



Application

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

139891 - Colfax-Mingo TLC Grant

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/14/2015 3:25 PM

Primary Contact

AnA User Id Tracy.Hook@iowaid
First Name* Tracy William Hook
Title:
Email: thook@colfaxmingo.org
Address: 204 North League Road
City* Colfax Iowa 50054
Phone:* 515-674-3646
Program Area of Interest Teacher Leadership and Compensation System
Fax: 515-674-3285
Agency

Organization Information

Organization Name: Colfax-Mingo CSD
Organization Type: K-12 Education
DUNS:
Organization Website: colfax-mingo.k12.ia.us

Address: 1000 N. Walnut
Colfax Iowa 50054
City State/Province Postal Code/Zip

Phone: 515-674-3646
Ext.

Fax: 515-674-3921

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Tracy Hook
Title Superintendent
Organization Colfax-Mingo CSD

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

Address 204 North League Road

City/State/Zip* Colfax Iowa 50054
City State Zip

Telephone Number 515-674-3646

E-Mail thook@colfaxmingo.org

Fiscal Officer/Agent

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

Name Deb Hodgson
Title Business Manager
Organization Colfax-Mingo CSD
Address 204 North League Road

City/State/Zip Colfax Iowa 50054
City State Zip

Telephone Number 515-674-3646

E-Mail dhodgson@colfaxmingo.org

County(ies) Participating, Involved, or Affected by this Proposal	Jasper County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	15
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	29
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

Student learning and improved instructional practices

Indicate the group(s) positively impacted.

Person/s with a Disability, Blacks, Latinos, Other

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.

Tracy Hook

Title of Person Submitting Certification

Superintendent

Recipient Information

District	Colfax-Mingo Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	50-1332
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Tracy Hook
Telephone Number	515-674-3646
E-mail Address	thook@colfaxmingo.org
Street Address	204 North League Road
City	Colfax
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50054

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Tracy Hook
Telephone Number	515-674-3646
E-mail Address	thook@colfaxmingo.org
Street Address	204 North League Road
City	Colfax
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50054

Demographic Profile

October 2014 Certified Enrollment	745
October 2014 Free/ Reduced Lunch %	52
AEA Number	11

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

TLC Model Number	Model 3 Comparable Plan
------------------	-------------------------

Narrative

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

Executive Summary

Colfax-Mingo TLC Vision: Create a framework that facilitates quality instruction through targeted professional development, increase student achievement, establish collaborative learning teams and reduce At-Risk student indicators.

Colfax-Mingo TLC Goals:

1. Promote a collaborative teaching & learning environment for staff and students including time and resources to create a cohesive professional development plan through Professional Learning Communities.
2. Improve student achievement as reflected by Iowa Assessment data through strengthened instruction.
3. Identify and monitor At-Risk student indicators to provide appropriate supports to “ensure a community that fosters life long learners, independent thinkers, and productive citizens of character.”
4. Attract and retain highly effective teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.

Colfax-Mingo is committed to improving student achievement by empowering teachers as decision-makers and increasing teacher leadership. This commitment is demonstrated by the investment of time and resources to:

- create high-functioning, effective collaborative teams
- implement a system to collect and analyze data
- empower current active professional development planning to prepare and encourage our faculty for the PLC leadership roles identified in this TLC grant

Our vision is about strengthening and empowering our teachers through expanding teacher leadership capacity within our current leadership structures. Using DuFour’s four questions to guide our district we will increase the support and resources for collaborative teams as they respond to these questions:

1. What do we want our students to learn?
2. How will we know they have learned it?
3. How will we respond when they don’t?
4. How will we extend and enrich the learning for all students?

Colfax-Mingo has committed to organizing this framework of supports through engaging in Professional Learning Communities (PLC). By definition, a PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

With our TLC, we plan to include twenty (20) leadership positions which represents over 30% of our faculty. These twenty (20) positions represent the three tiers of our TLC plan: Twelve (12) Professional Learning Community Leaders (PLC), Two (2) Instructional Coaches and six (6) At-Risk Interventionists. The twelve (12) PLC leaders will be split between our elementary building and our secondary building.

These three roles will work together to create a cohesive message to improve student achievement and behavior. The Instructional Coach will assume the role as the head of the PLC leaders. They will work with rigorous and relevant material to assist staff and students in implementing the Iowa Core.

The Instructional Coach will provide the role of mentor for the professional growth of all teachers. This role will help drive professional development by observing the needs of teachers and students in the classroom and bringing this to the PLC leaders. Our current professional development is driven by our needs as determined by data. Their focus will continue on developing professional development for the teachers in conjunction with AEA support. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

PLC leaders will work hand in hand with staff to direct and deliver professional development and provide leadership in PLC meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLC’s will focus on the areas of teaching and learning, student engagement, technology, and assessment.

The At-Risk team will collaborate with staff and students to incorporate strategies and interventions to better support our struggling students and their families. We will continue with our current Teacher Mentoring and Induction Program.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. Teacher leaders will collect and analyze data on the current state of instructional practices in the district through teacher observations, data collected from walk-throughs and the Instructional Practices Inventory, feedback from teachers, and student achievement data. These data will then be used to set explicit goals for professional development. Our design process seeks to recognize that not all teachers learn in the same way.

At Colfax-Mingo, we are working to “develop our capacity within our schools” and prepare for the anticipated PLC leadership positions available through the TLC monies. In addition to in-house PD experiences during the 2014-15 school year, over twenty (20) faculty and two (2) administrators attended a three (3) day PLC learning experience in June of 2015.

The TLC team is acutely aware of the growing interest and excitement being generated among the staff for the potential leadership

positions available through the TLC grant.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

Please include the following information in your narrative:

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

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

Colfax--Mingo had a team that included six (6) teachers, three (3) administrators, and one (1) AEA support staff working collaboratively on the grant. We had four (4) members of the Teacher Leadership and Compensation Team attend planning workshops at the AEA. These sessions were very helpful to the planning process and helped the team better understand the intent of the TLC legislation. TLC teams learned what other states and districts inside Iowa were using as models for implementation.

The TLC team has worked collectively on the TLC grant regularly since 2013 to the present. The team met one time per month throughout the school year. The Colfax-Mingo School District was provided \$7,714.01. The funds allocated were used to provide substitute teachers for the team members to have time to meet during the school day. This allowed the group to regularly come together and focus on creating a plan that would fit the needs of Colfax--Mingo educators and students. The team also met several times after school hours so members could distribute information to the rest of the team members that they learned from additional training sessions.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

The TLC team includes six (6) teachers, three (3) administrators, and one (1) AEA support person. The team worked together to create a plan that would best fit the needs of the Colfax--Mingo School District. After discussing needs of the district, the team defined leadership roles and responsibilities.

Parents:

The plan was presented to the School Improvement Advisory Committee, which includes at minimum four (4) parents and four (4) community members. It was also presented to the school board. The two (2) groups asked questions and provided feedback for the plan. They were very supportive of the plan. Parent and community surveys were given to gain feedback and inform stakeholders of the grant's purpose and direction. These were implemented several times during the 2014--15 school year. Results of these surveys were reviewed by the TLC team and use as formative assessment for continuation of the writing process. Parents who responded to the survey were overwhelmingly in favor of continuing the grant writing process.

Teachers & Administrators:

As a result of the feedback given from the the teachers and administrators, eighty-six percent (86%) of the teachers and one-hundred percent (100%) of the Administrative Team were in support of continuing the grant writing process. Through several surveys and presentations feedback was given by teachers and administrators. One change to our initial plan that came back often was to have less teachers out of the classroom during teaching time, resulting in only two (2) full time instructional coaches.

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).

Teachers and administration have provided commitment through the collaborative planning process. The school board and School Improvement Advisory Committee were informed and supportive of the plan.

Feedback from the parent surveys were overwhelmingly supportive of the idea and approach included in the current grant proposal. The TLC team provided the K-12 faculty with periodic updates on the progress of the grant writing information. Changes to the grant proposal were incorporated based on staff input and suggestions. C--M has collaborated with several other school districts about the elements included in our TLC plan such as Professional Learning Communities, MTSS, and At--Risk programs. Through survey

feedback C-M restructured the MTSS/At-Risk programs to include more support and therefore three At-Risk personnel per building were added to the program. As a result of teacher input C-M had already begun to educate staff members in the true PLC process.

Narrative

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

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

State Goals:

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

Part 2

Describe the school district's vision and goals for its 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.

Colfax-Mingo TLC Vision: Create a framework that facilitates quality instruction through targeted professional development, increase student achievement, establish collaborative learning teams and reduce At-Risk student indicators.

Colfax-Mingo TLC Goals:

1. Promote a collaborative teaching & learning environment for staff and students including time and resources to create a cohesive professional development plan through Professional Learning Communities.
2. Improve student achievement as reflected by Iowa Assessment data through strengthened instruction.
3. Identify and monitor At-Risk student indicators to provide appropriate supports to “ensure a community that fosters life long learners, independent thinkers, and productive citizens of character.”
4. Attract and retain highly effective teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.

Goal #1: Promote a collaborative teaching & learning environment for staff and students including time and resources to create a cohesive professional development plan through Professional Learning Communities.

Colfax-Mingo teachers will take part in weekly Professional Learning Communities. Protected time each week will be built into the schedule to allow teams to meet during the school day. Teams will focus on DuFour's four big questions: What do we want our students to learn? How will we know they have learned it? How will we respond when they don't? How will we extend and enrich the learning for all students? Providing time for teachers to meet in their PLCs will give them time to plan and create common formative assessments together. These plans and assessments will drive our professional development allowing teachers to receive professional development that aligns with their PLC goals.

Goal #2: Improve student achievement as reflected by Iowa Assessment data through strengthened instruction.

As a district we have room for improvement in our Iowa Assessment proficiency rates.

2014-2015 Proficiency and Growth Data from Iowa Assessments

Reading	Met Proficiency	Math	Met Proficiency	Science	Met Proficiency
4th	71.05%	4th	76.32%	4th	91.5%
8th	75.51%	8th	79.59%	8th	89.80%
11th	76.92%	11th	78.95%	11th	87.18%

This data shows that improvement on Iowa Assessments is paramount. Our goal is to support all students by implementing our TLC program which will improve teacher effectiveness through teacher collaboration and targeted professional development which will allow all students to show growth.

Goal #3: Identify and monitor At-Risk student indicators to provide appropriate supports to “ensure a community that fosters life long learners, independent thinkers, and productive citizens of character.”

As part of our TLC plan, an At-Risk team will be introduced in each building. Our goal is for the At-Risk team to help implement our Positive Behavioral Intervention and Supports (PBIS) program as well as

implement strategies to assist our at-risk students This team will assist the teachers by providing them with proactive strategies and support. We are confident that adding an At-Risk team will improve our student achievement outcomes.

Goal #4: Attract and retain highly effective teachers by offering competitive starting salaries and offering short and long--term professional development and leadership opportunities.

Colfax-Mingo has a low turnover rate and a high teacher retention rate. Over the past five (5) years we have retained seventy-two percent (72%) of our staff. Our TLC plan will strengthen our current teachers by giving them opportunities to be more involved in PLCs and more directly impact our professional development. Our TLC plan will also allow teachers to be involved in increased leadership positions within our district and to be financially compensated for taking on those leadership positions. Our TLC program will create a cooperative, professional environment where teachers are encouraged to grow instructionally and professionally.

Using Part 3 application narrative from previous submission? **No**

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

Part 3) Describe how the TLC plan will connect to, support and strengthen the district’s key school improvement structures, processes, and initiatives (e.g. MTSS, K--3 Literacy, Iowa Core Implementation, etc.).

One of the first duties of the Colfax-Mingo TLC Committee was to identify a vision for our Teacher Leadership program that would be based on the successes and challenges of our past and current School Improvement Initiatives. Our TLC Vision is: Create a framework that facilitates quality instruction through targeted professional development, increase student achievement, establish collaborative learning teams and reduce At--Risk student indicators.

This visioning process brought us to focus on the following goals that our TLC model will address and improve, such as:

TLC School Improvement Goals	Current Colfax-Mingo Initiatives Addressed	TLC Connection/Impact
<p>1. Promote a collaborative teaching & learning environment for staff and students including time and resources to create a cohesive professional development plan through Professional Learning Communities.</p>	<p>MTSS, PLC’s, Iowa Core Implementation, formative assessment, K-5 literacy</p>	<p>The Instructional Coach will be a resource to the teachers on how to implement the learning strategies that have been/will be introduced in professional development and collaborate with the PLC Leaders to most effectively process intervention strategies and continue Iowa Core investigations in their PLC meetings.</p>

2. Improve student achievement as reflected by Iowa Assessment data through strengthened instruction.

**MTSS,
K-5 literacy,
At-Risk Intervention,
PBIS**

Research clearly shows the correlation between at risk students and depressed academic abilities. The instructional coaches will collaborate with the At-Risk Team to develop a proactive approach for intervening with the at-risk students. The TLs will assist with the MTSS process through data day conversations in the PLC structure focusing on both “How is our Core Instruction doing?” and “How are we doing with those students who fall above and below the core expectations?”.

The Instructional Coach and PLC leader will be responsible for tracking each PLC’s progress and sharing this data with the Curriculum Instruction Team (i.e. administrators and TL positions) to determine the need for additional professional development or implementation of extension activities.

The Instructional Coaches and PLC Leaders will collaborate to identify the focus of PLC meetings and consult with outside resources as necessary to coordinate the professional development schedule.

3. Identify and monitor At-Risk student indicators to provide appropriate supports to “ensure a community that fosters life long learners, independent thinkers, and productive citizens of character.””

PBIS,
At-Risk Intervention

4. Attract and retain highly effective teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.

C-M Mentoring and Induction Program,
Elementary and Secondary Leadership Teams

The At-Risk Interventionists will create an At-Risk Team that will assist in implementing our Positive Behavioral Intervention and Supports (PBIS) programs as well as implement strategies to assist our At-Risk students and their families. The At-Risk Team will assist teachers and families by providing them with proactive strategies and support. We currently implement PBIS but not to its fullest potential.

A teacher is eligible to apply for a TL position after 3 years of teaching and one year within the C-M district. Some of the positions are full-time commitments and others offer additional compensation to their regular teaching contract but all come with additional professional development and personal learning opportunities. Each year providing the opportunity for teachers to apply for the TL positions.

Using Part 4 application narrative from previous submission? No

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

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, areas of improvement needed in the current program and how your TLC plan will address these gaps.

Current Mentoring and Induction Program

Our district currently uses information based on the Iowa Mentoring and Induction Program for Beginning Educators. Mentors and mentees are matched appropriately by grade-level or content area. Mentors and mentees meet to discuss district policies and procedures as well as building initiatives (Common Core, FAST, MTSS, and 1:1 technology). Currently we have four (4) first year mentees but overall we have retained seventy-two percent (72%) of our staff over the last five (5) year period. From the 2013--2014 school year to the 2014--2015 school year we lost two (2) staff members to retirement and one (1) staff member to relocation.

Upon review of information gathered from the fifteen (15) staff members who have moved on to other districts, all felt our mentoring program helped them to better adjust to the district and the entry to the teaching profession. Thirty percent (30%) of the surveyed staff felt it would be in their best interest to have a mentor teacher in their field of study and seventy percent (70%) felt it was more important to have a quality mentor with successful teaching experience. Of the fifteen (15) staff members who left the district for other teaching positions, seventy-five (75%) moved to larger districts for better pay while twenty-five (25%) moved with their spouse. All had many positive responses regarding Colfax-Mingo.

Analysis of the Current Mentoring and Induction Program

After analyzing our current mentoring and induction program we would like to update the Colfax--Mingo mentoring handbook (to include current district and educational programming/initiatives such as MTSS, technology procedures, FAST, PBIS, and data day) and develop a plan for sustainability of current information and a regular basis. We would also like to implement an end--of--the- year interview with mentors, mentees and the mentoring coordinator to share their ideas regarding the strengths and improvement of the mentoring program.

Addressing the Gaps to Improve Mentoring and Induction

Our TLC plan will continue to improve our current mentoring and induction program. Our plan is to have mentors and mentees be part of the same PLC team. This will allow continuity of what is being addressed in their mentoring meetings to their PLC team discussions. This will also enable the PLC teams to focus on building initiatives. We understand the importance of making sure the Common Core is implemented and assessed with integrity. Groups will also be working on implementing the FAST procedures as well as interpreting the data results in a timely manner. FAST data will be an important part of maintaining our MTSS framework.

The instructional coaches will guide the PLC leaders to ensure understanding and the importance of integrity in these district wide initiatives. The coaches will also meet with the leader of the mentoring program to make sure new teachers feel comfortable with these initiatives and that each mentor-mentee pair is working towards the same goal.

The At--Risk team will ensure that new mentees understand our at--risk student population as well as our Positive Behavior Intervention and Supports program. The team will assist mentees in problem solving any at--risk behaviors that are of known concern.

Overall, our current mentoring and induction program is strong. We know this in part due to our historically low turnover rates. We are confident that the program will remain strong with the TLC

initiatives we are putting in place.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Part 5

Describe each of the proposed teacher leadership roles in your plan.

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district

-----a.) The Colfax--Mingo Teacher Leadership roles to move forward in improving student achievement. The following describes their roles, expectations, compensation and instruction time with students.

TLC Roles

	Compensation beyond contract	Work time beyond contract	Number of positions	Percentage of time dedicated to student instruction	Time dedicated to TLC responsibilities
Professional Learning Community Leader	\$1,500	3 days	12	100%	40 additional hours per year
Instructional Coach	\$7,500	5 days	2	0%	100%
At--Risk Interventionist Team Member	\$1,500	3 days	6	100%	40 additional hours per year

Professional Learning Community (PLC) Leader

Compensation beyond contract	\$1,500
Work time beyond contract	3 days
Number of positions	12
Percentage of time engaged in student instruction	100%
Time engaged in TLC responsibilities	40 additional hours per year

Responsibilities

Lead teams to collect/analyze data to make decisions related to professional growth and district goals. Routinely meet with Instructional Coaches to plan, select and facilitate PD as well as communicate the needs of individual grade- levels.

Assist administrators and teachers to keep the focus on teaching, learning and continuous improvement. Communicate with their team on needs, expectations, and questions regarding PD.

Lead conversations to engage the Professional Learning Community (PLC) in analyzing and using data to strengthen instruction.

Guide teacher discussion of the strengths and weaknesses of student performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school.

Create a preliminary August--May PD outline prior to the school year. PLC Leaders will be chosen across content and grade levels. They are as follows:

1. -K
2. 1--2
3. 3--4
4. 5--6
5. Performing Arts K--12 (art, music, band, chorus, PE)
6. Math (7-12)
7. Science (7-12)
8. Social Studies (7-12)
9. English (7-12)
10. Life Skills (FCS, computer/tech/business, shop, Voc. Ag, counselors)
11. Exceptional Learner Leader K--6 (special education, TAG, Title I)
12. Exceptional Learner 7--12 (special education, TAG, Title I)

Instructional Coach

Compensation beyond contract	\$7,500
Work time beyond contract	5 days
Number of positions	2
Percentage of time engaged in student instruction	0%
Percentage of time engaged in TLC responsibilities	100%

Instructional Coach K-6

Responsibilities

Help colleagues select, implement and monitor effective teaching strategies with integrity and consistency.

Work inside classrooms to help teachers implement new ideas, demonstrate lessons, engage in co-teaching, observe, and give feedback (e.g. peer -coaching dialog)

Provide ideas for differentiating instruction and planning lessons in partnership with fellow teachers.

Provide direction and materials specific to Iowa Core standards. i.e. web sites, instructional materials, articles, books, lesson or unit plans, assessment tools, etc.

Encourage colleagues to implement PD strategies

Lead conversations to engage peers in analyzing and using data to strengthen instruction.

Help administrators and teachers to keep the focus on teaching, learning, and continuous improvement. The focus for year one will be literacy.

Help structure opportunities for teachers to practice newly learned skills with peers in the professional development setting and in classrooms.

and how to use curriculum to plan instruction and assessment.

Formulate plan to assist individual teachers continuous improvement of both instructional and classroom management skills.

Collaborate with current Mentor/Mentee Induction program coordinator. Assist with obtaining new teacher training needs.

Facilitate PLC Leaders to select PD content (best instructional practices), seek and share knowledge about theories, research, and effective practices in adult learning.

Instructional Coach 7--12

Same responsibilities and duties for the K--6 Instructional Coach/Strategist.

Also assist in finding resources for "life skills" teaching staff (i.e. FCS, tech, voc ag, etc.) to facilitate continuous improvement of both instructional and classroom management skills.

At--Risk Interventionist Team- Member

Compensation beyond contract	\$1,500
Work time beyond contract	3 days
Number of positions	6 (3 staff K-6, 3 staff 7-12)
Percentage of time engaged in student instruction	100%
Time engaged in TLC responsibilities	40 additional hours per year

Responsibilities

As part of a team:

- Assist with monitoring behaviors through in-class observations and provide strategies for at-risk students. Assist and model strategies for dealing with recurring behaviors and concerns with teachers.
- Review attendance data and work- completion data as a proactive, at-risk screener
- Coordinate PBIS activities and incentives and manage PBIS data.
- Provide academic and/or behavioral assistance/consultation to top -tier students. This may include assistance with writing and implementing interventions for at--risk students.
- Provide effective communication with teachers, administrators, students and home regarding the student's performance, attendance, and behavior. Includes frequent, on-going conversations between interventionist and administrator regarding response plans, family interactions, student response to intervention, etc.
- Include collaboration with guidance counselor and school nurse for those students identified with medical and/or mental health concerns.
- Work collaboratively with principals to implement and monitor special education programs

b.) These various roles will work together to create a cohesive plan to improve student achievement and behavior. The Instructional Coaches will work closely with the administrative team in developing and implementing a professional development plan. They will help administrators and teachers to keep the focus on teaching, learning, and continuous improvement. They will work with rigorous and relevant material to assist staff and students implement Iowa Core. Our Instructional Coaches will also provide the role of mentor for the professional growth of all teachers.

The Instructional Coaches will meet monthly with the PLC leaders. The instructional coaches will coordinate with the PLC leaders to assure that each PLC group is working collaboratively, analyzing data, and making instructional decisions carefully. The PLC leaders will work hand in hand with the staff to facilitate and focus professional development. Their focus will be to develop professional development for the teachers in conjunction with the AEA. This role will help drive professional development by observing the needs of teachers and students in the classroom.

The At-Risk Interventionist team will also work closely with the administrative team to identify and assist At-Risk student behaviors. The At--Risk Interventionist Team will collaborate with staff and students to incorporate strategies and interventions to assist our At-Risk students. These leadership roles will seamlessly work together to ensure that Colfax-Mingo increases student achievement through targeted professional development and teacher collaboration.

Using Part 6 application narrative from previous submission? **No**

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Teacher Leader Selection

Colfax-Mingo has developed a selection process that includes multiple, meaningful measures of effectiveness and professional growth. Leadership positions will be posted with job requirements – including at least three years of teaching experience and one year of experience in the district. Information will include duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Phase One - Screening Process

TL applicants will submit an application for the position in which they are applying. The Selection Committee will meet to determine if applicants are deemed potential TLs in the eyes of their peers. This insight will assist the Selection Committee in determining an applicant’s level of effectiveness as a teacher as well as their predicted level of effectiveness as a potential Teacher Leader.

Phase Two – Selection Process - Instructional Coach

TL applicants will submit a letter of application, resume, portfolio that accurately reflects the eight Teaching Standards, and an essay response prompt. They will also submit two peer letters of support and take part in an interview with the designated Selection Committee.

Phase Two – Selection Process - PLC leaders & At-Risk Interventionists

TL applicants will submit a letter of application and resume. They will also submit two peer letters of support and take part in an interview with the designated Selection Committee.

Essay Response: All applicants applying for a teacher leadership role will provide a written response to the following prompt: In writing, please describe the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.

The Selection Committee will ask itself – One (1) do the candidates give evidence that they are reflective practitioners and two (2) are they themselves coachable? Using the dynamic and multifaceted system above, we will gain a complete view of teachers and their potential.

All candidates will be asked the same questions, ranging from the job description to leadership experiences to best practice. The Selection Committee members will use a rubric, specific to the position, to assess candidates, and conduct a consensus- building process to select the successful candidate(s).

Selection Committee:

The Selection Committee will consist of teachers and administrators, with membership changing based on the building employing the TL and the applicant pool for the position. It will be preferred that the Instructional Coaches positions will be filled prior to interviewing for the remaining TL positions so that they can participate in the interviews for the remaining TL positions. However, if the Instructional Coach position has not been filled prior to the beginning of the PLC and At-Risk Interventionist interview process, the selection committee will consist of the principal and two teachers from that building.

<u>Scenario</u>	<u>Selection Committee</u>
Instructional Coach has been hired	Principal + one teacher + new instructional coach
Instructional Coach has NOT been hired	Principal + two teachers

This provides input from not only the person who evaluates the TL, but also includes at least one teacher and preferably the instructional coach from the building in which the potential teacher leader works. A list of hiring recommendations will then be presented to the Superintendent and finally to the Board of

Education for final approval.

Phase Three: Notification and On--Boarding

All candidates (successful or otherwise) will be notified by the committee regarding their candidacy. All successful candidates will be given directives, recommendations, and a timeline of events in order to prepare to begin the leadership position in earnest in August.

Phase Four - Review

All TLs, using their job description, will submit a self-reflection of their performance to the District Leadership Team (DLT), and the DLT will provide them with formative feedback regarding their performance toward the tasks assigned in the job description as part of an annual review. A retention decision will be made by District Administrators based on input from the TL's themselves, the DLT and the Selection Committee.

Annual applications for all TL roles will allow all staff members an equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions, will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to an instructional position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.

- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Part 7

Our TLC plan identifies one K-6 and one 7-12 Instructional Coach that will help lead and direct the twelve PLC leaders to implement professional development. They will work with rigorous and relevant material to assist staff in implementing the Iowa Core and mentor the professional growth of all teachers. The instructional coach, administrators, and PLC leaders will work closely in identifying data driven professional development needs and engage in participative decision making in the professional development process. Teacher leaders will be vigilant to monitor professional development needs that may arise as a result of data obtained during classroom demonstrations/observations.

Designing PD Process

Instructional Coaches, PLC leaders, At-Risk Interventionists, and administrators along with AEA support will review building-level student data, C-plan goals, and AYP results to align areas of need with a district-wide PD plan.

PD will align with current district initiatives including MTSS, K-12 literacy, and Iowa Core implementation based on building/district need. Administration will monitor the delivery of professional development through the existing PLC structure.

Instructional Coaches and PLC leaders will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers.

Training and Learning Opportunities

Instructional Coaches, PLC leaders, At-Risk interventionists or staff with the necessary expertise may deliver district and building PD.

Our Professional Learning Communities structure is an example of true collaboration K-12 and supports our district's desire to be a place where "Collaboration is our culture."

Collaboration

PLC leaders will lead PLC work through collaborative design and facilitation of professional learning within a multi-tiered system of supports. PLC leaders will collaborate with administration by providing team feedback.

Formative Evaluation

Instructional Coaches and PLC leaders will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at Building Leadership Team meetings.

Program Evaluation

The Instructional Coaches, PLC leaders and At-Risk interventionists will use the following data points to measure the effectiveness of the district professional learning plan:

- student achievement data
- score from the IPDM District Profile (self study)
- implementation data from PLC team feedback
- walkthrough data from building principals
- This information will also be shared out with the district SIAC, school board, and the public.

The Iowa Professional Development Model states that distributive leadership is truly effective. In our TLC system design, teacher leaders are the backbone of our professional development system. We will incorporate the IPDM where administrators will collect and analyze data on the current state of instructional practices in the district (e.g. teacher observations, data collected from walkthroughs, student achievement, etc.). The Administrators and TL's will examine this data and share with staff to identify goals for professional development. PD will be selected that;

- is focused on student learning belief that all students can and will learn.
- seeks to recognize that, just like our students, not all teachers learn in the same way.
- is planned, implemented, and evaluated collaboratively. is embedded, ongoing, and sustainable at the district and building levels.
- utilizes best available research and data.

The Instructional Coaches along with administration, and facilitated by AEA support, will oversee the professional development plan for each year and ensure that it is aligned with district goals. They will work with the PLC Leaders to ensure participative decision- making in the professional development process.

Both the instructional coaches and At--Risk team members will be vigilant to monitor professional development needs that may be identified as a result of data obtained during classroom demonstrations/observations.

PLC Leaders will provide leadership during PLC meetings where teachers will engage in "PLC team level" PD opportunities including instructional planning, problem solving, developing materials and lessons, learning instructional strategies, and engaging in peer coaching to answer DuFour's four critical questions:

1. What do we expect students to learn?
2. How will we know when they've learned it?
3. How will we respond when they don't?
4. How will we deepen the learning for students who have already mastered essential knowledge and skills?

All professional development opportunities will be evaluated to measure their effectiveness, through observations and direct feedback from staff. Building administrators will monitor the level of teacher implementation and the resulting impact on student achievement. This data will allow us to make both mid- and end -course adjustments to our professional development delivery.

for our district to maintain previous initiatives while implementing new ones. Teacher leaders will work to ensure that effective past, present and future strategies will be maintained and strengthened over time. Through weekly collaboration meetings of the Curriculum Instruction Team (i.e. instructional coaches, administrators) and biweekly meetings that also include the other TL's , professional development plans will be formulated and monitored for effectiveness to provide coherent, coordinated professional development in differentiated levels of support.

Using Part 8 application narrative from previous submission? **No**

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

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

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

Part 8

Goal	Short-term Measure	Long-term Measure	Monitor/Adjust
<p>1. Promote a collaborative teaching & learning environment for staff and students including time and resources to create a cohesive professional development plan through Professional Learning Communities.</p>	<p>PLC meeting agendas and notes will be monitored to track time spent meeting, data analyzed, subsequent strategies implemented, and professional development needs.</p>	<p>A teacher survey will be created and distributed twice a year to measure the effectiveness of PLCs, which will include: appropriateness of PD, schedule, PLC groupings, focus of PLC meetings, etc.</p>	<p>As a result of the meeting agendas and teacher surveys changes will be made to reflect the teacher's' needs including: meeting times, professional development changes, group structure, etc.</p>
<p>2. Improve student achievement as reflected by Iowa Assessment data through strengthened instruction.</p>	<p>Following year one of implementation our goal is to go from 80% proficient in reading to 85% proficient for all grade levels and subgroups as measured by the Iowa Assessments.</p>	<p>After the second year of implementation our goal is to improve our proficiency by 5% for all grade levels and subgroups as measured by Iowa Assessments.</p>	<p>After reviewing Iowa Assessment and our proficiency growth, we will make changes to our professional development and PLC data collection to best meet the needs of our students in the specific areas of concern as identified by the data.</p>
<p>3. Identify and monitor At--Risk student indicators to provide appropriate supports to “ensure a community that fosters life long learners, independent thinkers, and productive citizens of character.”</p>	<p>Office referrals for at-risk behaviors will be monitored monthly as well as student attendance. Our goal is to reduce at-risk office referrals and increase student attendance of at-risk students.</p>	<p>Our long-term goal is to increase four -year graduation rate of our at-risk students by ensuring that they receive the support and programs they need to be successful.</p>	<p>Office referrals, student attendance, and graduation rates will all be monitored and identified as below expectations, meets expectations, and above expectations. Changes will be made to our at-risk program to ensure student success as identified by the data.</p>

<p>4. Attract and retain highly effective teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.</p>	<p>Mentors and mentees will be given a survey to determine if their needs are being met through the TLC program: what improvements can be made to the PLCs, PD, and At-Risk program.</p>	<p>Exit surveys will be given to teachers choosing to leave the district to determine what opportunities they are choosing to take outside of the district, factors for leaving, positions sought, etc.</p>	<p>Information gained from mentor/mentee and exit surveys will be used to structure and modify our TLC plan through modified PD, restructured PLCs, etc.</p>
--	--	---	--

The impact and effectiveness of our TLC plan will be determined through continual review of data based sets. This will be done by utilizing statewide student assessment scores, teacher provided student achievement, staff surveys and other district resources. First and foremost will be to determine the integrity of the actual implementation of the TLC program. Assuring it is being done with high fidelity and meeting all target audiences. The ancillary measure will be to determine how student achievement is progressing and what changes to the program would result in more improvement. Constantly analyzing these will insure a highly impactful and effective program for our district.

Using Part 9 application narrative from previous submission? **No**

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

Part 9

As the research has grown to support the efficacy of PLCs regarding increased student achievement and faculty collaboration, the C-M faculty has become characterized by excitement and buy-in to the principles of PLC's outlined by the DuFour's. This excitement was encouraged through on-site professional development that included testimonies from other districts that have embraced this initiative and also faculty participation in national PLC trainings. Both Elementary and Secondary staffs are currently meeting weekly in their PLC teams to discuss the PLC process, data, formative assessment, and learning targets. Leadership for these PLC's is currently being shared by the members of the PLC leadership team, composed of faculty who attended the national trainings this past summer.

Process and Sustainability Management

Adopting a PLC framework has emphasized supportive and shared leadership, collective, creativity, unified values and vision, supportive conditions, and shared personal practice. We know that systems are sustainable only when the correct supports are in place. Our TLC plan is a comprehensive plan to assure these supports are fully developed on day one of this implementation and will be sustained over an extended period. These supports include the following:

- AEA partnership to provide training on coaching skills, and literacy routines
- Program feedback data on an individual and group basis
- Metrics on each of the four TLC goals to add accountability to the work being done.
- Policies, including standard hiring and evaluation, to assure fair access to the positions and treatment of the staff who step into these roles
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the initiative.
- Partnership with Solution Tree to develop a (3) year plan to grow the PLC structure and implementation in Colfax-Mingo Schools. This plan will include on-site and online learning opportunities that are customized to fit Colfax-Mingo's particular needs and challenges, including training specifically for the PLC Leader positions and administrators.

Key Staff and their Responsibilities for Plan Sustainability

Superintendent

- Communicate program and progress to stakeholders
- Facilitate Curr./Inst. and At-Risk team
- Review recommendations from the Curr./Inst. and At-Risk Team
- Recruit and communicate with teacher preparation programs in advance of new teacher need
- Develop interviews and surveys for new and exiting staff
- Collaborate with members of the Curriculum Instruction and At-Risk Team (CIAT) to monitor and adjust program as needed
- Monitor and supervise use of TLC funds.
- Monitoring the timeline for internal leadership hires and external replacement teachers
- Collaborate with Building Principals to develop metrics for quantifying TL Program success
- Collaborate with Building Principals to facilitate the system of evaluation for each leadership position

Building Principals

- Support Alignment of curriculum instruction, and assessment
- Coordinate Instructional Coach program training supported through AEA or additional outside sources

- Participate in selection, evaluation and support of Teacher Leaders
- Mobilize new leadership team with regular collaborative meetings to support implementation
- Facilitate instructional support at building level
- Monitor Instruction
- Communicate teacher needs to ensure program success
- Collaborate with Instructional Coaches to design, deliver, and adjust PD
- Develop metrics, surveys, etc. for quantifying needed TL data elements to determine TL Program success
- Coordinate the mentoring and induction program
- Collaborate with Superintendent to facilitate the system of evaluation for each leadership position

Instructional Coach

- Coordinate Teacher Leader Program for the PLC Leaders and At-Risk Interventionists
- Coordinate the collection and analysis of program feedback and student achievement data
- Collaborate with PLC Leaders and At-Risk Interventionists to design, deliver, and adjust PD

PROCESS:

Hiring

Step 1: Application/Screening

Step 2: Interviews

Step 3: Selection Committee Deliberation. If the committee does not feel there were any qualified applicants, the TLC position will be recruited from outside the C-M District.

Each TLC position will be a one -year position requiring that each interested TLC participate in the application process each year.

Step 4: Notification and On--Boarding

All successful candidates will be given directives, recommendations, and a timeline of events in order to prepare for leadership position in August.

We will publicize the TL positions, expectations, and roles immediately upon notification of the grant award. Our timeline for the process of year-to-year hiring of instructional coaches will begin in January. The hiring of those roles will be completed ASAP so staff members have the time to receive appropriate training prior to the start of the new school year.

Responsibility for the Success of the Plan

•Curriculum Instruction Team and At-Risk Team. The administrators and instructional coaches will meet weekly and will be joined bi-weekly by the remaining TL's to ensure building and district-wide continuity and implementation of the TLC plan. The PLC leaders and At-Risk Interventionists will meet as needed to develop PLC content and individual student/family need plans.

Communication

Communication and collaboration will be important due to changing roles of colleagues and changing student and family needs. Administration will update and inform staff members during our professional development time and use existing communication tools (i.e. Google Docs for district-wide information)

Each of our (4) TLC goal areas will have metrics reported twice per year to the staff, the School Improvement Advisory Committee, the school board, and parents/community. These metrics will provide quantitative feedback of our impact made in programming and role execution and obtain faculty/community feedback.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$20,300.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$175,884.00
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).	\$19,950.00
Amount used to provide professional development related to the leadership pathways.	\$17,125.28
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

\$233,259.28

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number **746.0**

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation **\$233,259.28**

Total Allocation **\$233,259.28**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$233,259.28**

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

Remaining Allocation to be Budgeted **\$0.00**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

Part 10 - Budget

Colfax-Mingo TLC Vision: Create a framework that facilitates quality instruction through targeted professional development, increase student achievement, establish collaborative learning teams and reduce At-Risk student indicators.

Colfax-Mingo TLC Goals:

- 1. Promote a collaborative teaching & learning environment for staff and students including time and resources to create a cohesive professional development plan through Professional Learning Communities.**
- 2. Improve student achievement as reflected by Iowa Assessment data through strengthened instruction.**
- 3. Identify and monitor At-Risk student indicators to provide appropriate supports to “ensure a community that fosters life long learners, independent thinkers, and productive citizens of character.”**
- 4. Attract and retain highly effective teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.**

Colfax-Mingo has committed to organizing this framework of supports through engaging in Professional Learning Communities (PLC). By definition, a PLC is an ongoing process in which educators work collaborative in communities and operate under the assumption that the key to improved learning for students is continuous job -embedded learning for educators. Our TLC plan is heavily weighted with teacher leaders to develop and implement Professional Learning Communities. These positions will lead conversations to engage the Professional Learning Community (PLC) in analyzing and using data to strengthen instruction, as well as supporting and collaborating with the Instructional Coaches and the At-Risk team.

We have allocated \$20,336 to raising the minimum salary to \$33,500. There are seven (7) teachers currently below this level, and it will cost \$2,900 per teacher to raise their salary.

Compensation of \$133,884 will support two (2) Instructional Coaches and will support additional contract days for twenty (20) leadership roles in the district as described in the chart below. Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

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

Role	Individual Compensation	Total \$232,752
Instructional Coach (2) Full time	\$7,500	\$15,000
PLC(Professional Learning Community) Leader (12)	\$1,500	\$18,000
At risk team (6)	\$1,500	\$9,000
Instructional Coach Salaries (2)	\$66,942	\$133,884
Professional Development Costs		\$17,125.28

Total:		\$193,009.28
Estimated sub fees for 18 positions 1x/month (aver.1 day/month for meeting or training)	\$95/day	\$ 19,950
Amount to raise minimum salary	(7) Teachers @ \$2,900	\$20,300
Remaining Funds =		\$0

TLC Roles

	Compensation beyond contract	Work time beyond contract	Number of positions	Percentage of time dedicated to student instruction	Time dedicated to TLC responsibilities
Professional Learning Community Leader	\$1,500	3 days	12	100%	40 additional hours per year
Instructional Coach	\$7,500	5 days	2	0%	100%
At--Risk Interventionist Team Member	\$1,500	3 days	6	100%	40 additional hours per year

The TLC budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering twenty (20) purposeful leadership roles to our teaching staff. This will provide opportunities for thirty (30%) of our teaching staff and allows Colfax-Mingo the opportunity to improve instructional practices.

Colfax-Mingo teaching staff will attend Solution Tree Training to further develop Professional Learning Community understanding. This training will provide the teaching staff with the necessary skills for congruency of PLC Teams and keeping a focus on instructional improvement. We believe the intent, integrity, capabilities and results are critical to the congruency of this professional development initiative.