



Application

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

94096 - Clay Central Everly TLC Grant

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	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Clay Central Everly School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website:

Address:

P.O. Box 110

Everly

City

Iowa

State/Province

51338

Postal Code/Zip

Phone:

712-834-2227

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District

Clay Central-Every Community School District

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

County-District Number

21-1218

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific

Mr.

Name of Superintendent

Dennis McClain

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Street Address

405 Church Street

City

Royal

State

Iowa

Use the drop-down menu to select the state.

Zip Code

51357

TLC Application Contact

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State

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Use the drop-down menu to select the state.

Zip Code

51357

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 **vision** of the Clay Central/Everly School District (CCE) is to use the Teacher Leadership and Compensation Plan (TLC) program to **attract new, effective teachers** to the district, **give current teachers** a chance to assume **leadership roles**, **expand the rigor** of professional development, and above all, **increase student achievement**.

Currently, CCE has a District Leadership Team (DLT) that is responsible for our professional learning. The DLT is made up of four teacher representatives and two administrators. The DLT collects and reviews district data/curriculum and formulates a plan for staff development. The **main focus** of the DLT is to **improve student achievement and improve the learning environment** for all students. Upon implementation of the TLC plan, teacher leaders will become our DLT, increasing the number of team members.

In planning for the grant, it was important to the TLC Planning Committee to meet the needs and hopes of our stakeholders. **Stakeholders** included in the process were the **School Improvement Advisory Committee (SIAC), school board, community members, and teachers**. These stakeholders reviewed each portion of the TLC grant and offered feedback.

Additionally, two Google Form surveys for teachers were used to affirm support for the TLC program. Results of one survey showed 48% of district staff interested in pursuing a leadership position.

Our **current infrastructure has a proven track record**, as we have successfully implemented and sustained previous initiatives, such as the **1:1 Laptop Initiative, Reading Excellence Program, Goal-Setting, and Professional Learning Communities**. We are confident our infrastructure will meet the requirements and needs to **sustain the TLC initiative**. We work well together and are **eager to implement research-based programs** that will benefit our students and strengthen cohesion among staff.

As a small school district located in rural Northwest Iowa, we have some unique circumstances. Elementary grade levels are all one section which creates some level of isolation among grade level staff. Additionally, we have staff shared between two separate buildings which can create scheduling issues and barriers for effective collaboration. We have a predominantly veteran staff with 66% having 20 or more years of teaching experience. As these veteran teachers begin to leave the workforce, our concern is that we will lose their wealth of knowledge. Thus, there is a **need** for more **collaboration time** and a **strong teacher leadership program**. Many variables also contribute to our ability to recruit teachers. A small school district, rural communities, and specialized teaching areas combine to offer only a minimal applicant pool for new teaching positions.

These factors can make it difficult to attract high quality educators.

Teacher leadership roles would affirm the use of research-based practices that help create optimal teaching/learning environments. **TLC funds** would allow teachers to be paid for work outside of their contract time to focus on the **Iowa Professional Development Model (IPDM)** and support our **Comprehensive School Improvement Plan (CPlan)**. Teachers will have the opportunity to **collaborate with peers** within and outside the district. **Professional development** would be **relevant** and **promote enthusiasm for effective teaching**. The program will be evaluated in numerous ways, including student and staff feedback, student assessments, and quarterly monitoring of each goal.

The TLC Planning Committee, which includes a certified mentor and former mentee, analyzed the current mentoring and induction program at CCE. While the program is effective, the TLC Committee **identified areas of the mentoring program that could be improved** upon receipt of TLC funds. Changes include the opportunity for mentees to observe other model teachers within and outside the district, meeting for a minimum of one hour per week, and writing reflection journals.

Upon receipt of the TLC grant, a **selection committee** will be chosen which will be comprised of two teachers and two administrators. This team will implement a **rigorous selection process**. Interested applicants for leadership positions will be provided with a Google Form to apply for each role in which they are interested. The **Google Form** will include duties, time commitments, stipends of each leadership role, and specific questions aligned to each leadership position. The administrators will be responsible for the initial screening of applicants based upon the criteria for each position. The selection committee will **accept and review applications** for assignment or reassignment to a teacher leader role and shall **make recommendations** regarding the applicants to the superintendent of the school district.

CCE Proposed Teacher Leadership Plan

- **4 Model Teachers** (2 per building) - \$10,800
- \$2,700 per teacher leader
- 9 additional contract days
- 100% teaching load
- **3 Mentor Teachers** - \$13,500
- \$4,500 per teacher leader

- 13 additional contract days
- 95% teaching load
- Substitutes for mentor teachers - \$3,100
- 1 **Technology Integrationist** - \$4,500
- 15 additional contract days for summer teacher training
- 1 **Curriculum & Professional Development Leader (CPDL)** - \$6,000
- 15 additional contract days
- 0% teaching load
- Replacement teacher - \$48,000+
- 3 **Internal Coaches** - \$6,300
- \$2,100 per teacher leader
- 7 additional contract days
- 100% teaching load
- Substitutes for internal coaches - \$1,200

This plan incorporates 36% of our teaching staff which greatly exceeds the minimum requirement of 25%.

The Clay Central/Everyly District would be proud to be a model in representing small school districts in Iowa by developing effective support systems for teachers and professional development for new teachers. The TLC funds would support the district's continued efforts to move forward with educational excellence.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

Yes

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).

Narrative

Using Part 2 application narrative from Year 1?

Yes

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.

Using Part 3 application narrative from Year 1?

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

The Clay Central/Everyly School District will use the TLC plan to support and strengthen key initiatives in our district and assist with making connections to our current practice.

Key School Improvement Structures	Model Teacher	Mentoring Teacher	Curriculum and Professional Development Leader
Align and Implement Iowa Core	<p>Connect: available at all times for peer observation</p> <p>Support: able to be observed while implementing specific Iowa Core concepts</p> <p>Strengthen: observing teacher will get immediate feedback which expedites alignment of Iowa Core concepts</p>	<p>Connect: allocate time to connect with all teachers concerning Iowa Core alignment</p> <p>Support: mentor all initial teachers</p> <p>Strengthen: work with career teachers to implement the Iowa Core</p>	<p>Connect: plan and lead PD</p> <p>Support: work with DLT to analyze student data and needs that can be met through PD</p> <p>Strengthen: use data analysis to drive instruction and collect feedback</p>
Rigor & Relevance in the Classroom	<p>Connect: available at all times for peer observation</p> <p>Support: observed while demonstrating rigor and relevance</p> <p>Strengthen: will collaborate with staff on methods for increasing rigor and relevance</p>	<p>Connect: allocate time to connect with all teachers</p> <p>Support: work with initial teachers to research, design, and implement rigorous lessons</p> <p>Strengthen: work with career teachers to research, design, and implement rigorous lessons</p>	<p>Connect: plan and lead PD</p> <p>Support: work with DLT to analyze student data and needs that can be met through PD</p> <p>Strengthen: provide resources and additional training for staff</p>
ELI: Early Literacy Implementation & MTSS (Multi-Tiered System of Support)	<p>Connect: available at all times for peer observation</p> <p>Support: able to be observed while demonstrating early literacy strategies in the classroom</p> <p>Strengthen: collaborate with teachers on research-based interventions</p>	<p>Connect: allocate time to connect with all ELI teachers</p> <p>Support: work with initial teachers to research, design, and implement ELI lessons</p> <p>Strengthen: work with career teachers to research, design, and implement more effective ELI lessons.</p>	<p>Connect: plan and lead PD for ELI teachers</p> <p>Support: work with DLT to analyze student data and needs that can be met through PD</p> <p>Strengthen: provide resources and additional training for staff, followed by assessment feedback</p>
Mentoring and Induction for Initial Teachers	<p>Connect: available at all times for peer observation</p> <p>Support: demonstrate best practices</p> <p>Strengthen: allow time for collaboration with initial teachers following observation</p>	<p>Connect: connect minimally 1.25 to 2.5 hours per week with initial teachers.</p> <p>Support: incorporate teaching standards and content standards</p> <p>Strengthen: weekly meetings for feedback, reflection, and guidance</p>	<p>Connect: connect to mentors concerning need for continuing education</p> <p>Support: provide support for mentors with resources and online learning communities for networking</p> <p>Strengthen: provide updated resources and training as they come available for mentors</p>

Key School Improvement Structures	Technology Integrationist	Internal Coach (currently for Positive Behavior Support (PBiS) & Multi-tiered Support System (MTSS))
Align and Implement Iowa Core	<p>Connect: plan and lead summer technology workshops for teachers</p> <p>Support: work with new and beginning teachers to integrate technology</p> <p>Strengthen: work to integrate Iowa Core principles through technology</p>	<p>Connect: train and update staff on current initiatives</p> <p>Support: work with teachers needing help understanding new initiatives</p> <p>Strengthen: provide suggestions and modeling as needed</p>
Implementing and Strengthening Rigor & eRlevance in the Classroom	<p>Connect: plan and lead PD for staff during the summer</p> <p>Support: work with teachers to research, design, and implement rigorous lessons that incorporate technology</p> <p>Strengthen: provide resources and additional training for staff</p>	<p>Connect: offer professional resources for teachers to utilize in the classroom</p> <p>Support: work with teachers to establish a positive climate in the classroom</p> <p>Strengthen: provide resources and additional training for staff</p>
ELI: Early Literacy Implementation and MTSS (Multi-Tiered System of Support)	<p>Connect: plan and lead technology-based professional development work days incorporating ELI strategies</p> <p>Support: work with teachers to identify needs and implement ELI lessons</p> <p>Strengthen: provide additional resources and training for staff on effective technology-based ELI lessons</p>	<p>Connect: communicate between state initiatives and staff</p> <p>Support: work with teachers through training and updating; answering or finding answers to questions</p> <p>Strengthen: provide additional resources and training as needed</p>
Mentoring and Induction for Initial Teachers	<p>Connect: connect with new and beginning teachers prior to start of school year to assess technology needs</p> <p>Support: provide support for initial teachers through summer training sessions and online resources</p> <p>Strengthen: provide updated resources and training for initial teachers</p>	<p>Connect: offer specific training to new teachers prior to the start of the school year</p> <p>Support: provide support for initial teachers through face-to-face collaboration</p> <p>Strengthen: provide updated resources and training for initial teachers</p>

Evidence of fidelity will include:

- Align and Implement Iowa Core
- Data used to drive instruction
- Strengthen rigor & relevance in the classroom
- Lesson plans aligned with Bloom's taxonomy
- ELI & MTSS
- Progress monitoring
- Mentoring and Induction for Initial Teachers
- Reflective journaling

Using Part 4 application narrative from Year 1?

No

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

Analysis of Current Mentoring Program

Currently three staff members have attended classes through the AEA to become **certified mentors** in the Journey to Excellence Program utilized by AEA 8. This allows them to effectively use the Iowa Teaching Standards (ITS) as well as their own best practices to provide guidance to first and second year teachers. In the past nine years, we have hired nine initial teachers, and retained four of those. This is a **44% retention rate**. The mentoring program has been effective for the four teachers who have been retained. **Teacher satisfaction is evident based on low absenteeism** which correlates directly to student achievement and commitment to the district. Further, all of these teachers have previously or are currently coaching an extracurricular activity which signifies they are **willing to go above and beyond their regular school duties**. Additional analysis shows that an **allocated amount of time for mentors and mentees to meet has not been designated**. Mentors and mentees have traditionally met during their lunch period or after school. **Specific expectations for mentors and mentees have not been outlined**. Mentors receive a \$1,000 stipend; however, they are **not compensated adequately** for the time which is actually needed to properly work with mentees. In addition, there is **no scheduled classroom release time for mentors**.

Currently, **professional development does not include mentoring assistance**. **Model teachers** have **not** been technically **identified** or compensated.

Areas of Improvement Needed

Areas of improvement within the mentoring program were determined after evaluation from focus groups including staff, parents, school board members, and students. The TLC Planning Committee, which includes a certified mentor and former mentee, also assisted with determining how the current mentoring program could be improved upon receipt of TLC funds. It is imperative that new teachers have the opportunity to **observe other model teachers**. These teachers do not have to be in the same content area and would be observed for specific ITS. It would be beneficial to **identify model teachers** from within our own school district, as well as other districts, to **allow mentees to visit these classrooms** or university settings. When teachers have the opportunity to co-teach with local community colleges, staff will give strong consideration for this opportunity. These observations may be done face to face and/or via technology.

Additionally, the **selection process** for mentors should be based on evidence of outstanding teaching practice, strong intra-and inter-personal skills, experience with adult learners, respect of peers, and current knowledge of professional development. A rubric will be developed to include these qualifications.

Another improvement would be to **allocate time for direct mentor-mentee meetings**, which would include **classroom release time** for both the mentor and mentee. Time for **high quality and ongoing training** is also needed for the mentors to develop the skills necessary to identify and translate the elements of **effective teaching** to beginning teachers. Mentors should have the opportunity to realize that sharing knowledge with students is much different than sharing knowledge with adults (mentees).

Finally, we would also like to include **exit interviews** for any initial teachers who choose to leave the teaching profession and/or the school district, so we can learn from their experiences. This goes along with **collaboration among all stakeholders**, including administrators, school boards, union/association leaders, and professional partners.

New Requirements for Mentoring

The TLC program requires a minimum salary of **\$33,500**. Meeting this criteria will help our district to **attract and retain highly qualified teachers**.

Mentoring and induction efforts in our district will be enhanced by allowing the mentor to assume roles in the district beyond that of a direct 1:1 mentor. The mentor teachers will be given a ten day **extended contract** and \$4,500 annually. Mentors will be encouraged to seek **peer/instructional coaching training**. In addition, mentor teachers will be part of the District Leadership Team (**DLT**). Mentor teachers provide opportunities for **observing exceptional instructional practice** for new teachers and veteran teachers. The mentor will also serve as an additional resource and/or peer coach for student teachers in the school district.

Mentors and mentees would meet for a minimum of 1.25-2.5 hours per week for intensive guidance - more time, as necessary. In addition, **reflection journals**, as part of the Journey to Excellence Learning Projects, will be instituted to demonstrate competencies and areas for professional growth. The extended contract days, received through TLC resources, will allow for more observation time; both for the mentor and the mentee. With two attendance centers, it is important for the mentor and mentee to be in the same building. This allows for easy access of the mentee to the mentor, as well as the chance for more informal conversations. The mentor will ensure that the mentee is meeting the ITS.

The **Curriculum and Professional Development Leader** will **assist mentors** with resources, professional teaching standards and content area standards with a focus on teacher development, problem-solving and mutual support.

The **Model Teacher** will **demonstrate best practices** and allow **time for observation** followed by **feedback** and **collaboration**.

The **Technology Integrationist** will provide **technology resources and implementation strategies** for the initial teacher through summer programming as well as support during the school year.

The **Internal Coach** will **provide guidance** on district initiatives.

Narrative

Using Part 5 application narrative from Year 1?

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

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

CCE Proposed Teacher Leadership Plan

After evaluating our needs, staff size, and receiving feedback from our stakeholders, the following leadership roles were determined to meet the needs of the Clay Central/Everyly School District. The CCE TLC plan includes **five categories of leadership** opportunities for teachers within the district. These categories include **Model Teachers** (teachers who will model exemplary teaching methods and instruction), **Mentor Teachers** (teachers who assume the leadership role of mentoring initial teachers), **Technology Integrationist** (teacher who provides assistance with integrating technology into lessons and summer teacher training), and **Curriculum and Professional Development Leader** (teacher who works to improve instruction, student achievement, and design relevant professional development), and **Internal Coach** (teachers who coordinate and share knowledge with other teachers regarding district initiatives). This plan incorporates 36% of our teaching staff which greatly exceeds the minimum requirement of 25%.

Initial Teacher (full or part-time)

Role:

- Additional coaching, mentoring, and opportunities for observing instructional practice.
- Follow Iowa Teaching Standards and Ethics
- Collaborate with mentor teacher
- Engage in building level professional development

Contract:

- Minimum full-time salary of \$33,500

Career Teacher (full or part-time)

Role:

- Implement instructional practices that create an educational environment conducive to learning
- Follow Iowa Teaching Standards and Ethics
- Collaborate with other education professionals
- Engage in building level professional development
- Analyze and interpret data

Contract:

- Minimum full time salary of \$33,500

Model Teacher (4)

Length of Assignment: July 1-June 30

Role:

- Serve as models of exemplary teaching practice related to district and building goals

Value Added to District:

- Provide exemplary instruction
- Differentiated instruction
- Technology integration
- Rigor and relevance
- Classroom management
- Use research-based best practices
- Aligns to district goals
- Assist classroom teachers with data analysis
- Serve on District Leadership Team (DLT)
- Attend all meetings of DLT
- Model instructional strategies
- Research best practices targeted to DLT goals
- Focus on practices that directly influence student learning
- Review/analyze data
- Review and collaborate on the CPlan
- Plan and lead professional development
- Help colleagues by sharing instructional and professional resources

Qualifications:

- Career teacher with a minimum of 3 years experience (1 year in district)
- Meets school district employee requirements
- Demonstrate continuous improvement in teaching

Selection:

- Participation in a rigorous review process
- Selected by a site-based review council

Participation Percentage:

- At least 10% of teachers in the school district shall be designated as Model Teachers.

Extended Contract:

- 9 additional contract days
- seven half-day DLT meetings (outside of the school day)
- Salary supplement: \$2,700 per teacher

Mentor Teacher (3)

Length of Assignment: July 1-June 30

Role:

- Working with Initial Teachers to meet state mentoring requirements
- Collaborate 1.25 - 2.5 hours weekly with mentee
- Will seek peer/instructional coaching training
- Will be part of the District Leadership Team (DLT)
- Collaborate on Iowa Teaching Standards with new teachers
- Communicate teacher needs to administration and teacher leaders
- Maintain a journal of mentor/mentee interactions

Value Added to District:

- Serve as a peer coach for initial teachers in the district
- Provide opportunities for observing instructional practices for teachers
- Retention of initial teachers will increase
- Increase effectiveness in the classroom, which will translate to increased student achievement
- Create open communication lines between initial teacher and administration
- Work with Career Teachers to implement district initiatives and building goals
- Serve on District Leadership Team (DLT)
- Attend all meetings of DLT
- Model instructional strategies
- Research best practices targeted to DLT goals
- Focus on practices that directly influence student learning
- Review/analyze data
- Review and collaborate on the CPlan
- Plan and lead professional development

Qualifications:

- Career teacher with a minimum of 3 years experience (1 year in district)
- Hold a valid teaching license
- Participate in teacher professional development
- Demonstrate continuous improvement in teaching
- Possess the skills and qualifications to assume leadership roles
- Evaluated by the school district as demonstrating the competencies and superior teaching skills of a Mentor Teacher

Selection:

- Participation in a rigorous review process
- Selection by a site-based review council

Participation Percentage:

- At least 10% of teachers in the school district should be designated as Mentor Teachers

Extended Contract:

- 13 days longer than Career Teachers' contracts
- 7 half-day DLT meetings (outside of the school day)
- 3 staff development days prior to the beginning of the school year
- 3 days for mentor certification or refresher course
- Weekly mentor/mentee meetings will occur outside of the school day as part of the mentors additional contract days
- Teaching load of not more than 95%
- Salary Supplement: \$4,500

Technology Integrationist (1)

Length of Assignment: July 1-June 30

Role:

- Will survey teachers for needs, seek out answers, plan and supervise summer technology program, and work with teachers
- Assist teachers with integrating technology into lessons & provide resources
- Collaborate on Iowa Teaching Standards with teachers
- Communicate teacher needs to administration and teacher leaders

Value Added to District:

- Retention of initial teachers will increase
- Increase effectiveness in the classroom, which will translate to increased student achievement
- Work with Career teachers to implement district initiatives and building goals
- Continually share new learning and best practices
- Research innovative approaches for student achievement

Qualifications:

- Career teacher with a minimum of 3 years experience (1 year in district)
- Hold a valid teaching license
- Participate in teacher professional development
- Demonstrate continuous improvement in teaching
- Possess the skills and qualifications to assume leadership roles
- Evaluated by the school district as demonstrating the competencies and superior teaching skills of a mentor teacher

Selection:

- Participation in a rigorous review process and selection by a site-based review council

Participation Percentage:

- 4% of the district's teaching staff will serve as the Technology Integrationist

Extended Contract:

- 15 days longer than career teachers' contracts
- 3-5 staff development days prior to the beginning of the school year
- Salary Supplement: \$4,500

Curriculum and Professional Development Leader (1)

Length of Assignment: July 1-June 30

Role:

- Provide and demonstrate teaching on an ongoing basis
- Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice
- Observe and coach teachers in effective instructional practices
- Support teacher growth and reflective practices
- Work with and train classroom teachers to provide interventions aligned by subject area
- Support instruction and learning through the use of technology
- Actively participate in collaborative problem solving and reflective practices which include, but are not limited to DLT, professional study groups, peer observations, grade level planning, and weekly team meetings
- Plan and deliver professional development activities designed to improve instructional strategies
- Engage in the development, adoption, and implementation of curriculum and curricular materials

Value Added to District:

- Continually share new learning and best practices

- Serve as a catalyst for reaching and achieving building goals
- Lead team to make decisions related to professional growth
- Research innovative approaches for student achievement
- Foster a collaborative culture among staff
- Serve on DLT
- Attend all meetings of DLT
- Model instructional strategies
- Research best practices targeted to DLT goals
- Focus on practices that directly influence student learning
- Review/analyze data
- Review and collaborate on the CPlan
- Plan and lead professional development

Qualifications:

- Curriculum and Professional Development Leader meets the requirements of a Career Teacher

Selection:

- Candidates will participate in a rigorous review process
- Selection by a site-based review council

Participation Percentage:

- 4% of the district's teaching staff will serve as the Curriculum and Professional Development Leader.

Extended Contract:

- 15 days longer than career teachers' contracts
- Teaching load: 0% (a replacement teacher will be hired for this teacher)
- Salary Supplement: \$6,000

Internal Coach (3)

Length of Assignment: - July 1-June 30

Role:

- Coordinate and share knowledge with other teachers regarding district initiatives
- Attend meetings regarding initiatives
- Lead summer and school year workshops for career and initial teachers to familiarize them with district initiatives

Value Added to District:

- Clear communication between state initiatives and teachers
- Continual training and updating of information between state and teachers
- Continually share new learning and best practices

Qualifications:

- Career teacher with a minimum of 3 years experience (1 year in district)
- Hold a valid teaching license
- Participate in teacher professional development
- Demonstrate continuous improvement in teaching
- Possess the skills and qualifications to assume leadership roles
- Evaluated by the school district as demonstrating the competencies and superior teaching skills of a mentor teacher

Selection:

- Candidates will participate in a rigorous review process
- Selection by a site-based review council

Participation Percentage:

- 12% of the district's teaching staff will serve as Internal Coaches

Extended Contract:

- 7 additional contract days
- 100% teaching load
- Salary Supplement - \$2,100 per teacher

Feedback on the TLC program

- Administrators participate in all DLT meetings
- Feedback forms completed and reviewed after each professional learning opportunity
- SIAC and School Board updated regarding student assessment scores and teacher professional learning

The Clay Central/Everyly TLC plan has been intentionally designed to allow teacher leadership opportunities with minimal time outside of the classroom teaching assignment. This will allow teachers in specialized content areas equal access to leadership roles.

When linked together, these leadership roles provide an excellent strategy for teachers in the CCE District to explore new avenues of leadership and responsibility. The TLC Plan will allow our district to design and implement more rigorous and relevant instruction.

Enhanced Leadership

CCE's leadership will be uniquely enhanced from prior years as we add these leadership roles. Previously, leadership roles were conducted at periodic meeting times as time allowed. With our TLC program in full swing, we will be able to have daily leadership implementation using data to drive instruction. For example, currently we have identified our non-proficient students based on Iowa Assessments and are targeting these students for additional instruction. With the additional TLC roles, our teacher leaders will be able to spend more time collaborating with teachers to address these needs. This will boost student achievement as well as staff development with research-based teaching strategies. We foresee a climate of collaboration and new-found excitement about teaching and learning.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Currently, our district leadership team is made up of only four teachers that meet four times a year. With TLC implementation, we will have a larger, more representative leadership team of 8 teachers and be able to meet monthly. Giving more teachers leadership roles will strengthen our school and student learning. As the years progress, more teachers will have greater exposure to research-based, best practice methods. Confidence, as well as commitment to the district goals, will be strengthened, resulting in students who are better problem solvers and strong leaders who are ready to make a positive impact on society and the world.

Selection Process

Upon receipt of grant funds, the selection review committee will implement a **rigorous selection process**.

The selection committee will

- be balanced - made up of two teachers (one represented from each building) and two administrators
- be composed of staff members not applying for a leadership position
- have three years teaching experience with at least one year in the CCE District
- be selected from a list of teachers who have been recommended by their colleagues

Interested applicants for leadership positions will be provided with a Google Form to apply for each role in which they are interested. The Google Form will include job description, time commitments, stipends for each leadership role, and specific questions aligned to each leadership position.

Selection Criteria

The **administrators** (superintendent and principal) will be **responsible for the initial screening** of applicants based upon the criteria for each position. The selection criteria for teacher leadership positions will be based on, but not limited to, the following criteria from the Boston Teacher Leadership Certificate Program:

- Three years teaching experience and one year experience in our district**
- Ability to define problems, collect, review and analyze data, establish facts and draw conclusions
- Experience with and/or ability to work well with other adult educators
- Applicants should provide a narrative of their vision and action plan for the leadership role of interest
- Applicants need to describe how their role will benefit the education of students and how this will translate to the various grade levels
- Ability to apply knowledge of current research and theory in the field (research supported best practices)
- Excellent facilitation, organizational, oral, and written communication skills
- Demonstrates success as a creative problem solver
- Candidates will have demonstrated a high level of teacher effectiveness** prior to application as evidenced by administrator evaluations
- Candidates will have demonstrated the willingness to grow professionally** prior to application as evidenced by administrator evaluations.

The **selection committee** will **accept and review applications** for assignment or reassignment to a teacher leader role and shall **make recommendations** regarding the applicants **to the superintendent** of the school district.

Position re-opens for qualified applicants at the end of each year. Incumbent teachers may reapply, but after three years of service, the preference is for a rotation of roles.

A specific rubric will be developed for use in the selection process. Below is an example. (Credit to the Danielson Model)

Mentor + Curriculum & Professional Development Leader

Component	Distinguished	Proficient	Basic	Unsatisfactory
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Identifies the instructional improvement needs of the teachers served	Specialist proactively seeks additional knowledge about each teacher's instructional improvement; needs to understand how to best support teachers in implementing the school's programs.	Specialist knows the instructional improvement needs of the teachers served.	Specialist has limited knowledge of the teachers' instructional improvement needs.	Specialist has little to no knowledge of the instructional improvement needs of the teachers served.
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Annual Review of Assigned Roles

Teacher leadership effectiveness will be evaluated through professional development feedback forms and using "Indicators of Proficiency," such as the samples below.

Sample Indicators of Proficiency

- Mentor/Curriculum and Professional Development Leader has observed the instructional practices relative to a research-based framework.
- Mentor/Curriculum and Professional Development Leader has identified the levels of performance of the teachers relative to the framework.
- Mentor/Curriculum and Professional Development Leader has collected and analyzed instructional data through walkthroughs.
- Mentor/Curriculum and Professional Development Leader has assessed the demands of the school programs.

Teacher leader effectiveness and professional growth will be determined through **staff feedback** following professional development and through Individual Career Development Plans (ICDP). Teacher leaders will have 2-3 SMART goals related to their leadership role identified on their ICDP. Those goals would be evaluated to measure progress. ICDP recognizes professional growth because these self-selected goals point out areas targeted for growth and are then monitored as part of the teacher evaluation process.

Currently, feedback is collected after each professional learning session to determine and evaluate the professional growth of our teachers. This feedback will also be used in the evaluation of teacher leaders.

Narrative

Using Part 7 application narrative from Year 1?

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.

TEACHER ROLES

The District Leadership Team (DLT), which will be comprised of administrators, mentors, model teachers, and our Curriculum and Professional Development Leader (CPDL) will collaborate in the participatory decision-making process as noted below:

	Model Teacher	Mentor Teacher	Technology Integrationist	Curriculum & Professional Development Leader	Internal Coach
Analyze student data and needs	x	x	(not DLT member)	x	x
Review and research best practices	x	x	x	x	x
Plan and deliver instruction that aligns with data and needs	x	x	x	x	x
Provide time for collaboration within/outside district	x	x	x	x	x
Use teacher feedback forms as part of evaluation process	x	x	x	x	x

ALIGNMENT TO IPDM

The Iowa Professional Development Model (IPDM) focuses on improving student learning and engages all educators in collective professional development. Teacher leaders will be charged with providing a structure for focused professional development that is collaborative and directly supports the Comprehensive School Improvement Process (CSIP) goals for student achievement.

Collecting and Analyzing Student Data

The District Leadership Team (DLT), which will be comprised of administrators, mentors, model teachers, and our Curriculum and Professional Development Leader (CPDL), will work together to analyze student data and needs that can be met through alignment of professional development. Formative and summative assessments will guide us in determining the needs of our students. Mentor and Model Teachers will play an integral role in developing and delivering instruction that can improve achievement related to data analysis.

Goal Setting

The DLT will work specifically with the CPDL in monitoring explicit and concrete district goals for professional development. Goals will be developed through data analysis of Iowa Assessments, ELI, Iowa Youth Survey, ACT, end-of-course assessments, post-high school surveys, and Dibels. We examine research-based strategies that will have the greatest impact on our student achievement goals.

Selecting Content

The DLT and the CPDL will choose content that is evidence-based and will accomplish the prior goals set for student learning. The process for selecting content will include:

- A review of research on curricular and instructional innovations with a history of success in the areas identified for student improvement
- A review of current knowledge and practices in the district/school
- Alignment with the Iowa Teaching Standards
- Documentation that the practices are supported by scientifically-based research*

*Credit to IPDM

Designing the Process

The DLT (which is made up of the teacher leaders) will ensure that teachers have adequate opportunities to learn and implement new curriculums, instructional strategies, and assessments. Professional development design will establish time for teachers to collaborate with peers within and outside the district.

Ongoing Cycle

The mentor and model teacher play a strong role in the ongoing cycle of professional development. They will oversee the transfer of new learning into the classroom, engage in peer coaching, and ensure that teachers are getting the chance to observe each other as they implement the new learning. The DLT and CPDL continue to assess and adjust for future planning of learning opportunities.

Program (Summative) Evaluation

The implementation and success of our Professional Development involves the input and assessment of all stakeholders.

Evaluation of our professional development program is based on two factors:

- Content was implemented as planned
 - Students acquired the desired knowledge/skills/behaviors.
- Success of professional development implementation is also measured through summative assessments.

- Iowa Assessment - (1-11)
- ACT - (11-12)
- DIBELS Next Reading Assessment - (K-1)
- Early Literacy Initiative (ELI) - (PK-6)
- Indicators of Individual Growth and Development for Infants and Toddlers (IGDI's) - (Preschool)
- Formative Assessment System for Teachers (FAST) - (K-6)
- Reading assessments - (K-6)
- End-of-course assessments given in Algebra, Biology, Geometry, and Chemistry
- Alternate Assessment

Selecting Content:

Content is selected by analyzing various assessment data. Students and teachers meet 1:1 to set goals and formulate a plan to meet those goals. The assessment data will determine the path of professional development.

Training/Learning Opportunities:

Professional development opportunities will occur at the district and building level. Being in a small district, it is easier for staff to collaborate district-wide. Through the use of TLC funds, Mentor Teachers and Model Teachers can demonstrate or share best practice strategies. The CPDL will plan instructional opportunities for staff to develop lessons exemplifying these strategies.

Collaboration/Implementation:

Mentor teachers will observe mentees as they strive to implement research-based strategies. Model teachers will serve as exemplary instructors of research-based strategies. Opportunities for collaboration with model teachers from other districts, through visual observation or technology, will be pursued.

Formative Evaluation:

Formative evaluations are developed through feedback from teachers following each monthly PD session. For example, as rigor and relevance are integrated into instruction, teachers will provide evidence of questions using Bloom's taxonomy.

Questions and student responses will be shared.

Summative Evaluation:

Iowa Assessment data will be used to identify and target areas of growth. Teachers will develop instructional strategies to address areas of concern. Teacher leadership may also be evaluated through:

- lesson plans which include examples of research based strategies
- climate surveys
- classroom observations and walkthroughs

[Using Part 8 application narrative from Year 1?](#)

Yes

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

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Using Part 9 application narrative from Year 1?

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The Clay Central/Everyly (CCE) District has a strong infrastructure in place to support the TLC plan. The District Leadership Team (DLT) follows the Iowa Professional Development Model. Data is used to determine the areas of focus to improve student achievement. The DLT is made up of teachers and administrators who, on a daily basis, interact with students and curriculum. One gap that the TLC plan would remediate is providing additional time for staff members and the Curriculum and Professional Development Leader (CPDL) to focus on professional learning outside the regular contract day.

Currently, the elementary has at least once-per-week collaboration time built into their schedules. It would be beneficial to coordinate a similar program at the middle/high school.

NCLB legislation stipulates that every student be proficient at each grade level. The TLC program would allow time for staff to collaborate on strategies and implementation to achieve this goal.

Success with our Current Infrastructure

1:1 Initiative: Historically, the CCE district has had much success implementing unique initiatives. In 2008, we were the first school district in the state of Iowa to offer a 1:1 laptop initiative for our high school students. This initiative proved to be positive for our district as it allowed staff to receive rigorous training on incorporating technology into the classroom and provided students a chance to expand their learning beyond the classroom doors. Our district has served as a model over the past several years for school districts looking to implement 1:1 technology.

PLC: A recent and highly successful professional development initiative has been the implementation of our Professional Learning Communities (PLC). The entire staff has continued to work in collaborative teams within PLC's, focused on instruction for the past two years. Teachers enjoy the time to collaborate and work on their craft as a small group. Teachers complete feedback forms at the conclusion of each session that is reviewed by the DLT. Weekly staff meetings provide opportunities for continued reflection and clarification. Communication with the community has included newspaper articles, school newsletters, and the district website.

Reading Excellence Program: CCE collaborated with the Prairie Lakes AEA in 2000 to write a grant to improve the reading program. Upon receipt of the grant, K-5 teachers received training from Dr. Sharon Walpole. This training offered instruction on grouping students based on reading level for maximum achievement. Students are screened and placed at their instructional level with quarterly re-assessment and re-grouping. This initiative has been self-sustaining for 14 years.

Goal-Setting: Teachers work with small groups of students to look at past results, set goals based on expected growth charts, and discuss test-taking strategies. Success was demonstrated as evidenced on the 2014 Iowa Assessment results. Students at CCE performed highest as assessed in math in our PLAEA for grades 3 - 8 and 11 (more than 70 schools in the PLAEA region).

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 such as the Boston Leadership Certificate Program or Instructional Leadership Training.

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

A full time Curriculum and Professional Development Coordinator 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, especially within the DLT.

Ensuring the Success of our Plan

In order to prepare teachers for their new leadership roles, the TLC plan allows for **training** by providing extra contract

days to attend conferences and AEA workshops. Each new leader will receive a thorough **job description** with expectations and duties.

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	Evidence/ experience used to determine ratings
<p>Establishing a supportive environment by setting clear goals, collaborating with other adult leaders, and building a professional culture</p>					
<p>System Vision and Alignment through school and district leadership; district alignment, and implementation.</p>					
<p>Professional Development through effective communication, collaboration, content and pedagogy, and systems thinking.</p>					
<p>Access to Resources through data and technology support, collaboration, and resource materials.</p>					

The DLT will review rubric feedback quarterly 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
- **District Leadership Team:** Conduct quarterly review of rubric feedback; respond to feedback and modify professional learning
- **Teacher Leaders:** Work with administration to ensure smooth transitions; commit to improving instruction; regularly communicate with all staff

Grant Allocation

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

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

Certified Enrollment Number	379.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$117,042.78
Total Allocation	\$117,042.78

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.	\$41,100.00
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).	\$52,800.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
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	\$98,900.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$98,900.00
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$18,142.78
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Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

Implementation of the TLC plan will allow the CCE District to make positive changes in student achievement and teacher leadership opportunities. This plan will help us achieve several **district goals**:

- Provide a defined process that empowers teachers to take on leadership roles in decision-making and allowing them to have continuous opportunities to collaborate with others in our district, AEA personnel, and neighboring districts.
- Reach the following **instructor goals**:
 - Increase rigor in instruction resulting in higher levels of creativity and problem solving
 - Retain and compensate excellent teachers beyond the master contract and attract new, effective teachers to our district
- Reach the following student **achievement goals**:
 - Each student will show one year growth in reading and math
 - Increase the number of students who are college and career ready

Budget Details

The budget will allow us to meet the five requirements of our TLC plan. All of our teachers exceed the minimum salary of \$33,500. The following leadership roles will be funded:

- **4 Model Teachers** (2 per building) - \$10,800
 - \$2,700 per teacher leader
 - 9 additional contract days
 - 100% teaching load
- **3 Mentor Teachers** - \$13,500
 - \$4,500 per teacher leader
 - 13 additional contract days
 - 95% teaching load
 - Substitutes for mentor teachers - \$3,100
- **1 Technology Integrationist** - \$4,500
 - 15 additional contract days for summer teacher training
- **1 Curriculum & Professional Development Leader (CPDL)** - \$6,000
 - 15 additional contract days
 - 0% teaching load
 - Replacement teacher - \$48,000+
- **3 Internal Coaches** - \$6,300
 - \$2,100 per teacher leader
 - 7 additional contract days
 - 100% teaching load
 - Substitutes for internal coaches - \$1,200

Additional funds may be used for substitutes to allow teacher leaders to observe and/or co-teach with another teacher and/or attend professional development related to their leadership role.

Replacement Teacher	
for CPDL:	\$ 48,000
Model Teachers:	\$ 10,800
Mentor Teachers:	\$ 13,500
substitutes:	\$ 3,100
Internal Coaches:	\$ 6,300
substitutes:	\$ 1,200
Technology Coach:	\$ 4,500
substitutes:	\$ 500
CPDL:	\$ 6,000
PD:	\$ 5,000
Total:	\$ 98,900

According to the 2015-2016 Budget Estimate CCE would receive \$114,572.22 for 371 students. However, this amount could

range as low as \$82,454 if neighboring districts receiving/sending open enrolled students do not receive the grant. [\$308.82/student X 267 (Certified Enrollment minus Open Enrolled Out minus Open Enrolled In) = \$82,454]. We will modify our program depending on the final allocation of funds.

Model Teacher

- 16% of staff
- Extended contracts that are 5 days longer than Career Teachers
- Model Teachers receive annually a salary supplement of \$2,700
- Teachers in this role have a full teaching load.
- **Alignment to Goals:** Model Teachers teach full-time and serve as models of exemplary teaching practice related to district and building goals

Mentor Teacher

- 12% of staff
- Extended contract of 13 days
- Mentor Teachers receive annually a salary supplement of \$4,500
- Teachers in this role have a teaching load of no less than 95%.
- **Alignment to Goals:**
 - Working with Initial teachers to meet state mentoring requirements
 - Align mentoring directly to Iowa Teaching Standards
 - Meet at least weekly, at a designated time, with Initial Teachers to plan, develop, and teach lessons
 - Working with Career Teachers to implement district initiatives and building goals
 - Participate in the peer review process with Career Teachers
 - Plan and deliver professional development for the Initial and Career Teachers as a member of the DLT

Technology Integrationist

- 4% of staff
- Extended contract of 15 days
- The Technology Integrationist receives annually a salary supplement of \$4,500
- **Alignment to Goals:**
 - Will survey teachers for needs, seek out answers, plan and supervise summer technology program, and work with new teachers to the district

Internal Coaches

- 12% of staff
- Extended contract of 7 days longer than career teachers
- The Internal Coach receives annually a salary supplement of \$2,100.
- **Alignment to Goals:**
 - Attend meetings/webinars/trainings for internal coaches
 - Will survey teachers for needs, seek out answers, and work with new teachers to the district
 - Provide information/insight to DLT for professional learning regarding their initiative (PBIS, ELI)

Curriculum & Professional Development Leader

- 4% of staff
- Extended contract of 13 days longer than Career Teachers
- Curriculum & Professional Development Leader receives annually a salary supplement of \$6,000
- **Alignment to Goals:**
 - Provide and demonstrate teaching on an ongoing basis
 - Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice
 - Observe and coach teachers in effective instructional practices
 - Support teacher growth and reflective practices
 - Work with and train classroom teachers to provide interventions aligned by subject area
 - Support instruction and learning through the use of technology
 - Actively participate in collaborative problem solving and reflective practices which include but are not limited to District Leadership Team (DLT), professional study groups, peer observations, grade level planning, and weekly team meetings

- Plan and deliver professional development activities designed to improve instructional strategies
- Engage in the development, adoption, and implementation of curriculum and curricular materials
- Complete C-Plan annually for review by DLT and Administrators

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