



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

153366 - Columbus Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Title:

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City* Columbus Junction Iowa 52738
City State/Province Postal Code/Zip

Phone:* 319-728-2911 3090
Phone Ext.

Program Area of Interest Teacher Leadership and Compensation System

Fax: 319-728-4101

Agency

Organization Information

Organization Name: Columbus Community Schools

Organization Type: K-12 Education

DUNS:

Organization Website: www.columbuscsd.org

Address: 1210 Colton Street
Columbus Junction Iowa 52738
City State/Province Postal Code/Zip
Phone: 319-728-2911
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Gary D. Benda
Title Mr.
Organization Columbus Community Columbus Community District

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

Address 1208 Colton Street

City/State/Zip* Coliumbus Jct Iowa 52738
City State Zip

Telephone Number 319-728-2911

E-Mail gary.benda@columbuscsd.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 Neil Mills
Title School Business Manager
Organization Columbus Community School District
Address 1208 Colton

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County(ies) Participating, Involved, or Affected by this Proposal	Louisa 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	1
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	1
<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

Beginning of dual language program to benefit our Spanish speaking students (62%) of our student population. This will allow them to continue to learn content in both English and Spanish. They will then be able to demonstrate understanding across several content areas.

Indicate the group(s) positively impacted.

Latinos

Question # 2

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

No

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

No

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.	Gary D. Benda
Title of Person Submitting Certification	Superintendent

Recipient Information

District	Columbus Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	58-1368
<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	Gary D. Benda
Telephone Number	319-728-2911
E-mail Address	gary.benda@columbuscsd.org
Street Address	1208 Colton Street
City	Columbus Jct
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52738

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Gary D. Benda
Telephone Number	319-728-2911
E-mail Address	gary.benda@columbuscsd.org
Street Address	1208 Colton tree
City	Columbus Jct
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52738

Demographic Profile

October 2014 Certified Enrollment	816
October 2014 Free/ Reduced Lunch %	70
AEA Number	9

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)

2016-2017 Teacher Leadership and Compensation System Grant Application

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)

Narrative

Our mission statement is "To Inspire Every Learner to Excel". In our district, the term learners encompasses all staff to include teachers. Our mission is the very reason schools exist. If we as teachers and educators don't model and seize every opportunity to learn, we can't expect our students to do the same. The Teacher Leadership and Compensation grant (TLC) supports this mission as it provides opportunities of leadership and growth, which supports teachers' ability to EXCEL and learn. There has never been a school where student learning is off the charts and teacher learning is stagnant or non-existent (Roland Barth). We believe learning must occur at all levels in our system. Our vision statement "Columbus Community School District will create learners ready for intellectual work and contributions to a global society", states what our district is striving to become. All stakeholders in the district continue to be committed to increasing student achievement and this grant would greatly support enhanced career opportunities for highly qualified teachers. 70% of our student population qualifies as low socioeconomic status and the majority of our students are minority, we believe the TLC grant will help us ensure that all learners have the opportunities to excel and be prepared for intellectual work and contributions to a global society.

Our groups met several times throughout the school year, reviewed information about our district's instructional strategies and other learning practices, our students' assessment results and researched current instructional strategies and other information concerning learning. We determined that model 3 will allow Columbus to implement a plan that supports our current district initiatives. These initiatives are; Sheltered Instruction Observation Protocol (SIOP), Math Studio Best Practices, various reading and vocabulary strategies, Safe and Supportive Schools and Positive Behavior Interventions and Supports (PBIS). This plan will support our SINA restructuring plan, our Multi-Tiered Systems of Support (MTSS), K-12 literacy, professional development through collaboration teams, teacher evaluations with peer review system, as well as our At-Risk, Migrant, and ELL, and other instructional programs, which all utilize research-based practices including those in SIOP.

Our district long term mission and goals:

- 1) Attract promising new teachers with a competitive beginning salary and a strong mentoring program.
- 2) Retain high quality teachers by providing enhanced career opportunities.
- 3) Provide opportunities for teachers to collaborate and reflect on best practices.
- 4) Distribute leadership/ownership for student achievement among all staff.
- 5) Cultivate a climate of collaboration among staff.
- 6) Establish a system that monitors effective implementation of the plan.

Our district short-term mission and goals are:

- 1) Inspire every learner to excel.
- 2) Increase the number of students who demonstrate one year's growth on state and district assessments; especially in the areas of reading and math.
- 3) Improve the culture and climate of the district through implementation of various district initiatives including PBIS.
- 4) Fully implement the Iowa Core and improve the quality of the instructional strategies used in our classrooms.
- 5) Retain high quality teachers by providing enhanced career opportunities.
- 6) Provide opportunities for teachers to collaborate and reflect on best practices.

Leadership roles will work together in multiple ways. The teacher leadership roles may be thought of as a center focal point for the transformation of the literacy teaching, implementation of the Iowa Core, MTSS, and our collaborative professional development. Our Advisory Classroom Teachers will open their classrooms for visits from our district Novice and Career Teachers so that others can see strategies implemented with integrity and fidelity. Both Advisory Teachers and the Professional Development Leader will enter into classrooms to assist with peer coaching. The Professional Development Leader will work with the district administrative team to continue to update professional development in the district. They will also be the primary instructors of professional development to teachers. All levels of teachers will utilize data to assist the district in determining the next steps for student learning, instructional practices, and monitoring the TLC implementation.

By creating these leadership positions within the Columbus Community School District, we will provide a robust leadership opportunities for teachers, improve teaching on the part of our entire faculty, and increase learning opportunities for students. Our plan will have a positive impact on the educational needs of all our students. In addition we will be addressing the problem of non-

speaking English students having the ability to pass district and state assessments to demonstrate proficiency in reading.

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).

Part 1 Use of Planning Grant and Stakeholder Engagement and Commitment

Our vision statement is “Columbus Community School District will create learners ready for intellectual work and contributions to a global society”. All stakeholders in the district continue to be committed to increasing student achievement and this grant would greatly support enhanced career opportunities for highly qualified teachers. 70% of our student population qualifies as low socioeconomic status and the majority of our students are minority, we believe the TLC grant will help us ensure that all learners have the opportunities to excel and be prepared for intellectual work and contributions to a global society.

Our TLC plan is the result of collaborations between administrators, teachers, and parents. The planning committee consisted of:

- the superintendent,
- 1 building principal,
- 2 parents,
- 2 association members and
- 5 teachers.

This group analyzed our current practices with teacher leadership, our current strengths and weaknesses using the TLC Plan Application and the TLC Plan Application Scoring Rubric. In addition, the CSD Planning Committee reviewed the Webinar Recordings and Presentation Slides to compare where the legislature wants us to be and where we are, and where we desire to be as a district in student and teacher learning and creating teacher leaders.

We consistently sought input from community stakeholders, the School Improvement Advisory Committee, Board of Education members as well as the educational teaching staff not represented on the Planning committee. Each of these groups met several times throughout the school year, reviewed information about our district’s instructional strategies and other learning practices, our students’ assessment results and researched current instructional strategies and other information concerning learning. As a result of these efforts we determined that model 3 will allow Columbus to implement a plan that supports our current district initiatives. These initiatives include: Sheltered Instruction Observation Protocol (SIOP), Math Studio Best Practices, various reading and vocabulary strategies, Safe and Supportive Schools and Positive Behavior Interventions and Supports (PBIS). Our plan will also support our SINA restructuring plan, our Multi-Tiered Systems of Support (MTSS), K-12 literacy, professional development through collaboration teams, teacher evaluations with peer review system, as well as our At-Risk, Migrant, and ELL programs.

As a result of our planning and research, we have determined the commitment levels for our stakeholder groups. The following is a summary of levels of commitment to the TLC Plan:

- Planning Committee - 100%
- SIAC – 100%
- Board of Education – 100%
- Teaching Staff – 100%

In surveying our teachers, we determined that over 70% were interested in applying for and serving as a teacher leader for the Columbus CSD. We also found that 100% of our teachers believed that the TLC Plan initiatives will have a positive impact on teaching and learning in our schools system.

Narrative

Using Part 2 application narrative from previous submission? Yes

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

State Goals:

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

Part 2 Vision and Goals

Our district TLC mission and goals are:

- 1) Attract promising new teachers with a competitive beginning salary and a strong mentoring program.
- 2) Retain high quality teachers by providing enhanced career opportunities.
- 3) Provide opportunities for teachers to collaborate and reflect on best practices.
- 4) Distribute leadership/ownership for student achievement among all staff.
- 5) Cultivate a climate of collaboration among staff.
- 6) Establish a system that monitors effective implementation of the plan.

Based upon these goals our TLC Plan has these three leadership roles.

***Novice Teacher- \$33,500 and 5 additional days as a part of their Master contract.**

Novice teachers will teach 75% of the student day. The remaining time will be available for collaborative meetings, classroom observations and the planning of lessons. Initially we will bring all teachers to a salary of \$33,500. We plan to hire 1 new teacher to replace our Professional Development Leader and we anticipate the need to hire 2 additional new teachers to replace retirements and to compensate for those teaching one less class period per day than their Career Teacher peers. In addition we plan to hire 1 new teacher trained in ELL and/or Elementary education with the ability to speak Spanish. We will begin to offer the students the opportunity of a dual-language program beginning in Kindergarten to allow English speaking students the opportunity to begin to learn the Spanish vocabulary central to the core subjects and to allow students whose principal language at home is Spanish the opportunity to continue to learn in English and Spanish. This plan will begin with a section in Kindergarten and add a section to each grade level each year through 6th grade. Our idea is to eventually be able to offer a dual language program that promotes the learning of a second language by English speaking students and help non-English speaking students continue to learn their content in both English and Spanish. All teachers who have three or more years teaching and whose salary is over \$33,500 will be referred to as Career Teachers.

***Advisory Classroom Teachers will receive a \$3000 stipend.**

As a part of that stipend they will have 5 additional days beyond their contract and provide direct instruction to students 75% of the day. (We anticipate using 2-6 teachers). These teachers will work as mentors to new teachers and teachers new to the district as determined by the Mentoring program established by the district. Their extra days will be utilized for collaboration over classroom management strategies, the professional development employed by the district and initial lesson planning. They will have the opportunity to attend professional development with Novice Teachers. Their additional planning time will be used to observe and coach Novice Teachers. In addition they will begin to set up times for observation and providing feedback to Novice Teachers. The Advisory Classroom Teachers will be in the new teacher's and new to the district teacher's rooms for observation and feedback as well as opening their rooms to all teachers. This will allow collaborative conversations to take place regarding the strategies they implement effectively and how they impact student achievement. These teachers will be a positive and valuable resource when driving the district forward utilizing best practices and research based strategies including those in (SIOP). The Advisory Classroom Teachers will be able to support others as others strive to develop their teaching skills using these research based strategies and best practices. They will be the relationship builders and climate and culture developers who assist to set high expectations for teaching and student learning.

***The Professional Development Leader will be on a leave absence from their teaching duties and will have 10 days**

outside of the master contract at a cost of \$2,000.

This teacher will work with the district administrative team to utilize and analyze data to determine; the professional development needs of the district, the success of the district professional development and the success of the TLC program. They will collaborate with building administrators to implement the professional development. They will develop surveys after each professional development day to determine if needs were met and the “next steps” for the future professional development days. The Professional Development leader will also assist with curriculum review and adoption.

Teacher leaders will have a firm grasp of the district goals, understand how to implement professional development and visit teachers and students to offer ideas on how to best implement instructional and classroom management strategies. They will collaborate with building principals to ensure that opportunities are available for teacher to learn, implement and refine professional development.

The Advisory Classroom Teachers and the Professional Development Leader will have additional contract days utilized for professional growth, collaboration with administrators to build a system of supports for teaching staff and planning the year’s professional development opportunities. Teacher leaders will collaborate with instructional staff to align individual professional with current district/building goals and professional development.

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 Connect to District School Improvement Structures and Initiatives

Our mission is to inspire every learner to excel. Columbus has been implementing two initiatives that focus on using research based instructional strategies, and will be implementing one initiative that will focus on improving school culture and climate and student behavior. Sheltered Instruction Observation and Protocol (SIOP) and Studio Math are two research based professional development initiatives that have been shown to improve Early Literacy and instruction. SIOP focuses on good teaching practices; identifying learning objectives and key vocabulary for the students, providing opportunities for formal assessments to review student progress and aid in planning upcoming lessons and implementing sound instructional strategies to help students find success in the classroom. Studio Math makes use of Math Habits of Mind and Math Habits of Interaction instructional strategies. These strategies will be expanded and taught for use in all classrooms. They focus on promoting a growth mindset among students as well as students learning how to work together to solve problems. There are 17 different instructional strategies that will be modeled for teacher use. In addition, Columbus is beginning Tier I training over Positive Behavior Intervention and Support (PBIS) in an effort to promote positive student behavior and decrease negative student behavior. PBIS directly connects to the behavior side of MTSS. Through these efforts Columbus will meet both its long and short term goals. Novice Teachers, Advisory Classroom Teachers, The Professional Development Leader and Administrators will all be exposed to these professional development initiatives during their 5 additional professional development days. In addition, other teachers needing classroom supports may also attend this professional development. Once exposed to these three initiatives, planning with Novice Teachers to incorporate these strategies in their lessons. Advisory Classroom Teachers will be planning their own lessons alongside the Novice Teachers with Professional Development Leader ready to provide support. Observations will be center on implementation, feedback, modeling and refinement of the professional development. Once novice teachers begin to show comfort in using the professional development in their classrooms, they will become a part of a group that will present these techniques to staff who show a desire to expand their own teaching, who have a need to add to their teaching techniques or who need to be exposed to the professional development. This will continue to build confidence in the Novice Teacher, expose Veteran Teachers to research based professional development and continue to reinforce the professional development across the district. Our district long term mission and goals:

- 1) Attract promising new teachers with a competitive beginning salary and a strong mentoring program.
- 2) Retain high quality teachers by providing enhanced career opportunities.
- 3) Provide opportunities for teachers to collaborate and reflect on best practices.
- 4) Distribute leadership/ownership for student achievement among all staff.
- 5) Cultivate a climate of collaboration among staff.
- 6) Establish a system that monitors effective implementation of the plan.

Our district short-term mission and goals are:

- 1) Inspire every learner to excel.
 - 2) Increase the number of students who demonstrate one year's growth on state and district assessments; especially in the areas of reading and math.
 - 3) Improve the culture and climate of the district through implementation of various district initiatives including PBIS.
 - 4) Fully implement the Iowa Core and improve the quality of the instructional strategies used in our classrooms.
- These three positions will positively affect our district vision and goals by providing professional development and support to new and veteran teachers. They will allow teachers to collaborate together as well as continue to learn and refine research based instructional strategies that will positively affect student achievement. They will allow staff to focus on professional development from a single source. This will allow staff to be very tight on implementation as well as follow up on professional development. Teachers will have the opportunity to move towards leadership opportunities. This will build trust for both our staff and our teacher leaders as they see people who are familiar with our district move into decision making positions. In addition we will retain new and veteran staff and build a system of collaboration and professional development that will continue to attract quality teachers.

Using Part 4 application narrative from previous submission? **Yes**

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 Improve Teachers' Entry into the Profession

Currently, our mentoring program has used AEA trained mentors and district trained mentors. This process has not been maintained by our AEA and it has not met our needs. This year we have decided to implement our own system until we can implement a better system. Research indicates that teachers leave the profession within the first 5 years of beginning their career as a teacher. The reasons include lack of emotional support and lack of professional development. Currently our staff meets for a total 9 planned hours and then additional hours as the mentor and mentee schedule. During our 9 planned hours we address developing a portfolio based upon the 8 Iowa Teaching Standards and classroom management concerns. In addition we open ourselves up to topics of interest voiced by our new teachers.

Gaps in our new teacher mentor program include:

- 1) Time issues with mentors and mentees having common meeting times.
- 2) Leave issues: Added stress is placed upon all teachers to prepare for mentor/mentee training outside of the district and sometimes at off contract times.
- 3) Training period: Our current program provides two years of loose support and does not continue after two years.
- 4) Professional development: Although professional development is stressed, it falls short in providing a support system needed to implement those strategies (observation, modeling, mentoring and feedback).
- 5) Teachers new to the district: There is currently not support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a gap in support and communication between teachers new to the district and current staff.

Actions to improve mentoring:

- 1) Create a more structured mentoring and induction program that focuses on raising student achievement with a strong balance between professional (teaching and learning) and emotional support (New Teacher Center). This will be measured through classroom observations, instructional round, reflective conversations and teacher retention data.
- 2) We will build a more systematic arrangement with identified personnel to meet all new teacher needs. We will not only work through the eight teaching standards, but explain how our professional development meets student achievement needs and satisfies the teaching standards. We will show connections between the teaching standards and good teaching practices.
- 3) Trained teacher mentors will be utilized as peer mentors and will provide immediate feedback for each teacher's individual needs with curriculum, professional development, classroom management and instructional strategies.
- 4) The opportunity for Career Teachers to receive additional support as needed through a planned system of support.

Short term goals provide new teacher with a veteran teacher who will:

- 1) Model effective instructional strategies.
- 2) Share research based practices.
- 3) Assist new teacher with student analysis data.
- 4) Meeting the emotional needs of new teachers.

Long term goals:

- 1) Provide new teachers with the necessary support system to encourage them to stay in the profession and the district longer than five years.
- 2) Provide new teacher with the professional growth to enhance the ability to better engage students in the classroom. Provide each building with dedicated Advisory Classroom Teachers and access to our Professional Development Leader.

Benefits for New and Career Teachers:

- 1) Increased knowledge and implementation of effective research-based practices including SIOP, Early Literacy Implementation, MTSS and PBIS.
- 2) Support in creating an environment focused on teaching and learning through high levels of engagement and effective classroom management.
- 3) Systematic reflection to focus on continuous improvement regarding classroom instruction.
- 4) Emotional support.
- 5) Increased salary incentive and mentoring to support to remain in the district and the profession.

Benefits for Advisory Classroom Teachers and Professional Development Leader:

- 1) Learn by doing principle. Training mentors become better by helping someone improve and grow.
- 2) Training via structured programs in a smaller venue with an experienced mentor increasing success.

- 3) Reflecting on current instructional practices and collaborating with new teachers.
- 4) Introduced to new instructional practices through collaboration.
- 5) Increased salary and leadership opportunities for career teachers.

With more time spent on a solid mentoring/induction program (New Teacher Center), Advisory Classroom Teachers, our Professional Development Leader and building administrators will have time to collaborate on implementing the Iowa Core, study highly effective research-based strategies, make informed instructional decisions based on data and create, implement and monitor classroom interventions. The time needed to collaborate and attend professional development will be built into their contract decreasing the stress of making time outside of their contract to attend training or collaborate. Furthermore, we will implement data collection with our new teachers and peer coaches to ensure all needs are met.

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 Teacher Leadership Roles

Leadership Opportunities/Compensation

***Novice Teacher- \$33,500 and 5 additional days as a part of their Master contract. They will teach 75% of the student day. The remaining time will be available for collaborative meetings, classroom observations and the planning of lessons. Initially we will bring all teachers up to \$33,500. We plan to hire 1 new teacher to replace our Profession Development Leader and we anticipate the need to hire 2 additional new teachers to replace retirements and to compensate for teaching one less class period per day than their Career Teacher peers. In addition we plan to hire 1 new teacher trained in ELL and/or Elementary education with the ability to speak Spanish. We will begin to offer the students the opportunity of a dual-language program beginning in Kindergarten to allow English speaking students the opportunity to begin to learn the Spanish vocabulary central to the core subjects and to allow students whose principal language at home is Spanish the opportunity to continue to learn in English and Spanish. This plan will begin with a section in Kindergarten and add a section to each grade level each year through 6th grade. Our idea is to eventually be able to offer a dual language program that promotes the learning of a second language by English speaking students and help non-English speaking students continue to learn their content in both English and Spanish. All teachers who have three or more years teaching and whose salary is over \$33,500 will be referred to as Career Teachers.**

***Advisory Classroom Teachers will receive a \$1500 stipend. As a part of that stipend they will have 5 additional days beyond their contract and provide direct instruction to students 75% of the day. (We anticipate using 2-4 teachers). These teachers will work as mentors to new teachers and teachers new to the district as determined by the Mentoring program established by the district. The extra days will be utilized for collaboration over classroom management strategies, the professional development employed by the district and initial lesson planning. They will have the opportunity to attend professional development with Novice Teachers. Their additional planning time will be used to observe and coach Novice Teachers. In addition they will begin to set up times for observation and providing feedback to Novice Teachers. The Advisory Classroom Teachers will be in the new teacher's and new to the district teacher's rooms for observation and feedback as well as opening their rooms to all teachers. This will allow collaborative conversations to take place regarding the strategies they implement effectively and how they impact student achievement. These teachers will be a positive and valuable resource when driving the district forward utilizing best practices and research based strategies including those in (SIOP). The Advisory Classroom Teachers will be able to support others as others strive to develop their teaching skills using these research based strategies and best practices. They will be the relationship builders and climate and culture developers who assist to set high expectations for teaching and student learning.**

***The Professional Development Leader will be on a leave absence from their teaching duties and will have 10 days outside of the master contract at a cost of \$3,000. This teacher will work with the district administrative team to utilize and analyze data to determine; the professional development needs of the district, the success of the district professional development and the success of the TLC program. They will collaborate with building administrators to implement the professional development. They will develop surveys after each professional development day to determine if needs were met and the "next steps" for the future professional development days. Professional Development leaders will also assist with curriculum review and adoption.**

Leadership roles will work together in multiple ways. The teacher leadership roles may be thought of as a center focal point for the transformation of the literacy teaching, implementation of the Iowa Core, MTSS, and our collaborative professional development. Our Advisory Classroom Teachers will open their classrooms to our Novice and Career Teachers and other teachers so that they can see strategies implemented with integrity and fidelity. Advisory Classroom Teachers and our Professional Development Leader will enter into classrooms to assist with peer coaching and monitor implementation of professional development. They will have reflective conversations with the Novice Teacher they visited before the end of the next teaching day.

Novice Teacher and Advisory Classroom Teacher schedules will be built so that they have one common planning period and one separate planning period. The Novice and Advisory Classroom Teachers will meet three times each week during their common planning period. During that time they will discuss implementation of SLOP, Studio Math strategies, classroom management concerns and day to day lesson planning. During this time, the Novice Teacher might also receive feedback from a lesson the Advisory Classroom Teacher observed. The building principal will join at least one of these meetings each week as well as well as conduct their two classroom observations and provide feedback to the Novice Teacher. Either the Advisory Classroom Teacher or the Professional Development Leader will observe each Novice Teacher once each week. They will provide the Novice Teacher feedback over implementation of SLOP and Studio Math strategies, classroom management, lesson planning as well as answer any questions of the Novice Teacher.

The Professional Development Leader will meet at least once each week with the Novice and Advisory Classroom Teachers. Substitute teachers will be arranged as needed to provide coverage for classroom observations or planning time between Novice and Advisory Classroom Teachers. Substitute coverage should not need to occur to regularly due to how we will arrange teacher schedules. The Professional Development Leader will be meet with building principals at least once each week to provide feedback on implementation of district and building professional development, share professional development ideas, analyze school data and discuss the effectiveness of the TLC program.

All Novice Teachers, Classroom Advisory Teachers, Professional Development Leader and Administrators will meet in collaboration on a regular basis (1 time per 4 weeks) to ensure and create coherence with our curriculum, leaders, teachers, and students that will strengthen instruction and student achievement throughout the district. Other staff may attend or be required to attend these meetings as needed. The meeting time will occur on one of the Fridays that we release early for Professional Development. All levels of teachers will utilize data to assist the district in determining the next steps for student learning, instructional practices, and monitoring the TLC implementation.

- We currently have teacher leadership roles at the building levels with building level leaders assisting with building needs. We have a TQ team which assists with Professional Development yearly goals and the Professional Development days on the calendar. These roles will complement the TLC leadership roles and continue to allow leaders to develop that do not wish to obtain a TLC leadership role.

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.

Part 6 Teacher Leader Selection

Under the Columbus Community School's TLC plan, applicants must have served at least one year in the district and have three years of teaching experience to apply. Teachers will be evaluated each year and given a timeline in which the Teacher Quality team may determine if the teacher will continue in that role for the next year. Also, the same timeline will be given to the teacher if he/she determines to not continue in the assigned leadership role.

Selection Committee (Teacher Quality Team)

The selection committee will consist of 1 K-6 career teacher, 1 7-12 career teacher, one Pk-6 principal, and 1 7/12 principal. In case of the need to break any tie, the superintendent shall be included in/on the decision making process. The committee shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent.

- 1) The TLC Plan will be introduced to the district at a professional development time. The positions will be posted internally and externally. The TQ Committee will interview all applicants and make their recommendations to the superintendent. Any teacher on the TQ Committee who applies for a leadership position will be excused from the selection process.
- 2) To apply and applicant must submit a Cover Letter and a Letter of Application, for the leadership position that they desire along with their resume. The cover letter should include: the answer to this prompt, describe their desired interest and why they are interested in seeking that role. The cover letter should be no longer than one page, double spaced. The Letter of Application should include completion of the following prompts: a) Describe your ability to work with adult learners and foster a collaborative culture to support educator development and student learner. Please feel free to describe past or current professional development experiences as examples. b) Describe any SIOP and/or Math Studio instructional strategies you have implemented in your classroom and explain their effect on student achievement, and how you measured that effectiveness (provide data), c) What has been and is your current availability to attend necessary professional development during and outside of the student school year to be prepared to accept this position, d) Explain how you have and will promote professional learning for continuous improvement among all staff, e) What strategies to promote collaboration, giving and receiving effective feedback and other effective communication strategies among students, staff, parents and community do you possess that make you a candidate for this position, f) How do you promoted the use of both formative and summative assessments among students, staff, parents and community as a way to measure improvement? Each prompt on the letter of application should be limited to one page, double spaced.
- 3) During the screening process the TQ committee will review all application materials based upon the prompts. The review committee will rate people on a scale from 0 to 4 over the five criteria (Cover Letter and Letter of Application (a-d)). We are anticipating having only few more applicants than positions. Therefore, we anticipate interviewing all applicants. Applicants will then be selected for interviews.
- 4) Interviewees will assessed according to a rubric and successful applicants' names will be given to the superintendent. The interview rubric will follow the same format as the initial rubric. Each question will be worth 0-4 points. Both rubrics will be used to determine successful applicants for all positions. If no satisfactory candidates are found within the pool of applicants the TQ Committee will make recommendations on how to proceed for one year with the process to be repeated the subsequent year to find a successful candidate.

Teacher Leadership positions

Roles and Responsibilities

Teacher Leaders will open their classrooms or visit classrooms to show/observe professional practices and

instructional strategies. After the observations, Teacher Leaders and the staff member will meet to reflect on the practices, strategies used, and instructional decisions made during the observation time.

Evaluations: (3 per year) To be completed at the end of each quarter.

Each evaluation will be completed by the Teacher Quality Committee. The first two will be formative with the opportunity to give and receive feedback and points of growth and sustainment illustrated for each leader. The third will be summative in nature and used to determine whether the teacher leader will continue in that role.

The same selection rubric will be used to rate each teacher leader. Each Criteria will be analyzed and marked as No Evidence, Inconsistent, Somewhat Consistent, Consistent and Masterful. The teacher will be responsible for providing evidence for each criteria during a presentation to the selection team. Additional evidence may be provided by the building administrator to support or not support the ability to meet the criteria as set. The selection committee will then come to a consensus if the leader No Evidence, Inconsistent, Somewhat Consistent, Consistent and Masterful the requirements to continue in the leadership role. To encourage growth, not all areas need to be met. However, if there is an area of No Evidence, Inconsistent or Somewhat Consistent an action plan will be developed by the teacher which addresses that area and presented to the committee in order to continue in that leadership role. If 3 areas or more are marked No Evidence, Inconsistent or Somewhat Consistent, the leader will not be allowed to continue in that role for the following year. They may re-apply in future years once these areas have been addressed.

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 Teacher Leaders' Role in Professional Development

Our identification and implementation of teacher leader roles matches the intent of the teacher leadership concept. Teacher leaders individually and collectively influence colleagues, administrators and other members of the school community to improve teaching and learning practices so that student learning and achievement increase.

Teachers leaders will:

- 1) Identify the professional development needed to meet district goals and continue improving student achievement.
- 2) Focus on the effectiveness of professional development in the district and provide additional opportunities where needed.
- 3) Collaborate with the administrative team and TQ Committee to identify if additional training is needed.
- 4) Be dedicated to ensuring there are no barriers to implementing best practices.

The IPDM is a model for school improvement that contains these components: 1) Collect and analyze student data, 2) Establish goals based on the student data, 3) Select content that aligns to the teachers' and students' needs, 4) Design how professional learning will be delivered, 5) Develop these training and learning opportunities with an focus to include collaboration of educators and an examination of ongoing formative student data, 6) Examine the summative data. The cycle is ongoing and does not have an end, as the goals and means to address the needs will always exist, as we strive for high expectations for students and for those who provide instruction. Teacher leaders will have a firm grasp of the district goals, understand how to implement professional development and visit teachers and students to offer ideas on how to best implement instructional and classroom management strategies. These instructional strategies will help teachers and students meet their learning goals. The Professional Development Leader will collaborate with building principals to ensure that opportunities are available for Advisory Classroom, Mentor and Veteran teachers to learn, implement and refine professional development. They will also collect and analyze student achievement data to monitor the progress of the professional development meeting the needs of the students and staff. The Advisory Classroom Teachers and the Professional Development Leader will have additional contract days utilized for professional growth, collaboration with administrators to build a system of supports for teaching staff and planning the year's professional development opportunities. Teacher leaders will collaborate with instructional staff to align individual professional with current district/building goals and professional development.

Leadership roles will work together in multiple ways. The teacher leadership roles may be thought of as a center focal point for the transformation of the literacy teaching, implementation of the Iowa Core, MTSS, and our collaborative professional development. Our Advisory Classroom Teachers will open their classrooms to our Novice and Career Teachers so that they can see strategies implemented with integrity and fidelity. Advisory Classroom Teachers and our Professional Development Leader will enter into classrooms to assist with peer coaching and monitor implementation of professional development. They will have reflective conversations with the Novice Teacher they visited before the end of the next teaching day.

Novice Teacher and Advisory Classroom Teacher schedules will be built so that they have one common planning period and one separate planning period. The Novice and Advisory Classroom Teachers will meet three times each week during their common planning period. During that time they will discuss implementation of SIOP, Studio Math strategies, classroom management concerns and day to day lesson planning. During this time, the Novice Teacher might also receive feedback from a lesson the Advisory Classroom Teacher observed. The building principal will join at least one of these meetings each week as well as conduct their two classroom observations and provide feedback to the Novice Teacher. Either the Advisory Classroom Teacher or the Professional Development Leader will observe each Novice Teacher once each week. They will provide the Novice Teacher feedback over implementation of

SLOP and Studio Math strategies, classroom management, lesson planning as well as answer any questions of the Novice Teacher.

The Professional Development Leader will meet at least once each week with the Novice and Advisory Classroom Teachers. Substitute teachers will be arranged as needed to provide coverage for classroom observations or planning time between Novice and Advisory Classroom Teachers. Substitute coverage should not need to occur to regularly due to how we will arrange teacher schedules. The Professional Development Leader will be meet with building principals at least once each week to provide feedback on implementation of district and building professional development, share professional development ideas, analyze school data and discuss the effectiveness of the TLC program.

All Novice Teachers, Classroom Advisory Teachers, our Professional Development Leader and Administrators will meet in collaboration on a regular basis (1 time per 4 weeks) to ensure and create coherence with our curriculum, leaders, teachers, and students that will strengthen instruction and student achievement throughout the district. Other staff may attend or be required to attend these meetings as needed. The meeting time will occur on one of the Fridays that we release early for Professional Development. All levels of teachers will utilize data to assist the district in determining the next steps for student learning, instructional practices, and monitoring the TLC implementation.

Using Part 8 application narrative from previous submission? Yes

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

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

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

Part 8 Determining the Effectiveness and Monitoring the Plan

The performance of the Advisory Teachers and Professional Development Leader will be evaluated three times per year. Each evaluation will be completed by the Teacher Leadership Selection Committee.

The first two will be formative with the opportunity to give and receive feedback over points of growth and sustainment illustrated for each leader. The third will be summative in nature and used to determine whether the teacher leader will continue in that role.

Each Criteria will be analyzed and marked as Meets, Needs Improvement, and Does Not Meet. The teacher will be responsible for providing evidence for each criteria during a presentation to the selection team. Additional evidence may be provided by the building administrator to support or not support the ability to meet the criteria as set. The selection committee will then come to a consensus if the leader Meets, Needs Improvement, or Does not meet the requirements to continue in the leadership role. To encourage growth, not all areas need to be met. However, if there is any area of "Needs Improvement" an action plan will be developed by the teacher which addresses the "Needs Improvement" area and presented to the committee in order to continue in that leadership role. If 3 areas or more are "Needs Improvement", the leader will not continue in that role the following year. They may re-apply in future years once these areas have been addressed.

Columbus CSD also intends to use both anecdotal information and data to measure the effectiveness of its program to meet the goals in the following manner:

1. Teaching staff will be surveyed at all levels to determine the effectiveness of their collaboration.
2. Novice Teachers and Advisory Classroom Teachers will be surveyed over the effectiveness of peer coaching in the areas of professional development implementation, classroom management support and lesson planning.
3. Teaching staff will be survey over the effectiveness of the Professional Development Leader, Advisory Classroom Teachers and Administrators over professional development selection, presentation and support of implementation.
4. All staff will be surveyed over the effectiveness of collaboration efforts at all levels. The surveys will be electronic, anonymous and the data will shared with all stakeholders. The information will be used to tailor the program to meet the needs of the learners at all levels in the Columbus Community School District.

We will also utilize peer reviews and self-assessments to add to the feedback gained from our surveys.

Data based upon student achievement in the areas of reading and math will determine where the program is succeeding and where improvements need to be made. The assessments used will be Iowa Assessments, FAST and current district assessments. Decisions will then be made after reviewing the data for the "next steps". The district administrators will review and share the data and adjustments and plan to the staff. This process will follow the IPDM.

From a financial standpoint, we will also monitor the cost of our plan to make sure that we maintain a sustainable program that falls within the guidelines of our plan and one that doesn't impact our general fund negatively. Our goal is to have a program that can support our district needs within the allotted monies from the grant. With our declining enrollment, the TLC will provide us with much needed resources, but we could not sustain the program without the grant.

Our plan is designed to retain members of our teaching staff who may want to assume leadership roles, but have no desire to become school administrators. Our plan will also increase opportunities for teacher collaboration, utilize data for improving instruction and student learning, and create a path that utilized the IPDM with greater fidelity and rigor. It is our intention that the TLC plan will be a living document which allows for the IPDM to be implemented. We will make changes according to data and support the work of our students, staff, and leaders, to make a difference for all learners.

Using Part 9 application narrative from previous submission? **Yes**

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 Capacity to Implement and Sustain the Plan

Columbus Community School District is ready to support and accept our TLC plan. Our district has had to undergo a restructuring, and reduction of staff due to being negative in the general fund. Many involuntary transfers occurred due to seniority in the Master Contract for reductions to take place. The TLC grant will become a part of the healing process which acknowledges and supports the remaining staff through providing smaller class sizes due to hiring new staff, the opportunity for teachers to move into leadership roles which do not require them to become administrators and gives teachers the opportunity to participate in the decision making process.

Teachers at all levels are familiar with current professional development and have the ability to see where gaps exist between professional development and student achievement. Our teacher leaders will be able to help bridge those gaps because of the availability of peer coaching, increased opportunity to see professional development implementation in classrooms and the collaboration at all levels between teachers. Professional Learning Communities and collaboration among teachers has been ongoing method of communication within the district. There is a clearly articulated system for selecting and implementing professional development that will now have direct teacher input and become teacher driven. This will ensure responsive feedback to all teachers implementing professional development as well as identify better implementation practices to fill the gaps between professional development implementation and student achievement.

Our professional development has had several sustainable initiatives. We have trained all of our teachers in implementation of SIOP (Sheltered Instructional Observation Protocol.). This has been in our district for over five years. Our teachers (general education and special education) have attended the Iowa Core ELA and Math professional training at the AEA the past four years and are now implementing those standards in all classrooms. In conjunction with the Iowa Core Math we have also contracted with Teacher Development Group out of Oregon with the Math Best Practices Studio training and implemented that professional development K-12. We have managed this over the course of two years and are now maintaining and sustaining that initiative.

Our key staff responsibilities are:

Superintendent/Director of Curriculum/Building Administrators

- 1) Communicate the TLC program and progress to all stakeholders.
- 2) Review the recommendations for teacher leader selections.
- 3) Collaborate with member of the TQ Committee to monitor and modify the program as needed.
- 4) Supervise the use of TLC funds.
- 5) Coordinate teacher leadership program staff training opportunities.
- 6) Oversee the collection and analysis of program and student achievement data.
- 7) Oversee implementation of the mentoring and induction program.
- 8) Monitor instruction, peer coaching and collaboration and facilitate building supports.
- 9) Support alignment of curriculum, instruction and assessment.

In addition to these key roles, the teacher leader positions will ensure successful implementation of the TLC program. These leadership roles will be promoted through the following opportunities:

- 1) Full-time teacher leader: A Professional Development Leader will collaborate regularly with staff at all levels.
- 2) Review district goals and how these goals are impacted by the teacher leader efforts.
- 3) Advisory Classroom Teachers and Novice Teachers will participate in new teacher orientation and receive mentor training.
- 4) Teachers and administrators at all levels collaborating about district professional development and student achievement using available data.

These positions will focus on integrating new staff to the district, the profession and implementation of current district professional development. Our goal is to retain the new staff we attract to the district. By creating one full time and several three quarters time teacher leadership positions we will be able to sustain this system over time and begin to transfer more leadership and decision making opportunities to our teaching staff. By providing increased support for our Novice Teachers we will be able to keep them in the district and the profession. We have job descriptions specifically designed to improve the implementation of district professional development, increase learning at both the student and teacher levels and promote the growth and improvement of teachers. Each position has a clearly defined role with specific goals. A process of collaboration has been laid out to ensure that teacher leaders are working with the right people to accomplish state, district and building goals. A process has been created and will be refined to measure the effectiveness of the positions and the teacher leaders in those positions to ensure that our goals are being met.

Our professional development has had several sustainable initiatives. We have trained all of our teachers in implementation of SIOIP (Sheltered Instructional Observation Protocol.). This has been in our district for over five years. Our teachers (general education and special education) have attended the Iowa Core ELA and Math professional training at the AEA the past four years and are now implementing the standards in all classrooms. In conjunction with the Iowa Core Math we have also contracted with Teacher Development Group out of Oregon with the Math Best Practices Studio training and implemented that professional development K-12. We have managed this over the course of two years and are now maintaining and sustaining that initiative.

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.	\$17,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$9,000.00
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).	\$155,000.00
Amount used to provide professional development related to the leadership pathways.	\$26,000.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$40,000.00

Totals

\$247,000.00

Grant Allocation

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

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

Certified Enrollment Number **816.0**

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

District Enrollment-Based Allocation **\$255,146.88**

Total Allocation **\$255,146.88**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$247,000.00**

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

Remaining Allocation to be Budgeted **\$8,146.88**

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

Our district long term mission and goals:

- 1) Attract promising new teachers with a competitive beginning salary and a strong mentoring program.
- 2) Retain high quality teachers by providing enhanced career opportunities.
- 3) Provide opportunities for teachers to collaborate and reflect on best practices.
- 4) Distribute leadership/ownership for student achievement among all staff.
- 5) Cultivate a climate of collaboration among staff.
- 6) Establish a system that monitors effective implementation of the plan.

Leadership roles will work together in multiple ways. The teacher leadership roles may be thought of as a center focal point for the transformation of the literacy teaching, implementation of the Iowa Core, MTSS, and our collaborative professional development. Our Advisory Classroom Teachers will open their classrooms to our Novice and Career Teachers so that they can see strategies implemented with integrity and fidelity. Advisory Classroom Teachers and our Professional Development Leader will enter into classrooms to assist with peer coaching and monitor implementation of professional development. They will have reflective conversations with the Novice Teacher they visited before the end of the next teaching day.

Novice Teacher and Advisory Classroom Teacher schedules will be built so that they have one common planning period and one separate planning period. The Novice and Advisory Classroom Teachers will meet three times each week during their common planning period. During that time they will discuss implementation of SIOP, Studio Math strategies, classroom management concerns and day to day lesson planning. During this time, the Novice Teacher might also receive feedback from a lesson the Advisory Classroom Teacher observed. Either the Advisory Classroom Teacher or the Professional Development Leader will observe each Novice Teacher once each week. They will provide the Novice Teacher feedback over implementation of SIOP and Studio Math strategies, classroom management, lesson planning as well as answer any questions of the Novice Teacher.

The Professional Development Leader will meet at least once each week with the Novice and Advisory Classroom Teachers. Substitute teachers will be arranged as needed to provide coverage for classroom observations or planning time between Novice and Advisory Classroom Teachers. Substitute coverage should not need to occur to regularly due to how we will arrange teacher schedules. The Professional Development Leader will be meet with building principals at least once each week to provide feedback on implementation of district and building professional development, share professional development ideas, analyze school data and discuss the effectiveness of the TLC program.

All Novice Teachers, Classroom Advisory Teachers, our Professional Development Leader and Administrators will meet in collaboration on a regular basis (1 time per 4 weeks) to ensure and create coherence with our curriculum, leaders, teachers, and students that will strengthen instruction and student achievement throughout the district. Other staff may attend or be required to attend these meetings as needed. The meeting time will occur on one of the Fridays that we release early for Professional Development. All levels of teachers will utilize data to assist the district in determining the next steps for student learning, instructional practices, and monitoring the TLC implementation.

Our plan will attract new teachers to the profession due to better salary. It will all offer all teachers the ability to move into leadership positions and have a voice in the type of professional development the district will implement, how the district will implement it and allow them to see the positive effect of their efforts. There are opportunities at all levels for collaboration between Novice, Career and Teacher Leaders to include administrators. This collaboration will allow

all to buy in to the success and work together to correct any concerns. It will also allow everyone to monitor our progress and have a voice in the next steps of learning at all levels.

Based upon last year's enrollment data, we are eligible for \$255,000 in TLC money. We currently have 8 staff salaried under \$33,500. The cost will be approximately \$17,000 to bring them to a salary of \$33,500/year. We anticipate hiring 4 new staff. This will cost \$160,000. We will place one teacher on a leave absence to assume Professional Development Leader duties and backfill them with a new teacher. We anticipate this total cost to be \$75,000. We will need to hire at least two new teachers to compensate the teaching time will lose by having Novice Teachers and Classroom Advisory Teachers only teaching 75% of the day. Those new teachers are a part of the 4 new teachers we will hire. Novice and Advisory Classroom Teachers will have those days as a part of their contract for receiving TLC money. We anticipate having at least 4 Classroom Advisory Teachers. Their total package will be \$6,000. The Professional Development Leader will have 10 additional days. We anticipate that it will be \$300/day for those days for a cost of \$3,000. We will participate in the New Teacher Center program sponsored by AEA 9. That cost could range as high \$6,500/new teacher. We anticipate at least one retirement next year. This will require hiring at least one teacher. This puts us over \$255,000. We intend to absorb that cost. If we have additional retirements; we will take a look at absorbing the cost. If we do not have any retirements, we will apply the excess to the cost of the salary of the Professional Development Leader.

Item	Budget
Minimum Salaries n=8	\$ 17,000.00
Staff for Leadership Positions n=5	\$217,750.00 with benefits
Advisory Teachers Stipends n=4	\$ 12,000.00
Professional Development Leader Stipend	\$ 2,000.00
Professional Development for Leaders	\$ 3,278.00
Total Budget	\$255,146.88