



Application

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

95777 - Teacher Leadership and Compensation at CAM Community Schools

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/30/2014 1:52 PM

Primary Contact

AnA User Id

KAY.STORK@IOWAID

First Name*

Kay

Elizabeth

Stork

First Name

Middle Name

Last Name

Title:

Email:

kstork@cam.k12.ia.us

Address:

709 McIntyre Drive

City*

Anita

Iowa

50020

City

State/Province

Postal Code/Zip

Phone:*

712-762-3343

Phone

Ext.

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

712-762-3249

Agency

Organization Information

Organization Name:

CAM Community School District

Organization Type:

K-12 Education

Tax ID:

DUNS:

Organization Website: www.camcougars.org
Address: 1000 Victory Park Rd.
Anita Iowa 50020
City State/Province Postal Code/Zip
Phone: 712-762-3231
Ext.
Fax: 712-762-3713
Benefactor
Vendor Number

Recipient Information

District CAM Community School District
Use the drop-down menu to select the district name.
County-District Number 15-0914
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.
Honorific Dr.
Name of Superintendent Casey Berlau
Telephone Number 712-762-3231
E-mail Address cberlau@cam.k12.ia.us
Street Address 1000 Victory Park Road
City Anita
State Iowa
Use the drop-down menu to select the state.
Zip Code 50020

TLC Application Contact

Honorific Dr.
Name of TLC Contact Casey Berlau
Telephone Number 712-762-3231
E-mail Address cberlau@cam.k12.ia.us
Street Address 1000 Victory Park Road
City Anita

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50020

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)

CAM Community Schools, a small, rural district in southwest Iowa, is comprised of 444 students from the communities of Cumberland, Anita, and Massena. CAM Community Schools have engaged in a long-term planning process to develop a TLC (Teacher Leadership & Compensation) plan for greater student achievement in 2015-2016.

CAM's TLC team, formed in the fall of 2013, has spent two years studying various plans for teacher leadership, and has selected the TAP system. The TAP system, The System for Teacher and Student Advancement, developed by NIET (the National Institute for Excellence in Teaching) provides a school improvement model based on teacher leadership components and multiple opportunities for teacher collaboration. TAP utilizes teacher leaders working alongside initial and career teachers in collaborative teams to develop a set of 22 strong teaching strategies by all teachers. Having these teaching strategies in place will bring about greater student achievement at CAM Community Schools.

CAM Community Schools' **vision** for the teacher leadership compensation program:

- 1) CAM Community Schools will develop a teacher leadership system that creates greater levels of instruction and higher levels of learning by our students.
- 2) CAM Community Schools will create opportunities for all eligible staff to develop leadership roles in his/her career.
- 3) CAM Community Schools will increase teacher pay for Initial Year Teachers, bringing salaries up to a minimum \$33,500. level. CAM Schools will also provide supplemental salaries for committed teacher leaders, but not a performance-based pay system within the district.

CAM Community Schools' **goals** for the teacher leadership compensation program:

- 1) CAM Community Schools will increase student achievement through the use of a highly developed teacher leadership system and use of the 22 TAP instructional strategies.
- 2) CAM Community Schools will improve instruction by providing greater teacher support within the system, and giving more career opportunities for all teachers.

The TAP system, based on 22 effective teaching strategies, uses teacher leaders to develop a strong professional development plan for its schools. Approximately one-fourth of the teachers in the district will be used as Master, Mentor and Model teachers, who lead weekly PLT (professional learning team) meetings for the development of strong teaching strategies. Initial teachers, (teachers new to the district), work with master, mentor or model teachers who observe them and provide feedback, along with multiple opportunities for co-teaching and collaboration. Initial teachers spend time observing experienced teaching in the Model Teacher's classroom. Career Teachers, (teachers in the district with three or more years experience, but not committed as a teacher leader), work cooperatively with other teachers in the PLT meetings to develop stronger teaching strategies across curriculum and throughout the district. Much time is given for collaboration as a team, to work towards, practice, and attain more effective teaching strategies and thus, the goal of attaining greater student achievement. A rigorous selection system is used to choose teacher leaders, with nominations, interviews, peer reviews and an annual evaluation of the overall program occurring by the CAM Leadership Team each spring. The teacher leader system utilizes frequent collaboration and peer review strategies, encouraging greater accountability on everyone's part.

Ongoing, focused professional development is a component of TAP, and CAM's teacher leaders will lead this part of the plan using the Iowa Professional Development Model during PLT time on early-out PD (professional development) days. PD will focus on aligning curriculum to the Iowa CORE and utilizing the ICAT for curriculum integration. Teachers will also study and practice the 22 aligned teaching strategies provided in TAP training. The teacher leaders, working alongside administration, the TLC team, and CAM teaching staff, will look at current CAM student achievement data (formal and informal) to determine student needs. From these determinations, data-focused decision-making and curriculum planning will occur. A focus for weekly PLT groups will also be made. Peer observations will occur in the classrooms and teachers will have time for instructional collaboration. Over time, strong teaching strategies will become refined and improved. Both short and long-term measures of effectiveness will be collected to determine program results.

CAM Community Schools, a past leader in school improvement initiatives, is ready to initiate a teacher leadership plan for creating greater student achievement in 2015-2016, with plans to sustain and build upon teacher leadership strategies into the future.

*Note: CAM Community Schools have "locked-in" their scores on section 7 (How Teacher Leaders will Improve the PD Plan) and section 8 (Determining Effectiveness), from our Year 1 application submitted in early 2014. If selected for funding in Year 2, we will amend these sections to fit closely with the changes projected in our application for 2015-2016.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

The CAM Community School District, comprised of the small, rural, southwest Iowa communities of Cumberland, Anita, and Massena, has engaged in a long-term, two-year planning process, guided by ongoing school improvement, to develop a plan for the TLC (Teacher Leadership Compensation) System in 2015-2016. In 2013, the concept of TLC was presented to CAM Community School staff, as a way to build stronger instructional strategies for teachers, develop leadership capabilities, and increase student achievement. In the fall of 2013 a TLC team was formed from staff members, Pre-K-12, including parents, students, community and school board members. Focus was on a culture where teachers shall improve on delivery of instruction, for the learning benefits of all students. A teacher leadership system in our schools could facilitate such a change. Information was gathered on PD (professional development) using teacher leadership and collaboration strategies. The school reform model "TAP", was explored during fall 2013 by CAM TLC committee members. CAM's chosen reform model, TAP, System for Teacher and Student Advancement, overseen by NIET (National Institute for Excellence in Teaching), will provide a model, based on teacher leadership and collaboration, for CAM Community Schools to implement in 2015-2016.

Through the use of TAP, our teachers will work in flexible PLTs (professional learning teams) for ongoing, focused PD of 22 teacher leadership strategies in the development of strong teaching-learning experiences. TLC planning grant money was utilized to assist the TLC team in the planning process, in stipends to attend TLC meetings, travel to implementation schools, and substitute teacher pay. The CAM TLC team visited model Iowa schools to observe, view the management piece and make connections to other districts. TLC committee members attended TAP group meetings in Iowa. District representatives deepened their understanding of the roles and responsibilities of teacher leaders, to learn of skills of an effective teacher leader, and learn infrastructure needed to support a successful system. The TLC team met monthly to brainstorm, plan, solicit input and gain feedback. Q/A sessions were provided. According to a four-year, 2010 study by Biancarosa, the concept of "instructional coaching" improves student learning. This study showed in year three, a 32 % increase in learning gains. A 2009 study of TAP showed providing teachers with time to participate in collaborative teams increases student achievement.

A staff survey was conducted in October of 2013. 26% of staff agreed to be a "model teacher", 23% a "mentor teacher", 17% a "master teacher", 6% saying no, and 5% did not meet requirements. Numbers indicated CAM teachers willing to support a TLC initiative.

SIAC (School Improvement) committee members, including parents, students, community and business members, and general stakeholders, indicated support for teacher leadership. Board members expressed positive support of the plan. TLC team members attended webinars by state leaders. Collective information was used to design a teacher leader plan, unique to the needs of CAM Community Schools, using most recent student achievement data, input from ongoing focus meetings, and the IPDM (Iowa Professional Development Model). The plan at CAM Schools was developed internally, ownership of the plan is evident, creating urgency for implementation and success.

CAM Schools re-focused teacher leadership goals in March 2014. In August 2014, CAM Schools merged the TLC and district leadership teams for one focused group. Updated September 2014 surveys gathered responses from 32 teachers. Teachers felt more comfortable knowing the roles, responsibilities and employ the study team format. 65% of the teaching staff supports a teacher leadership system and plan to participate in 2015-2016. A survey of departing new teachers of the CAM district, September 2014, gave feedback on new teachers' needs.

In 2014-2015, CAM Community Schools are positioning themselves to implement the TAP model and a TLC system. At the start of the school year, basic components of the teacher leadership system were initiated. PLT's were designated (K-2, 3-5, middle and high school within subject areas) Early-out dismissals once a week lend themselves to using study teams to focus on assessments at the elementary level, and questioning techniques (higher order thinking skills) at the middle and high school levels. Alignment of the Iowa CORE to local curriculum continues. In 2014-2015, teachers will become familiar with beginning TAP instructional strategies, collaboration, and use some initial peer observation.

The CAM SIAC Committee and CAM School Board was updated and gave positive feedback for the system design in fall 2014. Updates were included in the district newsletter in September 2014. CAM's leadership team attended design and planning workshops put on by AEA 14 this fall. CAM's leadership team has completed planning for Year 1 training to be shared with nearby Nodaway Valley Community Schools, with whom CAM now shares a superintendent. This makes the training costs and implementation more effective for both districts.

It is our hope at CAM Community Schools, that the teacher leadership system, through the use of PLTs for professional development, will provide a path to improve instruction for all students. Two years of extensive research conducted, outreach efforts, and valuable stakeholder feedback in our plan design, make us confident that CAM Schools have a strong plan for launching teacher leadership. CAM's TLC plan will support teacher growth, lead to higher student achievement, and allow the

district to grow in ways that will meet future needs of the students at CAM Community Schools, beyond 2015-2016. CAM Schools' TLC team is motivated and eager to begin the process of utilizing teacher leaders within our school system.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

CAM Community Schools' mission is to "develop in all students the knowledge and skills required to be life-long learners and responsible citizens in an ever-changing society." It is our hope to further develop the student learning goals at CAM Schools through a strong teacher leadership program.

CAM Schools local Student Learning Goals:

Each student of the CAM School District will: 1) demonstrate improved proficiency in reading comprehension, 2) demonstrate skills in science necessary to enter their individual career pathway, 3) develop skills necessary to be a respectful, responsible, contributing citizen in their community, 4) become more proficient in 21st Century Skills necessary in tomorrow's world. These goals are based on local data sources: Iowa Assessments, FAST Assessments, Iowa ACT, Individual Reading Assessments, and Course Assessments.

CAM Middle School was named a SINA in math and reading for 2014-2015. Our students have repeatedly shown a drop in academic scores as they enter middle school. The district recognizes that for student achievement to improve, PD and teacher collaboration need to improve. In August 2014, CAM staff began work in PLTs with a middle and high school focus on questioning techniques. Both elementary staffs continue to focus on literacy and FAST Assessments. Teachers are learning about leader roles and the beginning TAP strategies. A newly initiated, AIMSweb, is focusing on special education literacy at CAM Middle School. The Special Education Literacy Project, Specially Designed Instruction in Literacy, is beginning in grades 3-6 and CAM Middle School to help narrow the gap between general and special education students. Second Chance Reading will continue to be used as an intervention for middle school readers not proficient on Iowa Assessments.

Implementation and alignment of the Iowa CORE will continue through ongoing PD. CAM Schools are the combined district of three small towns, Anita, Cumberland and Massena. Our staff has made gains in using student data to drive instructional decision making, but to help focus instruction, but we need to keep advancing. Retaining new teachers after one or two years is a hurdle for the district. It is our goal that the TLC plan will give a direct focus to these barriers, and assist teaching staff in improving instruction.

CAM Community Schools have an ongoing, local process for school improvement planning, including a continuous cycle of ongoing assessment by local stakeholders. This leads staff to re-define needs and re-focus instruction, devising short and long-term learning goals. CAM staff has improved efforts at using student data for decision-making. The lacking component is teacher collaboration. We believe that by creating a focused teacher leadership initiative, CAM students will receive stronger instruction, thus reaching greater student achievement.

CAM Community Schools' vision for the teacher leadership program:

1) CAM Schools will develop a teacher leadership system that creates greater levels of instruction and higher levels of learning, 2) CAM Schools will create opportunities for all eligible staff to develop leadership roles, 3) CAM Schools will increase pay for Initial Year teachers, bringing beginning salaries to \$33,500.

CAM Community Schools' goals for TLC include:

1) CAM Schools will increase student achievement through the use of a highly developed teacher leadership system, and 2) CAM Schools will improve instruction by providing greater support within the system, and giving more career opportunities for teachers.

CAM Community Schools' proposed timeline for implementation of the TLC plan:

- 1) By December 15, 2014, CAM Schools will learn of acceptance into the statewide Teacher Leadership program for 2015-2016.
- 2) By January 15, 2015, CAM Community Schools' teacher leaders will apply for leadership roles for 2015-2016.
- 3) By March 1, 2015, CAM Community Schools' teacher leaders for 2015-2016 will be selected.
- 4) By March 15, 2015, initial meetings by administration and teacher leaders to plan for 2015-2016.
- 5) June – July 2015 will include Year 1 training on TAP.
- 6) By September 1, 2015, district will provide minimum required salary to beginning teachers.
- 7) During 2015-2016, teacher leaders provide ongoing PD and collaboration opportunities for CAM staff.
- 8) By August 1, program annual review occurs by TLC team, teacher leaders and administration.

CAM Schools incorporate all of the statewide goals into its TLC plan. We utilize Master, Mentor, and Model teachers as teacher leaders in the PD plan for 2015-2016. Multiple PD and collaboration opportunities build stronger levels of instruction by ALL teachers, through the use of TAP. With technical assistance from NIET, ongoing PD will teach the 22 TAP Performance Standards; the first four to be introduced in 2014-2015: Instructional Plans, Assessment, Managing Student Behavior, and Questioning.

CAM Schools will continue to align instruction to the Iowa Core Standards for using ICAT. The TAP system is comprehensive. It lends itself well to the state-required 36 hours of collaboration for teachers per year. According to Marzano, Waters and McNulty, (n 2005), "35 years of educational studies show that teacher leadership roles provide more positive results of gains in student achievement, than any other school reform model. Teacher leadership is the key element to enhance teaching." The concept of teacher leaders will be the key component for CAM Schools' plan for improving student achievement in 2015-2016.

Using Part 3 application narrative from Year 1?

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)

A TLC plan will strengthen the CAM School District's continuous cycle of school improvement in many ways. In 2013-2014, CAM Community Schools were focusing PD on the alignment and implementation of the Iowa CORE Standards and K-5 Literacy. In 2014-2015, CAM Schools are utilizing PLTs to focus on literacy assessments at the elementary level, and questioning techniques at the middle and high school levels. CAM Schools use the IPDM (Iowa Professional Development Model) to focus on improving student learning and engaging all educators in ongoing PD. Through the use of TAP teacher leadership strategies, we will be able to align the Iowa Core curriculum, district-wide, in the next three years, through our PD plan with assistance from the selected teacher leaders at weekly PLT meetings. We will also integrate the Iowa CORE standards using ICAT (Iowa Curriculum Alignment Tool) into our curriculum. Weekly one hour dismissal of students will allow ongoing PD and promote collaboration time by teachers. By utilizing teacher leaders, CAM Schools will further develop its work on K-3 Literacy, as we learn more about how to assess student needs, align instruction, and monitor student growth. Questioning techniques at the high and middle school levels will be embedded into grade level and subject level curriculum, increasing teaching effectiveness.

In 2014-2015, CAM Schools will introduce within PLTs, four of the 22 TAP teaching strategies: 1) Managing Student Behavior, 2) Instructional Plans, 3) Assessment, and 4) Questioning Techniques. Both CAM Elementary Schools are focusing on literacy efforts, and the use of FAST Assessments through the state-wide TIER site. CAM Middle and High School staffs will continue work with the Iowa CORE, and will focus on questioning techniques. Administrators and lead teachers coach the teachers in use of student data to determine instructional decision-making. Teacher leaders help new teachers connect to existing structures in the district. The use of FAST assessments for focused, data-driven instructional decision-making, allows staff to better meet student needs. Questioning techniques can be analyzed across the curriculum, to improve instruction and higher order thinking for all middle and high school students. The addition of a digital data wall, to house and share student data, will benefit all instruction and keep a continued focus on student progress. A CAM PD link provides ongoing documentation for meaningful PD.

The **IPDM process** involves steps where teachers collectively study student data, set goals, determine content, design lessons and initiate learning opportunities, using student data to target and measure outcomes, guide decisions, and evaluate. PD for teachers will be provided through weekly PLT meetings. These meetings focus on current CAM student data, analysis, theory, classroom demonstration and practice, integration of instructional technology and Iowa CORE Standards. Included is a peer observation component for teachers. Evaluation of student achievement and overall school data is used as part of the ongoing assessment of the school improvement process.

The current Mentoring and Induction model for new teachers will be continued, as we phase into the mentoring component of the TAP system. Teachers will collaborate using the ICat for further Iowa CORE alignment. The 22 TAP teaching strategies will also be studied in PD using the study group learning format of PLT's.

The TLC plan utilizing the TAP system will enhance the current mentoring and induction program, providing more opportunities for teachers. "Initial" teachers, will receive mentoring from an experienced teacher, along with multiple opportunities for observing Model Teachers, co-teaching experiences, collaboration, and observations with feedback by model or mentor teachers. Currently, new teachers are paired with a building mentor who assists the new teacher through PD, observation, reflection, classroom management, and by providing feedback. The missing piece includes multiple opportunities for observation and working along side the Mentor and Model teachers. The mentoring program supports growth and mastery of the Iowa Teaching Standards. It is the goal of CAM's TLC initiative, to create even greater opportunities for teacher growth through TAP and teacher leader efforts. With the TAP system, teaching routines needing refined will be identified sooner. Initial teachers will now be able to take strong examples back to their classroom, and participate in co-teaching situations to refine and practice strong teaching strategies.

Some of the barriers to be overcome include communication, travel, teachers in different towns, and moving forward with all staff on board. CAM Schools have placed a link on the school web site, which houses all professional development activity for the district. It includes links to the year's schedule, focus topics, meeting minutes, links to literacy, Iowa CORE, ICAT, TAP resources, observation forms, assessment data, data wall and Google links for communication.

With the teacher leader roles in place, CAM Community Schools have the following priorities for its TLC Plan for 2015-2016:

- 1) CAM Schools will demonstrate implementation of teacher leaders with a weekly collaboration component.
- 2) CAM Schools will utilize student data for ongoing decision-making. Evidence of this will be visible on the CAM PD site, TIER assessment site, and CAM's electronic data wall.
- 3) CAM Schools will continue to align curriculum with the Iowa CORE.

4) CAM Schools will provide increased teacher pay and support to new teachers. This should allow CAM Schools to retain new teachers in the district. NIET reports 80% of the states where the teacher leader school reform models are in place, have high new-teacher retention. Additional supplemental pay will be provided for those filling the CAM Teacher Leader roles.

Using Part 4 application narrative from Year 1?

No

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

CAM Schools will use a “comparable model” for teacher leadership, to better meet the needs of our small, rural district. CAM Community Schools is a district of 444 students in southwest Iowa, with a high percentage of students qualifying for free and reduced lunches, 47.51%. We have 45 FTE (full time equivalent) teachers. Staff survey results in September 2014 show 65% of our staff will be involved in teacher leader roles in 2015-2016. Leadership roles include master, mentor and model teachers working collaboratively with initial year teachers to ease transition into teaching.

In 2014, CAM Schools initiated a **survey to new teachers** who left the district in the past five years, asking for feedback on leaving and the current mentoring program. Teachers cited increased teacher pay, being able to teach in one chosen area, evaluative feedback needed sooner, 1 mentor for 3 new teachers was too much, didn't gain new information beyond undergrad work. This suggests a need for more long-term, ongoing mentoring efforts with weekly collaboration for long-term benefits.

Side-by-side learning with an experienced teacher would be beneficial, along with higher starting salary. CAM's Teacher Leadership proposal addresses new teacher needs for 2015-2016: 1) minimum new teacher salary of \$33,500; 2) improved entry into profession; 3) multiple, meaningful teacher leadership roles & opportunities for all staff.

Components of the CAM Teacher Leadership Model:

Initial Teachers includes all new teachers to the district with no teaching experience. 1) Intensive mentoring provided with supervision; multiple observation and co-teaching opportunities 2) Collaboration and time to learn from career teachers, 3) Support sessions with master or mentor teachers to ease into profession

Master Teachers include two experienced teachers (4% of the FTE) who will mentor “Initial” instructors in advancing overall student achievement goals district. These teacher leaders will be selected through a rigorous process with the following requirements: 1) 1 year assignment; re-evaluated annually, 2) No teaching load (100% of time in instructional role), 3) 10 additional days each year for training, 4) Serves as full time “instructional coach”, 4) \$10,000. additional pay

Mentor Teachers include 10% of the district's teachers who possesses skills to assume leadership roles. This position is selected through a rigorous process with requirements: 1) 1 year assignment, re-evaluated yearly, 2) Extended contract (10 days), 3) \$5000. additional pay, 4) 100% teaching load: 1 hour per school day release time to observe, co-teach, and collaborate with Initial Year Teachers. Both roles fulfill other requirements of: support all teachers, lead staff PLTs, lead collaboration sessions, lead staff on integrating CORE, mentoring new teachers, member of leadership team, lead curriculum development.

Model Teachers includes 5 “Model” teachers, or 10% FTE of teaching staff, to serve throughout the district. Teachers agree to: 1) 100% full time teaching load, 2) 5 additional days of training, 3) \$2000 additional pay to their salary, 4) member of the CAM TLC Team, 5) one year role; to be re-evaluated yearly, 6) available for observation of exemplary teaching in their classroom throughout the year. Model teachers help support Master and Mentor teachers, allow teachers to observe in their classroom as strong models of exceptional teaching and provide ongoing support of overall TLC program.

Two **regular education teachers**, hired for one-year teaching positions, to take the place of two Master Teachers.

All teacher leaders work collaboratively using the TAP model for strengthening instruction. Weekly PD sessions during early outs will provide time for collaboration between Initial Year Teachers and Mentor, Master and Model Teachers. Master and mentor teachers will initially rely on training from the current Mentoring program, to begin relationships with new teachers.

Having the PLTs initiated during 2014-2015, CAM Schools has positioned itself to provide the infrastructure to support teacher learning in 2015-2016. TAP aligns its system for recruiting, supporting, evaluating, and compensating new teachers to enhance not only their effectiveness in the classroom, but also focusing on collaboration, which directly impacts retention of effective teachers.

Using Part 5 application narrative from Year 1?

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.

CAM Community Schools will partner with NIET to utilize the TAP school reform model. The TAP model will create teacher leader roles and a system of support to ensure teacher leaders have the time, authority and resources to provide effective support. TAP creates structures and a district culture on the concept that teacher leaders are a key component to greater student achievement. Weekly PLT's provide a framework to ensure teacher benefits from the support of teacher leaders in a group.

CAM Community Schools, through the Teacher Leadership & Compensation System, will utilize teacher leadership roles required to carrying out the TAP school improvement model: Initial Year Teacher, Mentor Teacher, Mentor Teacher, Model Teacher and Career Teacher. Through the use of several collaborative teaching techniques (observation, peer review, collaboration, feedback, co-teaching, personalized coaching, study teams) CAM teaching staff will improve entry into the teaching field and use collaboration techniques to increase student achievement. Teacher leader roles are as follows:

"Initial Teacher" This role includes each of the new teachers to the district, those having no teaching experience. (Generally between 3-5 per year in CAM Community Schools.) Initial teachers will be partnered with a "Master Teacher" for observing strong instruction and help in assimilating into the classroom teacher role. They will also be assigned a "Mentor Teacher" who meets with him/her weekly to discuss topics such as classroom management, scheduling, student behaviors, problem solving in the classroom, grading issues, lesson plans, observing and getting instructional feedback. An Initial Teacher is evaluated according to the district evaluation plan by his/her administrator, while also observing in a variety of classrooms to gain knowledge of effective classroom management and strong instructional strategies. By providing multiple, ongoing opportunities for peer observation in effective peer teacher classrooms, initial year teachers are exposed to many strong examples of exceptional teaching from which to develop their own strong instructional strategies.

Master Teachers, made up of 4% of our FTE teaching staff, do not carry a teaching load during their year as master teacher. They will be a full time, 100% instructional coach to other teachers in the district. It is their job to coordinate the work of teacher leaders within the CAM School district. The Master Teacher leads the monthly PLT meetings and coordinates the systematic data collection related to the teacher leadership program and school improvement. They have ten additional days of training and take on a leadership role, which includes study and analysis of student data, curriculum leadership and development, leading the CAM PD through (PLT's) , and serving as a member of the CAM TLC Team. They will lead study group meetings, PD, and direct the curriculum growth from student data analysis and goal setting. This includes integration of CORE standards into CAM's curriculum, along with leading the interaction with other instructional strategies, such as differentiated instruction or technology. The master teacher leads collaboration opportunities while modeling strong instructional strategies and guiding peer coaching. The master teacher will support both new and career teachers in the collection and analysis of formative student data. The master teacher will serve as a resource to ensure the effectiveness of the 22 TAP teaching strategies to create greater student achievement at CAM Schools.

Mentor Teachers are made up of 10% of our teaching staff. Mentor teachers have a full teaching load; however, they will be released for one hour of each school day to conduct observations, give guidance to Initial Teachers, and provide an experienced voice for new teachers as they learn about classroom management techniques, grading, student behaviors, student issues, curriculum integration, technology use. Mentor teachers are also put into a leadership role as they are required to lead staff PLT's during PD, help with curriculum integration of the CORE standards, lead collaboration opportunities, lead work using the ICAT for curriculum integration, share and model instructional strategies, and serve on the district TLC team. The mentor teacher will assist colleagues in advancing their instructional skills. The mentor teacher will support both new and career teachers in the collection and analysis of formative student data. The mentor teacher will serve as a resource to ensure the effectiveness of the 22 TAP teaching strategies to create greater student achievement at CAM Schools.

Model Teachers, made up of 10% of the CAM teaching staff, do not see any change in their teaching load, as they are still in their classroom teaching role 100% of the time. They serve as models of exceptional teaching practice, and are available for teacher observation by new and career teachers. They also may be involved in co-teaching opportunities, or collaboration situations where teachers may benefit from the guidance that a "seasoned" teacher can provide. Model teachers will assist with Iowa CORE implementation and technology integration. Model teachers will provide a voice between teachers and administration as to address instructional issues. Model teachers will serve on the district TLC team for ongoing planning and support of the TLC plan in CAM Community Schools.

Two regular, year-long teaching positions are included in CAM's Teacher Leadership plan, to provide an instructor in place of the two Master Teachers with new roles. These are two full-time teaching positions.

The term "Career Teachers" refers to all teachers in the CAM Community School District who do not fill one of the above-

mentioned teacher leadership roles, but are no longer considered “Initial” year teachers. They are teachers with three or more years of teaching experience, who will be involved in PLT meetings for ongoing PD aimed at creating greater student achievement within the CAM district. It is our goal to involve all teachers within the district in the teacher leadership program. Teachers not taking on a leadership role within the system may still offer leadership roles in the PLTs and at weekly PD sessions. Opportunities for sharing leadership experiences will be evident in the study team format used for PLTs and in teaching-learning experiences not necessarily planned throughout the year at PD sessions.

In regards to how all the teaching roles will work cohesively together, a yearly plan with clear and distinct roles and responsibilities for each of the teacher leaders will be put into place, as soon as the teacher leaders have been selected. This timeline and year one plan will be used as part of the long-term evaluation of the district TLC plan. The current TLC team and administration will assist in the development of this plan, alongside selected teacher leaders. This group will meet bi-monthly for collaboration and development of a PD plan for 2015-2016. Also occurring in the spring of 2015, the TLC team and the teacher leaders will begin looking at student data to determine student needs and to begin developing a plan for PD in 2015-2016.. As these pieces fall into place, plans for training of teacher leaders during the summer months of 2015 will occur. Ten days of leadership training will occur, to begin to initiate the TAP system into CAM Schools. Ongoing collaboration time for teachers and weekly one hour early-out PD time will lend itself well to ongoing, meaningful PD. CAM's online PD link will continue to house minutes, document progress towards student learning goals, the digital data wall housing student data, and goals and schedules for future PD.

CAM Community Schools' plan to partner with another small district in southwest Iowa, Nodaway Valley, for Year 1 training opportunities within the TAP system. Being similar in size, need and location, CAM and Nodaway Valley, will share training days with TAP personnel, between the two districts.

During the pre-service days in the fall of 2015, all teaching staff will be trained with an introduction and expectations of the TAP system. This will be led by CAM's teacher leaders with assistance from the CAM TLC team. Data collection will be ongoing, and short and long-term goals of the TAP system within the district will be set and re-visited periodically during PD. The use of an electronic data wall to house student assessment data will be further developed in 2015-2016. Periodic collection of informal walk-through data and teacher surveys will also serve as ways to refine the ongoing TLC process and PD.

The CAM Community Schools teaching staff views the teacher leadership system as a capacity-building tool for our district. Research indicates that a teacher's knowledge and skills grow as a result of working within a collaborative teacher leadership model. It is our hope that Initial Teachers will learn from other effective teachers within the district and are more likely to raise student achievement when supported by effective colleagues. We will also use multiple entry points for teacher leaders: Initial Year Teachers, Master Teachers, Mentor Teachers and Model Teachers. Other career teachers, not fulfilling a leadership title role, will be utilized in PLTs for various discussion, feedback and evaluation activities. All roles are one-year positions and must be re-applied for each year. The TLC Team, working with the teacher leaders, will plan professional learning opportunities to meet the needs of the CAM district.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Selection of teacher leaders for the Teacher Leadership program at CAM Community Schools will be rigorous. Selection will be based on teachers who demonstrate strong teaching practices and a commitment to ongoing professional growth.

The first step of the process will require teachers who are considering a teacher leadership role to complete a Self-Assessment, using Charlotte Danielson's work *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, 2013*. Danielson's work in the area of teacher effectiveness to promote stronger teaching, covers four domains: 1) Planning & Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. Danielson's work provides a 22-component framework for educators to document evidence of their effective performance within a portfolio. This allows teachers to look at prior professional growth, commitment to educational excellence, effectiveness in the classroom, planning and preparation, professional responsibilities, and areas such as classroom environment, to determine if they themselves are ready to take on a role in teacher leadership among their peers. The framework allows educators to assess themselves at three levels: novice, experienced, or highly accomplished, while also determining areas for focus. Danielson's framework is also research-based, focusing on the educational theory of constructivism, or "the learner does the learning". Danielson's original work, in 2007, has been updated to reflect the Common Core State Standards, updated in 2013. Levels of effectiveness which are used to assess teachers include: unsatisfactory, basic, proficient, distinguished. CAM Schools will use the 22-component framework as a beginning teacher-leader self-assessment, to assist teachers in deciding if they feel they are ready for a teacher-leader role. The framework may also be used with Initial Teachers and overall TLC program annual review. Teacher leader selection will then include the utilization of an application and interview process. CAM Schools' local process shall include the following steps:

Step 1) Prior to Application: A Self-Assessment Tool completed by teachers considering applying for a teacher leader position. This will include the use of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, 2013*.

Step 2) Teacher Nomination – Teachers may be referred by administrator, a peer, or by self-nomination. All teachers applying for a position must have a minimum of 3 years teaching experience, with 1 year in the CAM School District. These nominations will occur to the superintendent by January 15.

Step 3) Teacher Acknowledgement Letter. – Teachers nominated will receive a letter stating their referral; and must return a letter acknowledging their acceptance and commitment to the program at CAM Community Schools to the superintendent within 10 days of January 15. Teachers must designate which leadership role they are interested in and why they would like to participate. In addition, those applying will submit a resume and at least one professional artifact showing evidence of teacher leadership ability with the letter to complete the application step.

Step 4) A Teacher Leader Selection Committee made up of 4 members of the leadership committee not applying for a leadership role, one administrator, one school board member, one retired educator and one community member, will interview, by February 1, each teacher leader candidate, review the application letters and leadership documentation. The interview committee will seek to understand the candidate as a leader.

Step 5) This committee will make a Selection on twelve Teacher Leaders by Vote. A Recommendation to the Superintendent will be made for each teacher leadership role by February 15 for the upcoming school year.

1. This selection process must occur annually. Past teacher leaders must re-apply each upcoming year. New teacher leaders will be announced by March 1 for the upcoming year.

Step 6) By April 15, a PD plan for the upcoming year is shared by teacher leaders, TLC team and administration.

Step 7) Year 1 Training occurs in June and July.

Step 8) Teacher Leadership Annual Evaluation occurs by August 1.

Teacher leadership evaluation will use the following effectiveness criteria to determine if leadership gains are evident:

- 1) Building trusting relationships with new teachers
- 2) Facilitating professional learning for other teachers through PD
- 3) Demonstrating how to accept and act on constructive feedback
- 4) Building communication skills
- 5) Collaborating with other teachers for achieving student goals
- 6) Use of challenging content, appropriate assessment and flexible instructional strategies in classroom
- 7) Supports alignment of curriculum
- 8) Well-designed lesson planning
- 9) Engagement of students

The CAM district will use the following Criteria to measure effectiveness and professional growth of the teacher leaders:

- 1) All teacher leaders will be considered in a one-year position.
- 2) All teacher leaders will be evaluated by administration in his/her building for ability to show growth by new staff members assisted, evaluation/feedback from Initial Teachers at year's end, a self-review, and one peer review at year's end.
- 3) All teacher leaders will document growth in his/her profession through some type of self-reflection.
- 4) All teacher leaders will work alongside a peer, to conduct a formal (rubric format) self-evaluation of his/her year's progress.
- 5) All teacher leaders will initially complete a self-assessment check-list through Charlotte Danielson's work.
- 6) Teacher Leader Roles Hiring and Evaluation procedures apply to all attendance centers of the CAM Community Schools
- 7) All teacher leaders and the program, will be evaluated annually by an administrator and the teacher leadership team.

Narrative

Using Part 7 application narrative from Year 1?

Yes

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.

All teacher leaders in the CAM District will play a role on the district TLC team, as they are involved in each of the steps of ongoing school improvement. They will be involved in the collection and assessment of student achievement data, sharing/analyzing student data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the re-evaluation and ongoing assessment of student data using the cycle of continuous improvement. This will also include sharing out to the community, stakeholders, and SIAC Committee. Planning for professional development may include working with area AEA staff to align topics; research, plan and deliver professional development sessions for staff, and by documenting progress. Much work will be done to align and carry out the CORE curriculum standards into direct instructional practices in the classrooms for students. Teacher leaders will be looked to as the staff members who drive the process for professional development, as the master and mentor teachers will lead the weekly cluster meetings centered on the 22 teaching strategies covered within the TAP system. Teacher leaders will pinpoint teaching strategies needing improvement in the classroom, then plan and carry out cluster group activities to focus on the improvement of these skills. Model teachers have possibly the most important teacher leader role, as they provide a strong, effective teaching model to be observed by other teachers in his/her classroom. Model teachers will also provide support in working alongside the Master and Mentor teachers in delivery of professional development, but in a lesser role.

CAM Community Schools utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on the six steps of :

- 1) Collecting and analyzing student data
- 2) Goal setting
- 3) Selecting content
- 4) Designing the process for improving instruction
- 5) Ongoing cycle continues
- 6) Evaluation

CAM Schools are constantly in an ongoing state of collecting and analyzing student data. We try to focus on the assessment of student scores, and develop ways we can change curriculum and instruction to greater meet student achievement needs. Data include scores from the Iowa Assessments at all grade levels 2-11, building-

specific data such as DIBELS, CBM's, Class Wide Assessments, BRI, and the Jamestown Model. Analyzing student data allows the district's teachers to see student needs and identify gaps in instruction. It allows the district to determine where we need to focus or change instruction and what curriculum and instructional strategies need adjusted to fit our student needs. It also allows the district to change and develop the professional development focus for each upcoming year.

CAM Schools have, only in the past few years, been concentrating more on using the student data to determine how to focus our instruction. We have always had a large number of assessments in place, but didn't use the data effectively to narrow our instructional focus. Recently, we have worked toward becoming better at this. It is our goal to utilize the regular, weekly cluster group setting through the TAP system to become very focused on our student needs, studying and practicing solid teaching strategies, then develop a plan and carry it out to create greater opportunities for student achievement.

Participative decision-making occurs when student data is pinpointed and grade-level instructors are able to point out needs and gaps. In the spring of each year, student data is assessed, and then summaries made of the results. All stakeholders are included in deciding what the focus should be for the upcoming year, according to what was determined. These stakeholders include students, teachers, parents, community members, local businesses, and administration.

All teacher leaders involved in the teacher leadership compensation program at CAM Schools will attend initial meetings in the spring of the year selected, with the district professional development committee, to discuss student achievement data, the district's current professional development plan and its goals for the upcoming year. NIET (developers of the TAP system) will provide technical assistance as we begin planning professional development for 2014-2015. This will include teacher leaders from all levels and departments. This meeting will allow the district to determine a main focus and plan for professional development for 2014-2015. Goals will be aligned to needs determined by the 2013-2014 CAM student achievement data. TAP system components will be put into place as a professional development plan is developed for 2014-2015. Weekly cluster meetings will be designed around the 22 teaching strategies covered through the TAP system, along with aligning the Iowa Core standards to CAM student learning needs.

The IPDM steps and CAM's academic alignment to them include:

Collecting and analyzing student data – CAM teacher leaders (master and mentor teachers) along with the TLC team, will collect student data (Iowa Assessments, DIBELS, CBM's, Jamestown, walk-through data, teacher observational data, etc.), analyze and design a plan for making instructional decisions. The TAP instructional strategies will then be aligned to those needs to create a plan for professional development and weekly cluster meetings in 2014-2015.

Goal Setting for Student Learning – CAM teacher leaders will use student data to determine goals for a focus during each

weekly cluster meeting, K-2, 3-5, 6-8 and 9-12.

Each cluster meeting will also be designed around a TAP teaching strategy. The teaching strategy will be discussed and modified, then become the focus of instruction in the classroom during the upcoming week. Follow-up discussion on the strategy happens the following week.

Using Part 8 application narrative from Year 1?

Yes

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The CAM School District has the following mission statement: "The mission statement of the CAM Community School District is to develop in all students the knowledge and skills required to be life-long learners and responsible citizens in an ever-changing society."

CAM District Student Learning Goals include:

- 1.) Each student of the CAM Community School District will demonstrate improved proficiency in reading comprehension.
- 2.) Students of the CAM Community School District will demonstrate skills in science necessary to enter into the individual student's career pathway.
- 3.) Each student of the CAM Community School District will develop skills necessary to be a respectful, responsible, contributing citizen in their community.
- 4.) Each student of the CAM Community School District will become more proficient in 21st Century Skills necessary for success in his tomorrow world.

The state of Iowa's TLC goals include:

- 1.) attracting and retaining able and effective teachers with competitive starting salaries and enhanced leadership opportunities.
- 2.) promote collaboration and reward professional growth and effective teaching.
- 3.) improve student achievement.

Given these goals, with efforts to see greater levels of student achievement, the CAM School District has a plan for determining the effectiveness of its Teacher Leadership & Compensation plan in 2014-2015. Both short-term and long-term goals are in place for evaluating the TAP system effectiveness at CAM Community Schools.

In the short term, the TLC team will conduct "check points" every three months, to answer the following TLC program questions:

- 1) How many teachers expressed interest in participating in the TLC plan? How many are following through as active, participative members?
- 2) Is there positive support/interest from staff, students, board members, and SIAC members to proceed and move forward with the initiative?
- 3) What do the staff survey results show in regards to our district staff members being willing to try new teaching opportunities?
- 4) What involvement from students, staff, and administration are coming about?
- 5) How do current student achievement goals/needs align to the TAP system?

Over the long term, the district will answer the following questions after year 1 and years 2 and 3 (in the spring of each school year) of the Teacher Leadership & Compensation (TLC) program at CAM Community Schools:

- 1) Has our PD aligned to focus on instructional changes that will help to meet student-learning needs? What data do we have to show this?
- 2) How have our Initial Year Teachers benefited from the utilization of a master/mentor/model teacher? How have Career Teachers benefitted?
- 3) What evidence do we have to show this?
- 4) How have our student learning goals met/not met the AYP goals?
- 5) What feedback are we getting from staff (in the form of survey results at the end of year 1, 2 & 3) that indicate positive or negative results of the TLC program?

The CAM School District will monitor and adjust its TLC plan based on the results of the above-mentioned short and long-term indicators. District administration will closely monitor the works of the teacher leaders and, through individual evaluations, make adjustments as needed to the TLC teacher roles/duties and professional development plan. Teacher leaders will be required to collect hard and soft data at weekly cluster meetings and informal walk-through settings to use to determine effectiveness of the development of the 22 teaching strategies. Initial and Career teachers will collect their own data to determine growth in student achievement data. District administration, working alongside the TLC team, will determine, at the end of the three-year program, whether or not to continue with the TLC plan.

ALL teachers, including Initial teachers, Master/Mentor/Model teachers, and Career teachers will be asked to reflect at each school year's end, as to the results of the TAP system at CAM Schools. Measurements utilized may include student data, self-reflections, documentation of peer collaboration, cluster minute meetings, evaluations, lesson plans, walk-through results, goals, etc. to reflect on academic learning gains.

The district's TLC plan will be monitored and adjusted by looking at student achievement scores in a variety of formats, such as

the Iowa Assessments, DIBELS, CBM's, Jamestown, BRI's, walk-through data, etc. Student achievement success can be measured by monitoring achievement trends, over time, on various assessments. CAM's teacher leaders will look to this data to determine growth, and to realign professional development goals for the upcoming school year. CAM's teacher leaders and TLC team will also look at short-term checkpoint evidence and long-term student achievement evidence to monitor and refine its plan.

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

Using Part 9 application narrative from Year 1?

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)

CAM Schools have been a leader in school improvement initiatives. In 1994, Anita Community Schools (before becoming CAM in 2008) took on a “systems-change” initiative using a high school block system, changing the delivery of traditional instruction. Other initiatives included School-To-Work, Service and Project-Based Learning, Comprehensive School Reform, and a 1-to-1 Laptop Initiative.

CAM Schools have hosted districts as a model school to share success. We have sustained school improvement efforts and been able to maintain best strategies with students after initial monies are gone. The most effective teaching concepts have become parts of our daily instruction. Block scheduling is utilized at CAM High School. School-To-Work concepts are still being used in a senior internship program. Service and Project Based Learning are utilized in 70% of our classrooms.

Comprehensive School Reform placed an intensive, reading tutoring component for students below grade level at CAM North Elementary. Each student in grades 5-12 utilize laptop computers across the curriculum in a 1-to-1 laptop initiative.

CAM Community Schools have a long history of strong support from the community. They support initiatives, which back student learning goals. Business partners host student internships. Community members support project-based learning in the communities. Service learning in the communities provide hands-on problem solving situations, and “real world” learning situations for students.

CAM Community Schools will partner with the Nodaway Valley, a nearby district in southwest Iowa, to share training costs for TAP in 2015. Sharing training expenses with this district allows our budget to be cost effective.

CAM Schools’ Teacher Leadership Plan is systemic, evolving over a two year process from student achievement needs. CAM School leaders have developed a plan putting into place in-house teacher leaders who will oversee ongoing PD and teacher collaborative opportunities.

Key district personnel responsible for carrying out the initiative: 1) Superintendent – training, teacher leader selection and program evaluation; 2) Leadership Team – training, teacher leader selection and an annual review; 3) Building Administrators – overseeing teacher leaders, including selection, training, observations, collaboration.

In 2015-2016, PD funds will support the TAP Initiative, providing partial funding for training and on-site support. The district has provided financial support with general funds to support successful initiatives. The district has utilized support from Green Hills AEA 13 in the past, and will do so for its teacher leadership plan. Many avenues of support are in place for the teacher leadership plan at CAM Schools in 2015-2016.

Grant Allocation

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

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

Certified Enrollment Number	444.9
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$137,394.02
Total Allocation	\$137,394.02

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.	\$52,000.00
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).	\$82,649.50
Amount used to provide professional development related to the leadership pathways.	\$0.00
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>	\$2,744.52
Totals	\$137,394.02

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$137,394.02
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

* The goal of the CAM Community Schools, in its Teacher Leadership & Compensation Plan, is to put into place a system which will increase opportunities for teacher leadership, increase ease into the teaching profession for initial year teachers, increase initial year teacher salary, and create ongoing opportunities for teacher collaboration. This proposed budget is targeted at paying the additional supplemental salaries to master, mentor and model teachers, replacement teacher salaries for the master teacher positions and those stepping out of the classrooms, and a majority of access to the CODE data system.

*This is the proposed budget for CAM Community Schools for the first year of teacher leadership implementation, 2015-2016. The district will utilize PD funds to supplement the TLC state dollars received for training, ongoing support and access to the CODE database for TAP.

*TAP Year 1 Training total cost is \$13,500. CAM Schools now share a superintendent with Nodaway Valley Schools who will also use the TAP model. CAM Schools and Nodaway Valley Schools, have worked out an agreement stating we will share Year 1 training costs during the summer of 2015, so CAM Schools will fund \$6750. of training costs out of its PD funds.

*On-going annual costs of the TLC program will be within funding of the state allotment, and will be supplemented by district PD dollars.

*Performance-based pay for teacher leaders is NOT a part of the CAM Schools' budget plan for 2015-2016. CAM Schools' TLC plan provides only an increase of new teacher salaries to a \$33,500. minimum and supplemental salaries for teacher leaders within the TLC system (master/mentor/model teachers), but no performance-based pay.

*Distributing additional compensation in this manner will allow us to develop teacher leadership opportunities at CAM Community Schools, without putting in place a teacher compensation piece, which our small district may not be able to sustain in years to follow. We believe if we put in place a smaller incentive package for teacher leaders, while also increasing salaries for new teachers, and putting in place opportunities for career growth, we will see greater professional satisfaction and evidence of student learning growth.

*This budget also reflects our commitment to improving instructional practices within the CAM district, by providing dollars for teacher leadership commitment, new teacher salaries, supporting collaboration and long-term teacher professional growth.

* Costs for the CODE system include documentation of the 22 TAP teaching standards in place over time, for long-term teacher/student trend analysis.

*The above-mentioned budget estimations are approved by CAM's district superintendent and the CAM Community School Board for 2015-2016.

Assurances

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

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

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

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

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

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