



Application

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

140185 - Charles City TLC

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest	Teacher Leadership and Compensation System		
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Agency			

Organization Information

Organization Name:	Charles City Community School District
Organization Type:	K-12 Education
DUNS:	08-029-1214
Organization Website:	

Address: 500 N. Grand Avenue

Charles City Iowa 50616
City State/Province Postal Code/Zip
Phone: 641-257-6500
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Dr. Dan Cox
Title Superintendent
Organization Charles City CSD

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

Address 500 N. Grand

City/State/Zip* Charles City Iowa 50616
City State Zip

Telephone Number 641-257-6500

E-Mail dcox@charlescityschools.org

Fiscal Officer/Agent

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

Name Terri O'Brien

Title

Organization

Address

City/State/Zip Iowa
City State Zip

Telephone Number

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County(ies) Participating, Involved, or Affected by this Proposal	Floyd County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	26
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	52
<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. **No**

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Dr. Dan Cox**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Charles City Community School District**

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

County-District Number 34-1116

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent Dr. Dan Cox

Telephone Number 641-257-6500

E-mail Address dcox@charlescityschools.org

Street Address 500 N. Grand

City Charles City

State Iowa

Use the drop-down menu to select the state.

Zip Code 50616

TLC Application Contact

Honorific

Name of TLC Contact Josh Johnson

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E-mail Address jjohnso@charles-city.k12.ia.us

Street Address #1 Comet Drive

City Charles City

State Iowa

Use the drop-down menu to select the state.

Zip Code 50616

Demographic Profile

October 2014 Certified Enrollment 1542

October 2014 Free/ Reduced Lunch % 49

AEA Number 267

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

TLC Model Number Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The core values and beliefs of the Charles City CSD are being built on the the following cornerstone qualities:

1. Personalized Learning Experiences
2. Student Centered Environment
3. Real World Opportunities
4. Global Community

Based on this premise members of the Teacher Leadership and Compensation Task Force believes the goals and aspirations of the statewide teacher leadership system align with the values of our district. Charles City CSD not only values these qualities but demonstrates their importance while working to maximize learning for each individual. The task force selected to custom build a plan from option three of the grant to serve the needs of students and staff. Each stakeholder of the TLC Task Force is committed to the long-term support and implementation of this plan to create a teacher leadership system designed to improve the quality of teaching and learning at Charles City.

The vision of the TLC plan submitted by Charles City is to design and create a teacher leadership system to improve the quality of teaching and learning resulting in a maximization of learning for each individual. The Charles City teacher leadership system will utilize leadership principles by supporting capacity-building opportunities for teachers which foster and promote best practices in the classroom while increasing student achievement and collaborative leadership among staff. Our commitment to quality education is essential for student and teacher continued growth and success towards the following goals:

1. Goal 1: Improve student learning by supporting and implementing *CoEI* while coaching new and veteran staff.
2. Goal 2: Strengthen a culture of professional growth through shared leadership, coaching, and collaboration.
3. Goal 3: Hire, develop, retain, and reward high quality teachers by providing opportunities for professional development, increased leadership, and monetary compensation.

The key aspects of Charles City CSD initiatives include:

- Rewarding professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation utilizing our prepared model.
- Improving student achievement by strengthening instruction. The teacher-leaders will utilize Iowa Standards for School Leaders and work collaboratively with staff to seamlessly align and personalize all facets of each student's education pre-kindergarten through twelfth grade to increase student achievement.
- This model is aligned to the Comprehensive School Improvement Plan, as well as our District Action Plan.
- The District Action Plan includes the following components:
 - Characteristics of Effective Instruction (CoEI)*
 - Professional Learning Communities (PLCs)
 - Multi-Tiered System of Supports (MTSS/Rtl)
- Our plan develops a system-wide teacher leadership model to strengthen our commitment to quality teaching and learning by providing intentional, on-going support to staff at the district and classroom level.

Through the implementation of our model, teacher leaders will work collaboratively with teaching staff and the administration to seamlessly impact these essential targets. It is crucial to focus on maintaining and strengthening our district's collaborative culture currently in place utilizing Iowa Standards for School Leaders.

The TLC plan will help close the student achievement gap and accelerate learning for all students by strengthening our teacher capacity through implementation of *CoEI*, as identified in the Iowa Core. We will measure the effectiveness of our TLC program by using both program implementation data (demographic, participation, surveys) and program impact data (teacher retention, teacher development and student learning) to measure effectiveness.

Our plan to create a seamless team of Instructional Coaches, Success Coaches, Model Teachers, and Mentor Teachers working collaboratively to solicit higher levels of learning for all involved. Instructional Coaches will no longer have any teaching duties. Success Coaches will no longer have any teaching duties at the K-4 level and only have 50% of their duties at 5-8 level. Both Coaches will work under the supervision of administration to support other teachers in things such as supporting the philosophy and vision of Charles City CSD, oversee and promote all aspects of professional development and other district initiatives such as *CoEI*.

Empowering such a large portion of our teaching community will create leadership focused on our school's mission. We believe in the importance of creating a professional learning community approach grounded in the *CoEI*. This culture of change will require a high level of collaboration of teachers and administrators. Teacher leaders will assume

the role of lead learner and model continual improvement, while demonstrating lifelong learning to help all students and teachers achieve.

Charles City Community School District (CCCS) teacher leadership roles will require assignment through a selection committee comprised of four teacher representatives from each level (PK-2, 3-5, 6-8, and 9-12) selected by an administrator from each district attendance center on a yearly rotating basis. Teacher representatives on the selection committee will not be pursuing teacher leadership roles.

All staff will support teacher leadership through active participation in the differentiated leadership roles and continual engagement in professional development, collaboration, and peer coaching. Members of the administrative team will ensure the long-term success of the teacher leadership system by critiquing and evaluating its effectiveness, supplying annual budget support and information, and providing professional development opportunities for teacher leaders.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

Please include the following information in your narrative:

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

Interested teachers and administrators were recruited to participate in the collaborative process to design and develop Charles City CSD's teacher leadership model. Informational meetings were held for all K-12 staff outlining the TLC program from a state level as well as an introduction to the grant writing process, and interest was gathered on strictly a volunteer basis. Upon receiving feedback from interested parties and information on the planning grant for the Teacher Leadership and Compensation System, Charles City put together a planning Task Force, consisting of two administrators, three elementary teachers, three middle school teachers, and three high school teachers. The TLC Task Force expanded to include two parents and administrators from each building to represent a cross section of the Charles City CSD. Planning grant funds were used to compensate teachers, administrators, and parents for planning meeting participation. Meetings were held in the evenings and afternoons on dates agreeable to TLC Task Force members

Early in the process, the TLC Task Force explored a partnership with Howard-Winneshiek CSD to begin a joint grant writing effort between districts. Sharing a common vision for our districts and TLC teams, travel/distance, and utilization of roles across districts were concerns amongst the TLC Task Force, so the team made the decision to pursue the TLC grant without partnering with Howard-Winn or any other neighboring districts

The TLC Task Force met at least twice a month from March thru October of 2015. The TLC Task Force was given background information on House File 215 and the intended goals of the Teacher Leadership and Compensation System as well as the how the funding for the planning grant was awarded. The application process was also explained along with the timeline for completion. The TLC Task Force first reviewed and explored the Career Pathways and the three possible models created by legislation including the five "Must-Haves" for local plans. During this step, the committee dissected the roles and responsibilities of the teacher leadership roles that they envisioned for Charles City, and decided that a custom plan under Option #3 of the grant best fit their needs. The TLC Task Force then created a survey for all K-12 teachers to complete to begin gathering information from staff about vision for the grant, high need areas for teacher leadership efforts, and interest level in possible TLC roles

Date	Focus	Participants	Expenditures
October 16th	Information on TLC grant, goals, funding, application, and process for Charles City.	Open to all K-12 Teachers, 35 attended	None.
March 10th	Collaborative meeting with Howard-Winn CSD at Crestwood HS.	TLC Task Force HW Staff	
March 27th	Howard-Winn Wrap-Up Guidance & Explanation on TLC Program Information on DOE Website Iowa Schools with TLC Grant Application Information Similar Programs around the country FAQs Application & Implementation	TLC Task Force	
April 8th	Staff Survey Building, Iowa TLC School Analysis	TLC Task Force	
April 10th	Prep for PD Presentation to Staff	TLC Task Force	

May 6th	Survey Data Analysis Parts: 1, 2	TLC Task Force	
May 28th	Parts: 3, 4, 5	TLC Task Force	
June 2nd	Parts: 3, 4, 5	TLC Task Force	
June 10th	Parts: 2, 5, 10	TLC Task Force	Meal: \$114
June 18th	Benton TLC EdCamp	TLC Task Force	Registration Cost: Transportation: \$72
July 1st	Parts: 1, 2, 5	TLC Task Force	
July 15th	Parts: 2, 3, 4, 7, 8, 9	TLC Task Force	
August 10th	Parts: 3, 7, 8, 9	TLC Task Force	
September 9th	Parts: 9, Abstract, CC Mission/Vision Tie In	TLC Task Force	
September 16th	Review Parts: 1-3	TLC Task Force	
September 23rd	Review Parts: 4-6	TLC Task Force	
September 30th	Review Parts: 7-9	TLC Task Force	
October 7th	Finalize Parts: 1,10, Abstract	TLC Task Force	

We also examined the current staff needs to determine how each of the three possible models could impact district operations. Several key factors were discussed at length. Costs considered were salaries for leadership roles, subs costs for teachers who might be out of their classrooms, purchasing resources, and trainings or workshops. The TLC Task Force also determined the number of staff eligible to serve in the leadership positions to ensure there would be enough to cover the needed positions (25%) and whether there would be enough staff that would be willing to take on the roles.

The feedback from the staff gathered in the survey allowed the TLC Task Force to begin to shape the vision for the program. Throughout the planning process the TLC Task Force has been the central core for gathering information. Input from many sources as well as concerns from various stakeholders were taken into consideration to ensure an instructional leadership plan would be developed that would truly benefit the educational learning of the students of Charles Cty. The administration looked at the benefits of improving student learning and teacher instruction as well as the money that would be needed to make the grant work in our district. After much consideration, the committee felt that a Comparable Plan Model with an emphasis on Instructional Coaches was best suited for our district's needs. The next step for the committee was to write present a draft of the plan to the K-12 staff. They were asked for their opinion of the model, how they felt the district could benefit from teacher leadership roles, and if anyone would be interested in applying for said roles.

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

Our vision at Charles City is to improve student learning by establishing a culture of collaborative leadership and professional growth that will increase teacher effectiveness and student success.

Charles City Community School District's (CCCSD) first goal is to ***improve student learning by strengthening and supporting instructional practices of new and veteran staff.*** We are doing this in multiple ways through continuing our focus on the ***Characteristics of Effective Instruction (CoEI)***. Currently our K-12 staff is working in our professional learning communities (PLCs) collaborating with our departments to prioritize Common Core standards and establish learning targets. We believe that this work will strengthen ***CoEI*** as well as ensure improvement in student learning when curriculum is more focused around the standards. Following in the footsteps of the K-5 schools, we have a 6-12 group of teachers piloting standards-based grading (SBG). This group is addressing our goal of strengthening instructional practices to improve student learning as well as helping us to implement the work we have done with identifying the learning targets. Our K-12 staff has just begun to dive into the philosophy and implementation of project/problem-based learning (PBL) in our PLCs. Our K-5 staff started to implement Problem Based Learning by having four model classrooms, (two in math and two in literacy). Through the implementation of this practice and being identified as a SINA school, a new math curriculum has been adopted for the upcoming school year to aid in effectively implementing PBL in the area of math. PBL is an instructional practice that we hope will improve student learning by engaging students and helping to bring a more personalized approach to student learning.

The TLC grant will help us execute our first goal. Our four Instructional Coaches will provide us with research on these initiatives as well as new ideas for instructional strategies that will increase student learning. Model Teachers will be able to demonstrate and pilot these strategies. The involvement of our Instructional Coaches together with our two Success Coaches will analyze data to ensure that our student learning is improving. This goal directly ties to State Goal Five: Improve student performance by strengthening instruction.

To strengthen a culture of professional growth through shared leadership, coaching, and collaboration is the second goal of CCCSD. We are currently working toward building a professional culture. We began our PLC endeavor four years ago by studying and enhancing the ***CoEI***. Using this as a common framework, we reviewed lessons and observed one another, causing student and professional learning to increase. With the PLC model, teachers seek out authentic and natural collaboration teams.

When awarded the TLC grant, we will capitalize on these collaborative relationships. Instructional Coaches, Success Coaches, and Model Teachers will work together by entering a coaching cycle with other faculty and working toward specific measurable goals. Instructional Coaches, Success Coaches, and Model Teachers will have the opportunity to build collaborative partnerships that will be beneficial. This CCCSD goal coincides directly with State Goal Three: Promote collaboration by developing and supporting opportunities for teachers in schools, districts, and statewide to learn from each other.

Our third goal at CCCSD is to ***hire, develop, retain, and reward high quality teachers by providing opportunities for professional development, increased leadership, and monetary compensation.*** Hiring and retaining quality teachers and exceeding the required TLC minimum salary, are two ways CCCSD meets this goal. Currently the development of teachers is done district wide through the PLC structure. We currently retain quality teachers but need to improve ways to capitalize on their strengths. Also, our current new teachers receive a Mentor Veteran Teacher; however, we need consistency across the district in the training tools.

Connecting the Charles City TLC Goals to the State TLC Goals

The TLC grant will have the most benefit in this area as it will recognize many of our colleagues (25%) as leaders and compensate them for their work. These Instructional Coaches, Success Coaches, Model Teachers, and Mentor Teachers will work to personalize professional growth and development for each teacher and ensure that each model teacher is being utilized in the best area for his or her strengths. Our mentoring program will be strengthened through the TLC grant for our new teachers, new-to-district veteran teachers, and new-to-position teachers. This goal addresses two of the remaining three state goals. State Goal One: Attract able and promising new teachers by offering a more competitive starting salary and a variety of enhanced career opportunities. Our salary is competitive, but hopefully with the additional value placed on mentoring, new and new-to-district veterans will be presented with better professional growth opportunities allowing for career enhancement. They will also be eligible for a leadership role defined in our TLC grant in future years of service. State Goal Two: Retain the most effective teachers in teaching by providing enhanced career opportunities is addressed directly with the increased importance placed on

mentoring as it stands to reason that teachers who are more effectively mentored are teachers that will stay in the district and the profession. Finally, State Goal Four: Reward initiative and competence by creating pathways for career opportunities that come with increased leadership and compensation applies to all teachers in our district as they have the opportunity to pursue increased leadership and compensation through the TLC grant.

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)

Charles City Community School District's Teacher Leadership Plan will enhance current initiatives focused on providing a Multi-Tiered System of Supports (MTSS), implementing the Iowa Core and strengthening instruction.

Multi-Tiered System of Supports

Current Reality

Opportunities for multi-tiered supports are available each day for all students to receive targeted instruction or partake in enrichment tasks. District-wide collaborative teaching, after school assistance programs, and K-8 PBIS enhance student learning.

Strengthening MTSS through TLC

Success Coaches will facilitate aspects of MTSS/PBIS and provide parents and teachers with resources for social, emotional, and academic support for students. They will assist with classroom management strategies, instructional strategies aligned with the *Characteristics of Effective Instruction (CoEI)*, and work with the Teacher Leadership team, administrators, and counselors to address student needs.

Instructional Coaches can assist teachers in developing measurement tools used to identify students in need of assistance or enrichment. By using the *CoEI* as a coaching framework, they will promote best instructional practices. Model Teachers will support current MTSS practices by providing a lab setting for teachers to gain valuable insight from viewing effective strategies during MTSS time to meet student needs.

Mentor Teachers will provide new-to-district and new-to-building teachers support in understanding the MTSS structures at each grade level, creating rapid implementation.

Implementing the Core

Current Reality

Faculty members work as departmental Professional Learning Communities (PLCs) every week to further implement the Iowa Core. Past PLC efforts have included curriculum mapping, an investigation of the *CoEI*, and the completion of peer observations using the *CoEI* as a common framework. Most recently, teams unpacked the Iowa Core standards developing essential learning targets for K-5 grades and every course 6-12. Future PLC work will reflect the needs of CCCSD

Strengthening the Iowa Core through TLC

Instructional Coaches will use the *CoEI* as a framework for instruction and collaborate with teachers to create lessons focused on essential learning targets that include pre-assessments, research-based instructional practices, and post-assessments that ensure students' understanding of the Iowa Core.

Model Teachers will share their knowledge of developing pre-assessments, implementing research-based instructional practices, and creating post assessments that meet specific learning targets. They will model lessons that enable students to meet multiple or cross-curricular learning targets, helping to increase implementation of such lessons. Success Coaches, in dealing with MTSS and PBIS, will play an important role by working with Instructional Coaches, Model Teachers, and Mentor Teachers to enhance student academic success, achieving proficiency in the Iowa Core. Mentor Teachers will assist new-to-district and new-to-building teachers with the Iowa Core learning targets, allowing rapid alignment of instructional strategies and assessments.

Strengthening Instructional Practices

Current Reality

PLC time has been an opportunity to gain a new skill, reflect on implementation and strengthen instructional practices. Within CCCSD's PLC evolution, teachers have worked as departmental and grade-level teams, as well as multi-grade level and cross-curricular teams. These teams aimed to fade the distinction of content areas or grade levels, and strengthen the *CoEI* through collaboration and reflection.

Strengthening Instructional Practices through TLC

Instructional Coaches will work closely with all teachers to heighten the *CoEI* and serve as a resource. They will be models for the staff in their pursuit to enhance student and adult learning by partaking in professional development, collaborating, and routinely reflecting on current practices. Their passion for instruction and learning will be evident in their daily actions. Through collaboration, they will assist teachers in strengthening these same qualities.

Instructional Coaches will initially work to develop and nurture positive peer relationships. They will observe teachers to gain an understanding of individuals' skills, strategies, and approaches regarding the implementation of the *CoEI* and their effect on student learning. Instructional Coaches will model and or collaboratively teach a lesson that

demonstrates or incorporates specific instructional practices, such as PBL. They will help teachers analyze student work to identify strengths and areas of need, determine trends, and highlight effective instructional strategies. Instructional Coaches will also enhance teaching practices that aim to meet the mission of the CCCSD, which includes crafting lessons that are student-centered, personalized, and real-world. They will work closely with Model Teachers to utilize their classrooms as lab settings to experiment with the implementation of these instructional strategies. They will also support teachers with developing an understanding of SBG and implementing such practices. Success Coaches will assist with classroom management strategies and implementation as defined in the *CoEI* by working closely with the Instructional Coaches and Model Teachers to enhance student learning. They will also enhance the effectiveness of MTSS. Model Teachers will provide a venue for other teachers to observe best practices in lesson planning and implementation, as well as assessment, thus strengthening their repertoire of instructional strategies. Mentor Teachers will work with new teachers, observing and discussing strengths and areas where Instructional Coaches and Model Teachers can cultivate the new teachers' skills.

Using Part 4 application narrative from previous submission? **No**

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

Current Mentoring and Induction Program: Although the current system is good in many ways, there is no unified program that ensures delivery of support to a first year teacher. Some buildings utilize the AEA Mentoring program, while the other buildings do not. We also have no formal support for a veteran teacher new-to-district or a teacher with a new building assignment. Currently mentors for first year teachers are assigned by the building principals from a pool of certified mentors. It is the mentor's responsibility to assess new teacher needs with support from the principal. The principal monitors the progress of the new teacher in the mentor-mentee program. Currently new teachers have an additional contract day at the beginning of the year, but much of the day is spent on introductions and employment issues.

Improved Mentoring and Induction Program: We are anticipating that the TLC resources will allow for an improved Mentoring and Induction Program.

Beginning Teacher Mentor: The Beginning Teacher Mentors are critical supports in guiding new teachers. They will promote the growth and development of teachers for two years (or longer if needed) by enhancing their planning, instruction, and content knowledge that will positively impact student learning as it aligns to CCCSD's mission and vision. Mentors will serve as a collegial support as they orient the beginning teacher to the school community and the many initiatives we have to support students such as MTSS, PBIS, PBL, the new elementary math program, Smart Lunch and 1:1 computers (at the high school.) They can help them maximize the use of initiatives we currently have to enhance instruction such as PLC, PD, and CoEI. As part of the TLC program we will utilize funds to allow both the Beginning Teacher Mentors and the Mentee an additional contract day at the beginning of the year to spend time together developing a relationship, the Mentee concerns, and time to discuss the things that are unique to CCCSD and to their position.

The Beginning Teacher Mentor will collaborate by helping with planning instruction and assisting in continual reflection for improvement using formative and summative data. He/she will be able to visit the New Teacher's classroom, providing objective, non-judgemental data. He/she can help the New Teacher assess areas of concern and help the new teacher observe these *Characteristics of Effective Instruction* either in his/her classroom or in the classroom of one of the Model Teachers. They can also help him/her access the help of an Instructional Coach.

Veteran Teaching Mentor: The Veteran Teacher Mentor will be a new position for CCCSD. Veteran teachers that are new to our district and teachers that have moved to a new position or building within the district did not have a mentor assigned. Mentors are critical supports in guiding new-to-district teachers and new-to-position teachers, enhancing their implementation of the *Characteristics of Effective Instruction*. Veteran Teacher Mentors will promote the growth and development of teachers for one year to positively impact student learning as it aligns to the CCCSD's mission and vision. Mentors will serve as a collegial support as the veteran teachers orient themselves to the school community and the many initiatives we have to support students such as MTSS, PBIS, PBL, the new elementary math program, Smart Lunch and 1:1 computers (at the high school.) They can help them maximize the use of initiatives we currently have to enhance instruction such as PLC, PD, and CoEI. As part of the TLC program we will utilize funds to allow both the Beginning Teacher Mentors and the Mentee an additional contract day at the beginning of the year to spend time together developing a relationship and time to discuss the things unique to CCCSD and to their position. The Veteran Teacher Mentor can help the Veteran Teacher assess areas of concern and help the new teacher observe these *Characteristics of Effective Instruction* either in their classroom or in the classroom of one of the Model Teachers. They can also help him/her access the help of an Instructional Coach.

Access to other Teacher Leaders: Model teachers will make their classrooms available for new teachers to observe and learn skills. The Instructional Coach will be available to provide personalized coaching that can take a wide variety of forms. The Success Coach will help identify resources to address the needs of the Mentees.

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.

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.

The district proposes a teacher leadership model that meets the needs of the staff at Charles City CSD. Four specific leadership roles have been identified: Instructional Coaches, Success Coaches, Mentor Teachers, and Model Teachers. For the purposes of the Charles City CSD, the Instructional Coaches and Success Coaches serve as the anchors in the model. Remaining funds will be used for Professional Development efforts with the teacher leaders.

Instructional Coach

The Instructional Coaches will work as colleagues with classroom teachers to impact student learning. In addition to ten extra contract days, they will no longer be assigned a classroom teaching role, but rather as a support to other teachers. They will focus on individual and group professional development that will expand and refine the implementation of research-based effective instruction. In order to meet this purpose, Instructional Coaches will observe, model, and provide feedback regarding implementation of *Characteristics of Effective Instruction (CoEI)* and their effect on student learning. These teacher leaders will work with teachers to develop and strengthen strategies and provide interventions to support students. They will work collaboratively with the Success Coaches to address needs affecting school success/learning. The Instructional Coach will have a strong collaborative relationship with Model Teachers, whereas the model teaching classrooms can be viewed as laboratory settings to test strategies through co-teaching and support. The Instructional Coach will help identify resources to address the needs of the Mentees for Mentor Teachers.

Roles & Responsibilities that will positively impact student learning:

- Support the philosophy and vision of Charles City CSD
- Become familiar with the TLC plan and work for its successful implementation
- Communicate effectively with all members of the school district and community
- Assist in developing and facilitating the professional development with administration
- Prepare and support teachers in implementing *CoEI*
- Develop and nurture positive peer relationships with teachers to engage in conversations, share experiences and knowledge, and collaborate
- Observe teachers to gain understanding of individuals' skills, strategies, approaches, demeanor, and personality in the classroom
- Analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective *CoEI*.
- Communicate and demonstrate researched-based instructional practices
- Model, support, and give feedback on newly learned strategies and skills
- Facilitate extended learning opportunities and community partnerships for specific instructional needs

Success Coach

The Success Coach will develop, organize, and implement programs to enhance and support students. In addition to ten extra contract days, the Success Coach at the K-4 level will no longer be assigned a classroom teaching role, but rather as a support to other teachers. A 5-8 Success Coach will split their teaching day as half time support for teachers and half time classroom teacher, as well as five additional contract days. They will implement and facilitate aspects of MTSS and PBIS, provide parent resources for social, emotional, and academic support, and increase community/parent involvement. They will work collaboratively with the Instructional Coaches to address needs affecting school success/learning. The Success Coach will have a strong collaborative relationship with Model Teachers, whereas the model teaching classrooms can be viewed as laboratory settings to test strategies through co-teaching and support. The Success Coach will help identify resources to address the needs of the Mentees for Mentor Teachers.

Roles & Responsibilities:

- Oversee and promote all aspects of Multi-Tiered Systems of Support and Positive Behavioral Interventions and Supports
- Collaborate with volunteers and district teachers to coordinate after school programming
- Assist with classroom management strategies and implementation as defined in the *Characteristics of Effective*

Instruction.

- Work collaboratively with the Teacher Leadership team, administrators, and school guidance counselors to address needs affecting school success/learning
- Organize and implement parent/community involvement opportunities at least once per trimester with a focus on increasing student achievement for all students
- Inform students, teachers, and parents of programs within the district and in the community and assist with student referrals when needed
- Assist in collecting baseline data for behavior plans, collaborate with the team to write the plan and follow up on the fidelity of plan implementation.

Mentor Teacher

Beginning-Teacher Mentor

The Beginning-Teacher Mentors will promote the growth and development of teachers for two years to positively impact student learning as it aligns to the Charles City Community School District mission and vision. In addition to the one extra contract day, the Beginning-Teacher Mentors will remain in their full time classroom teacher role. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. These mentors will help orient them to the school community and to the teaching profession while serving as collegial and emotional supports. Beginning-Teacher Mentors will serve as a liaison between new teachers, Model Teacher, Instructional Coaches, Success Coaches and administrators.

Roles & Responsibilities: Beginning Teacher Mentor

- Introduce and orient the new teacher to the profession and the school
- Visit new teacher's classroom to provide objective, non-judgmental data
- Arrange classroom visits where new teacher can observe *CoEI*
- Take part in mentoring training through AEA267
- Facilitate mentees reflection on professional performance and observational feedback.
- Models how to plan instruction and continuously assess progress on the basis of formative and summative data
- Help mentees set SMART goals to connect PD, teaching standards, classroom implementation & student learning

Veteran Teacher Mentor

The Veteran Teacher Mentors will promote the growth and development of teachers for one year to positively impact student learning as it aligns to the Charles City Community School District mission and vision. In addition to the one extra contract day, the Veteran Teacher Mentor will remain in their full time classroom teacher role. Mentors are critical supports in guiding new to district teachers and new to position teachers to enhance their implementation of *CoEI* and content knowledge. Veteran Teacher Mentors will serve as a liaison between new teachers, Model Teachers, Instructional Coaches and Success Coaches.

Roles & Responsibilities: Veteran Mentor Teacher

- Introduce and orient newly hired teachers or new to the position teachers to the school community as needed
- Serve as collegial and emotional support
- Facilitate mentees reflection on professional performance
- Provide assistance with position specific roles and responsibilities as needed

Model Teachers

The Model teachers are experienced teachers with expertise in areas of district identified needs who will provide examples of exemplary practice through modeling, co-teaching, and collaborating with teachers in the implementation of research based instructional strategies. In addition to the two extra contract days, the Model Teacher will remain in their full time classroom teacher role. Model teachers will maintain a high level of instructional practice and demonstrate the capacity to monitor and assess student learning. The Model Teachers will work collaboratively with Mentor Teachers, Instructional Coaches and Success Coaches in the area of implementing research-based *CoEI* and professional development.

Roles & Responsibilities:

- Present an inviting atmosphere as a model classroom that welcomes observations.
- Be open to modeling innovative teaching methodologies by incorporating multiple techniques and coaching

strategies

- An ability to provide instruction that reflects multiple perspectives and multicultural education
- Provide student achievement and assessment data to model evaluation of strategy effectiveness
- Collaborate with colleagues to construct exemplary lessons
- Work collaboratively with the Teacher Leadership team and administrators
- Actively pursue professional development opportunities by attending trainings of instructional practices and classroom observations.

B. A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The teacher leadership positions correlate with the current roles of our teacher leaders. At Charles City, we purposefully strive to improve student achievement on a daily basis. Teacher leaders will be required to work together to determine the needs of our district staff and students. They will build the capacity of teachers by using *CoEI* as a common framework to enhance curriculum, student engagement, and classroom management. Our plan will allow all teachers the opportunity to participate in a coaching cycle. Teacher leaders will work closely with administration and be the driving force behind improving student achievement and teacher growth and quality, with district administration taking the lead of organizational and evaluative needs.

Instructional Coaches and Success Coaches will meet with their building administrator on a weekly basis to discuss and evaluate the implementation of the programs to improve teacher quality. Over the course of these meetings, the team will work to identify and improve areas where student achievement is lacking. Training will then be developed to support *CoEI*. Coaches will guide implementation of new practices in the classroom, collect data, and evaluate the effect on student achievement.

Model Teachers will be integral to the district by modeling aspects of *CoEI*, MTSS, Iowa Core, data collection, instructional strategies, and additional initiatives the district may determine to be best practice for teachers and students. These teachers will be a part of this process by initiating best instructional practices and programs in their classrooms to gain perspective on the effectiveness for teacher growth and student achievement.

Benefits to the Districts

Allows all K-12 leaders from the district:

- Time to engage in trainings and collaboration
- The opportunity to showcase expertise in areas of instruction
- To mentor new teachers to enhance student achievement
- The ability to improve curriculum
- To contribute in a shared leadership system

The TLC program will augment a culture of collaboration, allowing for transparency between instructors and growth for both students and teachers. Instructional Coaches, Success Coaches, Model Teachers, and Mentor Teachers will enhance teacher effectiveness by implementing new practices, supporting one another and impacting student learning.

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.

Charles City Community School District (CCCS) has identified teacher leadership roles that will require assignment through a selection committee comprised of four teacher representatives from each building selected by an administrator from each district attendance center on a yearly rotating basis. Teacher representatives on the selection committee will not be pursuing teacher leadership roles. There are three leadership roles that will be recommended through the selection committee: Instructional Coaches, Success Coaches, and Model Classroom teachers: Instructional Coaches, Success Coaches, and Model Teachers will be selected through a performance-based selection process. Teacher-leaders will have a one year term, renewable based on positive formative and summative evaluations.

1. To begin the application process, prospective Instructional and Success Coaches, and Model Teachers
 1. Will have taught for three years and be members of the CCCSD for at least one year
 2. Will submit a cover letter explaining the teacher's passion and commitment to leadership
 3. Three reference forms

The selection committee will review the initial applications.

1. After approval of initial application, prospective Instructional and Success Coaches and Model Teachers
 1. will be interviewed by the selection committee
 2. will conduct model lessons for students and adults (lessons can be videotaped)
 3. will create a portfolio in which he or she has included select artifacts that provide evidence of the Iowa Teaching Standards and Criteria. Included in the portfolio will be:
 1. samples of student work
 2. data collection that demonstrates student growth
 3. artifacts that demonstrate adherence to the district's goals
 4. evidence of effective lesson planning
 5. documentation of the prospective teacher-leader's previous attention to professional learning

1. To begin the application process, prospective Mentor Teachers
 1. Will have taught for three years and be members of the CCCSD for at least one year
 2. Will submit a cover letter explaining the teacher's passion and commitment to leadership
 3. one reference form

The selection committee will review the initial applications.

1. After approval of initial application, prospective Mentor Teachers:
 1. will be interviewed by the selection committee
 2. The committee will use rubrics in step two to score the prospective teacher-leader's:
 1. Ability to implement Characteristics of Effective Instruction
 2. Interpersonal & Communication skills
 3. Understanding of how to facilitate growth in adults
 4. Commitment to professional growth

Leadership effectiveness and growth will be measured by the administration on the prospective teacher-leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders.

1. Shared Vision: will be measured through the teacher-leader's active (rather than passive) participation in the district-wide and building initiatives, such as: Professional Learning Communities, 1:1 computer program, MTSS, PBIS, PBL, Iowa Common Core Curriculum, alignment and PD preparation and presentation, SBG, and participation in various committees.
2. Culture of Learning: will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: evidence of student learning/student achievement data; the creation of a positive learning environment and/or contribution to the whole school culture; constructive and timely feedback to students and parents; and the application of PD opportunities to improve practice.
3. Management: will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that

focuses on student learning.

4. **Family and Community:** will be measured through the prospective teacher-leader's participation in school-related functions held outside of the school day (for example: Family Fun Nights, student activities, academic recognition, club sponsors, PTO, etc).
5. **Ethics:** To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: Creates an environment of mutual respect, rapport, and fairness; demonstrates professional and ethical conduct as defined by state law and individual district policy; and demonstrates an understanding of and respect for all learners and staff.
6. **Societal Context:** will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: membership on leadership teams and committees, submission of articles to the newsletter, and attendance and/or participation in IEPs and/or MTSS efforts.

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the prospective teacher-leader.

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.](#)

All teacher leaders in the Charles City District play a role on the district TLC team. They will be involved in the collection, sharing and analyzing of student achievement data, setting goals that will focus on instruction to meet student needs, sharing strategies and instructional practices, in various content areas, providing input to administrators regarding professional development (PD) to make changes in instruction, and the re-evaluation and ongoing assessment of data using the cycle of continuous improvement. Much work will be done to align and carry out the Iowa CORE curriculum standards into direct instructional practices in the classrooms in accordance with *CoEI*. Teacher leaders will drive the process for PD.

The TLC team and administrators will review the student achievement and implementation data every trimester to make adjustments and to continue the improvement cycle. A detailed look at this process is included in the following table:

IPDM Component

How the District will utilize teacher leaders to create & deliver PD

Collecting/ Analyzing Student Data (Formative Assessment)

Administrators, Instructional Coaches, and Student Success Coaches will gather district and classroom data to identify student need, analyze and prioritize trends, share this data with PLC teams

Teachers will use current formative assessment data to make instructional decisions, including student interventions.

All data will be used to drive the district's PD plan.

Goal Setting & Student Learning

Administrators, Instructional Coaches, and Success Coaches will lead goal-setting process based on system data.

All teachers will work to assure the goals support the attainment of the Iowa Core, while Model Teachers will demonstrate effective strategies to obtain the goals.

PLC's will engage in conversations about how to analyze and use data to set new goals that strengthen instructional practices.

Selecting Content

Student Success Coaches and Instructional Coaches will study potential professional development (PD) content, gather feedback from staff and collaborate with the administration on the best way to achieve all the elements of the Iowa CORE

Instructional Coaches will help identify and select learning strategies that will be helpful for teachers.

Model Teachers will provide unique learning opportunities for other staff members who want to learn about various teaching strategies. These Model Teachers will be involved in demonstrating requested strategies and following up with a short meeting to comment on the selected effective instruction.

Designing Process for PD

Administrators, Instructional Coaches, and Student Success Coaches all play integral roles in this process. These leaders will work together as a team to design the delivery system for PD. This will include the development of a timeline for delivery and the selection of content providers.

The administrators, Student Success Coaches, and Instructional Coaches will work to assure the vertical articulation of behavior and instructional strategies in K-8.

The administrators, Student Success Coaches, and Instructional Coaches will provide input on current district initiatives and how PD aligns with Iowa CORE through their oversight of best instructional practices and interaction with teachers.

Training/Learning Opportunities

Instructional Coaches, Student Success Coaches, and Model Teachers will co-teach and model learning strategies being studied in PD.

Model Teachers, Mentor Teachers, Student Success Coaches, Instructional Coaches and Administrators will work with all teachers to field questions on implementation.

Collaboration / Implementation

Instructional Coaches will work with PLCs to determine next steps for each team.

Administrators, Instructional Coaches and Student Success Coaches will work with teachers to make changes to implementation based on feedback from observations and discussions.

Model Teachers will demonstrate and discuss implementation of *CoEI* strategies and techniques with individual or small groups of teachers.

Instructional Coaches and Student Success Coaches will serve on the District Leadership Team to analyze the impact of PD.

Ongoing Data Collection (Formative Evaluation)

Instructional Coaches and Student Success Coaches will collect progress data on PD implementation. This will be done with staff feedback such as surveys and PD evaluation forms.

These same leaders will present a formative data set based on this information at monthly District Leadership Team meetings.

Program Evaluation (Summative)

Our District Leadership Team made up of Instructional Coaches, Student Success Coaches and administrators. They will use the ongoing data collected about PD and align the data elements with the program goals. This will include the IPDM rating tool, implementation data, survey data, SWIS data, and student achievement data. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.

Each member of the TLC team plays a vital role in carrying out the IPDM. As stated in the table above, each teacher-leader will be responsible for carrying out their role to aid in the success of the PD needed to help the district reach its goals and continue to see student achievement.

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 of our TLC Plan—The main purpose of our TLC Program is to provide Teacher Leaders with multiple opportunities to hone their exceptional instructional skills while learning and practicing strategies to enhance the professional growth and support the Characteristics of Effective Instruction (CoEI) with their colleagues. The District Leadership Team will meet monthly to review data and make recommendations for improvement of the plan using information collected from the objectives of each goal as described below. Ultimately, the efforts of our TLC Program will increase student achievement.

Goal	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
<p>Goal 1: Improve student learning by supporting and implementing CoEI while coaching new and veteran staff. State goal 5</p>	<p>Administrator/Instructional Coach data from classroom observations showing an increase in the use of the <i>Characteristics of Effective Instruction</i> and a greater use of personalized learning experiences, student-centered environment, and real-world opportunities.</p> <p>Assessment Data:</p> <ul style="list-style-type: none"> • PLC Common Formative Assessments • Iowa Assessment • FAST universal screening data • AP enrollment and success • Graduation rates 	<p>Compare student achievement data points for 2014-2016 with 2016-2018</p> <p>SWIS Data: Fewer student discipline problems</p> <p>Maintain or increase student attendance and graduation rate</p> <p>Increase student performance on essential learning assessments.</p>
<p>Goal 2: Strengthen a culture of professional growth through shared leadership, coaching, and collaboration. State goal 3</p>	<p>Data will be collected monthly to monitor frequency and type of collaboration opportunities with Instructional Coaches and Student Success Coaches.</p> <p>Increased teacher satisfaction with established protocols that allow collaboration to function effectively.</p>	<p>Increase % of teachers who report that collaboration structures improved culture/climate.</p> <p>Identify exemplar PLC teams to use in professional development to model effective collaboration strategies</p>

<p>Goal 3: Hire, develop, retain, and reward high quality teachers by providing opportunities for professional development, increased leadership, and monetary compensation. State goal 1-2-4</p>	<p>Continue to meet and exceed starting salary requirements</p> <p>Create job descriptions for the proposed new teacher leadership positions and hire teachers to fill them.</p> <p>Complete survey regarding effectiveness of district induction program</p> <p>Increase or maintain teacher retention after 2 years</p>	<p>The Leadership Team will survey teachers annually, to see how the goals are being met.</p> <p>The district will track the percentage of teachers leaving the district to pursue other professional opportunities.</p> <p>Results of surveys from teacher leaders show job satisfaction.</p>
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Monitoring, Evaluating, and Adjusting the TLC Plan

The Charles City School District Administration Team will closely monitor the works of the teacher leaders and, through individual evaluations, make adjustments as needed to the teacher leader roles and professional development plan.

- Teacher leaders will collect data during the coaching cycle and informal walk-through settings to determine effectiveness of the development of the *Characteristics of Effective Instruction*.
- 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.
- Teacher leaders and TLC team will also look at short-term check-point evidence and long-term student achievement evidence to monitor and refine its plan.
- Charles City’s teacher-leaders and administrators will look to this data to determine growth, and to realign professional development goals for the upcoming school year.
- All teachers and teacher-leaders will be asked to reflect at each school year’s end, as to the results of the TLC program. Measurements utilized may include student data, self-reflections, documentation of peer collaboration, team minute meetings, evaluations, lesson plans, walk-through results, goals, etc. to reflect on academic learning gains.
- Annually, the TLC team, including the teacher leaders, will look at student data, reflection by staff, feedback from stakeholders, along with updated state mandates to re-assess its TLC program effectiveness and make plans for each upcoming school year.

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)

The Charles City Community School District (CCCSD) has a strong infrastructure in place to support the TLC plan. We have a long history of an IPD (Instructional Professional Development) Team in place. It is comprised of Teacher Leaders and Administration. This team collaborates and reviews data to determine needs of the district for improving student learning. The TLC team would provide additional time for staff members and the IPD team to focus on professional learning outside the regular contract day. The TLC program would allow time for staff to collaborate on strategies and implementation to address NCLB legislation requirements which stipulates that every student be proficient at each grade level.

Success with our Current Infrastructure

Historically, the CCCSD district has had much success implementing unique initiatives.

1:1 Initiative: The CCCSD implemented 1:1 Laptop Computer Roll Out to all High School students in 2012. This initiative proved to be positive for our district as it allowed incorporating technology into the classroom and provided students a chance to expand their learning beyond the classroom doors.

PLC: A recent and highly successful professional development initiative has been the implementation of our Professional Learning Communities (PLC). The entire staff has worked in collaborative teams within PLCs, with a common focus of the *Characteristics of Effective Instruction (CoEI)*.

PBIS: The CCCSD has implemented the Positive Behavioral Interventions and Supports (PBIS) system beginning with staff training in 2008-09 for our MS team and 2011-12 for our K-5 teams. Extensive training with a leadership team and roll out to faculty and students has proven to be a successful implementation for PBIS.

MTSS: Multi-Tiered System of Supports is CCCSD's newest implementation. Time is set aside each day for students at K-8 grade levels to receive instruction in deficit areas. TAG time was also used during this time as well as interventions for each student's needs. At the HS level, SMART lunch is time scheduled during the instructional day used to meet the individual needs of students.

CoEI: (K-12) Practiced learning and realigning of our teaching methods to meet the standards of *CoEI*. A considerable amount of time has been spent in our PLCs reviewing, observing, learning and practicing the *CoEI*.

FAST: (K-5) Teachers were trained in the proper administration and implementation of Formative Assessment System for Teachers (FAST). This provides data collection and analysis, which leads to decision making for the needs of all learners.

Sustainability

Clearly defined roles	Through the TLC program, leadership roles will be strengthened with more specific roles and duties.
Leadership training	TLC will give us the money to obtain more specific training to support teacher leaders.
Communication structures	TLC will provide the funding needed to meet, discuss, plan, share on a much more frequent basis than previously held.
Access to professional knowledge	Full time Instructional and Success Coaches will have both the time and resources available to access and share with staff the most recent research-based best practices.
Involvement of family and community	TLC will help promote routines to support building relationships with parents based on student learning.
Data routines	TLC will allow for more modeling of data-based decision making and evidence-based discussions.

Ensuring the Success of our Plan

To ensure the success of our plan and identify and address any problems that may occur, evaluative processes will be used regularly. A rubric for feedback will be used and include the following:

	Consistently	Usually	Occasionally	Rarely	Proof used to determine Ratings
Establishing a supportive environment by setting clear goals, collaborating with other adult leaders, and building a professional culture					
System Vision and Alignment through school and district leadership; district alignment, and implementation.					

Professional Development through effective communication, collaboration, content and pedagogy, and systems thinking.					
Access to Resources through data and technology support, collaboration, and resource materials.					

The administration, instructional and success coaches will work collaboratively to review rubric feedback to ensure the quality of our program continues. Leadership role duties will include:
Administration: Provide vision and support; communicate between Department of Education and teacher leaders any changes or updates to TLC program; regularly communicate with all stakeholders
Instructional Coaches: Conduct review of rubric feedback; respond to feedback and modify professional learning
Success Coaches: Conduct review of rubric feedback; respond to feedback and modify professional learning
Model Teachers: Work with administration to ensure smooth transitions; commit to improving instruction; regularly communicate with all staff.

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.	\$91,250.00
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).	\$380,737.00
Amount used to provide professional development related to the leadership pathways.	\$8,065.00
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>	\$2,100.00
Totals	\$482,152.00

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	1542.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$482,152.56
Total Allocation	\$482,152.56

Other Budgeted Uses - Description

Item description	Amount budgeted
Mentee Stipend	\$2,100.00
	\$2,100.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$482,152.00**

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted **\$0.56**

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)

The chart below outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support our TLC plan.

We were already above the minimum salary to \$33,500, so no additional funds were needed to raise our minimum salary. Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary stipend covers the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

\$482,152 covers compensation and additional contract days for the leadership roles in the district as described in the chart below. Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The cost of additional contract days are included within the stipends to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Position Title	% Instruction	% Ldrshp	Salary & Benefits*	Additional Days	Stipend	Total Cost
Instructional Coach (HS)	0%	100%	\$69,225	10 days	\$7,500	\$76,725
Instructional Coach (MS)	0%	100%	\$69,225	10 days	\$7,500	\$76,725
Instructional Coach (LE)	0%	100%	\$69,225	10 days	\$7,500	\$76,725
Instructional Coach (WE)	0%	100%	\$69,225	10 days	\$7,500	\$76,725
PK-4 Success Coach (1)	0%	100%	\$69,225	10 days	\$7,500	\$76,725
5-8 Success Coach (.5)	50%	50%	\$34,612	5 days	\$4,000	\$38,612
Beginner Mentor Teacher (5)	100%	0%		2 days	\$1,500	\$7,500
Veteran Mentor Teacher (5)	100%	0%		1 day	\$750	\$3,750
Model Teacher (14)	100%	0%		2 days	\$2,750	\$38,500
Mentee (10)	100%	0%		1 day	\$210	\$2,100
Professional Development	4,263					\$8,065

*Approximated Salary of \$69,225. Teachers will be at their lane and step.

Subtotal of TLC Budget for the Charles City Community School District

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by providing monetary stipends , providing supports and professional growth opportunities for new and veteran teachers, the professional satisfaction and student learning will increase.

The remaining \$8,065 is reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role specific training, paying for

substitutes, among other expenses.

The budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering nine meaningful, differentiated leadership roles to 30+ teachers, which provides new opportunities for several of our staff.

Teachers leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it was vital we budget a portion of the funds to cover the hiring of new teachers so Instructional Coaches and Success Coaches would not be tied to their own classrooms in terms of time and responsibility.

Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the mission of our plan.