



Application

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

153720 - Diagonal Community School Teacher Leadership & Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/10/2016 6:41 PM

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## Primary Contact

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**First Name\*** Lorna Sue Paxson  
First Name Middle Name Last Name

**Title:**

**Email:** lpaxson@diagonalschools.org

**Address:** 403 W. 2nd Street

**City\*** Diagonal Iowa 50845  
City State/Province Postal Code/Zip

**Phone:\*** 641-734-5331  
Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** DIAGONAL COMMUNITY SCHOOL

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:** WWW.DIAGONAL.K12.IA.US

**Address:** 403 WEST SECOND  
DIAGONAL Iowa 50845  
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**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Lorna Paxson  
**Title** Secondary Principal/Curriculum  
**Organization** Diagonal Community Schools

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

**Address** 403 W. 2nd Street

**City/State/Zip\*** Diagonal Iowa 50845  
City State Zip

**Telephone Number** 641-734-5331

**E-Mail** lpaxson@diagonalschools.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** Rhiannon Tessum  
**Title** Business Manager  
**Organization** Diagonal Community Schools

**Address** 403 W. 2nd Street

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**E-Mail** rtessum@diagonalschools.org

|   |                           |
|---|---------------------------|
| County(ies) Participating, Involved, or Affected by this Proposal | Ringgold County           |
| Congressional District(s) Involved or Affected by this Proposal   | 3rd - Rep David Young (R) |
| <i>Congressional Map</i>  |                           |
| Iowa Senate District(s) Involved or Affected by this Proposal     | 12                        |
| <i>District Map</i>   |                           |
| Iowa House District(s) Involved or Affected by this Proposal      | 24                        |
| <i>District Map</i>   |                           |

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## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

If YES, present the rationale for determining no impact.

**It is expected that the grant will provide increased opportunity for every member of the school community**

### 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.

Lorna Paxson

Title of Person Submitting Certification

Secondary Principal/Curriculum

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## Recipient Information

|  |                                    |
|--|------------------------------------|
| District   | Diagonal Community School District |
| <i>Use the drop-down menu to select the district name.</i>   |                                    |
| County-District Number   | 80-1782                            |
| <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  | Mrs.                               |
| Name of Superintendent   | Karleen Stephens                   |
| Telephone Number   | 641-734-5331                       |
| E-mail Address   | kstephens@diagonalschools.org      |
| Street Address   | 403 W. 2nd Street                  |
| City   | Diagonal                           |
| State  | Iowa                               |
| <i>Use the drop-down menu to select the state.</i>   |                                    |
| Zip Code   | 50845                              |

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## TLC Application Contact

|  |                             |
|--|-----------------------------|
| Honorific  | Mrs.                        |
| Name of TLC Contact                                | Lorna Paxson                |
| Telephone Number                                   | 641-734-5331                |
| E-mail Address                                     | lpaxson@diagonalschools.org |
| Street Address                                     | 403 W. 2nd Street           |
| City   | Diagonal                    |
| State  | Iowa                        |
| <i>Use the drop-down menu to select the state.</i> |                             |
| Zip Code   | 50845                       |

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## Demographic Profile

|   |                         |
|---|-------------------------|
| October 2014 Certified Enrollment   | 89                      |
| October 2014 Free/ Reduced Lunch %  | 49                      |
| AEA Number  | 13                      |
| <b>Please select the TLC model number that most closely resembles your district plan.</b> |                         |
| TLC Model Number  | Model 3 Comparable Plan |

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## **Narrative**

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

The Diagonal Community School District serves residents in Ringgold and Taylor Counties, including the towns of Diagonal and Clearfield. Additionally there are students open-enrolled in from Creston, Afton, Mount Ayr, Lenox, Tingley, Benton, Redding, Ellston, and Shannon City. Diagonal High School students attend Mount Ayr for 2-3 morning classes. 2014-15 certified enrollment PK-12 was 89 and in 2015-16 certified enrollment is 97.

Proficiency on the Iowa Assessments 2014-15 reflects the relative academic focus of the school and community.

| Grades            | Math | Reading | Science |
|-------------------|------|---------|---------|
| Elementary 3-5    | 74%  | 79%     | 88%     |
| Middle School 6-8 | 79%  | 85%     | 93%     |
| High School 9-11  | 81%  | 100%    | 86%     |

**Goals:**

Goal 1: Attract high quality and promising new teachers by offering competitive salaries, offering short-term and long-term professional development, and offering leadership opportunities and to provide all teachers with a minimum salary of \$33,500 annually.

Goal 2: Retain effective teachers by offering enhanced career opportunities.

Goal 3: Promote collaboration by developing and supporting opportunities for teachers to learn together and from each other.

Goal 4: Providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation for effective teachers in leadership roles.

Goal 5: Improve the quality of teaching and learning so all students achieve at high levels.

**Vision:**

The vision of Diagonal Teacher Leadership and Compensation (TLC) is to create a program that improves the quality of teaching and learning so all students become productive self fulfilled citizens in a global society. The belief is that creating an environment that provides developed and supported teachers will result in the ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, strengthen instruction, and develop teacher leadership to ensure students are fully prepared to be global citizens.

**Description of Positions**

The Diagonal Community School TLC plan contains the following four levels of teacher development:

**INITIAL TEACHER**

An initial teacher participates in the Teacher Mentoring and Induction Program and implements local initiatives.

**CAREER TEACHER**

A career teacher demonstrates competencies in collaboration, lifelong learning and research-based instruction in implementing district initiatives.

**LEAD TEACHER**

A lead teacher coordinates teacher collaboration efforts in achieving local initiatives and compelling a data driven focus to help each student grow. The lead teacher demonstrates effective strategies and improved professional growth in collaborating with and modeling best practices for initial and career teachers.

**MENTOR TEACHER**

A mentor teacher demonstrates effective strategies and improved professional growth and assists initial teachers in implementing and demonstrating local initiatives.

|                                    | Compensation Beyond Contract    | # Of FTE Positions | Work Beyond Contract | % Of Total Staff | Percent of time Dedicated to Teaching Students |
|------------------------------------|---------------------------------|--------------------|----------------------|------------------|--|
| Initial Teachers & Career Teachers | Minimum \$33,500 (contract pay) | N/A                | N/A                  | N/A              | 100%   |
| Lead Teachers                      | \$2500.00                       | 3.0                | 6 days               | 30%              | 90%  |
| Mentor Teachers                    | \$1500.00                       | 2.0                | 2 days               | 18%              | 95%  |
|                                    |                                 |                    |                      |                  |  |

**Initiatives:**

- AIW: Peer reviews of “bundles” of instructional tasks, student work, and scoring to improve the connection between

outcome, assessment, teaching strategy, and student performance grades 6-12.

•MTSS: Use of research to alter strategies to help each child grow at expected levels grades K-5

Improvement frameworks:

•The School Improvement Advisory Council composed of parents, teachers, administrators, and community members to advise district goals.

•Elementary and Middle/High School Lead Teams design professional development to meet the district's learning goals and facilitate professional learning communities.

•The Teacher Mentoring and Induction program assists and supports the successful integration of beginning educators into the profession.

High School Lead Teachers and administrator/curriculum coordinator will utilize resources from the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP) to coach and support teacher improvement and implementation of lifelong learning.

Integrated State/Local Goals

1) The Diagonal School board will adopt the local TLC plan, designating the four levels of teacher participation to promote and reward 40% of staff for effective teaching. The leadership positions will fulfill all state requirements, including a rigorous hiring process.

2) Teacher leaders will organize and implement district strategies of AIW and MTSS by providing designated hours for teacher leaders and faculty to collaborate, plan, and observe each other in classrooms.

3) The district will support all beginning educators with a Teacher Mentoring and Induction Program aimed at creating effective teachers.

4) Teacher leaders will assist in setting and evaluating goals, planning for collaboration, data collection, and modeling best practices to improve student achievement.

The Selection Process:

Each applicant will go through a rigorous selection process driven by a selection panel of administrators and teachers which requests candidate resumes, sample teaching lessons and videos that address skills needed for the position and demonstrate teacher effectiveness. The selection panel, consisting of teachers and administrators, will use a scoring rubric to evaluate the effectiveness and professional growth of candidates and make hiring recommendations to the school board.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from 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).

The Teacher Leadership and Compensation Planning Committee is made up of an elementary teacher, a MS/HS teacher, elementary principal, superintendent, high school principal/AIW Local Coach/Curriculum Director, and an elementary, middle school, and high school parent.

**Deciding to apply:**

In August 2013 the Members of the TLC team, consisting of Superintendent, Principals, and teachers met in August 2013. A discussion was held regarding what the TLC grant is and the various types of models presented in the grant to select from. Discussion on the benefit to Diagonal of being able to provide for teachers to receive a minimum of \$33,500 annual salary and to receive support for learning and compensation for the leadership roles they take on within the district. Diagonal CSD AIW Local Coach shared the information with all teachers regarding the TLC Plan process and components. The decision to apply was aided by the identification of all teachers being in support of development and implementation of the TLC Plan. The decision was made to plan using Model 3 was made with Diagonal determining how to structure the positions and meet minimum salary compensation.

**Development of TLC Vision:**

Using the district Vision and Mission and discussions with stakeholder groups the TLC committee came up with a vision for our TLC plan that aligns with our district goals and vision for the TLC program in the district. The vision of Diagonal Teacher Leadership and Compensation is to create a teacher leadership program that improves the quality of teaching and learning so all students become productive self fulfilled citizens in a global society. The belief is that developed and supported teachers will result in the ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, strengthen instruction, and develop teacher leadership to ensure students are fully prepared to be global citizens.

**Creating the Plan**

Meetings were held weekly through September and October 2013 to Develop Diagonal Community School District's TLC plan. Subs were hired for elementary and secondary teacher involved in planning. Discussions occurred around the leadership roles Diagonal CSD Teachers are currently involved in and that being a small district, the teachers at Diagonal are not paid wages comparable to neighboring districts. In order to get them up to the minimum of \$33,500 is a necessary first step. Because Diagonal School is small, the leadership opportunities are abundant. The opportunity to recognize and financially compensate the teacher leaders for the role they play in this district is our goal. The first cohort plan was not accepted.

Our district has several initiatives in place including: Multi-tiered System of Supports, Early Literacy Initiative, Iowa Core, Authentic Intellectual Work, Olweis, and mentoring and induction. Although we have opportunities for teacher leadership, they were not structured in a way that would impact and sustain instructional improvement for all teachers and students with consistency over the long term. We also need to improve our mentoring and induction program to better develop and support Beginning Educators. There needs to be a framework that provides a structure to support teacher leader roles and a system of supports that ensure teacher leaders have a career pathway that enables them to be leaders among their colleagues and contribute to their profession in a powerful way.

Through the work in AIW the High school lead team is involved in with Mount Ayr High School Lead team knowledge and information about the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP).

The decision to remain involved in AIW with Mount Ayr and begin using resources from NIET TAP was made in Winter 2015 when applying for the 3rd cohort of TLC.

**Support for the plan:**

In October 2013 a preliminary draft of ideas and information around the Teacher leadership and Compensation Plan was taken to all teachers in the Diagonal Community School District when Teacher and ELC Planning Committee member, Shelly Bentley shared information with the Diagonal Education Association. Suggestions and concerns from all teachers were shared with the planning committee. The committee used the information to adjust in appropriate areas.

Information was shared with the school board regarding the TLC plan ongoing through development. The original 2013 plan was shared and approved. When the plan was not accepted board agreed for the committee to continue making improvement to the plan and reapply. Stakeholders 100% agree that providing for a competitive salary for all teachers is important and that the opportunity for leadership roles is important. When cohort 1 Applications was denied the board was informed and they approved making changes and applying again in a future cohort.

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## 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.

The vision of Diagonal's TLC plan is to create a program that improves the quality of teaching and learning. The belief is that developed and supported teachers will result in retention of highly qualified teachers, create a culture of innovation and collaboration, strengthen instruction, and develop leadership to ensure students are fully prepared.

**Goals:**

**Goal 1:** Attract high quality teachers, offering short and long-term professional development, opportunity to apply and receive positions that allow for teacher leadership, and to provide all teachers with a minimum salary of \$33,500 annually.

**Local Context:** Diagonal is a small district, with average student enrollment around 100 PK-12. The increase in teacher leadership opportunities and the ability to provide a comparable salary will improve opportunity for the district to attract teachers. Offering short and long-term PD will provide the opportunity for teachers to take leadership roles enticing beginning educators to come to Diagonal.

**Goal 2:** Retain effective teachers by offering enhanced career opportunities as measured by at least 25% of teachers engaging in leadership opportunities and career paths annually.

**Local Context:** The Diagonal CSD vacancies are most often created due to retirement. Teacher leadership opportunities will empower teachers to assume leadership roles, share their expertise and knowledge in ways that expand collaboration and allow them to contribute to their profession.

**Goal 3:** Promote collaboration by developing and supporting opportunities for teachers to learn together and from each other, as evidenced by collaboration scheduled and implemented weekly.

**Local Context:** There are few opportunities to collaborate with teachers who teach like subjects or like grades.

Partnering with a neighboring district, learning with and from each other will empower teachers to take on leadership roles and increase the ability to improve teacher practice. MS/HS Teachers have collaborative meetings bi-weekly to discuss student needs and supports for learning, instructional tasks, student work, or instruction focusing on improving achievement through Authentic Intellectual Work. The HS teachers engage twice monthly with professional development sessions with Mount Ayr HS deepening learning and understanding of AIW. The Elementary engages in bi-weekly collaborative sessions discussing progress monitoring, data analysis, and effective teaching strategies. Peer observations are constrained by the ability to release teacher for observations in the classroom. Our TLC plan addresses the issue of needing more collaboration, time to research, discuss, model and coach effective teaching strategies. The TLC program will improve the impact of current professional development practice by providing the ability to hire substitutes to allow Lead Teachers and Mentor Teachers to be purposeful and planful in scheduling and making collaborative time with colleagues. Collaborative meetings will take place during scheduled times through the day and can occur on a more regular basis. Lead Teachers will be able to better work with career teachers to identify needs using data from classroom observations, student classroom assessment data and district wide data. Mentor Teachers will be able to schedule times in the beginning teacher's room and time for the beginning teacher to observe the Mentor Teacher as he/she models best practice..

A lead team will meet regularly to discuss assessment data, curriculum alignment, interventions, progress monitoring, enrichment ideas, explicit effective teaching strategies and differentiated instructional activities.

**Goal 4:** Providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation for effective teachers in leadership roles.

**Local Context:** The current Elementary and HS Lead Teachers meet regularly to plan professional development based on student achievement and teacher survey data, and facilitate collaborative team meetings and the learning of AIW components. Currently Diagonal HiS collaborates with a nearby district, to provide local coaching of AIW. The HS Lead Teachers also design and implement teacher training and activities to support Olweis Anti-bullying learning opportunities for students.

The TLC plan will provide time for Lead Teachers to receive the professional development they require to develop leadership skills and time for meet, collaborate, and support colleagues through collaboration and modeling of best practice.

Lead Teachers will model best practices in collaboration with administrator and curriculum director. Additionally they will facilitate PLC meetings, gather and assess data, and identify student needs.

Mentor Teachers will work with Beginning educators to ensure student engagement and highly effective teaching in all classrooms. They will help ensure that the growth of beginning educators is purposeful and aligned with the Iowa

**Professional Development Model. Mentor Teachers will observe the instruction of Beginning Educators.**

**Goal 5: Improve the quality of teaching and learning so all students achieve at high levels.**

**By Spring 2017 there will be an increase in student achievement due to implementation of the TLC plan and implementation of district initiatives.**

**Proficiency Iowa Assessments 2014-15**

| <b>Grades</b>            | <b>Math</b> | <b>Reading</b> | <b>Science</b> |
|--------------------------|-------------|----------------|----------------|
| <b>Elementary 3-5</b>    | <b>74%</b>  | <b>79%</b>     | <b>88%</b>     |
| <b>Middle School 6-8</b> | <b>79%</b>  | <b>85%</b>     | <b>93%</b>     |
| <b>High School 9-11</b>  | <b>81%</b>  | <b>100%</b>    | <b>86%</b>     |

**District Annual Goals:**

**The average building grade level standard scores for each grade level band of 3-5 and 6-8,11 in Math, Reading , and Science will increase annually.**

**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)**

Our TLC plan will enhance existing school improvement initiatives.

Diagonal has placed a focus on improving Literacy. The district is addressing effective structures to meet diverse learning needs of students through the use of Multi-Tiered Support System, improving instruction and student achievement in Reading, Math and Science through Authentic Intellectual Work.

Diagonal TLC plan supports the initiatives in the following manner:

**Multi-Tiered Support System (MTSS):** Our TLC structure will improve implementation strategies for MTSS by helping teacher effectively use assessment information to plan differentiated instruction during core, supplemental, and intensive instruction. The TLC Plan provides support for teachers in development and implementation of the PK-5 Multi-Tiered Support System (MTSS). Lead Teachers support teacher learning and implementation of identified intervention strategies. Lead Teachers will provide support for teachers in compiling and interpreting data, learning more effective instructional strategies, planning instruction for diverse needs, modeling, and strengthening teacher implementation of research-based strategies that support student learning. Lead Teachers are instrumental in decision making and leading all PK-5 teachers in learning the assessment and processes for using the data from assessments. Lead teachers will work with all teachers to develop a plan for the process of assessment, intervention, progress monitoring, and effectively making instructional decisions based on data.

Mentor Teachers will support beginning educators in understanding the processes of assessment, intervention, progress monitoring, and effectively making instructional decisions based on data. The mentor teacher will provide support in developing classroom instructional activities and an environment that supports meeting the needs of all learners in the classroom.

**PK-5 Literacy Instruction:**PK- Lead Teachers will support teachers by ensuring the implementation with fidelity of quality core instructional strategies for all student through professional development, observations and conferring during team meetings or one-on-one. They will help determine interventions for students identified as at risk or substantially deficient and ensure that interventions are implemented with fidelity.

Lead Teachers will lead PD for strategies and work with teachers collaboratively and individually on the moves of strategies, supporting purposeful implementation, and modeling as needed.

**Authentic Intellectual Work (AIW):** The TLC plan will continue the district's AIW effort, started in 2012. Diagonal teachers will continue to use the AIW aligned framework to design lessons and units. Lead teachers will work with teachers in collaborative meetings to score lessons, instruction, and student work providing insight and coaching with the team as well as guided practice to improve learning of all members.

**Mentoring And Induction:** Successful teacher induction systems focus on student learning and teacher effectiveness.

Providing adequate release time for mentors to be in Beginning educator classrooms has been a challenge. Strong programs include mentoring by carefully selected, well prepared mentors, professional learning communities for mentors and teachers, engaged principals and supportive school environments and district policies. The Mentor teacher will provide effective strategies in instruction and classroom management and weekly collaboration to develop the effectiveness of new teachers. The additional funds provided by the TLC plan will help provide funding for this support to continue and improve.

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)**

Diagonal CSD has low teacher turnover. The average years of service in the district is 13 years. The increase in teacher leadership opportunities will empowering teachers to assume leadership roles and share their expertise and knowledge to expand collaboration. Understanding that new teachers need to be supported in the classroom, our plan emphasizes the importance of strong mentoring for beginning educators.

Our existing Mentoring and Induction program needs to be strengthened. It is difficult at best for mentors and beginning teachers to meet regularly outside the school day. It is imperative that building time into the day for meetings between Mentor Teachers and beginning educator be a focus of the TLC plan to improve the mentoring program at Diagonal CSD. Journey to Excellence training offered by the AEA is off-site and offered to multiple district at one time. These sessions are more general in nature and are rarely designed to address specific on the job issues that most new teachers face. While our district assigns a mentor teacher to work with each new teacher for two years and attend training on how to assist most effectively, the lack of follow-up training and on-going coaching for the mentors causes this professional learning to be inadequate. This is problematic for new teachers and can cause our profession to lose quality educators.

Additional funding and resources from TLC will be used to ensure that all mentors receive support in coaching and observation techniques through TAP and Journey to Excellence. Current practice compensates Mentor Teachers \$1,000 but does not provide the required structure to ensure release time for Mentor Teachers to be in the classrooms of beginning educators. There is also a need to provide new teacher with time to observe in the classrooms of lead teachers and Mentor Teachers

TLC funding will be used to train teacher leaders in the NIET TAP process. NIET TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating, and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impacts recruitment and retention of effective teachers We will be able to provide our new teachers with the support they need to be more competent and to gain new knowledge and confidence in their teaching and remain in the profession when we select highly qualified and skilled professionals to be teacher leaders who have the training they need to share more knowledge and coach their colleagues,

Efforts aimed at reflective practice, time, and a decreased sense of isolation are essential to an effective mentor and induction program. Access to curriculum advice, time for collaboration with mentors, increased orientation for new staff in order to minimize transition problems and time to observe mentor teacher's practices and explicit lessons are all areas to be addressed with the new Mentoring program implemented through the TLC plan. Mentors will receive release time for coaching Beginning Educators.

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## 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.

Current structures in both the elementary and middle/high school buildings involve teacher leaders as Lead Team members planning and delivering professional development, facilitating professional learning communities, carrying out peer reviews, participating in weekly team meetings, reviewing data, setting building goals, planning and carrying out building initiatives to reach those goals and strengthen instruction, and mentoring Beginning Educators. These activities will continue within the new TLC plan, but will be more pervasive, consistent, and impactful with dedicated teacher leadership training and support provided for by the plan. Diagonal Community School's TLC plan currently looks to place 45% of the teachers in leadership roles.

We will create structures and a district culture around the concept that teacher leaders are a key part of our work, and the support they provide is fully supported by the district. Our plan allows teachers to pursue a position of leadership throughout their careers depending upon their interests, abilities and accomplishments. As teachers move into leadership positions, their qualifications, roles and responsibilities increase along with their compensation. This allows effective teachers to advance professionally without the need to move into administrative roles. It also creates expert teacher leaders within each building to provide support to other teachers. The bi-weekly team meetings will provide a vehicle to ensure that every teacher benefits from the support of teacher leaders in a group, in addition to an individual setting. This allows teachers who have taken on leadership roles to further develop their skills and knowledge of leadership without the need to move into administrative roles. It creates expert teacher leaders within each building to provide support to other teachers. Bi-weekly team meetings will provide a vehicle to ensure that every teacher benefits from the support of the teacher leader in the group setting as well as individually.

Our Middle/High School will partner with the National Institute for Excellence in Teaching (NIET) to enhance teacher leader roles and a system of support to ensure that teacher leaders have the time, authority and resources to provide effective support.

**LEAD TEACHER (3 for district--1 at the Elementary level and 2 at the Secondary level)**

The Lead Teacher will be selected from our current teaching staff. There will be a rigorous selection process before the end of the 2016 school year. The applicant must meet the requirements of a career teacher, have taught for three years, and have at least one year of experience in our district.

Teacher leaders will work with the Lead Team in their building, the District Lead Team, teacher teams, and individual teachers. The TLC plan is designed to allow Lead Teachers to teach their class/grade. Substitutes will be hired in order to allow the lead teachers time to meet, plan and work with other teachers to support them in developing effective teaching practices. Diagonal TLC plan includes additional contract time to cover after school meetings and extended days, before and/or after the school year begins/ends. Lead teachers will be a resource for other teacher and a model teacher for teacher to observe teaching pedagogy. Lead teachers will gain release time, have a substitute for classes to provide the opportunity to observe and support other teachers collaboratively or individually with curriculum, instruction, and/or assessment.

Lead Teacher duties will:

- Work with curriculum director/administrator and lead team to plan and implement professional development
- provide teachers with a system of professional development that is ongoing, job-embedded, collaborative and student centered.
- lead PLC collaboration (e.g. grade, subject-alike) for professional development that is focused on instructional practices as determined by student data.
- support teachers by providing follow-up support to put new learning into practice and provide opportunities for accountability.
- provide opportunities for professional growth through individual coaching and classroom-based support based on instructional issues that specific teachers face with specific students.
- use data for data-based decision-making.
- plan, monitor, review, and implement best instructional practices that align with district initiatives.
- work with career teachers new to the district to ensure retention..
- serve on Lead Team, participate in analyzing data and school goal setting,
- facilitate professional learning community meetings, gather and assess data.
- model new and best classroom practices including district initiatives: AIW, MTSS, and Early Literacy Initiative.
- provide modeling, feedback and reflection opportunities.

- work to cultivate highly effective teachers in classrooms.
- teach in the regular classroom at least 90% of the time, and serve as a model teacher demonstrating best practice in planning and implementation of quality instruction.

**MENTOR TEACHERS (2 for the district; 1 for Elementary level and 1 for Secondary level)**

As needed, Mentor Teachers will work with Beginning Educators to ensure student engagement and highly effective teaching in all classrooms. They will help ensure that the growth of Beginning Educators is purposeful and aligned with the Iowa Professional Development Model

**Mentor teachers will:**

- have bi-weekly release time to observe and provide feedback to teachers who are new to the district.
- collaborate with Beginning Educators on a weekly basis to provide understanding about district processes and procedures, as well as district supported instructional programming, strategies and supports.
- coordinate differentiated learning by teacher need and experience.
- mentors teach in the regular classroom at least 95% of the time, and serve as a model teacher demonstrating best practice in planning and implementation of quality instruction.
- mentors observe the beginning teacher
- mentors schedule time for mentees with other teachers for mentees to observe
- focus on the Iowa Teaching Standards and Criteria and implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.
- share the responsibility of developing, implementing and evaluating an effective mentoring program.

|                  | Compensation Beyond Contract    | # of FTE Positions | Work Beyond Contract | % of Total Staff | Percent of time Dedicated to Teaching Students |
|------------------|---------------------------------|--------------------|----------------------|------------------|--|
| Initial Teachers | Minimum \$33,500 (contract pay) | N/A                | N/A                  | N/A              | 100%   |
| Lead Teachers    | \$2500.00                       | 3.0                | 6 days               | 30%              | 80%  |
| Mentor Teachers  | \$1500.00                       | 2.0                | 2 days               | 10%              | 95%  |

45% of Diagonal Teachers will have leadership roles.

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:**

- Prior demonstrated measures of effectiveness.
- Prior demonstrated professional growth.

### **Selection Panel (1 for District)**

The district will have a Selection Committee, selected annually, composed of two administrators (principal and superintendent) and two teachers (not applying for teacher leader role) to review and select potential candidates. One member of the committee will be selected by superintendent, and one member will be selected by teachers. The principal will solicit volunteers and survey all teachers to determine the best candidates for the Selection committee.

The district Selection Committee is charged with selecting successful candidates to fill the leadership positions.

### **Application**

Interested applicants for Teacher Leadership positions will submit their resume, a letter of interest, a copy of two most recent Professional Growth Plans, and letters of support from two colleagues

### **Selection Process**

The Selection Committee will screen applications and interview applicants using a rubric created for evaluation of teacher leader candidates based on measures of teacher effectiveness and professional growth. Applicants will be provided with a copy of the selection rubric prior to their interview:

### **Selection of Teacher Leaders**

The selection process begins with teacher applications for a TLC teacher leadership position.

The application will ask for the following information:

- Advanced degrees (resume)
- A deep understanding and evidence of utilization of the Iowa Core Curriculum Standards (a written lesson)
- A deep understanding and utilization of evidence based instructional strategies that engage students in the learning process (video tape of lesson)
- Experience in a previous teacher leadership position: Mentor teacher, AIW leader, Committee Head, Building Leadership Team member, and District Leadership Team member (resume)
- Participation and implementation of Professional Development (evidence of Involvement in PLCs)
- Recognized as skilled in the use of instructional technology (video)
- Advancing toward mastery of all the Iowa Teaching Standards (artifacts)
- \*Experience working with adult learners (resume)

The Selection Committee of teachers and administrators will accept and review applications/interview for each of the teacher leadership roles. The Selection Committee will recommend teacher leader candidates to the superintendent.

The superintendent will then make recommendations to the Board of Education for approval.

### **Measure of Effectiveness: (How effectiveness of the candidates will be determined)**

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

### **Advanced Degrees:**

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies.

Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

### **Deep Understanding of the Iowa Core Curriculum Standards:**

Applicants will provide artifacts or examples to the committee showing the use of evidence based instructional strategies that align directly to the Iowa Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

### **Experience in previous teacher leadership positions:**

Those who have served as a mentor teacher, Authentic Intellectual Work (AIW) leaders, committee heads, or building leadership team members will rate higher in the selection process than those who have not served in any formal or informal leadership roles within the district.

### **Participation and implementation of Professional Development:**

A greater emphasis in the selection process will be put toward teachers who show implementation of evidence-based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

**Deep understanding of evidence based instructional strategies:**

Applicant is recognized as skilled in evidence-based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

**Advancing towards mastery of all the Iowa Teaching Standards:**

Artifacts of instructional strategies and teaching practices which demonstrate not just meeting all the Iowa Teaching Standards but moving toward mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

**OTHER CRITERIA**

- Three years teaching experience
- One year in district

**ANNUAL REVIEW OF ASSIGNMENT, EXPERIENCE**

Effectiveness of teacher leaders will be evaluated by the selection panel in the following ways:

- Documentation of compliance with job responsibilities
- Documentation of evidence data from implementation of district initiatives
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Each semester each leader will complete self-evaluation of their own effectiveness
- Administrators will observe and evaluate them in their instructional role

Every leader may maintain their leadership position if the evidence presented to the selection panel justifies reappointment, and if they desire to continue in the teacher leadership role. A teacher who complete the time period of assignment to a leadership role may apply for assignment in a new leadership role, or reassignment to that role. If that teacher does not wish to continue in a leadership role, he/she may go back into the classroom.

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## **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 description of the role teacher leaders will play in the creation and delivery of professional development.**
- A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).**

*[Click here To access the Iowa Professional Development Model page.](#)*

All teacher leaders in the district will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the reevaluation and ongoing assessment using the cycle of continuous improvement. This will include sharing out to the stakeholders.

Mentor Teachers will assist beginning teachers in collection and assessment of students, identifying student needs and planning effective instruction. The Mentor Teacher will be a model teacher demonstrating effective teaching practices and assisting the beginning teacher with needed resources.

Lead Teachers will drive PD as they lead the team meetings centered on teaching strategies in the TAP system, plan and carry out group and individual activities focusing on improvement of skills. Lead teachers will collaborate with the curriculum director/administrator identifying, planning, and implementing professional development and data collection around effectiveness of professional development. Lead teachers will model effective teaching in their classroom. They will provide a strong, effective teaching model to be observed by other teachers.

Diagonal CSD utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning.

Data collection is ongoing and constant at Diagonal Schools. Analyzing student data allows the district to see student needs and identify gaps in instruction. Lead Teachers assist the Curriculum Director to determine where we need to focus instruction. It allows the district to develop the professional development focus for each upcoming year.

We have always had a large number of assessments in place, but haven't used the data effectively to narrow our instructional focus. It is our goal to utilize the regular, weekly meeting and through use of the TAP resources to become focused on student needs, studying and practicing solid teaching strategies, then develop a plan and carry it out to create greater student achievement.

Participative decision-making occurs when student data is pinpointed and grade-level instructors are able to point out needs and gaps. We need to better use the data we have by assessing student data in the spring of each year summarizing the results. All stakeholders are included in deciding what the focus should be for the upcoming year. These stakeholders will include students, teachers, parents, community members, local businesses, and administration.

All teachers at Diagonal CSD will attend initial meetings in the spring of the year selected, with the district Lead Team to discuss student achievement data, the district's current professional development plan and its goals for the upcoming year. TLC components to support use of TAP resources will be put into place as a professional development plan is developed for 2016-17. Weekly team meetings will be designed around the teaching strategies covered through the TAP system, along with AIW, and aligning the Iowa Core standards to Diagonal School's student learning needs.

The IPDM steps and Diagonal CSD's academic alignment to them include:

**Collecting and analyzing student data** – Diagonal CSD Lead Teachers, will collect student data, analyze and design a plan for making instructional decisions. AIW and TAP instructional strategies will then be aligned to those needs to create a plan for professional development and weekly team meetings in 2016-2017. Mentor Teachers will assist the beginning teacher in identifying, collecting and analyzing classroom data to better make instructional decisions  
**Goal Setting for Student Learning** – Diagonal SCD Lead Teachers will use student data to determine goals for a focus during each weekly team meeting. Mentor Teachers will assist the beginning teacher in planning for use of strategies, and monitoring of effectiveness with students.

**Designing the PD** – Diagonal CSD Lead Teachers will research and design appropriate topics for team meetings, aimed at ensuring students master lacking academic skills. These plans will be carried out at weekly team meetings, and through collaboration by all teachers. Mentor Teachers focus on the needs of the beginning teacher and design appropriate topics for discussion during one-on one- meetings with the beginning teachers

**Collaboration** – Grade level teams will identify specific goals and learn how to attack deficit learning on certain skills. A plan will be put in place, and carried out during the next week in the classrooms. Lead Teachers facilitate grade level meetings and work together modeling effective goal setting, implementation and collaboration skills.

**Implementation** – Teacher leaders will support Beginning and Career teachers in implementing refined teaching strategies. Lead teachers will monitor and evaluate implementation logs, and information/data shared with the teachers and walk-through data, will reveal the level of implementation. Mentor teachers support the beginning

teacher with meeting implementation monitoring requirements and model implementation practices for the beginning teacher to observe.

- Formative Evaluation – Formative data will be collected to document student growth and determine future student needs
- Program evaluation (Summative) – Diagonal CSD Teacher Leaders will utilize all data collection, including student assessments, walk-throughs, teacher surveys, professional development implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at Diagonal Community School each spring. The professional development focus will be targeted at any student achievement areas not meeting goals for the year. For Diagonal CSD to attain current student achievement goals, action steps include teacher leaders and administration members working together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. It is a cycle that does not stop.

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.

An Evaluation team consisting of building principals and Lead Teachers will meet three times per year to analyze and use collected data based on the short term and long term measures to inform decisions. A report will be compiled and shared with stakeholders and the school board following each evaluation meeting. The report will include short and long term goals, review of practices, and summary of data. Adjustments will be made to allow continuous improvement.

To realize our vision, we have prioritized the following goals:

**Goal 1: Attract high quality and promising new teachers by offering competitive salaries, offering short-term and long-term professional development, and offering leadership opportunities and to provide all teachers with a minimum salary of \$33,500 annually..**

**Short Term Measures of Impact/Effectiveness:**

- Ensure all staff is at minimum salary
- Monthly feedback from all new teachers concerning professional development and mentoring programs
- Observational data to evaluate skills of initial teachers
- Review reflection sheets from leadership team meetings

**Long Term Measures of Impact/Effectiveness**

- Annually survey mentor/mentee teachers
- Annually review retention rates of initial teachers
- Annually review completion rates of the mentor and induction program
- Annually review number of applicants for open positions
- Annually survey teachers about effectiveness of the professional development program and the induction and mentoring program

**Goal 2: Retain effective teachers by offering enhanced career opportunities.**

**Short Term Measures**

- Ensure at least 25% of teachers in the district have a teacher leader role
- Receive feedback concerning the rigorous process for selecting teachers for leadership positions

**Long Term Measures**

- Annually review retention rates of career teachers
- Annually survey teachers regarding job satisfaction and advancement opportunities

**Goal 3: Promote collaboration by developing and supporting opportunities for teachers to learn together and from each other in collaboration with school districts statewide to learn from each other.**

**Short Term Measures**

- Monitor weekly collaboration time from master collaboration schedules
- Review implementation logs, observation records and/or walk through data to document effective practices in classrooms.

**Long Term Measures**

- Annually collect and review all data regarding time spent in collaboration

**Goal 4: Providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation for effective teachers in leadership roles.**

**Short Term Measures**

- Number of coaching interactions
- Survey certified staff regarding teacher leadership services
- Review data from TAP rubric
- Feedback from professional development
- Logs from teacher leaders

**Long Term Measures**

- Review of data of applicants for teacher leadership positions
- Analysis of coaching logs, interactions and surveys
- Review of retention of teacher leaders in those positions vis-à-vis requests to return to full time teaching

**Goal 5: Improve the quality of teaching and learning so all students achieve at high levels.**

**Short Term Measures**

•LEAD TEACHERS with individual and teacher teams will analyze formative student achievement data: teacher observation, exit slips, running records, student work, progress monitoring, quizzes, curriculum measures

**Long Term Measures**

•LEAD TEACHERS with Curriculum/Principal will analyze summative student achievement data and trends over time: MAP, ACT, Iowa Assessments, FAST

Diagonal CSD Teacher Leadership plan is an evolving plan that will provide the focus and direction for professional development. Therefore, as student needs change, the plan will change. The Leadership Team assists the building principal and teacher leaders in meeting the expectations of best practices in leadership, while providing a general timeline to develop, monitor and evaluate school plans and goals each year.

Student learning will be assessed throughout the year using classroom data and district wide assessments. Data will be reviewed at classroom, grade, building and district levels. Teacher leaders will use this data to monitor results and adjust the focus of professional development as necessary.

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

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

The school's capacity to successfully implement TLC and see positive results in student achievement can be demonstrated by our current success in implementing initiatives. Our district has successfully implemented AIW in grades 7-12, MTSS grades K-12, and Reading First, and Early Literacy in grades K-6. Our choice to use the TAP resources from the NIET supports our capacity for successful implementation, as they have extensive experience and success in offering a learning environment with opportunities to excel in their profession while improving student achievement.

Diagonal MS/HS has engaged in Authentic Intellectual Work (AIW) since 2012-13 School year. As part of this work a Lead Team was put in place and they have been leading the initiative with the Local Coach. Since 2013-14 School Year Diagonal has partnered with Mount Ayr MS/HS engaging in AIW. This has evolved into collaborative professional development around AIW and Iowa Core with Mount Ayr. Diagonal Lead Teachers and Mount Ayr Lead teachers learn and plan together monthly.

The TLC plan will allow for furthering the training of Lead Teachers to support teachers. Through the development of Lead Teachers local capacity to sustain the PD and practices important to quality instruction and high student achievement can occur.

A successful atmosphere of shared leadership currently exists throughout the Diagonal CSD. The Lead Team and PLCs successfully discuss, design, and implement district strategies. The district already utilizes teacher leaders to assist in the development, presentation, and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement.

Elementary staff have been trained in the implementation of FAST assessments and interventions. The MS/HS staff have been trained in AIW. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs.

Student data has been used throughout the years to drive PD. We utilize Iowa Assessment data and MAP, FAST, and classroom data. We believe Lead Teachers will be able to utilize existing data processes to assist teachers in making decisions and planning instruction.

The PK-5 teachers have engaged in Reading First strategies since its inception in Iowa and are continuing to revisit those as they develop their skills in the Multi-Tiered System of Support, literacy development, and learning new assessments. They meet weekly and engage in learning through book studies and implementation of practices in the classroom. They monitor implementation and data of student learning associated with implementation.

Data is organized and analyzed with the support of the lead teachers to identify student and teacher learning needs. TLC will support release time for Lead teacher(s) to more effectively organize, analyze and summarize data to share with all staff.

Currently our PLCs and building Lead Teams work during contract time. Our building principals serve as our curriculum directors and our AIW coach is shared with another district.

TLC will enhance and strengthen the existing structures, allowing teacher leaders to provide additional support and continuity to all initiatives, and provide additional teacher collaboration during the contract day.

A rigorous selection process and on-going leadership training ensures that our teacher leaders are equipped to lead our faculty through the change process.

The district currently has a mentoring program in place. New teachers are provided contract days to attend the Journey to Excellence trainings offered by the AEA. The TLC plan will enhance our capacity to allow teachers to grow from each other by giving Beginning Educators additional time to collaborate with trained mentors and visit other classroom teachers to observe instructional practices.

Sustainability

Responsibilities for successful implementation of TLC initiatives will be shared by the following staff:

The Superintendent will

- communicate progress to stakeholders
- review recommendations for teacher leader selections
- recruit and communicate with teacher preparation programs in anticipation of new teacher needs
- monitor and supervise use of TLC funds

Building Principals will

- provide an environment of shared leadership
- support alignment of curriculum, instruction, and assessment
- participate in selection, evaluation, and support of teacher leaders
- facilitate instructional support at the building level
- monitor instruction
- communicate teacher needs to ensure program success
- participate in Lead Team

LEAD Teachers will:

- establish supportive environment
- set and support clear goals
- provide access to resources
- create meaningful PD opportunities
- participate in annual and ongoing evaluation of TLC implementation
- collaborate with other adult leaders
- build a professional culture
- participate in Lead Team
- facilitate instructional support at the building level

MENTOR Teachers will:

- support Beginning Educators and teachers new to the district
- establish supportive environment
- set and support clear goals
- provide access to resources
- collaborate with other adult leaders
- build a professional culture

Ongoing Training

Our TLC plan utilizes the training, resources and support available through NIET. At the secondary level and PLC with instructional Coaching support from teacher leaders in the elementary. Administration and teacher leaders will work in partnership with NIET trainers throughout the implementation of the plan. This training and support will ensure a solid foundation for the TLC plan and allow us to build our capacity.

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## 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.

|   |     |
|---|-----|
| <u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.  | Yes |
| <u>Selection Committee</u> 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 |
| <u>Teacher Leader Percentage</u> 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 |
| <u>Teacher Compensation</u> 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 |
| <u>Applicability</u> 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.  | \$12,900.74        |
| Amount designated to fund the salary supplements for teachers in leadership roles.  | \$12,240.90        |
| 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). | \$3,497.40         |
| Amount used to provide professional development related to the leadership pathways.   | \$4,000.00         |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>                                  | \$0.00             |
| <b>Totals</b>   | <b>\$32,639.04</b> |

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## 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 **89.0**

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

District Enrollment-Based Allocation **\$27,828.52**

Total Allocation **\$27,828.52**

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## Other Budgeted Uses - Description

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

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## Total Allocation Budgeted

Total Projected Amount to be Expended **\$32,639.04**

*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 **(\$4,810.52)**

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## 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)

Currently Diagonal Community School will need to bring 5 teacher positions to minimum salary of \$33,500 with a total cost of \$12,900.74 including FICA and IPERS. There will be a cost of \$12,240.90 to support provision of compensation for Lead teachers and Mentor teachers and a total cost of \$3497.40 to pay substitutes for Lead Teachers to attend monthly lead team professional development and weekly release time to meet with teachers individually and in small groups., as well as release time for mentors to meet with beginning teachers .

This table shows the budget salary supplements for teachers in leadership roles, replacement costs, and training and PD expenses.

| Role   | Number of positions | Salary                             | Extra Days | Base Salary total   | FICA IPERS total | Total salary | Total Package     |
|--|---------------------|------------------------------------|------------|---------------------|------------------|--------------|-------------------|
| Initial starting salary of 33,500 (Career Teacher) | 5                   | To get Career Teachers to \$33,500 | N/A        | Additional \$11,066 | \$1834.74        | \$12,900.74  | \$12,900.74       |
| Lead Teachers                                      | 3                   | \$2500                             | 6          | \$7500.00           | \$1243.50        | \$8743.50    | \$8743.50         |
| MentorTeacher                                      | 2                   | \$1500                             | 2          | \$3000.00           | \$497.40         | \$3497.40    | \$3497.40         |
| TAP training                                       |                     |                                    |            | \$4000.00           |                  |              | \$4000.00         |
| Substitutes for Lead Teachers and Mentors          |                     |                                    |            | \$3000.00           | \$3497.40        | \$3497.40    | \$3497.40         |
| <b>TOTAL</b>                                       |                     |                                    |            |                     |                  |              | <b>\$32639.04</b> |