



Application

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

94263 - Clayton Ridge Teacher Leadership Compensation Planning Grant; Comparable Model Three  
Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/30/2014 1:43 PM

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## Primary Contact

|                                 |   |                               |                                |
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|                                 | <small>City</small>                         | <small>State/Province</small> | <small>Postal Code/Zip</small> |
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| <b>Program Area of Interest</b> | Teacher Leadership and Compensation System  |                               |                                |
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| <b>Agency</b>                   | Administrative Services, Iowa Department of |                               |                                |

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## Organization Information

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|---------------------------|-------------------------------|
| <b>Organization Name:</b> | Clayton Ridge School District |
| <b>Organization Type:</b> | K-12 Education                |
| <b>Tax ID:</b>            |                               |
| <b>DUNS:</b>              |                               |

**Organization Website:**

**Address:**

|               |              |                |                 |
|---------------|--------------|----------------|-----------------|
|               |              | Iowa           |                 |
|               | City         | State/Province | Postal Code/Zip |
| <b>Phone:</b> | 563-252-2341 |                |                 |
|               |              | Ext.           |                 |

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District** Clayton Ridge Community School District

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

**County-District Number** 22-2763

*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** Allan Nelson

**Telephone Number** 563-252-2341

**E-mail Address** anelson@claytonridge.k12.ia.us

**Street Address** 131 S. River Park Drive, P.O. Box 520

**City** Guttenberg

**State** Iowa

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**Zip Code** 52052

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## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Allan Nelson

**Telephone Number** 563-252-2341

**E-mail Address** anelson@claytonridge.k12.ia.us

**Street Address** 131 S. River Park Drive, P.O. Box 520

**City** Guttenberg

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

52052

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## **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 mission of Clayton Ridge Community School District is to provide equal and quality educational opportunities for all students in preparation for their role in our changing democratic society and changing world. We have made great gains in student achievement implementing Multi-Tiered Systems of Support (MTSS), AIMSweb adoption, and incorporating the Iowa Core's Characteristics of Effective Instruction. According to the 2013-2014 Iowa Assessments, our district's average proficiency for grades 4, 8, and 11 in reading was 84.3%; math was 78.6%, and science 87.3% (Part 2). We met Annual Yearly Progress (AYP) for reading and improved our School in Need of Assistance (SINA) status to "delayed" for math. We are beginning our fourth year in implementing the Professional Learning Community (PLC) model, second year in implementing the MTSS process, and entering year five of our 1:1 computer program, which reflects our capability to sustain district-wide initiatives through our existing infrastructure (Part 9).

The development of our Teacher Leadership and Compensation (TLC) planning grant included input from our administrators, teachers, parents, district committees, and board of education (Part 1). It was through the work of the TLC planning committee, and stakeholder's responses from surveys, forums, and formal presentations, that we developed our TLC vision, goals, teacher leadership roles/responsibilities, salary supplements/budget, and selection process. Our vision for the TLC grant is to strengthen support for our initial teachers by improving our mentoring and induction program, provide teachers with meaningful leadership pathways, and to provide additional support for our MTSS, AIMSweb, and data based instructional decision-making initiatives (Part 3). The following "if-then" statement summarizes our beliefs regarding the TLC grant. We believe if our district recruits, develops and promotes excellent teachers, and provide professional growth and leadership opportunities for new and experienced teachers, then professional satisfaction and student learning will increase.

Clayton Ridge Community School District Teacher Leadership Goals:

- Improve teacher induction and mentoring program.
- Improve the use of data to drive instructional decisions.
- Improve student achievement by building capacity in effective instructional practices.
- Improve MTSS implementation.

The Clayton Ridge TLC plan transforms the way we organize teaching as a profession and the way we provide ongoing professional growth for our educators. Our TLC plan supports Comparable Model 3, in which we recognize and provide salary supplements for meaningful teacher leadership opportunities. For each of the following TLC leadership positions (Part 5), the teacher leader will be chosen through a rigorous selection process (Part 6). Teacher leadership descriptions follow in bold print. **Instructional Leaders:** provide three .5 full-time equivalent (FTE) leadership positions to oversee instructional coaching, peer collaboration, and professional development (e.g., analysis of data-based instructional decision making, modeling effective instructional practices, and building teacher capacity to increase reading and math proficiency of students). **PLC Strategists:** provide 11 leadership positions to support the work of PLC's in data analysis and MTSS instructional strategies. **Mentor Teachers:** provide two positions to support initial teachers through classroom observations, district initiative training, and development of effective instructional practices. Initial teachers will be provided extended learning opportunities and classroom support (Part 4). Additionally, it is important to note that the Iowa Professional Development Model is infused throughout our professional development process through data collection/analyzing of student data, goal setting, content selection, designing trainings and learning opportunities, collaboration/implementation, and formative evaluation (Part 7). We will evaluate our TLC plan on its impact and effectiveness that includes both short-term and long-term goals and adjust our plan accordingly (Part 8). Clayton Ridge Community School District is looking forward to adopting the TLC system and is excited about the impact it will have on staff and student learning. The TLC grant offers Clayton Ridge the opportunity to develop an atmosphere of distributed leadership, shared involvement in professional development, and cultivation of a collaborative culture to strengthen instruction and improve student achievement.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from Year 1?

No

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

**Please include the following information in your narrative:**

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

### **Planning meetings:**

The Clayton Ridge Community School District developed a Teacher Leadership Compensation (TLC) planning team in July 2014. The team was comprised of three district administrators, three teachers, and two non-district grant writers. The planning funds were used to pay staff to attend planning meetings and to provide stipends for the non-district grant writers.

The planning team met on July 30 at the Keystone Area Education Agency (AEA) sponsored TLC planning workshop. The team met again on August 6 to review the process and determined the non-district participants would be contracted to assist with the majority of the grant writing.

A second AEA sponsored workshop was held on August 27 and was attended by the grant writers and two administrators. Following this workshop, the grant writers met to develop perceptual surveys to gather input from staff regarding teacher leadership. Ongoing meetings were held in August, September, and October by the grant writers to read and interface with the task of writing the grant.

Final drafts were disseminated to "stakeholders" for input regarding content as well as syntax. Input was considered and revisions made based on the review process

### **Stakeholder meetings:**

Meetings were held on August 15, 17, 20 and October 15 to inform staff of the grant legislation, intended usage of the grant funds and timelines. The superintendent and grant writers presented a review of the planning workshops, funding and the projected uses for the funds. Staff consensus approved moving ahead with the grant and indicated areas of need within the scope of the existing programs and initiatives. Staff provided input on the perception of teacher leaders among peers that guided the description of positions and responsibilities.

The School Improvement Advisory Committee (SIAC) was also used as a formal stakeholder group. The SIAC committee is comprised of teachers, administrators, AEA personnel, parents and students. A final meeting was held with this group on September 29 to provide a status update. Participants were pleased with the progress and continued their support for the project. Parent input was solicited during fall conferences, which indicated support of the TLC plan. Stakeholders noted the possible negative effects of taking the best teachers out of the classroom setting and the potential negative impact that might have on the quality of instruction.

On September 29 the school board was apprised of the progress of the TLC planning committee. The Superintendent informed them of the TLC legislation, Department of Education (DoE) grant funding mechanism and projected timelines. On October 9 the board was presented with and approved the final draft.

### **Developing the Plan:**

The TLC Planning Committee used input from a multitude of sources in the development and alignment of the district's TLC plan to statewide goals of the Iowa Task Force on Teacher Leadership and Compensation. TLC goals were developed that "fit" with our district's goals and current initiatives. The district's needs were recently surveyed through the SINA process. The TLC team learned about perceived weaknesses and areas of concern in the district. The results provided insight into the decision to adopt the Model 3 plan as most applicable to the school district.

Three surveys were administered: one school administrator survey and two teacher surveys. The surveys revealed that the majority of teachers indicated that the TLC Program best fits and strengthens the existing school initiatives of (a) data-based decision-making, (b) Multi-Tiered System of Supports (MTSS), (c) PLC professional development, and (d) mentoring/induction. The TLC Grant will also provide ongoing support for the implementation of the Iowa Core.

Teachers provided input on the existing opportunities for teacher leadership. The majority responding to a survey indicated to a high degree that they collaborate with other teachers and share best practices, influence key decisions that affect instruction and student success, and engage in and take responsibility for the success of the school. Conversely, the majority of teachers reported a low degree of leadership opportunities in two areas: (a) collaborative professional development, and (b) culture to facilitate teacher leadership (e.g., teachers encouraged for taking initiative, viewed and valued as positive examples for the teaching profession, and promotion of strong teacher communities that foster professionalism). Input from the survey results were used to help determine areas for teacher leader opportunities in our district.

### **Commitment and Support for the Plan:**

All key stakeholders were involved in creating a high degree of commitment and support for the TLC Plan. Involvement of teachers, administrators, and parents through focus groups or surveys helped craft the vision for teacher leadership within the district.

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## Narrative

Using Part 2 application narrative from Year 1?

No

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

**State Goals:**

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

### **Vision and Goals:**

Our vision is to provide a safe learning environment, be student-centered where individual needs are met, seek community involvement, and pursue and examine trends as they affect the instructional program. Our district goals are to increase math and reading proficiency.

We believe that if our district recruits, develops, and promotes excellent teachers and supports new teachers by providing professional growth and leadership opportunities for new and experienced teachers, then professional satisfaction and student learning will increase.

Clayton Ridge Community School District Teacher Leadership Goals

- Improve teacher induction and mentoring program.
- Improve the use of data to drive instructional decisions.
- Improve student achievement by building capacity in effective instructional practices.
- Improve MTSS implementation.

### **Teacher Induction and Mentoring:**

Clayton Ridge is a small rural district in Northeast Iowa with declining student enrollment. The district employs 45 teachers with one third of teachers employed 20 years or more. Over the last three years, 20 teachers have left Clayton Ridge: 12 retired, four accepted a teaching position elsewhere, two chose to leave the teaching field, and 1.5 positions were terminated through reduction in force. Over the last three years, 10 teachers have been hired and they continue to teach at Clayton Ridge.

The TLC grant will allow us to enhance our teacher induction and mentoring program. The 2014-2015 minimum teacher salary will meet or exceed \$33,500. The TLC grant will provide additional time for initial teachers to meet with their mentors and to observe effective instructional practices. Increased support for new teachers will promote teacher retention and greater job satisfaction.

### **Student achievement data:**

Iowa Assessment data from the 2013-2014 school year was analyzed by grade and district, and actual vs. expected growth was evaluated using student cohort data.

- Average proficiency for grades 4, 8 and 11 was 84.3% for reading; 78.6% for math; and 87.3% for science.
- Cohort data showed greater than expected growth for all grade level cohorts. The percent of increase was as much as 181%.
- District met AYP for reading and “delayed” status for math.

Overall, the data suggests that Clayton Ridge has shown steady improvement in math and reading proficiency. The district will use the TLC grant to enhance reading and math instruction to continue academic achievement growth in both areas.

### **Data-Based Decision Making:**

The district is beginning its fourth year implementing the Professional Learning Community (PLC) model, which provides structure for data-based instructional decision making. Beginning this school year, the AIMSweb system was implemented district-wide. It provides student benchmark and progress monitoring data. The accurate use and interpretation of the data is critical to the functioning of the MTSS process as well as the PLC process.

In response to a survey on TLC goals, teachers indicated the highest areas of need with existing district initiatives were in data-based decision making and MTSS implementation. The TLC plan will support teachers as they implement the AIMSweb system and data-based decision making within the PLC process.

### **MTSS Implementation with Fidelity:**

When surveyed, teachers indicated that planning and modeling of instructional strategies is a strong area of need. Currently, the school district has shown significant improvement in student performances on high stakes testing, which suggests that this MTSS process has resulted in improved student learning. The identified need to support MTSS aligns well with the intended use of the TLC grant.

The district's TLC plan aligns to local context and supports the state's Iowa Teacher Leadership and Compensation Goals:

1. Attract able/promising new teachers. The district's minimum salary will meet or exceed \$33,500 in 2014-2015. The TLC grant will be used to provide opportunities for new teachers to learn from experienced teachers and participate in future leadership opportunities.
2. Retain effective teachers. The district plan will provide multiple opportunities for teachers to lead and participate in career leadership alternatives, thereby increasing the likelihood of retaining effective teachers.
3. Promote collaboration among teachers. The district plan will provide opportunities for teachers to learn from other professionals through the MTSS implementation, data-based decision making, and effective instructional practices.

4. *Reward professional growth and effective teaching.* The district plan will provide challenging teacher leadership opportunities with increased compensation for added responsibilities.
5. *Improve student achievement.* The TLC program will strengthen student instruction by improving use of data to drive instructional decisions, by building teacher capacity of effective instructional practices, and by strengthening the MTSS process.

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)**

**Structures and Initiatives:**

The Clayton Ridge Community School District has several school improvement structures and initiatives that will be strengthened through the implementation of the TLC grant. The TLC grant will fund Instructional Leaders, PLC Strategists and Mentor Teachers to be used to support MTSS, reinforce PLC groups and improve the present teacher induction and mentoring program. The Clayton Ridge Instructional Leaders, PLC Strategists, and Mentor Teachers will consist of experienced teachers highly qualified in instruction, curriculum, assessment, and data interpretation. They will support and strengthen the district-developed initiatives and goals as follows:

**Improve teacher induction and mentoring program:**

The Mentor Teachers will serve as professionally trained mentors to initial teachers seeking a standard license. The Mentor Teachers will attend the mentoring and induction meetings with the initial teachers at the Keystone AEA as well as in district meetings. Through the use of TLC funds, the district add extended contract days for Mentor Teachers and initial teachers to work together on goals of the teacher induction and mentoring program. More specifically, the TLC grant will be used to supplement the current induction and mentoring program, which is designed to promote teacher retention and greater job satisfaction pursuant to Iowa Administrative Code Chapter 281-83.3(284).

**Improve the use of data to drive decisions and instruction through the MTSS structure:**

The Instructional Leaders and PLC Strategists will analyze data and assist teachers to develop research-based instructional interventions. They will be of assistance to provide informed guidance for the placement pathways incorporated in the MTSS structure.

Teacher feedback information from a district-wide survey indicates that there is a need for ongoing professional development and guidance in the use and interpretation of data. The Clayton Ridge School District has adopted the AIMSweb system to provide student benchmark and progress monitoring data. The accurate use and interpretation of the data from the AIMSweb system is a critical component of the PLC and MTSS process. The TLC grant would be used to support teachers as they implement the AIMSweb system within the PLC and MTSS process.

**Improve alignment and implementation of MTSS with fidelity:**

The Instructional Leader will provide additional supports to assist in the MTSS process to ensure implementation integrity and fidelity. The district developed and implemented an MTSS process that involves a standard treatment protocol. Wayne Callender, a nationally recognized Response to Intervention RtI/MTSS consultant, was contracted to help develop the MTSS system and provide support in our district. On August 15, 2014, Mr. Callender coordinated a “brainstorming session” with teacher comments recorded and analyzed. The results showed that a significant number of respondents felt that additional prep/planning time was needed to implement the MTSS system. Planning and modeling instructional strategies was reported to be a strong area of need. The TLC grant will provide the funds to allow Instructional Leaders to devote the targeted time and necessary effort to enhance the delivery of quality instruction through the MTSS structure. Currently, the school district has shown significant improvement in student performance on high stakes testing, suggesting that the MTSS structure has been one contributing factor to these results.

**Improve student achievement by building capacity in effective instructional practices:**

The Clayton Ridge Community School District is currently in a delay status in math with respect to School in Need of Assistance (SINA). No buildings were designated in need of SINA services in reading. In response to SINA status, the district has implemented a new math series this year. A new reading series was selected for adoption during the 2013-2014 school year. Both series have involved significant changes in the delivery of instruction and teaching skills sets required in the classroom. The Instructional Leader will support teachers in delivery of instruction in the new reading and math series with integrity and fidelity.

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)**

## **Clayton Ridge and Keystone AEA Mentoring and Induction Training Program**

The Clayton Ridge Community School District provides initial teachers induction and mentoring training in conjunction with Keystone AEA's program, "Excellence in Mentor Training." First and second year initial teachers participate in the program with an experienced teacher. They attend four sessions each year for two consecutive years. The goal of the program is to help new teachers transition into the occupation successfully, retain new teachers, and help experienced teachers develop teaching skills aligned to the Iowa Core.

### **Survey Results:**

Over the last three years the district has had 20 teachers leave through attrition and hired 10 replacement teachers. Only three of the 10 teachers hired were initial teachers and participated in the mentoring and induction program. Two of the three initial teachers who were hired continue to be employed through the district, and one position was reduced due to finances. The initial teachers and their mentors were surveyed for feedback on the current mentoring and induction program. An analysis of the current induction and mentoring program indicates that both mentors and initial teachers reported a positive perception of the mentoring and induction program offered through Keystone AEA. The initial teachers' responses also aligned positively with the perception that experienced teachers were very helpful by providing immediate guidance. The negative response clustered around the perception that insufficient time was allotted to provide adequate mentoring. In other words, responses clearly indicated the training and services were of a very high caliber but lacked adequate time to provide training and support from the mentor.

Following analysis of the above-mentioned survey, the TLC planning team believes that the district's current mentoring and induction program could be enhanced through the TLC grant as follows:

- The Mentor Teachers will be provided four extended contract days, three replacement substitute days, and \$2,000 in supplemental salary to provide support and assistance to the initial teacher. The extended contract days, as well as replacement days, will allow time for initial teachers to receive support more effectively and in "real time."
- The initial teachers will be provided five extended contract days and five substitute release days (i.e., to cover classroom duties) to allow for time to observe effective instructional practices and to collaborate with other teachers.
- Mentor Teachers will provide initial teachers instruction on the district's core reading and mathematics programs, and MTSS instructional pathways. The Mentor Teachers will train the initial teachers in the direct instruction model used in district's reading and mathematics curricula. The extended contract days and substitute replacement days will increase support to initial teachers allowing them to become acquainted with and acclimated to the core reading and math curricula.
- The additional days will also allow the initial teachers and Mentor Teachers to participate in a new employee orientation. The orientation will include training on the AIMSweb and the MTSS process.

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## **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.**

The Clayton Ridge TLC Planning Team selected a five-tiered differentiated pathway that provides multiple, meaningful opportunities and encouragement for teacher leadership, increased support for new teachers, and improved student achievement in math and reading proficiency. The district selected Model 3 Comparable Plan in designing its local teacher leadership and compensation system.

Currently, the teachers participating in the district's teacher leadership roles receive no additional compensation or reduction in teaching responsibilities.

| Teacher Role          | Supplemental Salaries | Extended Contract Days | Number of Total Staff          | Contract % Dedicated to Student Instruction |
|-----------------------|-----------------------|------------------------|--------------------------------|---|
| Initial Teacher       | -                     | 2                      | 2                              | 100%  |
| Career Teacher        | -                     | -                      | N/A                            | 100%  |
| Mentor Teacher        | \$2,000               | 2                      | (1) K-8<br>(1) 9-12            | 100%  |
| Instructional Leaders | \$3,000               | 5                      | (1) K-4<br>(1) 5-8<br>(1) 9-12 | 50%   |
| PLC Strategist        | \$1,000               | 4                      | 11                             | 100%  |

**Initial Teacher** engages 100% of contract days in student instruction with full time classroom responsibilities. S/he is provided five additional contract days and five substitute release days.

Responsibilities and Duties: The **Initial Teacher** is in her/his first or second year of teaching. S/he will participate in the mentoring program sponsored by Keystone AEA. The five percent of contracted days for teacher leadership activities will be spent collaborating with the Mentor Teacher and Instructional Leader on researched-based instructional strategies, observing instructional practices, and attending AEA mentor training. Teachers in the first year of teaching will be expected to attend new teacher orientation prior to the start of the school year to help prepare the teacher for a successful transition to the Clayton Ridge Community School District.

**Career Teacher** engages 100% of the day in student instruction with full-time classroom responsibilities. S/he is provided no additional contract days and receives no additional compensation.

Responsibilities and Duties: The **Career Teacher** is an experienced teacher with a standard teaching license, who demonstrates competencies of evaluation, practices professional skills, and implements local initiatives of Clayton Ridge Community School District. The **Career Teacher** participates in teacher professional development and demonstrates continuous improvement in teaching.

**Mentor Teacher** (two positions: K-8, 9-12) engages 100% of her/his contract days in student instruction with full-time classroom responsibilities. S/he is provided two additional contract days, three substitute release days, and receives \$2,000 additional compensation.

Responsibilities and Duties: The **Mentor Teacher** is an experienced teacher with all of the qualities of an outstanding educator, who participates in teacher professional development, demonstrates continuous improvement in teaching, and possesses the skills and qualifications to assume leadership roles. The **Mentor Teacher** will meet with the initial teacher to provide researched-based instructional strategies, observational input, and modeling of effective instructional practices, and will participate with the initial teacher in Keystone AEA's Mentoring and Induction Program.

The **Mentor Teacher** will assist the Instructional Leader and PLC Strategists with the development and delivery of professional development. When appropriate, s/he will provide input to existing committees. The **Mentor Teacher** will support the goals and vision of the TLC grant, and the teacher mentoring and induction program, while contributing to the cultivation of a collaborative culture to strengthen instruction and improve student learning and student achievement.

**Instructional Leader** (three positions: K-4, 5-8, 9-12) engages 50 percent of the contract day in student instruction and teaching responsibilities, and 50 percent of the contract day in teacher leadership duties and responsibilities. S/he is provided five additional contract days and receives \$3,000 additional compensation.

Responsibilities and Duties: The **Instructional Leader** is an experienced teacher who embodies all of the qualities of an

and possesses the skills and qualifications to assume leadership roles. The **Instructional Leader** will be responsible for coaching staff in effective teaching strategies and practices, encouraging technology integration, providing professional resources, support district data analysis to include AIMSweb, and supports the implementation of MTSS. The **Instructional Leader** will be responsible for designing and delivering professional development aligned to district initiatives and TLC goals, MTSS implementation, reading and math student achievement, and assisting with the implementation of Iowa Core. Professional development will align with and incorporate the key elements of the Iowa Professional Development Model. The **Instructional Leader's** duties include assisting with the use of data to drive instructional practice, development and implementation of district-level and building-level professional development to include technology integration for instruction and MTSS implementation, participate in district-level committees, and provide assistance with building teacher capacity linked to student learning and continuous improvement.

The **Instructional Leader** will facilitate professional development with the assistance of the Mentor Teacher and PLC Strategists. When appropriate, s/he will provide input and guidance to the Teacher Quality Committee (TQC), district-wide Technology Team, and SIAC. The **Instructional Leader** will support the goals and vision of the TLC grant, the teacher mentoring and induction program, and the cultivating of a collaborative culture to strengthen instruction and improve student learning and student achievement.

**Professional Learning Community (PLC) Strategist** (11 positions) engages 100 percent of the day in student instruction with full time classroom responsibilities. S/he is provided four additional contract days and receives \$1,000 additional compensation. Responsibilities and Duties: The **PLC Strategist** is an experienced teacher who demonstrates the ability to understand and use district data to guide instruction, and the skills necessary to work with adult learners. The **PLC Strategist** will be responsible for incorporating the work of Richard DuFour's, Whatever It Takes: How Professional Communities Respond When Kids Don't Learn (2004) PLC model, focusing on data-based decision making and MTSS instructional strategies. DuFour's guiding questions are: 1) What do we expect students to learn? 2) How will we know they are learning? 3) How will we respond when they don't learn? and 4) How will we respond if they already know it? The **PLC Strategist** will guide the collaboration of team members, support group collection and analysis of data, and facilitate discussions about improving instructional practices. S/he will team with school leaders and colleagues to address instructional issues and implementation of effective practices. The **PLC Strategist** will assist the Instructional Leader, Mentor Teacher, and existing district committees in determining types of learning opportunities teachers require and the cultivation of a collaborative culture to strengthen instruction and improve student learning and student achievement.

Using Part 6 application narrative from Year 1?

No

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

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

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

### **Selection Process:**

The Clayton Ridge Community School District is committed to ensure the success of the teacher leadership system by implementing a rigorous selection process. We believe it is essential that highly qualified individuals hold each position. The school board will develop the site-based selection committee, which will include two district administrators and two district teachers.

The selection process for Instructional Leader will include:

- Interested candidates will submit a letter of interest, an application, resume, and a teacher portfolio to the selection committee.
- Candidates will be asked to submit written responses to questions that are prepared by the selection committee.
- Candidates will be interviewed by the selection committee.
- The selection committee will give preference to those who demonstrate measures of effectiveness and professional growth.
- The selection committee will recommend the qualified candidate(s) to the superintendent and school board.

The selection process for Professional Learning Community (PLC) Strategists will include:

- Candidates will apply by writing a letter of interest to the selection committee that describes three qualifications they bring to the role of PLC Strategist.
- The selection committee will give preference to those who demonstrate an ability to analyze and interpret district data, and demonstrate the use of data to guide instructional practices.
- The qualified teachers will demonstrate evidence of skill with adult learning, lead the implementation of grade level PLC goals, facilitate PLC discussions, be current on research-based best practices, and ensure adequate communication between PLC groups.
- The selection committee will recommend the qualified candidates to the superintendent and school board based on observed evidence and written interest.

The selection process for Mentor Teachers will include:

- The selection committee will create a list of potential Mentor Teachers in conjunction with the number of new initial teachers hired.
- The selection committee will match Mentor Teachers with first-year initial teachers based on experience, knowledge of grade-level or subject-level content, and their ability to work with others.
- The selection committee will recommend the qualified candidates to the superintendent and school board.

### **Selection Criteria:**

#### **Measures of Effectiveness:**

Interested teachers must show evidence of leadership quality, demonstrate the ability to work with peers, and have skill with adults as learners. The district will use the following to guidelines in the selection process:

- Implements district goals and directives.
- Demonstrates and documents leadership qualities.
- Participates in and implements professional development.
- Understands and uses relevant data to measure student progress and inform instruction.

#### **Professional Growth:**

Interested teachers must demonstrate evidence of professional growth. Evidence of continuing education/advanced degrees and previous leadership experience will be obtained through the application process. Data can be obtained from teacher portfolios and professional learning plans to enhance the application process. Evidence of professional growth should reflect increased capacity with data analysis, use of evidence-based instructional strategies, technology integration, and leadership with peers.

#### **Requirements:**

The Teacher Leadership Compensation grant requires the following:

- Teachers must have a minimum of three years of teaching experience with a permanent teaching endorsement.
- Teachers must have at least one year of experience in the school district.
- Teachers must hold a valid Board of Educational Examiners (BoEE) license.

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## **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.*

## **Creating and Delivering Professional Development**

The TLC grant offers Clayton Ridge the opportunity to develop an atmosphere of distributed leadership, shared involvement in professional development, and improved student learning. The Iowa Professional Development Model will be the tool that guides the action research necessary to know that the teacher leadership plan has had its intended impact on student learning. The current administrative team, in conjunction with Instructional Leaders and PLC Strategists, will collaborate to develop district-wide and building-specific professional development. Mentor Teachers, through the mentoring process, engage in contextually sensitive professional development on demand with immediacy. The details of the collaborative professional development process is included in the following table:

### **IPDM Component**

### **How the District will Utilize Teacher Leaders to Create and Deliver Professional Development (PD)**

#### **Collecting/ Analyzing Student Data (Formative Assessment)**

**Instructional Leaders** will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, and share this data with **PLC Strategists**.

They work together to make common assessments.

**PLC Strategist** will use current AIMSweb data (i.e., formative assessment data) to make instructional decisions, including student interventions. All data will be used to drive the district's professional development plan.

#### **Goal Setting & Student Learning**

**Instructional Leaders** will lead goal setting process based on system data.

They will work to assure the goals support the attainment of the Iowa Core.

**PLC Strategist** will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen MTSS instructional practices.

#### **Selecting Content**

**Instructional Leaders** will study potential professional development content to offer feedback on the best way to achieve all the elements of the MTSS. They will be involved in demonstrating requested strategies and following up with a short meeting to comment on the selected effective instruction.

**PLC Strategists** will help identify and select learning strategies that will be helpful for teachers.

#### **Designing Process for PD**

**Instructional Leaders and PLC Strategists** 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.

#### **Training & Learning**

**Instructional Leaders** will co-teach and model learning strategies being studied in PD. They will provide feedback on implementation of PD content.

**PLC Strategists** will work with all teachers on implementation.

## **Collaboration & Implementation**

**Instructional Leaders** will work with **PLC Strategists** to determine next steps for each group.

**PLC Strategists and Instructional Leaders** will work with PLCs and curriculum groups to make changes to implementation based on feedback from observations and weekly PD discussions.

**Instructional Leaders** will demonstrate and discuss implementation of strategies and techniques with individuals or small groups of teachers.

## **Data Collection**

**Instructional Leaders and PLC Strategists** will collect progress data on professional development implementation. Ongoing formative data will be used to inform future training and supports for and adjustments to professional development.

Using Part 8 application narrative from Year 1?

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.

## Evaluation

Teacher leadership positions will be evaluated based on the criteria identified through the teacher leadership goals. Student achievement outcome data will be the major component to determine the strengths and weaknesses of the TLC system. Detailed descriptions of determining the impact/effectiveness of the TLC plan are discussed by goals in the following sections.

### **Goal 1: Improve teacher induction and mentoring program:**

**Mentor Teachers:** The leadership goal is to increase the support initial teachers receive by improving the teacher induction and mentoring program. Teacher mentors will be evaluated using "The Active Mentor Rubric" by Charlotte Danielson. The rubric addresses availability, problem solving, reflection, confidentiality, feedback, encouragement, content knowledge, technology integration, and management of student learning. The district will use this information to adjust, as needed, the teacher induction and mentoring plan. Teacher retention data will be kept and analyzed over time.

### **Goal 2: Improve the use of data to drive decisions and instruction:**

**PLC Strategists:** Biannual staff surveys will be collected to appraise the PLC process and determine the degree to which data is being correctly analyzed so as to provide guidance for instruction. Immediate, "real-time" feedback is available weekly to assess and provide improvements in PLC meetings.

**Instructional Leaders:** Biannual staff surveys will be collected to review professional development activities and the degree to which they have been effective to help teachers evaluate data for instructional decisions.

### **Goal 3: Improve student achievement by building capacity in effective instructional practices:**

**PLC Strategists:** Biannual staff surveys will be collected to gather perceptual information regarding improved instructional practices resulting from weekly PLC meetings. Administrators will use observational feedback as they sit in on PLC meetings and observe the degree to which instructional practices are discussed or new ideas shared by strategists. "Real-time" adjustments and improvements can be made in this regard.

**Instructional Leaders:** Biannual staff surveys will be used to judge the degree to which teachers perceive professional development and other activities have been helpful in implementing instructional practices.

For both leadership positions, student achievement data will be collected and analyzed to determine the strength of improvement.

### **Goal 4: Improve alignment and implementation of MTSS with fidelity:**

**PLC Strategists:** The MTSS model used by Clayton Ridge has been adopted and accepted by staff such that it is part of their culture (e.g., how they do business). Within this model, the PLC process interfaces with MTSS through the four essential questions from a publication titled, Whatever It Takes: How Professional Communities Respond When Kids Don't Learn, by DuFour, DuFour, Eaker, and Gayle (2004), Bloomington, IN: Solution Tree Press.

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

These questions, when used in the PLC meetings, will guide the MTSS process. Weekly PLC meetings will be evaluated based on the degree that PLC strategists interface the essential questions with the MTSS structure in district.

**Instructional Leaders:** Instructional leaders will be responsible to assist in guiding the MTSS process through "on-time" or annual professional development activities. Evaluation of events as well as immediate/weekly evaluation will exist to determine the degree to which professional development activities align with the MTSS structure.

### **Continuous, global or general outcome measures:**

Survey results of formative and summative assessment data will be incorporated in future TLC plan adjustments. For all TLC goals, student achievement data will be analyzed to determine the degree of improvement as follows:

- **AIMSweb data** will be used as a formative assessment tool to evaluate short-term improvements. It will be used to answer the PLC question, "How will we know they are learning?" or "How will we respond if they already know it?"
- **Iowa Assessments and NWEA MAP assessments** will be used as summative assessment data to determine long-term student improvements. These assessment tools will be used to answer the question, "How will we respond when they don't learn?"

**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)**

**Capacity for Implementation**

The Clayton Ridge Community School District is ready and willing to establish a teacher leadership program. Sustaining is NOT about funding and keeping the initiative supported fiscally. Rather, it is about how to ensure getting better over time (Chairperson Ryan Wise, Commission of Educator Leadership and Compensation, Iowa Department of Education).

**Existing Infrastructure**

In most cases, infrastructure already exists where teacher leadership can be used.

- Mentoring and Induction:** The mentoring and induction process is already in existence and will continue. The support of Mentor Teachers with additional time and compensation is a natural fit.
- PLC:** The PLC model has been in existence for several years and the addition of PLC Strategists is a natural fit. In the past, teachers have shared the responsibility of running and managing the PLC process. The addition and maintenance of PLC Strategists is a natural fit to provide leadership, to strengthen the use of data, and to provide more accurate interpretation of the data.
- MTSS:** The MTSS system developed in-district has received significant positive response from teachers and has become cultural component of how Clayton Ridge teachers do business. Instructional Leaders and PLC Strategists will be a significant component of this process and would plan to continue indefinitely.

**Needed Infrastructure**

The district currently does not employ instructional or curriculum leaders. Through the rigorous selection process and detailed job descriptions that will be prepared, these additional roles will be defined and delineated. The need has been defined through a variety of surveys and meetings with stakeholders. The TLC funding structure will provide necessary resources to develop this infrastructure.

**Future Sustainability**

We recognize the challenges inherent with implementing a teacher leadership program in district. The following are responsible for ensuring a commitment to sustaining the TLC plan:

- The Clayton Ridge District Board of Education, in partnership with the superintendent, will continue to ensure the alignment intended (i.e., fulfillment of TLC grant parts 1-10) and provide oversight of the roles and responsibilities to carry out the Clayton Ridge TLC plan as proposed.
- Building administrators in collaboration with Instructional Leaders, PLC Strategists and Teacher Mentors will be held accountable by the superintendent and the Board of Directors for full implementation of the Clayton Ridge TLC Plan.

**Sustainable**

- We feel that the area of mentoring and induction would be sustainable for two reasons. First, mentoring and induction is something the District already provides and will continue to provide. Secondly, the Keystone AEA provides the structure for the mentoring program and we intend to maintain this partnership.
- We feel that the strength of our PLC process is something that has become a part of our culture and will be sustained. The addition of PLC Strategists would be a natural component to enhance our current PLC process, as it will only strengthen the existing culture.
- We feel the MTSS program that we have created is another area that has become a permanent part of our culture. Our staff has embraced the model and found that it fits well into the PLC process. With this in mind, it only seems logical to develop and maintain leadership to enhance our ability to use data to inform instruction and infuse this into the PLC process.

**Challenges**

- A significant challenge that we face yearly is declining enrollment along with limited resources common in smaller districts. With the infusion of additional funding resources, we feel confident that we can implement our teacher leadership system. The Clayton Ridge Community School District Board of Education will make every effort to maintain the TLC plan as proposed.
- We want to continue our significant and positive partnership with Keystone AEA and feel that valuable supports will be provided to Clayton Ridge through this partnership. As long as Keystone AEA provides the needed supports, we feel the teacher leadership system will be able to be sustained.

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## 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.*

|   |              |
|---|--------------|
| <b>Certified Enrollment Number</b>  | 621.1        |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i> |              |
| <b>District Enrollment-Based Allocation</b>   | \$191,808.10 |
| <b>Total Allocation</b>   | \$191,808.10 |

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## Part 10 - Budget Items

| <b>Use of TLC Funds</b>   | <b>Amount Budgeted</b> |
|---|------------------------|
| Amount used to raise the minimum salary to \$33,500.  | \$0.00                 |
| Amount designated to fund the salary supplements for teachers in leadership roles.  | \$52,047.00            |
| 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). | \$127,749.00           |
| Amount used to provide professional development related to the leadership pathways.   | \$12,000.00            |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><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                 |
| <b>Totals</b>   | <b>\$191,796.00</b>    |

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## Other Budgeted Uses - Description

| <b>Item description</b> | <b>Amount budgeted</b> |
|-------------------------|------------------------|
|                         | <b>\$0.00</b>          |

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## Total Allocation Budgeted

|  |                     |
|--|---------------------|
| <b>Total Projected Amount to be Expended</b> | <b>\$191,796.00</b> |
|--|---------------------|

*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 \$12.10

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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)

**Budget Alignment with Goals**

Our vision is to create a teacher leadership system that promotes the best in teaching. We believe that if our district recruits, develops, and promotes excellent teachers and supports new teachers by providing professional growth and leadership opportunities, then professional satisfaction and student learning will increase.

**TLC Positions:**

| Role                 | Number of Positions | Extended Contract Days | Supplemental Salary | Substitute Release Day | Student Instruction Responsibilities |
|----------------------|---------------------|------------------------|---------------------|------------------------|--------------------------------------|
| Initial Teacher      | 2                   | 5                      | -                   | 5                      | 100%                                 |
| Mentor Teacher       | 2                   | 4                      | \$2000              | 3                      | 100%                                 |
| Instructional Leader | 3                   | 5                      | \$3000              | -                      | 50%                                  |
| PLC Strategist       | 11                  | 4                      | \$1,000             | -                      | 100%                                 |

Minimum Salary: We have no teachers who receive less than the minimum salary requirement of \$33,500. With the expected 2015-2016 contractual increases, all full time teachers will be ensured a minimum salary of at least \$33,500 effective for the 2015-2016 school year. No TLC funds will be used to increase minimum salaries.

Teacher Leader Percentage: To ensure retention and provide leadership opportunities for effective teachers, the district will fund 16 leadership positions. Funding will support new teachers, promote greater teacher retention, increase job satisfaction, and improve student achievement. We will advertise for two Mentor Teachers, three Instructional Leaders and 11 PLC Strategist positions.

**Salary Supplement and Compensation:**

Teacher Induction and Mentoring: We budgeted for two mentors and two initial teachers, which should be adequate given our declining enrollment and low teacher turnover. The initial teacher will receive five extended contract days and five release days for a total allocation of \$3,227 including FICA and IPERS.

The Mentor Teacher will receive four extended contract days, \$2,000 supplemental pay, and three release days for a total of allocation of \$7,901 with FICA and IPERS calculated. The supplemental funding will allow time for classroom observations, teacher collaboration, and participation in Keystone AEA’s Mentoring and Induction Program. Initial teacher orientation will include training on AIMswEB, MTSS, and Iowa Core Curriculum instructional strategies. Substitute teachers will be hired to cover classroom duties and responsibilities for the teacher’s release days. The total allocation with FICA and IPERS is **\$11,128**.

Initial and Mentor Teachers Funding with FICA and IPERS

| Role               | Per Diem for Extended Contract | Supplemental Salary | Substitute Teacher for Release Days |
|--------------------|--------------------------------|---------------------|-------------------------------------|
| 2 Initial Teachers | \$2097                         | -                   | \$1130                              |
| 2 Mentor Teachers  | \$2563                         | \$4660              | \$678                               |

Instructional Leaders: We budgeted for three Instructional Leader positions. Each Instructional Leader will receive five extended contract days at an average per diem rate of \$305, supplemental salary of \$3,000, and 1.5 FTE teacher replacement coverage for the 50% reduction in student instruction responsibilities. Extended contract days and teacher replacement time will be used for professional development and leadership responsibilities during summer months and the school year.

Responsibilities include instructional coaching, peer collaboration, teacher leadership training, and professional development (i.e., data-based decision making and effective instructional practices to increase reading and math achievement). The total allocation with FICA and IPERS is **\$138,140**.

Instructional Leadership Funding with FICA and IPERS

| Role                      | Per Diem for Extended Contract (5 days) | Supplemental Salary (\$3,000) | Replacement Coverage for Teacher (.5 FTE) |
|---------------------------|---|-------------------------------|---|
| Instructional Leader K-4  | \$1777                                  | \$3495                        | \$40,775                                  |
| Instructional Leader 5-8  | \$1777                                  | \$3495                        | \$40,775                                  |
| Instructional Leader 9-12 | \$1777                                  | \$3495                        | \$40,775                                  |

PLC Strategists: We budgeted for 11 PLC Strategist positions. Each PLC Strategist will receive four extended contract days at an average per diem rate of \$275 and a supplemental salary of \$1,000. The extended contract days will be used for professional development and leadership responsibilities during the summer months and outside contract hours during the

school year. The PLC Strategists will be responsible for overseeing the work of PLC's (e.g. data analysis to guide MTSS instructional strategies). Total allocation with FICA and IPERS is **\$26,912**.

**PLC Strategist Funding (with FICA and IPERS)**

| Grade Level  | Per Diem for Extended Contract (4 days) | Supplemental Salary (\$1,000) |
|--------------|---|-------------------------------|
| K-12         | \$1281.50                               | \$1165                        |
| Grade 1      | \$1281.50                               | \$1165                        |
| Grade 2      | \$1281.50                               | \$1165                        |
| Grade 3      | \$1281.50                               | \$1165                        |
| Grade 4      | \$1281.50                               | \$1165                        |
| Grades 5 & 6 | \$1281.50                               | \$1165                        |
| Grades 7 & 8 | \$1281.50                               | \$1165                        |
| Grade 9      | \$1281.50                               | \$1165                        |
| Grade 10     | \$1281.50                               | \$1165                        |
| Grade 11     | \$1281.50                               | \$1165                        |
| Grade 12     | \$1281.50                               | \$1165                        |

**Professional Development:** We budgeted \$12,000 for professional development and \$3,616 for additional substitute teacher expenses (e.g., coverage for professional development, peer coaching, and teacher collaboration). The professional development funding covers expenses for teacher leadership trainings offered by Keystone AEA, Iowa Department of Education, and other vendors (e.g. MTSS, AIMswEB, and data-based decision making). Total allocation with substitute teachers' FICA and IPERS included is **\$15,616**.

## 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