead

The Mentor Lead will be a highly qualified and effective teacher who will assist the building principals in a more inclusive orientation at the beginning of the year and provide continued support as needed throughout the year. The Mentor Lead will oversee and assign individual mentors to initial teachers while monitoring and assisting them as they participate in the statewide mentoring and induction program provided by the AEA throughout the school year. In addition to the support for the initial teacher, the Mentor Lead will assist and plan an expanded three days of orientation before school for all new teachers to our district to assist them on programs and expectations specific to BGM (MISIC for test score tracking, Curriculum Manager for curriculum mapping, JMC for student information and grades, Character Counts). Continued support throughout the school year would be available from the Mentor Lead, especially during the end of quarters and end of year expectations. The Mentor Lead will check in with the mentor/mentee teams and hold them accountable for their work and progress.

Mentor

Classroom teachers with at least three years teaching experience and with similar grade level or content area as an initial teacher will continue to be assigned as mentors and will continue to attend statewide mentoring and induction classes. If the mentors need additional support, the Mentor Lead can assist them.

Instructional Coach

The Instructional Coach will give support to all new teachers by providing materials, resources and information on past and present professional development, modeling effective classroom instructional practices and assisting in the implementation of the district initiatives.

Team Leader

Team Leaders help plan the professional development. They can meet with the new teachers and find areas and topics that would help support the teachers.

PLC Structure

The weekly PLC structure will continue to offer support for new teachers in the areas of Iowa Core implementation and assessment analysis. New teachers will also be able to discuss common content area problems with their PLC groups.

The model we have proposed for mentoring will utilize the teacher leader roles of the TLC grant to greatly improve entry of new teachers to our district. Currently, building administrators take on the responsibilities of assisting new

teachers to the best of their abilities, but a mentor peer would be more thorough, providing the needed support of day to day operations, procedures and guidance to become successful new professionals. The mentor lead will orchestrate the supports needed for all new teachers to the district and help develop a comprehensive mentoring plan. These improvements will not only improve instruction and student learning, but will also improve entry into the profession and allow the BGMCS D to attract and retain able and promising 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.

When analyzing the needs of our school district and through the input of our stakeholders, our TLC steering committee determined the creation of three leadership roles that we felt would best impact our goal of increasing student achievement. These roles would work as a cohesive team, along with administrators and certified teaching staff, in many different capacities. Each role holds separate responsibilities and expectations, but is always systemically focused on student and teacher improvement. The chart below briefly outlines each role and the narrative following describes, in greater detail, the responsibilities of each role.

Teacher Leadership Roles	Stipend in addition to current salary	# of positions	additional contract days	% of time in classroom	Brief Description
Mentor Lead	\$4,000	1	5 days	100%	<ul style="list-style-type: none"> • Monitor and organize district mentoring program. • Oversee mentors/mentees for initial teachers, offering guidance and support. • Support for new teachers w/ standard license in district • Facilitates Building Leadership Team with building principal • Organization and support of RtI/MTSS @ elementary
Instructional Coach (RtI/MTSS, Iowa Core, AIW Technology integration)	\$8,000	1 - K-6 1 - 7-12	10 days	0%	<ul style="list-style-type: none"> • Support of AIW and technology integration @ secondary • Modeling and support of instructional strategies in the classroom with alignment of Iowa Core curriculum, instruction and assessment

Team Leader (BLT/DLT)	\$1000	15	36 hours (1 hour a week)	100%	<ul style="list-style-type: none"> •Analyze district-wide data •Plan for PD •Lead PLC group time •Follow IPDM
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There are 18 positions in our TLC plan which would represent 35% of our 51 teachers.

Mentor Lead:

The Mentor Lead Role would be filled by a teacher that has had at least three years of teaching experience at BGM Community School District (BGMCS D). This is essential for knowing and understanding the goals and initiatives of the BGMCS D and assisting and supporting teachers new to the district with the same common understanding and goals. The Mentor Lead would be in the classroom 100% of the time, however, leaving the classroom to attend professional development opportunities and collaborating with mentor/mentee teams could be possible with the use of a substitute. The cost of the substitute would be covered through the TLC grant.

The main purpose of the Mentor Lead would be to assist the building principals in a thorough and comprehensive orientation process for all new staff at the beginning of the year as well as throughout the year as needed. New staff would attend an additional 3 contract days before the start of school with the Mentor Lead. The Mentor Lead and building principals would coordinate the orientation to include all the “need to knows” for a successful start of the new year. These could include training in our student data system (JMC), grading policies/procedures, overview of the school-wide behavior program (Character Counts), available technology in the classroom, curriculum resources and curriculum maps (Curriculum Manager), district-wide assessments (MAP, FAST, and Iowa Assessments), effective classroom management strategies, and past initiatives specific to BGMCS D.

The Mentor Lead would help facilitate mentors and mentees for initial teachers as they participate in the Statewide Mentoring and Induction program through AEA 267. Increased accountability of the mentor/mentee team collaboration time would be monitored through the Mentor Lead by attendance of four scheduled, purposeful meetings throughout the school year. These would be scheduled prior to first quarter grades and conferences, towards the end of the first semester, prior to the Iowa Assessments, and near the end of 4th quarter. In addition, the Mentor Lead would be available for the initial teacher to observe in his/her classroom or help arrange for observations of other teachers.

At the end of the school year, the Mentor Lead would have two additional contract days to assist the initial teachers with end of year procedures, reflection and evaluation of the mentoring program, making improvements to the mentoring program, and completion of reports of the mentoring program and TLC Grant.

Instructional Coach:

The second proposed teacher leadership role will be the Instructional Coach whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. We will have one full-time position designated K-6 and another full-time position for 7-12. The Instructional Coach will need to have taught for at least three years, with at least one year teaching experience in the school district. This teacher must be someone who is experienced, highly accomplished, and well-respected. The Instructional Coach would be a leader full-time with no classroom duties. Coaches will work one-on-one and in small groups or professional learning communities with teachers; providing guidance, training, and other resources as needed. They will focus on practical strategies for engaging students and improving their learning. Coaches are also responsible for assisting building principals in arranging high quality, job-embedded professional development activities for all teachers that are ongoing and aligned to state standards, curriculum, and assessment. This will provide improved instructional practice and improved student learning. In order to accomplish this, the coach will attend weekly professional development meetings with professional learning communities, assist in data analysis, model alongside classroom teachers, research best practices and resources to share with classroom teachers, and participate in their own professional development.

We realize that the instructional coach’s emphasis may shift from year to year and from teacher to teacher. However, using current district priorities and based on teacher input surveys, we have identified specific areas of concern at the secondary and elementary levels that the instructional coaches can focus on to assist and support teachers.

Secondary Instructional Coach Priorities

During the 2015-2016 school year, all secondary teachers will begin training and implementation of Authentic Intellectual Work (AIW) with the purpose of meaningful, aligned, and rigorous lessons for students. In addition, technology access was increased at the secondary level with the purchase of Chromebook computer carts in every classroom. The Instructional Coach at the secondary level will assist teachers with the implementation of AIW by facilitating PLC groups as they follow the protocol of reviewing and improving lessons. To enhance lessons, the instructional coach would also share ideas of appropriate ways to integrate technology at high levels, always keeping the focus on student achievement, instructional standards, and engagement.

Elementary Instructional Coach Priorities:

A priority of BGM Elementary for the last several years has been an alignment of Iowa Core Standards, instruction, and assessment. Our data has shown that our core instruction is meeting the needs of 80-85% of our students. We have begun to shift our professional development and instructional practices to Response to Intervention (RtI) or a Multi-Tiered Systems of Supports (MTSS). The Instructional Coach would support teachers as they analyze screening assessments, administer diagnostic assessments, identify areas of concerns for students, set up interventions, and assist with progress monitoring. We envision the Instructional Coach modeling and training others in appropriate interventions at all tier levels as they continue to focus on student achievement.

Although we have identified these priorities at this time, we realize that these needs could change for different individuals. We want to ensure that all teachers have access to the Instructional Coach if they are seeking assistance in improving his/her instructional practices, regardless of their grade level or content area.

As part of our evaluative process for the Instructional Coach role, building principals and building leadership teams will want to monitor and assess how the Instructional Coach is spending his/her time during the school day. We want to make sure that the majority of the time spent by the Instructional Coach is collaborative work with teachers and students. We want to ensure that it is not a position that will be spent exclusively on management duties such as implementation of universal screeners, entering data, preparing resources, and attending meetings. We should see the instructional coach in classrooms interacting with students and teachers, not behind a desk in an office. The managerial duties will be divided among the building principal, building leadership team members, staff, and instructional coaches.

Team Leader:

Shared leadership is the practice of governing a school by expanding the number of people involved in making decisions related to the school's goals, professional development, organization, and academics. Shared leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most decisions without necessarily soliciting advice, feedback, or participation from others in the school. As we continue to shift towards a model of shared leadership, Team Leaders will be developed as leadership roles through the TLC Grant.

This shift has already started at BGM with building leadership teams at both the elementary and secondary level meeting regularly. However, members on these teams have met before or after school without compensation or during PLC time, missing valuable collaboration time with their peers. TLC funding can better compensate the teacher leaders for their time and skills as an instructional leader. But, with better compensation, comes more responsibilities.

Under the TLC plan, our Team Leaders will be responsible for analyzing our district wide data and using the results to help plan our professional development to address areas of concern. They will also help guide the PLC groups as they collaboratively work through the new material and discuss how to make improvements in their own classrooms.

The duties of the three teacher leader roles of Instructional Coach, Mentor Lead, and Building Leadership Team tightly align with the state goals. The Instructional Coach will focus on promoting collaboration among new and veteran teachers and promoting student achievement. The Mentor Lead will focus on attracting and retaining, able and promising new teachers. The Building Leadership team will collaborate with new and veteran teachers to promote increased student achievement.

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.

For the BGM Community School District's (BGMCS D) teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of other successful teacher leaders. For this reason, our selection process will examine each candidate from multiple perspectives.

A Selection Council will be appointed at the beginning of each school year by the school board. This Selection Council will be comprised of two principals and two teachers who are not applying for leadership positions, one representing the elementary and one representing the secondary. The Selection Council will create an application and rubric to evaluate candidates, screen applications, interview candidates, and make recommendations for the Instructional Coach, Mentor Lead, and Team Leader positions to the superintendent of the school district.

The positions will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment.

Because each role has different needs and skill sets, there will be a different application process for each position.

Those processes are listed below.

Application Process for Instructional Coach and Mentor Lead

Interested candidates for the Instructional Coach and Mentor Lead will be asked to submit a resume. This resume will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

Along with the resume, candidates will also submit written responses to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including, collaboration, relationship building, and being a positive voice for change.

Finally, selected candidates will be asked to attend an interview. The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator.

The interview will also seek to understand the candidate as a leader by questioning what leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to move the district forward?

Application Process for Team Leader

Candidates for the Team Leader will 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 an educator and leader. The aim is to ensure that they understand the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change.

Evaluation of Instructional Coaches and Mentor Lead

During the school year, the Instructional Coach and Mentor Lead teachers will be evaluated by building principals using the district approved evaluation methods. At the end of the year, the positions of Instructional Coach and Mentor Lead will be reviewed and evaluated by the leadership team and selection committee. Data will be collected from all stakeholders and will be used to make improvements in the position for the upcoming school year. Teachers who held those positions will need to reapply if they are interested in continuing in the leadership position or they may choose to apply for a different leadership position. If the teacher decides to not re-apply, they may return to their original 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 districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

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. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system. Teacher Leaders, Instructional Coaches and building administrators will collaboratively be 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. They will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers. Team Leaders will collect and analyze data on the current state of instructional practices in the district through teacher observations and walkthroughs, feedback from teachers, and student achievement data. This data will then be used to set explicit goals for professional development. Content for professional development will be selected based on our district and building goals.

Role of the Instructional Coach in Professional Development

Our design process seeks to recognize that not all teachers learn in the same way. Our Instructional Coaches will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. They will find resources for professional development and support teachers in the implementation of professional development by providing coaching that focuses on classroom practice, instructional dialogue, and reflection. They will also serve as content area experts and technology integrationists. Additionally, they will provide demonstrations and observations as well as opportunities for co-planning and co-teaching.

Another vital role for the instructional coach is related to the IPDM's operating principle of simultaneity. In the past, it has been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, instructional coaches will work to ensure that past strategies and initiatives are maintained and strengthened over time.

Role of the Building Team Leaders in Professional Development

Building Team Leaders will provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLCs will focus on the areas of teaching and learning, student engagement, technology, and assessment.

Four critical questions will be examined:

1. What do we expect students to learn?
2. How will we know when they've learned it?
3. How will we respond when they don't?
4. How will we deepen the learning for students who have already mastered essential knowledge and skills?

Using building team leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Role of the Mentor Lead in Professional Development

The Mentor Lead will ensure that new teachers and veteran teachers new to the district understand how ongoing professional development initiatives fit in with current classroom activities and future professional development paths. With the many time demands and new experiences of the first year teacher, it can be difficult to see how all the pieces of the puzzle come together and how past professional development can be implemented. The Mentor Lead will also make sure that new teachers understand and are meeting the statewide mentoring program initiatives put forth by the AEA.

The teacher leadership system will provide a collaborative venue for vetting both past and present initiatives to make sure they have a history of success in our current areas of need. All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make adjustments to our professional development delivery.

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.

The vision of BGM Community School District's (BGMCS D) TLC Plan is to provide new and veteran teachers professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness, which will allow us to reach our district's goal of increasing student achievement and preparing all students in becoming college and/or career ready. It will take time to see the long-range goals of sustainable and systematic increased student achievement, so we will want to recognize and celebrate meeting short-term goals as we begin implementation and have the ability to recognize areas that need adjustment and improvement .

Our TLC goals are:

1. To improve student achievement through quality core instruction and targeted interventions.
2. To enhance and sustain a professional learning community through collaboration and job-embedded professional development for both veteran teachers and those new to the profession.
3. Attract and retain new teachers and ensure they are effective.
4. Retain effective teachers by providing enhanced career opportunities and compensation for their shared leadership roles.

How we will determine the impact/effectiveness of the TLC plan:

Short-term measures:

The goals of this grant were developed through surveys and feedback from teachers and administrators. The goals allow us to create a plan that we felt best fit BGMCS D based on our student achievement data and district/building goals. To determine effectiveness of this plan, we will continue to gain feedback from our teachers through periodic conversations through our Building Leadership Teams.

At the start of the school year, the Leadership Team, consisting of the building principal and teacher leaders, creates a school improvement plan that is modeled off the template provided through the previously offered AEA 267 PLN classes. This plan summarizes student achievement data and states the building SMART goals that were developed by the team and are included in the district CPlan. The team then develops an action plan of strategies throughout the year to monitor and evaluate the progress of meeting these goals. Each month, the team meets to review the plan and make adjustments as needed. This same process will be used as an evaluation of the TLC plan. Our TLC goals will be infused into the building and district school improvement plan so the leadership team will discuss the TLC goals and plan monthly and make recommendations as needed.

The leadership positions will also be evaluated using data. Quantitative data will be collected several times throughout the year and will be reviewed to monitor interactions and time spent by the teacher leaders based on their job descriptions. Some of this data may include:

- The number of teachers engaged in classroom observations.
- The number of PLC meetings the instructional coach is involved with.
- The number of coaching and co-teaching opportunities the instructional coach is involved with.
- The number of student interventions that are set up with progress monitoring and results.
- A percentage of time that the instructional coach is in classrooms.
- A log of times that the mentor/mentees/mentor lead meet throughout the year.

The role of the Mentor Lead will be continuously evaluated throughout the year by the building principal through teacher evaluations. New teachers are required to have three formal evaluations during their first and second year.

Through these observations, the building principal will be able to monitor the success and needs of the new teachers and can help guide the Mentor Lead and Mentors on what support is needed for the new teachers.

Long-term measures:

Long-term measures will focus on the impact and effectiveness of the TLC Program and teacher leadership roles. The following data and information will be reviewed annually:

- Student achievement data from Iowa Assessments, MAP, and FAST
- Staff surveys providing feedback on the impact the Instructional Coaches had on teacher effectiveness and support in the classroom
- New teacher surveys on the level of support they received from the Mentor Lead and their Mentors
- Reviews of the TLC job descriptions and responsibilities (what the position is and what it isn't)
- Perform exit interviews with teachers who leave TLC leadership positions
- The Iowa Professional Development Model (IPDM) will serve as the framework for assessing the fidelity of staff

professional development

How we will monitor and adjust the TLC plan based on the results of these measures:

At the end of the first year, the Selection Council, Instructional Coach, Mentor Lead, and Building Team Leaders will meet to assess the overall effectiveness of the program and positions based on student achievement results and teacher responses. Adjustments to the TLC plan will be made based on feedback results and formative evaluations.

District-wide self-reflection of the TLC plan will allow us to monitor our efforts and determine the next steps. Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers. Annual survey results from all teachers will provide leadership team members and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase 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 districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Based on our recent success with implementing PLC and RtI/MTSS, we know the BGM Community School District (BGMCS D) will be able to implement our TLC plan.

Through past professional development and research, teachers and administrators recognized the power of collaboration and the positive impact it can have. To increase collaboration, the Building Leadership Teams began the exploration of Professional Learning Communities and Response to Intervention. Teacher leaders collaborated with administration on providing new training in the area of PLC and RtI/MTSS during professional development. Our teachers understood the need for strong professional development and viewed the quality of our teachers as the determining factor in student achievement. Realizing the impact PLCs can have on professional learning and student achievement, teachers and administrators gained the support of the school board and community to allow for a weekly early dismissal schedule to facilitate time for collaboration to take place. Once this time was established, PLC's began the development and implementation of a Multi-Tiered Systems of Support (RtI/MTSS) supplemental instructional time in grades K-6. In grades 7-12, exploration of Iowa Core and Technology became the priority, realizing the need for increased rigor and technology integration. Through this collaboration and commitment, we have established a culture that will allow us to support the sustainability of our TLC plan over time by developing teacher roles that directly align to our building goals and initiatives. The BGMCS D employs the kind of thinking, action, and resource allocation that will allow us to continue to meet our goals of improved instruction and increase student achievement that the TLC teacher leadership roles can continue to enhance and support.

Key district personnel responsible for the success of the plan

The district will work continuously to ensure that the structure in place will have sustainability over time. Members who will work to ensure TLC sustainability include:

- School Board:** The School Board will continue to support needed changes in staff and scheduling to accommodate the needs of the TLC program. We will continue to provide regular updates of our TLC progress and meeting our TLC goals. Board members will be able to see the benefits to our students that are a direct result of this program.
- Superintendent:** The superintendent will be the key decision maker for the TLC system. All recommendations for candidates from the Selection Council will be shared with the Superintendent with him having the final say. The superintendent will be in charge of financial support for the program. He will also support the day to day efforts of the teacher leaders.
- Building Principals:** The two building principals will oversee the Mentor Teachers, Instructional Coaches, and facilitate the Building Leadership Teams. They will conduct evaluations of the effectiveness of the members. They will monitor and ensure that initiatives are being implemented and that teachers follow through with Instructional Coach recommendations.
- Selection Council:** The Selection Council, which consists of two teachers and two administrators, will be involved in the interviewing process for each role and identifying the effectiveness of the system by looking at student data and surveying teachers. They will report recommendations to building principals and Superintendent.
- Teacher Leaders:** They will work with the administration to make sure that the program is operating smoothly. They will make the level of commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to help all teachers improve their craft.
- Staff:** Staff will implement the recommended PD initiatives from the Instructional Coach and provide feedback and data of the effectiveness of the program.

This sustainability will also be met through the transparency of the TLC committee, district administrators, and the District's Board of Education to keep a clear focus on the key purpose of each of the teacher leader position and their corresponding roles and responsibilities to allow them to be achieved with fidelity.

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.

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan.	Yes
<u>Applicability</u> 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.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$35,000.00
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).	\$113,938.28
Amount used to provide professional development related to the leadership pathways.	\$20,534.28
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$169,472.56

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	542.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$169,472.56
Total Allocation	\$169,472.56

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$169,472.56
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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
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Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

BGM Community School District (BGMCS D) will receive \$169,472 in TLC funding from the state of Iowa based on our CER of 542 students including the open enrollment numbers of +11 students as we have 36 enrolled in and 25 students enrolled out.

BGMCS D carefully calculated a budget linked to accomplishing our TLC goals. All of our goals focus on increasing student achievement through improved instruction; therefore, our budget is 100% aligned to that mission. Our district's fully implemented TLC system will have 18 teachers out of 51 district teachers participating in a defined teacher leader role. This will mean 35% of our staff will be engaged in ongoing, high quality teacher leadership.

The following shows how we will use our funds:

Teacher Leadership Roles	Stipend on top of salary	# of positions	extended contract days	% of time in classroom	app. costs
Mentor Lead	\$4,000	1	5 days	100%	\$4,000
					\$16,000 Stipend +
Instructional Coach	\$8,000	1 - K-6 1 - 7-12	10 days	0%	\$9,560.28 (Ins) + \$47,408.86 (sal) = \$56,969.14 x 2 (\$113,938.28)
					\$129,938.28
					\$1000 x 15 =
Building Team Leader	\$1000	15	5 days	100%	\$15,000.00
				Total Teacher Compensation	\$148,938.28
				Professional Development Costs	\$20,524.28
\$169472.56 in Grant					\$169472.56 total

Notes on our budget.

- The BGM Community School District (BGMCS D) already meets the minimum salary requirement of \$33,500 so no TLC grant monies will need to be used to increase salary.
- Salary Supplements - \$35,000 will be used to compensate teachers holding leadership positions who will be receiving a stipend. (Instructional Coach, Mentor Lead, and BLT) That stipend will cover additional contract days included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.
- BGMCS D will hire 2 new employees to fill positions vacated by newly hired Instructional Coaches. Funds needed to hire these new teachers are estimated at \$56,969 for each full-time teacher, totaling \$113,938. The instructional coaches will be full-time released from classroom duties to:
 - support PD Implementation of AIW (Secondary) and help with implementation of RtI/MTSS (Elementary)
 - observe, provide feedback and model for classroom teachers
 - meet with administration
 - assist teachers with technology integration in classrooms

- BGMCS D budgeted \$20,534 to cover professional development expenses for Teacher Leaders, including: transportation, lodging, registration fees, and paying for substitutes to cover classes when Leaders attend trainings. Possible trainings would include Jim Knight's Coaching the Coaches; Solution Tree's PLC Conference; Diane Sweeney's Student Centered Coaching Conference. These conferences/trainings may occur out of state which would require significant funding.
- Others Costs - Our board is committed to the success of the TLC system, so the board will review additional needs during its budgeting process should we receive the grant. The administration is prepared to use current professional development funds to support our teacher leaders before the TLC funds become available to the district.