



Application

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

139826 - Central Springs (4772) CSD Teacher Leadership Compensation Grant Application (2015)

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/13/2015 2:19 PM

Primary Contact

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Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Central Springs Community School District
Organization Type:	K-12 Education
DUNS:	
Organization Website:	www.centralsprings.net

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Cover Sheet-General Information

Authorized Official

Name Steve B. Ward
Title Superintendent
Organization Central Springs Community School District

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

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City/State/Zip* Manly Iowa 50456
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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
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Name Gwen Mellmann
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County(ies) Participating, Involved, or Affected by this Proposal	Cerro Gordo County, Floyd County, Mitchell County, Worth County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R), 4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	26, 27
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	51, 52, 53, 54
<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. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

All students will benefit from improving classroom instruction and fostering teacher leaders.

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. **Steve B. Ward**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District	Central Springs Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	98-4772
<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	Steve B. Ward
Telephone Number	641-454-2211
E-mail Address	sward@centralsprings.net
Street Address	PO Box 190
City	Manly
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50456

TLC Application Contact

Honorific	
Name of TLC Contact	Rob Hoffman
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State	Iowa
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Zip Code	50458

Demographic Profile

October 2014 Certified Enrollment	822
October 2014 Free/ Reduced Lunch %	31
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)

Central Springs Community School District is beginning its fifth year as a reorganized district from the former North Central CSD and Nora Springs-Rock Falls CSD school districts. The rural district includes parts of four counties in north central Iowa located. The district has no major industry, except agriculture. Our district free/reduced child nutrition rate is 31.1%

Central Springs employs 58.4 FTE teaching staff. Six teachers took voluntary early retirement last year, but only 3.5 FTE were replaced. Recruiting new teachers to our rural, small school is challenging.

The district budget enrollment for Oct. 2014 was 822.02, down from 871.0 (Oct. 2011) and 968.1 (Oct. 2007). The district has had to address an enrollment decline of over 165 students, or 15.1%, in eight years while maintaining excellent programming, community support and staff morale. The district is expending over \$1,000,000 less than it did six years ago.

Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model for the Central Springs CSD. The group that was appointed included: school board (1), administration (4), teaching faculty (4), support staff (1) and community members (3).

Teacher Leadership Goals

Goal #1: Development and implementation of a teacher leadership and compensation system that is teacher-centered and designed to strengthen instruction in the Central Springs CSD by providing enhanced career opportunities for teachers to assume roles as teacher leaders.

Goal #2: Build strong relationships between resident teachers and mentor/model teachers designed to bolster entry into the profession by implementing a teacher leadership role that works in tandem with those new to the profession. The Central Springs CSD is currently engaged in a number of initiatives where teacher leadership would prove to be a huge benefit to processes of strengthening instruction. Some critical initiatives include Multi-Tiered System of Supports, Professional Learning Communities, Iowa Core Curriculum, K-6 Math and Literacy Curriculum Implementation and Development, K-12 1:1 Technology Learning Initiative, and Response To Intervention.

During the first year, the contract of new teachers will be extended two days in addition to the one existing day. During these two days of extension, mentee teachers will have the opportunity to develop deeper relationships with their assigned mentor and other staff, receive help in using district technology and review district expectations. The year will be designed to not only immerse new teachers in practice, but also afford them the opportunity to observe best practices. New teachers will be provided numerous release times during the course of the school year to observe model classrooms and work with their mentor teachers and instructional coaches.

Instructional Coaches: Instructional coaches are Central Springs teachers that are no longer assigned to a classroom teaching role, but rather as a support to other teachers. The coaches work under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities. The coaches will have with additional emphasis in the area of literacy and technology integration, and spend time in each school building. They will help develop the district professional development and present when appropriate.

Model Classroom Teachers: Model teachers are identified faculty members who will support other teachers and work collaboratively with instructional coaches. The district will have one model teacher per building (4). Their classrooms will be available for visits by staff and time will be allotted for follow-up discussions. They will help develop and lead the district PD.

Program Coordinator: This role is designed in a deliberate effort to ensure the model classroom aspect of the TLC grant is implemented with fidelity and to strengthen our district's mentoring program. With the collaboration of the model teachers and observing teachers, the program coordinator will orchestrate the logistics of the visits and chart the participation of the district's faculty. In addition, the coordinator will assist administrators in locating mentors for new teachers, and lead the mentoring program.

Professional Learning: Priority will be given to candidates with a strong record of participating and engaging in professional learning, and then infusing that newfound knowledge into practice.

We believe that for professional development to be effective, it must be useful and embedded in practice. Too often there is no connection between theory and practice. It is no mistake that this process is meant to encapsulate the Iowa Professional Development Model.

We must be clear that the formal evaluation and supervision of the teacher leaders falls under the purview of the

licensed evaluator. In our district, that role has been delegated to the building principals. Further, an understanding that the purpose of monitoring is in fact to increase the impact the initiative is having on teacher effectiveness and ultimately student achievement is crucial. Therefore, from juxtaposition we will identify who is helping who, and how. We believe then that our model should be built on a framework of interdependent accountability overseen by the Building Leadership Committee.

Our capacity to sustain the TLC initiative will drive from the ability to identify, coach, and nurture potential leaders. Our plan calls for the identification of 15 teachers to assume leadership positions. We do this for a couple of reasons: First, we are unsure how many teachers will actually choose to become teacher leaders. By starting out with a few teacher leaders, followed by completing the feedback loop and establishing success, we believe this will build the capacity for more teachers to become leaders.

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

TLC Model Number

Narrative

Using Part 1 application narrative from previous application? **No**

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

Please include the following information in your narrative:

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

DESCRIPTION OF HOW THE PLANNING GRANT & PLANNING TIME WAS USED TO DEVELOP A HIGH-QUALITY PLAN.

The Central Springs CSD purposefully chose to wait until the third year of the TLC grant before applying. Due to a change in administrative staff in the middle school, the launch of our one-to-one initiative, and the realignment of our upper elementary, we chose to informally investigate TLC options. During that time, the Central Springs administrators visited with administrators from neighboring districts about their planning and implementation of the TLC grant.

In September 2014, a committee was formed which included the superintendent, three building administrators, technology coordinator, four teachers (one from each school, i.e., high school, middle school, Manly Elementary, & Nora Elementary, all members of the teachers' union), two parents (one from the Manly area and one from Nora Springs), and the school board president. The committee began to investigate possible roles for teacher leaders and how districts of similar student populations implemented the TLC grant.

On Jan. 5, 2015, district administrators held a planning meeting to begin the formal process of bringing together committee ideas, scheduling TLC workshop participation, and sharing ideas from other districts. On May 8, 2015 and June 8, 2015, we attended AEA 267 TLC grant-writing workshops in which a comprehensive overview of the process was outlined and exemplars were shared. On June 12, 2015 and July 1, 2015, the planning committee met to review the grant process and further assess the needs of our district. On July 16, 2015, a representative of the committee attended the Department of Education's TLC workshop in Des Moines, and on August 5, 2015, three administrators attended the School Administrators of Iowa's annual conference breakout session, *Strategies for Developing Effective Teacher Leadership*. On August 17, 2015, administrators met to discuss the information gathered at workshops and planned the agenda for the next three full TLC committee meetings.

On August 5, August 17, and September 8, 2015, the committee confirmed teacher leadership roles, details, and reviewed each of the ten parts of the grant-writing process. At the August 17, 2015 meeting, we invited the AEA 267 Assistant Chief and Human Resource Director who led the TLC workshops to provide clarity to the grant-writing process and offer suggestions to make our plan more effective. After the September 8, 2015 meeting, committee members broke into small groups and began to write the grant via Google Doc in order to collaborate efficiently without holding a formal meeting. Once a group finished a rough draft of a section of the grant, the language arts teacher committee member proofread. Additionally, after the grant was written, the committee sought feedback from the AEA 267 Assistant Chief on the overall scope and details of our plan.

Without the funds provided for the planning stages of the grant, this process would not have been attainable, as it would have caused a financial burden for our district. The TLC committee spent over 200 hours working on the grant, and each member traveled multiple times between campuses as well as making several trips to Cedar Falls and Des Moines. The planning grant paid for travel expenses, allowed for collaboration during school hours, provided compensation for time spent at meetings outside the school day and in the summer, and paid for needed supplies.

STAKEHOLDER INVOLVEMENT

Each stakeholder group played a critical role in the planning and development of the plan. Each stakeholder had tasks to perform and brought important information, which allowed better utilization of collaborative time and strengthened the planning and writing process. The administration took the lead in collecting research-based material about teacher leadership as well as investigating the details of the TLC grant process. Teachers gathered ideas and concerns from fellow teachers through PLC's, faculty meetings, and content-alike meetings. They shared their findings with the committee as well as represented the Central Springs Education Association. Parents from throughout the Central Springs community offered valuable input from the community and provided "real-world" examples with applicability to a school setting. The School Improvement Advisory Committee provided community feedback on committee ideas and the proposed roles within the plan. Finally, the School Board offered approval and support for the committee, teacher leadership roles, and the grant-writing process.

SUPPORT & COMMITMENT

All stakeholder groups were fully committed to creating the teacher leadership plan for the benefit of the school district. Parents, teachers, administrators, school board members, and the community participated in meetings and had opportunities to ask questions and share ideas. Commitment and support for the plan was achieved by allowing each of the stakeholder groups an opportunity to be part of the process from its inception. Administrators demonstrated commitment by determining to pursue the grant, attending training, arranging time and compensation

for meetings and assigned tasks, and through the planning and facilitation of the committee's agenda. For the teachers, commitment and support was created by gathering feedback from fellow teachers, working outside their contract obligations, and following through on assigned tasks in a timely manner. All teachers on the committee were members of the Central Springs Education Association and shared information at their meetings. Parents demonstrated their commitment and support by attending meetings, proposing student-centered questions, and collaborating in the grant-writing process. The community, through the School Improvement Advisory Committee, pledged additional support in the fall of 2015 by approving the pursuit of the grant. Finally, the school board supported the process by having a member volunteer be on the Teacher Leadership Committee as well as giving the grant final approval.

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.

“The Central Springs CSD will provide the highest quality education by empowering teachers to strengthen their leadership skills and expertise in technology, as well as curriculum and instruction, in order to implement a system of professional collaboration and supports for new and career teachers, while compensating teacher leaders commensurate with their professional training and preparation.” We have a staff of 58.4 highly qualified teachers, who are required develop a professional development plan in order to guide career growth in their content areas and technology use/integration.

Our TLC vision aligns with the state Theory of Action and district goals. The district believes that the key to increased student achievement is quality teacher instruction. The TLC programs give highly effective teachers opportunities to grow, refine, and share their expertise with all teachers.

Our TLC goals include: (1) implement research-based technology integration in the classroom; (2) implement research-based literacy strategies in the classroom; (3) allow in-class teacher-to-teacher observations and follow-up collaboration opportunities; (4) provide support and mentoring to new and experienced teachers new to our district, in order to attract and retain effective teachers.

CSCSD is geographically a large rural district with 822 students covering 222 square miles in 4 counties. Our district has two campuses that are 20 miles apart. The Manly Campus houses a PK-3 school and 9-12 high school, and our Nora Springs Campus consists of a second PK-3 school as well as a 4-5 intermediate and 6-8 middle school. Last year, our district met one of the three academic achievement goals set by our School Improvement Advisory Committee. Our two elementary schools raised the number of 3rd grade students proficient on the reading test of the Iowa Assessments from 75% to 85%; however, the Manly elementary missed AYP for reading. In the middle school, the number of 8th grade students proficient on the math assessment dropped from 97% to 95%, but did not meet AYP for low SES students in reading. At the high school, the number of 9th grade students proficient on the science portion of the assessment dropped from 89% to 84%, and missed AYP for both reading and math. With the current trends in class sizes, each student greatly affects the overall class performance in our district.

Upon researching achievement data and student/home surveys, our district leadership team recommended the implementation of a 1:1 initiative in order to close the achievement gap between the general student population and the low SES population. The primary goal of CSCSD’s available technology is to enrich the learning that takes place in and out of classrooms. In particular, technology offers opportunities for exploration and analysis of academic subjects in ways that traditional instruction cannot replicate. Upon implementation, each student K-12 was assigned a tablet device (K-7) or a laptop (8-12).

At the end of the second year of the initiative, we reviewed data from a Clarity survey, which was sent out to all students and staff. A significant need was identified. Students identified access to technology was readily available, while teacher integration of technology in the classroom was not fully reached. In addition, teachers rated the district low in offering professional development and support for integrating technology into the classroom.

With the state’s K-3 reading initiative, we see a need to concentrate upon researched-based reading strategies. When reviewing Iowa Assessments, FAST assessment, and MAP scores, we are falling short on meeting that state goal. We need to have the ability to invest time in learning new strategies, instructing and modeling strategies to teachers, and collaboratively reviewing their effectiveness. Therefore, we see the need for an instructional coach with a focus upon literacy.

We need to allow our teachers a way to collaborate and share effective teaching strategies with one another. We are looking to bring novice and experienced teachers into each other’s classrooms in order to model effective teaching strategies and generate discussions involving educational practices.

Finally, mentor and beginning teachers alike currently leave campus and attend mentoring workshops 30 miles away, which upsets the consistency in classrooms. With the implementation of this grant, we would be able to keep our teachers in-house and create a new mentoring program designed to meet our district’s specific goals and needs.

Through implementing our TLC plan:

- We will attract able & promising new teachers by offering competitive starting salaries and providing an effective in-district mentoring & induction program.**
- We will retain effective teachers & reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities & increased compensation.**
- We will promote collaboration by developing & supporting opportunities for all teachers to learn from each other**

through effective professional development practices in the area of literacy instruction and technology integration.
•We will improve student achievement through the implementation of researched-based literacy strategies, effective technology integration, & increased collaboration among teachers.

Our TLC plan is designed to align with the state Theory of Action by effectively compensating teachers, recruiting and promoting excellent teachers, and providing support as they collaborate reflectively to refine their practice. Our plan is the only way that we can compensate excellent teachers beyond the master contract. The combination of a competitive base salary along with a strong mentoring system will attract new, effective teachers to our district. The plan will provide an opportunity for skilled teachers to take on additional leadership and decision-making roles. With teachers fully supported by their peers working to improve instruction, student learning will increase.

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)

CENTRAL SPRINGS CSD IMPROVEMENTS INITIATIVES

1. The Central Springs CSD will promote high levels of student achievement in all subject areas, with a special emphasis on improving the levels of student achievement and growth in literacy, math, science, and 21st Century Skills.

2. We will create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.

To that end, the Central Springs CSD has developed and implemented a number of school improvement initiatives, including the following primary ones: Professional Learning Communities (PLC), 1:1 Technology Initiative, Early Literacy, and Multi-Tiered Systems of Support.

CURRICULUM/INSTRUCTION/ASSESSMENT

The Central Springs TLC project will enhance curriculum, instruction, and assessment through the support of two fundamental levels of teacher leadership: two Instructional Coaches and four Model Classroom Teachers. One Instructional Coach will have classroom technology expertise and experience, while the second will have exemplary knowledge and skills in literacy. Four Model Teachers will also be used to model and mentor other faculty members in the effective use of research-supported best instructional practices.

1:1 Technology Initiative: The Central CSD has a goal to use technology to enrich student learning that occurs both in and out of the classroom and to equip all students with 21st Century technology skills necessary to become productive citizens. The TLC plan will incorporate the use of both Model Teachers and the Instructional Coach (Technology) in modeling and coaching the effective integration and use of technology in the delivery of course content / instruction and student learning. Teacher leaders will model effective classroom practices that support the current district-wide digital learning environment and demonstrate the utilization of technology to enhance student engagement, their content knowledge, and self-directed learning.

Early Literacy: The TLC plan will support the district's early literacy initiative in providing an Instructional Coach (Literacy) with the knowledge and expertise in literacy skill development. Teacher leaders will model instruction and assessment practices across the district that will support all students in becoming proficient readers by the end of the third grade. They will model and coach the use of interventions necessary to support those students lagging in literacy skill.

Multi-Tiered System of Support (MTSS): During the 2012-2013 school year, the Central Springs CSD At-Risk Team met on a weekly basis throughout the year studying *Pyramid Response to Intervention*, by Buffum, Mattos, and Weber as well as other resources focused on the creation of a system of academic and behavioral support for all students. At the conclusion of the study, AEA support staff and other Central Springs faculty members were enlisted to develop the appropriate Tier 1, 2, and 3 responses, procedures, and protocols. Dufour's Four Guiding Questions for our professional learning communities were used as the foundation of the creation of the Central Springs MTSS program and protocols.

However, as successful as the MTSS program has been, little time has been devoted to re-teaching the course content, using additional research-supported instructional strategies, to academically struggling students.

The teacher leaders, supported through the TLC grant, will be better trained in modeling and mentoring the effective use instructional strategies while implementing the Iowa Core with fidelity and integrity. The Model Teachers will both model and coach the effective delivery of rigorous course content and instruction. Additionally, emphasis will be given by the teacher leaders in the development and implementation of formative assessment processes that will more effectively identify and facilitate meeting the learning needs of students necessary for their demonstration of course content mastery. Much of the teacher leader work will be supported through the work and efforts of the various and previously established Central Springs PLCs. The TLC plan will support greater depth of implementation of the Central Springs MTSS program.

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)

Our current mentoring and induction program framework works independently throughout the school year. New teachers in the district meet for one full day prior to the school year to discuss district initiatives, complete necessary paperwork, and get their classroom ready. New teachers are also required to work with AEA 267 to meet monthly as part of their Mentoring and Induction Program. Our district uses mentors who teach similar subject/grade level matter. Teachers surveyed cited several effective aspects of the current mentoring and induction system. Primarily, teachers felt that the time mentors and mentees had to collaborate was helpful. Other teachers indicated it was helpful to get to know a staff member right away and have someone with which to discuss concerns, students, and school procedures.

AREAS OF IMPROVEMENT NEEDED:

Based on feedback from current mentors and mentees, the district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. Time for mentors and mentees to observe each other is not currently provided by the district.

After analyzing our current mentoring program, we arrived at the conclusion that the following gaps exist:

- Time issues: Mentor and initial teachers struggle to find common meeting times and observation times.
- Leave issues: Added stress is placed on initial teachers to prepare for training sessions outside of the district and to find enough substitutes.
- Training Span: Our current program provides support for a two-year span and does not continue after the first two years for both mentor and initial teachers.

EXPERIENCED TEACHERS NEW TO THE DISTRICT:

There is currently no support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a large gap in support and communication between teachers new to the district and current staff.

HOW THE TLC SYSTEM WILL ADDRESS THE AREAS OF IMPROVEMENT:

Central Springs believes the support for beginning teachers as they embark in their professional journey is crucial. Assigned mentor teachers are one resource for new teachers. Model teachers add a new element to our schools, which will shape the professional growth of their colleagues, the culture of schools, and the practice of a new generation of teachers. Central Springs strives to support effective induction and encourage best practice in supporting professional growth from pre-service throughout a teacher's career. By providing model teachers, the district will offer new teachers the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. At Central Springs, with the guidance of our program coordinator, our model teachers will challenge the status quo by advocating for new ways to introduce beginning teachers to the profession and provide professional development that supports beginning teacher growth. Model Teachers will be in their classroom 100% of the time, but will open their doors to new teachers and veteran teachers alike to observe teaching strategies modeled by the model teacher. Model teachers will recognize social and emotional needs of new teachers and provide support for those needs. They will support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures and observe and give feedback in a mentee's classroom. Model teachers will meet regularly and as needed with new teachers.

Prior to the start of the school year, first year teachers will have three additional days on their contract. The instructional coach and model teachers will be available to work with new-to-the-profession teachers a minimum of one and a half days during the three additional days at the beginning of the school year.

As a district, we feel this system will help our endeavor to move forward, to grow together professionally (new and veteran teachers alike), and to be successful as educators providing quality, research-based strategies to help students become successful in school and beyond. We feel our collaborative school culture is enticing to teachers who want to see the impact of their work through a personalized learning environment.

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.**

Our district believes that the teacher leadership program will positively impact the effectiveness of our staff (both new and career teachers) in their classroom instruction thereby increasing student learning. The district TLC plan identifies three leadership positions within our district, allowing seven teachers to acquire leadership roles within our district. Using model #3, our district has designed a plan tailored to our specific goals and needs. With the TLC grant, the following positions will be created: Model Teachers, Instructional Coach (w/ literacy emphasis), Instructional Coach (w/ technology emphasis), and Program Coordinator.

MODEL TEACHERS

Specific Responsibilities for Model Teachers:

- Create model lessons for teachers to observe
- Allow teachers time to come into the model teachers' classrooms to observe model lessons (based on teacher request, district initiatives, etc.)
- Conference with teachers after lessons to discuss procedures, pedagogy, etc.
- Observe others who have been a part of model lessons during provided classroom release time
- Observe teachers followed by a post-observation collaboration and coaching once a month
- Collaborate with teachers in the planning, monitoring, reviewing, and implementing of best instructional practices, classroom management, and organizational strategies
- Assist teachers in collecting and analyzing classroom student data
- Provide support through collaborative planning, modeling, and co-teaching

Model Teacher Compensation:

- Each model teacher will receive a \$5,000 stipend.
- Each model teacher will have four additional days added to the contract paid at the per diem rate.

INSTRUCTIONAL COACHES

Specific Responsibilities for Instructional Coach w/ Literacy Emphasis:

- Attend mentor/mentee training and leadership trainings offered by AEA
- Assist in leadership with District Leadership Team (DLT)
- Assist in leadership of School Improvement Advisory Committee (SIAC)
- Assist in leadership of District Professional Development (planning and delivery of PD activities)
- Meet with building leadership bi-monthly (each principal) to discuss position, roles, feedback, etc.
- Attend AEA/State training on MTSS / Literacy initiatives and teacher leadership
- Provide guidance and support to district teachers in implementing the initiatives, including modeling of strategies and 1/1 collaboration
- Facilitate PLC team meetings for MTSS or Literacy
- Coordinate the work of Model Teachers
- Plan, facilitate, and monitor professional learning for Model Teachers
- Facilitate monthly Model Teacher meetings to collect feedback and improve communication within the TLC system
- Oversee testing, implementation, and data collection of the MTSS or Literacy initiatives
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices
- Report to stakeholders through presentations and newsletter/newspaper articles

Specific Responsibilities for Instructional Coach w/ Technology Emphasis:

- Attend mentor/mentee training and leadership trainings offered by AEA
- Assist in leadership with District Leadership Team (DLT)
- Assist in leadership of School Improvement Advisory Committee (SIAC)
- Assist in leadership of District Professional Development (planning and delivery of PD activities, focusing on technology integration in the classroom)
- Research best practices in using technology to support instruction and learning
- Collaborate with classroom teachers 1/1 and in groups, modeling multiple strategies for infusing technology into current teaching practices
- Engage in the development and integration of technology into the curriculum
- Meet with building leadership bi-monthly (each principal) to discuss position, roles, feedback, etc.

- Assist in the implementation of the 1:1 technology initiative
- Assist in implementation of the district initiatives
- Monitor the collection and analysis of district student achievement data
- Coordinate the work of Model Teachers
- Plan, facilitate, and monitor professional learning for Model Teachers
- Facilitate monthly Model Teacher meetings to collect feedback and improve communication within the TLC system
- Report to stakeholders through presentations and newsletter/newspaper articles

Instructional Coach Compensation

- Each Instructional Coach will receive their regular contracted salary based upon education and experience as set in the CSCSD master contract.
- Each Instructional coach will receive a \$10,000 stipend.
- Each Instructional Coach will have ten additional days added to their contract paid at the per diem rate.

PROGRAM COORDINATOR

Specific Responsibilities for Program Coordinator

- Orchestrate the logistics of teacher observations between model teachers and others
- Locate and assign substitutes needed to cover classes for model teacher visits
- Chart the frequency of collaboration with mentors and mentees or model teachers and teachers
- Disseminate and collect the Woodruff's Instructional Coaching Scale
- Ensure that the district's mentoring program continues to align with the Iowa Department of Education Mentor and Induction of Beginning Educators requirements
- Collaborate with district personnel to revise annual mentor training plans
- Ensure all messages, tools, and strategies for teacher development are consistent and aligned with district goals
- Collaborate with administrators to assign mentees to mentors
- Collaborate with other teacher-leaders to provide new first-year and career teacher supports
- Organize and facilitate mentor/mentee meetings
- Provide access to resources and personnel that will support new-teacher growth
- Collaborate with administrators and the AEA Mentor-Mentee Coordinator

Program Coordinator Compensation

- The Program Coordinator will be offered a 0.25-0.33 FTE contract to oversee the program.
- The Program Coordinator will receive a \$3,000 stipend.

The leadership roles defined in the TLC plan extend the existing framework for accomplishing district goals. Currently our teachers are implementing MTTs, the Lucy Caulkin's Model for Literacy Instruction, and a 1:1 instructional classroom environment, along with collaborative (PLC) teams. There is currently no designated leadership for the teams, but they receive support from administrators and AEA 267 classes and building contacts. By implementing the position of Instructional Coach (w/ an emphasis in literacy), who will research and train staff in highly effective classroom strategies, there will be enhanced opportunities for deeper learning and support for individual teachers, specifically in our literacy model. The Instructional Coach will be responsible for ensuring accuracy in data collection and analysis, as well as additional training in this initiative. The Instructional Coach (w/ emphasis in technology) will provide training and support to teachers, during professional development and independently scheduled work sessions, in effectively using technology to enhance student learning. Model Teachers will work intensively with other teachers through collaboration, observation, modeling, and team teaching to extend current training and professional development. All of the teacher leadership positions focus on supporting teachers as they work to improve student achievement. The district recognizes that effective instruction is essential to increase student learning. Effective instruction is defined by the district as using research-based, best practice teaching strategies, with an emphasis on creating student-centered classrooms that teach for understanding. Formative assessments and teaching based on learner differences are essential components of the instruction. The TLC plan puts the majority of the responsibility for planning and implementing PD in the hands of the Instructional Coaches and the District Leadership Team (DLT). They will follow the Iowa Professional Development Model in planning PD to accomplish the district goals. The training, collaboration, and support given to new and career teachers through the TLC plan will ultimately improve the quality of teaching and learning in the Central Springs District.

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.

At Central Springs we believe that the most important school-related factor in determining student performance is the quality of our teachers in the classroom. Our district recognizes this and will continue to invest in our teachers in order for our students to benefit. It is with this belief that we will look to create two instructional coaching positions, one with an emphasis in technology integration and the other with an emphasis in literacy, four model teachers, and one program coordinator.

The current process for hiring new teachers in our district consists of student, teacher and administrator involvement. For our TLC teachers, the positions will first be opened to teachers currently under contract. These teachers will submit their resumes and cover letters along with essays stating why they would like to participate in this new role. Applying teachers will understand that applying for one of these positions will keep them from being on the screening committee. If no teacher under a current contract is interested in a TLC position, the district will then look outside of the district to locate a qualified applicant who previously held a contract with the district.

The following guidelines will be used in looking for our TLC positions:

- **Advanced Degrees**

Advanced degrees in curriculum and instruction, technology for teaching and learning, educational assessment and measurement, education pedagogy, etc. will be considered priorities over advanced degrees in other areas, such as administration.

- **Solid Understanding of the Iowa/Common Core Curriculum Standards**

Applicants will need to have many artifacts and examples to show how their instructional strategies focus on the Iowa/Common Core Standards. Applicants must also show previous experience in assisting others to successfully implement strategies to meet the Iowa/Common Core Standards.

- **Teacher Leadership Experience**

As applicants are considered, the focus will be on those who have experience in building leadership, such as mentor teachers, committee heads, and professional development coordinators.

- **Deep Understanding/Implementation of Evidence-based Instructional Strategies.**

Applicants must demonstrate skill in evidence-based instructional strategies, with those showing more evidence of instructional strategies rated higher in the selection process.

- **Experience of Understanding Technology and its Implementation in the Classroom**

A priority will be given to teachers that show multiple artifacts and evidence of using technology in the classroom in order to increase student learning.

- **Advancement Towards Mastery of the Iowa Teaching Standards**

Applicants who show artifacts of instructional strategies and teaching practices that demonstrate more than just meeting Iowa/Common Core standards, but working towards mastery of many of the eight standards will rate higher in the selection process.

- **Teaching Experience (minimum of three years, with one year in the district)**

After receiving appropriate applications, our district will conduct an intense selection process. A selection committee consisting of three administrators and three teachers will scrutinize the applications. The TLC grant writing committee will choose the teachers on the selection committee initially. The first three teachers on the committee will serve three different term lengths in order to create an annual committee teacher rotation. The first teacher will serve a one-year term, the second teacher will serve a two-year term, and the third teacher will serve a three-year term. All future teachers on the selection committee will be chosen by the selection committee and serve a full three-year term. Since teachers will be on the committee, the applications will have no names in order to ensure no favoritism and thus increasing the likelihood of choosing the most qualified applicant. After reviewing the applications, the committee will make an informed recommendation of finalists to our superintendent. Our district's superintendent will then meet with the finalists one at a time to interview for the position, evaluate the applicant's vision for the TLC position, and select the appropriate candidate. The superintendent's selection will be based on the criteria listed above along with the following:

- **Effectiveness in the classroom along with a record of student achievement using results from MAP Testing, Iowa Assessments, FAST assessment, and Common Formative Assessments**

- **Evidence of continual professional growth**

- **Previous instructional expertise that has been demonstrated through model teaching, team teaching, video**

presentations, and student achievement

•Understanding and demonstration of adult learners and facilitation

Model Teachers and Instructional Coaches will have an annual review at the end of each year, which will consist of a self -assessment and peer feedback surveys. Building administrators will then analyze the results of the self-assessment and the feedback surveys to develop an annual report that will be delivered to the superintendent, school board, and faculty showing the impact these positions have had on the district.

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.

A) A description of the role teacher leaders will play in the creation and delivery of professional development
 With our current PD system, it is difficult to achieve our long-range professional development goals as planned by our District Leadership Team. Teachers and administrators from all four schools within our district met as our DLT and developed long-range goals in the categories of Curriculum, RTI/MTSS, and Technology. Once the goals were set, we relied heavily upon a top-down planning, and dissemination of information in our weekly building-specific PLCs. Every Wednesday morning from 7:30-8:20, administrators provide information and guidance for specific tasks generated to help meet one or more of the district PD goals. In addition to the weekly PLCs, once a month, we dismiss students early and carry out a three-hour PD session. Depending on the tasks, schools meet independently or merge staff from both campuses. Like the weekly building-specific PLCs, our longer in-services are led by administrators or outside consultants.

The current process has been difficult for teachers to play a significant role in the planning and delivery of PD, resulting in a disparity between the information presented during PD and its application in the classroom. Teacher leaders provided by the TLC will be able to offer differentiated PD and work in conjunction with building administrators to effectively plan and deliver PD as well as offer support in classroom application. The two Instructional Coaches will use their flexible work schedule and extended contracts days to collaborate with the district administrators to achieve the above-mentioned goals and to work within classrooms to support teachers, while the Model Teachers demonstrate strategies learned in PD sessions and work with other teachers to fully implement them.

B) Alignment

The TLC plan will provide the district with the ability to coach and model the use of evidence-based instructional practices (e.g. modeling, collaborative planning, feedback, etc.) leading to increased student achievement and teacher retention. The teacher leaders, instructional coaches and model teachers will have an extensive role in the development and delivery of Central Springs CSD Professional Development Plan. As an integral part of our District Leadership Team, teacher leaders will actively develop PD aligned to key elements of the Iowa Professional Development Model (IPDM).

IPDM Key Elements

Teacher Leader Responsibilities

Establish a Professional Development Leadership Team

Instructional Coaches and Model Teachers will review building-level student data, C-Plan goals, and AYP results to determine needs and to assist in the development of a district-wide PD plan.

Collecting & Analyzing Student Data

All district teachers collect and analyze student data. Instructional Coaches, Model Teachers, and the Program Coordinator will instruct staff in how to use data to improve instruction. They will offer additional training to drive Tier 2 and Tier 3 instruction.

Goal Setting & Student Learning

Instructional Coaches and Model Teachers will lead goal-setting and instructional strategies selection based on system data (Edinsight, MAP, Iowa Assessments, Clarity, etc.) to ensure all goals support the attainment of the Iowa Core.

Selecting Content

Instructional Coaches will review resources to select the most effective, evidence-based materials to increase student achievement. Model Teachers will implement and demonstrate effective teaching strategies for other teachers and follow up with mentees to evaluate new strategies.

Designing Process

The District Leadership Team (DLT) will monitor the delivery of professional development. The Instructional Coaches and Model Teachers will assist in the design of PD to include theory, demonstration, practice, and collaboration.

Training & Learning Opportunities

Instructional Coaches and Model Teachers will assist administrators and outside professional trainers in delivering PD. They will co-teach/teach and model learning strategies studied in PD and support PD initiatives.

Collaboration

Our Professional Learning Communities structure is an example of PK-12 collaboration and supports our DLT's vision. The Instructional Coaches and Model Teachers will help PLC work through the facilitation of professional learning. They will collaborate with administrators and provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives, such as our one-to-one technology initiative.

Implementation

Instructional Coaches and Model Teachers will focus on improving teaching and student learning through monitoring student achievement data. The Program Coordinator will orchestrate the logistics of implantation. Using the district's TLC model, the DLT will direct, create, and launch purposeful professional learning. The implementation will be evaluated through student achievement data and Clarity surveys which include student and teacher feedback.

Formative Evaluation

Instructional Coaches, Model Teachers, and the Program Coordinator will collect and analyze progress data on PD implementation through surveys and student achievement data. The results of the formative data will be shared with the DLT.

Program Evaluation (Summative)

Instructional Coaches, Model Teachers, and the Program Coordinator will use the following data points to measure the effectiveness of the district's PD: student achievement data, Clarity survey, and administrative classroom walk-through data. The information will be shared with the district's SIAC/ICAC, the school board, and the public.

Developing an Individual Teacher Professional Development Plan

Instructional Coaches and Model Teachers will assist teachers in crafting effective and measurable goals, which are focused upon planned professional learning, supported by the Instructional Coaches and Model Teachers, and are aligned to district and building goals.

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.

Impact and Effectiveness—To determine the effectiveness and impact of our TLC plan, we will collect both process and outcome evaluation data for the TLC program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning.

Process Evaluation - In the initial stages of our TLC program, we will concentrate on implementation. Using monitoring data from multiple sources, we will: (1) determine if all services were implemented as planned; (2) track the number of teachers and TLs served; and (3) document the quality of the services we provided through the TLC program. Our building administrators will work with our two Instructional Coaches to record all monitoring data. We will concentrate on implementation issues primarily during the startup phase of our TLC Program to ensure the smooth operation of all project components. The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to the program startup.

Outcome Evaluation—Once all components of our TLC program are running smoothly, we can focus on the impact of our activities. Our building administrators will work with our two Instructional Coaches to record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following lists our initial outcome evaluation indicators for the program goals. We will review and finalize this list prior to the program startup.

District TLC Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
<u>Goal 1- Improve student learning</u>	<ul style="list-style-type: none"> ·Walk-throughs (3 times a year) ·District mentoring observations (monthly) ·Leadership Team meetings to review data and plan PD to meet learning needs ·Teacher’s participation in weekly PLC ·Principal meetings (monthly) ·Iowa Career Development Plan (annually) 	<ul style="list-style-type: none"> ·Teacher survey data on perception of effectiveness of TLC program ·Clarity survey data on technology integration ·EdInsight, TIER database, NWEA will continue to be used to evaluate longitudinal data through the work of PLCs ·Effectiveness of teacher leaders will be evaluated in 4 ways: <ol style="list-style-type: none"> 1.Data from administrator walk-through tool, measuring implementation of district instructional initiatives 2.Performance evaluation based on district Teacher Evaluation System 3.Number of teachers increasing type of collaboration with coach and mentor using Woodruff’s Instructional Coaching Scale 4.Results of teacher survey based on set criteria.
<u>Goal 2- Increase collaboration opportunities in order to improve instruction</u>	<ul style="list-style-type: none"> ·PLC agendas/minutes ·Frequency and type of collaboration with mentors and mentees ·Model teachers and observing teachers using Woodruff’s Instructional Coaching Scale 	<ul style="list-style-type: none"> ·Teacher survey data on perception of effectiveness of TLC program ·Number of teachers increasing collaboration with mentors and mentees ·Model teachers and observing teachers using Woodruff’s Instructional Coaching Scale

<p>Goal 3- Attract & retain quality teachers</p> <ul style="list-style-type: none"> -Principal interviews assessing mentees' feeling of support and increased confidence of teaching abilities -Number of district staff applying for teacher leadership roles -Number of veteran teachers in teacher leadership roles -District initiative implementation of walk-throughs -Frequency of collaboration with mentors and mentees or model teachers and teachers -Self-evaluation of teacher leaders' professional growth 	<ul style="list-style-type: none"> -District's rate of teacher retention -Exit interview data detailing reasons for leaving the district -Teacher survey data of perceptions of effectiveness of TLC program -Number of teachers increasing type of collaboration with coach and mentor teachers -Mentee survey data measuring perception of teacher mentor program -Self-evaluation of teacher leaders' professional growth -District Leadership Team annual evaluation of TLC program
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The Teacher Leadership Committee will have quarterly conversations to review project data. This committee will consist of the teacher leaders and building administrators. During these conversations, our Instructional Coaches and Program Coordinator will present summary data to track progress over time for key measures. They will help the Teacher Leadership Committee review and interpret the data through the use of the following seven questions: (1) Who have we targeted for services/support? (2) What are the outcomes they were expected to attain? (3) What does our data tell us about their success in attaining outcomes? (4) What other data do we need? (5) How could we do better? (6) Do we need any new partners? (7) How will we adjust programming in response to current data (action plan adjustments)?

These monitoring meetings are not just about reporting data. Instead, they will help us understand the “story behind the data” so we can reflect on how well current TLC strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities.

Project information will be posted to the district web site where we will share updates about project activities, general project information, and reports documenting activities and successes. At the end of each year, the committee will provide a report summarizing who was served along with improvements in teacher and student performance to the superintendent to provide a final analysis of the committee’s findings. The superintendent will then make determinations of the program and make adjustments as necessary.

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)

Central Springs Community School District's staff has a history of embracing transformational programs such as Professional Learning Communities (PLC), the Early Literacy Initiative (ELI), and a 1:1 technology initiative. Our TLC plan was tailored with the input of teachers across all grade levels, school administrators, and parents. The plan will offer us the opportunity to strengthen our current programs as well as implement future initiatives. The TLC plan will continue to build on our current structure and initiatives to assure future success:

- Central Springs board-appointed School Improvement Advisory Committee (SIAC) annually provides genuine, routine input to guide and move the district forward.
- In 2013, the district implemented a 1:1 technology initiative for grades K-12, which in this plan, will be supported by an Instructional Coach with an emphasis on technology integration
- All staff members participate in Professional Learning Communities (PLC) and meet on a weekly basis. PLC training is tailored to staff needs based on Clarity data.
- All K-3 staff members will actively continue learning and implementing the Workshop Model for teaching Literacy (Lucy Caulkins) to increase our student learning, which in this plan, will be supported and advanced by an Instructional Coach with an emphasis in literacy.
- K-12 Multi-Tier Student System (MTSS) will continue to occur within our district; however, additional data analysis and specific professional development will be supported by the Instructional Coaches and Model Teachers included in this plan.
- The current AEA mentoring program will be replaced by an improved in-house program, which will continue to align with the Iowa Department of Education Mentor and Induction of Beginning Educators requirements, supported by our Program Coordinator.

SCHOOL IMPROVEMENT EFFORTS

CSCSD views our TLC plan as an opportunity to strengthen our current efforts and programs currently in place. As a district, we are always looking for areas of improvement. Additionally, our district Annual Progress Report (APR) goals include to increase, or maintain, the percentage of students achieving a proficient National Standard Score (NSS) for their grade level Iowa Assessment tests in the areas of reading, mathematics, and science. As a district, we strongly believe that improved instruction leads to improved student achievement. Therefore, we are committed to continually honing our TLC program through ongoing and annual evaluations. The Teacher Leadership Committee will share evaluation results and corresponding changes with stakeholders including teachers, the School Improvement Advisory Committee (SIAC), school board, and parents.

The proposed TLC plan aligns with district improvement goals and supports our commitments to our teachers to provide collaboration in order to refine their practices. CSCSD is confident in our ability to implement this TLC plan based on past successful initiatives, such as the implementation of our early literacy program.

ROLES AND RESPONSIBILITIES

The Central Springs Community School District believes it is a collaborative effort to ensure the success of the Teacher Leadership initiative. The Teacher Leadership Committee, teacher leaders, administration, and school board will work closely together to provide proper oversight and coordination of the plan.

The Central Springs Community School District has personnel and resources needed to build capacity, support implementation, and sustain the program. Although the oversight of the implementation of the plan will remain a collaborative effort, each level of leadership will have specific roles.

The responsibility for the evaluation of the TLC plan will be a collaborative effort. The Teacher Leadership Committee will annually evaluate the program by overseeing collection and interpretation of program and student performance data.

Selection Committee

- Establish the criteria used to evaluate candidates for teacher leadership positions

Teacher Leadership Committee

- Review program and student data to interpret the results
- Advise superintendent on program progress and adjustments if needed

Teacher Leaders

- Conduct self-evaluations
- Collect and interpret student performance data

Building Principals

- Coordinate the Teacher Leadership application and hiring process
- Provide support for Teacher Leaders
- Evaluate all teacher leaders (formative and summative)
- Participate in the evaluation of the TLC program

Superintendent

- Receive recommendations from the selection committee for appointments of teacher leaders
- Receive recommendations from Teacher Leaders and building principals to monitor or adjust the district TLC plan
- Ensure transparent communication between the district and the school board regarding the TLC program
- Monitor and supervise the use of the TLC funds

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

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.	\$74,288.10

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).	\$182,734.86
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>	\$0.00
Totals	\$257,022.96

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	822.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$257,022.96
Total Allocation	\$257,022.96

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$257,022.96
<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 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)

Line 7 -2014 Certified Enrollment 822
TLC funds per Student \$ 312.68
= \$ 257,022.96
TLC Funds District PD Funds
Funds needed to meet minimum salary (\$33,500) \$ -
Instructional Coach (with benefits) \$ 79,571.92
2 coaches (Literacy & Tech emphasis) \$ 159,143.84
Stipend (10,000/ coach) with benefits) \$ 23,411.80
Extended contract (10 days/coach) with benefits \$ 8,226.63
Total for 2 Instructional coaches \$ 190,782.27
Model Classroom Teachers 4.00
Stipend (5,000/ teacher) with benefits) \$ 5,852.95
Model Teacher Stipend (4) Total \$ 23,411.80
Extended Contract (4 days/teacher) \$ 7,023.54
Model Teacher Total Cost \$ 30,435.34
Program Coordinator to oversee program \$ 25,752.98
(includes \$3,000 stipend plus 0.25 -0.33 FTE position)
Beginning teachers (2) extra days (2) before school starts \$ 838.04
RegularTeacher time outside for collaboration with Model
Teachers & Instructional Coaches (20 teachers -35% staff) \$ 10,000.00
Substitues, Training, Travel, Materials \$ 9,214.33
Total TLC Funds Appropriated \$ 257,022.96
Balance Remaining \$ -

The Central Springs CSD current enrollment is 822.02. That number, multiplied by \$308.82 totals \$253,856.22. Our district will spend approximately 79% of these dollars hiring two instructional coaches with an emphasis in literacy and in technology integration to supplement our staff. These are teacher leadership roles created to strengthen the school improvement process. The remaining dollars will be used on leadership stipends and professional development for teacher leaders. The district has made strides in the last few years to raise the base salary. The Central Springs CSD base salary for the 2015-16 school year is \$33,853, which is above the minimum of \$33,500. Our plan includes adding two Instructional Coaches who will be out of the classroom 100% of the school day, have a ten-day extended contract, and be compensated an additional \$10,000. These Instructional Coaches will also serve as mentors. The cost for hiring these two instructional coaches will be approximately \$200,782 including benefits, stipend and extended contract. This is based upon our current salary schedule MA+15 step 20.

The plan also includes creating a total of four model classrooms, one per building. The number will depend on the needs of the district from year to year. Model classroom teachers will be given a stipend of \$5,000 plus four additional contract days at \$1,500 per teacher. The cost per teacher is \$7,608.84 (with FICA/IPERS/LTD) or \$30,435.34 for the four positions.

Included also is a Program Coordinator to oversee the implementation of the TLC program, oversee the district's mentoring program, and provide additional structure. This will be a 0.25-0.33 FTE position determined as needed, depending upon the needs the district/program requires. The position will have a \$3,000 stipend in addition to the salary cost. The total estimate for this position is \$25,752.98 (with FICA/IPERS/LTD).

We are providing new teachers an additional two contract days beyond the current one available. During these two days of extension, mentee teachers will have the opportunity to develop deeper relationships with their assigned mentor and other staff, receive help in using district technology and review district expectations. The approximate cost is \$838 for two teachers for two additional days.

Funding is being reserved to provide substitute teachers for the teachers wishing to observe the model classrooms, additional training and materials needed for the model classroom teachers, instructional coaches and other teachers. Any reasonable travel involved for the training is also included. The amount reserved is \$6,047.59.

The district will use approximately \$10,000 of district PD funds to support hours before and after school for

collaboration of teachers working with the Model Teachers or the Instructional Coaches. This is based upon \$25.00 per hour in our Master Agreement.