



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116651 - English Valleys - TLC Grant (SPRING 2015)

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/09/2015 1:33 PM

Primary Contact

AnA User Id

AMY.ANDREASSEN@IOWAID

First Name*

Amy

Andreassen

First Name

Middle Name

Last Name

Title:

Email:

aandreassen@english-valleys.k12.ia.us

Address:

211 S. College St.

City*

North English

Iowa

52316

City

State/Province

Postal Code/Zip

Phone:*

319-664-3638

Phone

Ext.

Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

Agency

Organization Information

Organization Name:

English-Valleys Community Schools

Organization Type:

K-12 Education

Tax ID:

DUNS:

Organization Website:

Address: 211 S. College Street

North English Iowa 52316
City State/Province Postal Code/Zip

Phone: 319-664-3632
Ext.

Fax: 319-664-3670

Benefactor

Vendor Number

Recipient Information

District English Valleys Community School District

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

County-District Number 48-2097

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.

Honorific Mr.

Name of Superintendent Alan J. Jensen

Telephone Number 319-664-3634

E-mail Address ajensen@english-valleys.k12.ia.us

Street Address 211 S. College St.

City North English

State Iowa

Use the drop-down menu to select the state.

Zip Code 52316

TLC Application Contact

Honorific Mrs.

Name of TLC Contact Amy Andreassen

Telephone Number 319-664-3638

E-mail Address aandreassen@english-valleys.k12.ia.us

Street Address 211 S. College St.

City

North English

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52316

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 TLC grant would allow us to go deeper into the initiatives we are already committed to - MTSS (Rtl), Standards Based Grading, PBIS, i3 Mentoring & Induction, Iowa Core and Early Literacy. We would rather spend our resources on research based projects that are proven to have a positive impact on student achievement than go looking for the next big thing." - English Valleys Administrator

What defines a successful school district? In 2011, The National Center for Educational Achievement identified a list of non-negotiable characteristics that are imperative to creating a high performing school system. After reviewing this research with our English Valleys TLC Committee, we identified the following characteristics as goals for our TLC grant. These goals have provided the structure necessary to create the English Valleys TLC program and teacher leadership positions.

GOALS

1) To Implement A Coherent Data Assessment System that Provides Regular Data About Student Learning & Includes Regular Analysis as Part of the District Culture. Leaders in higher performing school systems provide diagnostic and formative assessments that are aligned with the district's written curriculum. District staff members are active participants in open and honest discussions about student performance. Discussions about data emphasize both overall performance as well as growth or improvement measures. High performing systems adjust curriculum and instructional resources based on student performance. (DATA & ASSESSMENT)

2) To Ensure District Interventions Supplement School and Classroom-Level Efforts with Students. Leaders in higher performing school systems supplement school and classroom-level interventions with targeted support for students who are below grade level. District leaders establish well-developed pyramids of proven, practical intervention programs and practices to support school- and classroom-level student interventions. (MTSS)

3) To Guarantee Best Practices Are Studied and Shared. Leaders in higher performing school systems study and share the most effective instructional practices in the district. (PROFESSIONAL DEVELOPMENT & COLLABORATION)

4) To Develop Internal Leaders. Leaders in higher performing school systems identify and develop internal candidates for leadership positions. These districts' efforts to grow their own leaders help to establish program continuity that is easily lost with changes in leadership. (LEADERSHIP)

5) To Make the Recruiting and Retaining of Talented Teachers a Priority. Leaders in higher performing school systems aggressively recruit a talented teacher pool from which principals are given the authority to select teachers. Every effort is made to retain effective teachers. (MENTORING & INDUCTION)

English Valleys is a rural, agricultural district located in southeast Iowa comprised of six small communities – Deep River, Kinross, Millersburg, North English, South English, and Webster. Our 2013-2014 certified enrollment was 456.7. English Valleys has a free and reduced federal lunch percentage of over 30% with almost a third of our students living in poverty. In addition, we have seen declining enrollment over the last decade as well as an increase in our transient student population. Both the elementary and the secondary school are currently designated as SINA schools.

As a district we have embraced our changing demographics and community challenges as an opportunity to design a school system ensuring that all of our students reach their potential as responsible, productive world citizens. The TLC grant would allow us to move forward on the work that we have already begun. The Teacher Leadership Compensation grant would not be another district initiative. Instead, it would support the work that we have started in closing the achievement gap in our students.

The TLC grant would allow us to change our "what if we could..." to "yes, we can...". Each of our teacher leadership positions directly aligns to our identified goals ensuring a seamless transition for the district.

The leadership roles include:

- 1) Hire a full-time **Instructional Coach** with an emphasis in Data Collection and Analysis. (DATA & ASSESSMENT, PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)
- 2) Participate in the **Full-Release Mentor Program** (i3) collaborating with Grant Wood AEA to provide support for our 1st and 2nd year teachers. (MENTORING & INDUCTION)
- 3) Create 2 part-time **PBIS Internal Coach** positions to help monitor and guide our school-wide behavior supports program. (MTSS, PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)
- 4) Create 13 part-time **PLC Lead Teacher** positions to gather and organize student data for each team, guide teams in answering the four DuFour PLC questions, and meet regularly with the building leadership team. (MTSS, DATA & ASSESSMENT, LEADERSHIP)
- 5) Identify 4 **Model Teachers** to help support district initiatives and guide professional development based on the Iowa

Professional Development Model. (PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)
Professional collaboration with a focus on results, support for our beginning teachers, alignment of curriculum with the Iowa Core, and high-quality professional development will give English Valleys a strong foundation to realize our district goals and help us close our identified achievement gaps.

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? Yes

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

Please include the following information in your narrative:

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

"The Teacher Leadership Grant is a wonderful opportunity to recognize teacher leaders within our district. I think it is a great idea!" - English Valleys TLC Committee Member

English Valleys started on the road to applying for the TLC grant over one year ago (11/3/2013) when we applied for the first TLC planning grant through the Department of Education. At that time, we wanted to make sure that we had the commitment to teacher leadership from all stakeholders as we progressed toward creating the program. In addition, we wanted to ensure that our TLC grant would meet the specific needs of our district – not try to replicate something that another district had designed that may or may not fit with our district. In that vein, **we started with the end in mind**. Our first two questions were – *What is the main goal of applying for the TLC grant? What do we hope to accomplish if we were awarded the funds?* We made a conscious decision not to apply for the TLC grant the first year, because we had not fully identified the goals of a program. Our first step was to convene a group of individuals (administration, teachers, school board) to study the feasibility of implementing a formal teacher leadership program at English Valleys (12/5/2013). We already had some teachers participating in leadership activities, but we quickly realized that we needed to be doing more.

We developed a TLC focus group to start working on the answer to these questions and in early 2014 (1/22/2014; 2/7/2014), we arrived at consensus. The answer to our focus questions was - *To develop a shared teacher leadership program that would have a positive impact on student achievement at English Valleys.* With that goal as our lens, we started our formal grant planning process.

In the spring of 2014 (4/24/2014, 5/13/2014), the teacher leadership committee began exploring the possibilities of expanding our already existing commitment to developing teacher leaders. We interviewed and researched what current TLC grant awardees were doing in their districts (Benton, Linn-Mar, Cedar Rapids), we attended informational meetings hosted by Grant Wood AEA (4/24/14, 5/13/14, 8/27/14, 9/9/14, 9/24/14, 8/8/14), we read and reviewed the guidance provided by the Department of Education, we attended the Iowa Teacher and Principal Leadership Symposium (8/4/2014), and we met to discuss what we were learning (8/27/14, 9/9/14, 9/24/14, 10/7/14, 10/8/14)! We recognized early on that there were so many possibilities with the grant that we needed to keep our focus on our goal to positively impact student achievement at English Valleys.

We asked for input from our school board, our SIAC, our parents, and our staff. At each meeting, information was shared on the possible TLC models, the intent of the grant, and its impact on staff and students. The opportunity to discuss both the advantages and disadvantages of the grant were given to each group.

From this input, a framework for the grant was started. Once again, **starting with the end in mind** was vital. If our overall goal was to develop a shared teacher leadership program that would have a positive impact on student achievement, then each position that we proposed had to align with that vision.

As the committee researched, one study was especially impactful – *The 20 Non-Negotiable Characteristics of Higher Performing School Systems* by National Center for Educational Achievement (NCEA). Of the 20 non-negotiable characteristics, the committee identified five as the foundation for our English Valleys Teacher Leadership System:

- 1) To Implement a Coherent Data Assessment System that Provides Regular Data About Student Learning & Includes Regular Analysis as Part of the District Culture. (DATA & ASSESSMENT)**
- 2) To Ensure District Interventions Supplement School and Classroom-Level Efforts with Students. (MTSS)**
- 3) To Guarantee Best Practices Are Studied and Shared. (PROFESSIONAL DEVELOPMENT & COLLABORATION)**
- 4) To Develop Internal Leaders. (LEADERSHIP)**
- 5) To Make the Recruiting and Retaining of Talented Teachers a Priority. (MENTORING & INDUCTION)**

One of the final questions that we posed to each of our stakeholder groups was, "Do you support the district's efforts to apply for and implement a shared teacher leadership program at English Valleys? 100% of our community members pledged their support; 100% of our school board answered affirmatively; 100% of our administrative staff were supportive of the program; and 100% of our teaching staff that responded to the survey had a positive response.

| Group | Roles |
|-------|-------|
|-------|-------|

| | |
|--|---|
| TLC Planning Committee | Brainstorm ideas Research best practices Set framework for application Share TLC information with other stakeholders Solicit input from other stakeholders Identify district needs based on data Design TLC positions to meet identified needs Contribute/Edit ideas |
| Teaching Staff – Including Various Specialty Committees (PBIS, Building Leadership, SINA, SBG/CBE) | Provide input into TLC plan Share ideas for TLC positions Solicit input from other stakeholders Brainstorm selection criteria for TLC positions |
| Community (School Board, SIAC, PTO, Parents, etc.) | Provide feedback on TLC plan Identify priority of meeting the needs of district Maintain student achievement as a priority |

Our planning grant funds were used effectively, efficiently, and with fidelity. We collaborated through whole- and half-day work sessions with the committee to ensure the creation of a comprehensive and well-designed plan that meets our specific needs. Without the planning grant, much of the design work would not have been possible, and the scope of our TLC plan would have been limited.

English Valleys has done its homework. We have **researched** extensively; we have **reached out** to other school districts, the AEA, and the Iowa Department of Education for ideas and guidance, and we have **responded** to our stakeholders' thoughts, opinions, concerns, and suggestions. We are confident that English Valleys has the groundwork in place for launching a new and revitalized teacher leadership program to positively impact student achievement.

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.

The Mission of the English Valleys Community School District is **to provide educational opportunities for all students to reach their potential as responsible, productive world citizens by challenging them with appropriate curriculum and instruction in a positive, caring environment.** This mission statement is more than just a collection of words on a page. The mission statement is posted in every classroom, is shared with every staff member and student, is reaffirmed yearly by the district's School Improvement Advisory Committee (SIAC), and is read before every board meeting as a method to make sure we focus on the most important thing – our students.

Our district's student goals, developed with staff, community, parent, and student input are:

Goal 1: All K-12 students will achieve at high levels in reading, mathematics, and science, prepared for success beyond high school.

Goal 2: All K-12 students will use technology in developing proficiency in reading, mathematics, and science.

Goal 3: All students will feel safe at and connected to school.

In addition, English Valleys has identified a set of general expectations for all its graduates. Students graduating from English Valleys School District will be able to do the following:

1. Communicate effectively in various situations by various means
2. Recognize, understand, and appreciate contributions of the world's cultures
3. Use academic skills and technologies to solve problems
4. Use leadership skills to develop positive relationships and work collaboratively
5. Demonstrate skills and habits necessary to lead healthy lives and contribute to society

Our TLC goals directly align with the Iowa Task Force on Teacher Leadership and Compensation Goals. The five English Valleys TLC goals are:

- 1) To Implement a Coherent Data Assessment System that Provides Regular Data About Student Learning & Includes Regular Analysis as Part of the District Culture. (DATA & ASSESSMENT)**
- 2) To Ensure District Interventions Supplement School and Classroom-Level Efforts with Students. (MTSS)**
- 3) To Guarantee Best Practices Are Studied and Shared. (PROFESSIONAL DEVELOPMENT & COLLABORATION)**
- 4) To Develop Internal Leaders. (LEADERSHIP)**
- 5) To Make the Recruiting and Retaining of Talented Teachers a Priority. (MENTORING & INDUCTION)**

In examining our data, it is undeniable that we need additional support to reach the goal of 100% proficiency in both reading and mathematics as measured by the Iowa Assessments. **The subgroup that is struggling the most is our low socioeconomic population.** English Valleys Elementary is a SINA-2 school in mathematics and is on the watch list for reading comprehension. English Valleys Junior/Senior High School is SINA-2 school in reading.

During 2013-2014 as measured by the Iowa Assessments:

- *we had 76% of our elementary students proficient in mathematics - but only 61% of our low socioeconomic students
- *we had 74% of our elementary students proficient in reading - but only 59% of our low socioeconomic students
- *we had 82% of our secondary students proficient in mathematics - but only 68% of our low socioeconomic students
- *we had 80% of our secondary students proficient in reading - but only 71% of our low socioeconomic students

Currently, each building has a data team. The elementary has in place an Intervention Team whose members examine Iowa Assessments item analysis information, MAP data, and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, and attendance). This information is then shared and discussed with the rest of the building staff. When the need arises, student information is also shared with side teams, which are small group meetings to design and implement appropriate accommodations and modification to meet student need.

The secondary building utilizes a **Child Study Team** that monitors all student achievement issues. This group is responsible for the collection and examination of Iowa Assessment and MAP data as well as frequency data.

As a district, we need to implement a system that allows us to better use data to impact teaching and learning. **Many times we find ourselves data rich yet information poor.** Including more teacher leaders in the gathering and review of data will be a step in the right direction.

English Valleys *does* use data - we just need to increase the effectiveness of our decisions based on the data. Some of the changes that we have recently made based on data review include:

- Organized into Professional Learning Community (PLC) framework and instructional practices
- Implemented PK-12 Iowa's Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)

- Implemented PK-12 Iowa Core (alignment of curriculum, instruction, and assessment)
- Started 1:1 iPad initiative
- Created Positive Behavior Instructional Supports (PBIS) - PK-12
- Formed SINA Data Teams
- Piloted Standards Based Grading (7-12 pilot)
- Purchased Canvas Learning Management System
- Enhanced the Educational Technology Infrastructure

We believe that the Teacher Leadership grant will give us the opportunity to better support our most important resource at English Valleys – our teachers!

"I think the teachers do a lot for the students at English Valleys. My teachers really care about how I do in school and they want me to put forth my best effort. I want to keep good teachers at EV!" - English Valleys Student

Using Part 3 application narrative from previous submission? Yes

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

The opportunity to participate in the TLC grant program will **strengthen our current initiatives immensely**. The TLC grant would provide the funds to better implement our plans for increasing student achievement.

| Initiative | Goals | TLC Funded Support | Connection to District TLC Goals |
|--|--|---|--|
| <p>Iowa Core Implementation *Common Formative Assessment *Standards Based Grading/CBE</p> | <p>To align district curriculum, instruction, assessment, and grading with the Iowa Core Standards.</p> <p>To support teachers in their understanding and implementation of the Iowa Core Standards to increase student learning in all content areas.</p> | <p>The Instructional Coach and Model Teachers will provide support to teachers in the implementation of effective instructional strategies and promote the Iowa Core through adopted curricula.</p> <ol style="list-style-type: none"> 1. Increasing teacher content knowledge 2. Facilitating a better understanding of the structure of the written, taught, and tested curriculum 3. Dissecting standards to guide identification of essential knowledge and skills | <p>Data & Assessment, Professional Development & Collaboration, Leadership</p> |
| <p>PBIS</p> | <p>To provide a framework for assisting school staff in organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.</p> | <p>The PBIS Internal Coaches will provide support to building staff in the implementation of PBIS to insure that PBIS is implemented with integrity.</p> | <p>Data & Assessment, Professional Development & Collaboration, Leadership, MTSS</p> |
| <p>13 Mentoring & Induction Program</p> | <p>To provide support to beginning teachers to enhance student achievement, accelerate teacher effectiveness, improve teacher retention, and strengthen school leadership.</p> | <p>The Induction Coach will be responsible for supporting the growth and development of beginning teachers.</p> | <p>Mentoring & Induction</p> |
| <p>Professional Learning Communities (PLCs)</p> | <p>To collaborate with content/grade level colleagues regarding student data and implications for instruction.</p> | <p>The PLC Lead Teachers will assist teams in examining collected data, identifying areas in need of refinement, and implementing research-based, field-tested lessons that are proven to produce positive results.</p> | <p>Data & Assessment, Professional Development & Collaboration, Leadership</p> |

| | | | |
|--|---|--|---|
| EV Elementary *SINA-2 Math *Watch List – Reading EV Junior/Senior High School *SINA-2 Reading | To utilize the 6-step process of Decision Making for Results (DMR) that allows teachers to examine student, school, and district data to make decisions that impact teaching, learning, and leadership. | The Instructional Coach and PLC Lead Teachers will facilitate conversations about using data to drive instructional decisions. The coach will collaborate with administrators and teachers to analyze formative and summative student achievement data and assist teachers with the use of data to improve student learning. | Data & Assessment, Professional Development & Collaboration |
| Multi-Tiered System of Supports (MTSS) | To implement a multi-tier approach to the early identification and support of students with learning and behavior needs. | The Instructional Coach, PBIS Internal Coaches, PLC Lead Teachers, and Model Teachers will work with staff to review student data to design interventions at increasing levels of intensity to accelerate student learning (both academic and behavior). | MTSS |
| Early Literacy Grant | To promote effective evidence-based programming, instruction and assessment practices to support all students in becoming proficient readers by the end of the third grade. | The Instructional Coach, PLC Lead Teachers, and Model Teachers will provide support in early literacy efforts to Kindergarten – Third Grade teachers. | Data & Assessment, Professional Development & Collaboration |
| Technology Integration *1:1 iPad Program | To help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy. | All positions will utilize technology as appropriate to their role in addition to supporting student technology needs. | MTSS, Professional Development & Collaboration |

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)

The most recent long-term teacher retention data provided by the IA DOE illustrates the continuing challenge that districts face. Across our state, 30.7% of our teachers leave the profession within the first 3-5 years, mirroring the national average. EV has hired 15 new teachers within the last 5 years, retaining 8 of the 15 for a retention rate of 53%.

The first, immediate impact that the TLC grant will have at EV is that we will be able **to increase the minimum salary to \$33,500**. In addition, we will strengthen support for new teachers through our participation in the NTC/Grant Wood AEA i3 Mentoring and Induction program.

EV has lacked a high quality, effective mentoring and induction program for many years despite a strong commitment to attracting and retaining high quality teachers. 8 years ago, the district realized the need to better support beginning teachers and partnered with the AEA to provide professional development for district mentors. Although this was a step in the right direction, much work still needed to be done. If our goal was to retain 100% of our new teachers, we needed to seek additional support.

In the fall of 2013-2014, EV was one of 16 school districts selected to participate in the Grant Wood AEA Induction Consortium. Due to a highly-focused vision and a strong sense of collaboration, GWAEA was named one of three partners with the New Teacher Center (NTC) to receive a portion of a \$14.86 million i3 grant to support a full-release mentoring and induction model starting that fall. EV had two beginning teachers in 2013-2014 who received support. Both teachers reported a strong sense of collaboration and support through the full-release mentor assigned to them. We have full alignment of the Induction Consortium with our Teacher Leadership Program. In terms of improving entry into the profession for beginning teachers, the Induction Consortium has developed detailed descriptions of roles for the Induction Coaches. This includes job embedded coaching and mentoring for each new teacher in the system and designed site collaborative observations of exceptional instructional practices. The district believes that the Induction Coaches will be extremely important in collaborating with the Instructional Coaches and model teachers to provide the very best opportunities for system support of teachers entering the profession.

(Before NTC) Teachers New to District 2009-2013 - 10; # Left District - 7; Retention - 30%

(After NTC) Teachers New to District 2013-2015 - 3; # Left District - 0; Retention - 100%

The Induction Coach model and the full release mentor align with providing differentiated and meaningful teacher leadership roles. While initially the district will benefit from funding support from the i3 grant, we fully anticipate that the TLC funds will allow the district to sustain this work over time. In addition, we believe that inclusion of this component in the TLC Plan addresses improved entry into the profession.

One of the essential components of the TLC grant is development and implementation of a rigorous selection process for the leadership roles including selection criteria, selection process, annual review of assignments, and experience. The district believes that it can draw upon several of the characteristics and expectations already established through the GWAEA Induction Consortium. The consortium has developed a job description that we will use as a model. **Most importantly, the i3 process includes an annual program evaluation and ongoing supervision based on the New Teacher Center Standards and the Iowa Teaching Standards.**

The final essential component of the TLC Plan addresses the alignment of professional development ensuring that implementation of the system is facilitated by teachers, principals, and other educational experts and aligned with the Iowa Professional Development Model. The district firmly believes that this is an area of strength of the GWAEA Induction Consortium model. Ongoing NTC professional development opportunities are established for the Induction Coaches, principals, district induction teams, and the beginning teachers aligned to the Iowa Professional Development model. The conditions that are established for success include a systemic approach encompassing carefully selected full release mentors, strong leadership at the local level, engaged stakeholders, and a supportive environment for teaching, learning, and leadership. While the basic structure of the EV Mentoring and Induction Program will not change, the new TLC roles will support the district's current personnel by helping to address the gaps founding in the mentoring program. With the addition of TLC positions, our new teachers will have opportunities to co-teach with highly skilled teachers, be part of a collaborative team focused on teaching and learning, and have access to in-classroom supports.

To summarize, the grant will allow for the following supports to our new teachers: 1) *Full-Time Release Mentor* – provide in-classroom support & resources; observations, coaching, and feedback, provide networking opportunities with new teachers across districts; provide 4 regional meetings with a focus on the Iowa Teaching Standards; 2) *Instructional Coach* – provide in-classroom support; provide help with assessment and data review; 3) *Model Teachers* – provide in-classroom support; provide modeling of lessons and strategies; provide focus for current district initiatives; on-going coaching on curriculum alignment; 4) *PBIS Lead Teacher* – coach new teachers in PBIS program; 5) *Professional Development Specific to New Teachers* –

implement 1 full day "New Teacher Professional Development" prior to the beginning of school for all new teachers and their mentor(s); 6) *Raise the Minimum Teaching Salary to \$33,500.*

"Having a full-release mentor that serves multiple schools brings in many different perspectives and insights to how things are done in other classrooms." - EV 2nd Year Teacher

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.

After a thorough review of literature, examination of our district goals, analysis of relative data, and input from our stakeholders, the TLC Committee determined the need for several TLC Leadership Positions.

Our TLC goals directly align with the Iowa Task Force on Teacher Leadership and Compensation Goals. The five English Valleys TLC goals are:

- 1) **To Implement a Coherent Data Assessment System that Provides Regular Data About Student Learning & Includes Regular Analysis as Part of the District Culture.** (DATA & ASSESSMENT)
- 2) **To Ensure District Interventions Supplement School and Classroom-Level Efforts with Students.** (MTSS)
- 3) **To Guarantee Best Practices Are Studied and Shared.** (PROFESSIONAL DEVELOPMENT & COLLABORATION)
- 4) **To Develop Internal Leaders.** (LEADERSHIP)
- 5) **To Make the Recruiting and Retaining of Talented Teachers a Priority.** (MENTORING & INDUCTION)

In examining our TLC goals – it is imperative that our newly created Teacher Leadership positions directly support the goals. We believe that we have full alignment between our TLC goals and our Teacher Leadership positions:

- 1) Hire a full-time **Instructional Coach** with an emphasis in Data Collection and Analysis. (DATA & ASSESSMENT, PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)
- 2) Participate in the **Full-Release Mentor Program** (i3) collaborating with Grant Wood AEA to provide support for our 1st and 2nd year teachers. (MENTORING & INDUCTION)
- 3) Create 2 part-time **PBIS Internal Coach** positions to help monitor and guide our school-wide behavior supports program. (MTSS, PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)
- 4) Create 13 part-time **PLC Lead Teacher** positions to gather and organize student data for each team, guide teams in answering the four DuFour PLC questions, and meet regularly with the building leadership team. (MTSS, DATA & ASSESSMENT, LEADERSHIP)
- 5) Identify 4 **Model Teachers** to help support district initiatives and guide professional development based on the Iowa Professional Development Model. (PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)

| Leadership Position | Number of Positions | % in/out of Classroom | Duties | Support from TLC Grant |
|---------------------|---------------------|-----------------------|--------|------------------------|
| | | | | |

| | | | | |
|---|----------|-------------------------------------|---|--|
| <p>Instructional Coach with focus on Data</p> <p>CSIP GOAL: *All K-12 students will achieve high levels in reading, math, and science, prepared for success beyond high school.</p> | <p>1</p> | <p>100% out of classroom</p> | <ol style="list-style-type: none"> 1. Classroom Supporter - To increase the quality and effectiveness of classroom instruction based on using the gradual release model. 2. Instructional Supporter - To support the implementation of effective instructional strategies. 3. Content Facilitator - To promote implementation of the Iowa Core through adopted curricula. 4. Data Coach - To facilitate conversations using data to drive instructional decisions. 5. Facilitator for Change - To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically 6. Professional Learning Facilitator - To design and facilitate effective professional learning opportunities based on the Iowa Professional Development Model. 7. Resource - To identify a variety of resources to enhance classroom instruction and student achievement. | <p>10 Additional Contract Days (per diem), \$2,000 Stipend</p> |
|---|----------|-------------------------------------|---|--|

| | | | | |
|---|-------------------------------------|-------------------------------------|--|--|
| <p>Full Release Mentor (i3 Grant)</p> <p>CSIP GOAL: *All K-12 Students will achieve high levels in reading, math, and science, prepared for success beyond high school.</p> | <p>Varies (provided by AEA)</p> | <p>100% out of classroom</p> | <ol style="list-style-type: none"> 1. Responsible for supporting the growth and development of beginning teachers. 2. Provide professional development for teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. 3. Utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement. 4. Refer new teachers to Model Teachers for additional support in teaching strategies | <p>Set Fees paid to Grant Wood to support i3 Grant</p> <p>-</p> <p>\$3300 for each first and second year teacher</p> |
|---|-------------------------------------|-------------------------------------|--|--|

| | | | | |
|--|-------------------------------|-------------------------------------|--|--|
| <p>PBIS Internal Coach</p> <p>CSIP GOAL: *All students will feel safe and connected to school.</p> | <p>2 (1 per building)</p> | <p>100% in the classroom</p> | <ol style="list-style-type: none"> 1. Attend and monitor PBIS Trainings with team. 2. Insure that PBIS is implemented with integrity in each building. 3. Communicate with the local PBIS team. 4. Know the research and practices related to school-wide behavioral support, including applied behavior analysis, and ability to use a variety of observational and interviewing skills. | <p>4 Additional Contract Days, \$2,000 Stipend</p> |
| <p>PLC Lead Teachers</p> <p>CSIP GOAL: *All K-12 students will achieve high levels in reading, math, and science, prepared for success beyond high school. *All K-12 students will use technology in developing proficiency in reading, math, and science.</p> | <p>13</p> | <p>100% in the classroom</p> | <ol style="list-style-type: none"> 1. Guide collaboration of team members. 2. Support group collection and analysis of data. 3. Support team in identifying student learning needs 4. Facilitate discussions about improving instructional practice 5. Organize and support teachers engaged in peer observation. 6. Stay current on research-supported best practices. 7. Collaborate with other school leaders. | <p>2 Additional Contract Days; \$1,000 Stipend</p> |

| | | | | |
|---|-------------------------------|------------------------------|--|--|
| <p>Model Teachers</p> <p>CSIP GOAL: *All K-12 students will achieve high levels in reading, math, and science, prepared for success beyond high school. *All K-12 students will use technology in developing proficiency in reading, math, and science.</p> | <p>4 (2 per building)</p> | <p>100% in the classroom</p> | <ol style="list-style-type: none"> 1. Establish and maintain a laboratory classroom to serve as a resource to colleagues to demonstrate practices aligned to the Iowa Teaching Standards and Iowa Core Standards. 2. Support the professional growth of colleagues by using strategies such as demonstrating lessons; exploring emerging instructional practices, tools or techniques; and reflecting on and debriefing own lessons with colleagues. 3. Creating a welcoming and open environment for teacher reflection and growth. 4. Prepare, present, and implement professional development | <p>2 Additional Contract Days, \$2,000 Stipend</p> |
|---|-------------------------------|------------------------------|--|--|

All of our Teacher Leaders will have professional development opportunities to participate in a newly created District Leadership Team. The District Leadership Team (comprised of Teacher Leaders and Administrators) will follow the continuous improvement cycle of identifying essential teacher skills, analyzing data, setting goals, providing evidence-based professional development, and monitoring teacher learning through student assessment data, teacher implementation data, walk-throughs, and hiring/retention data.

Core professional development will be provided in the Iowa Professional Development Model and through Professional Learning Communities (PLCs based on DuFour Model). Teacher Leaders will be expected to maintain a professional portfolio that reflects demonstrated professional growth, self-reflection, and improved student learning aligned to the Iowa Core.

Using Part 6 application narrative from previous submission? Yes

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.

English Valleys has developed a rigorous selection process for the identified Teacher Leaders positions applicants based on research from The Center for Teaching Quality. The vision of the Center for Teaching Quality is two-fold: **to create a high-quality education system for all students, driven by the bold ideas and expert practices of teachers and to connect, ready, and mobilize teacher leaders to transform our schools.** The CTQ vision is directly aligned with our English Valleys Teacher Leadership Plan.

Once the grant is awarded, the Teacher Leader positions will be posted and recruitment for these positions will begin. This information is to be widely posted throughout the district and shared through a variety of outlets including newsletters, the district website, teacher meetings, and the teachers' association.

The initial screening criteria for applicants will be at least three years in education and one year employed at English Valleys. At that point, applicants will submit by the posted deadline:

- A resume
- A letter of reference from a district colleague
- A written essay (no more than 5,000 characters) or a portfolio of work describing how they have served as a leader and how this is related to the advancement of student achievement

A district committee that includes equal members of administrators and teachers will interview and select each position. The Model Teacher positions will also include one classroom observation as part of the interview process. During the 2015-2016 school year, we will have three teachers (comprised of volunteers from each building) and three administrators.

A modified rubric developed from the Center for Quality Teaching will ensure the committee is operating with integrity and following the established rigorous selection process. The selection criteria for all Teacher Leader positions will be scored on a four point scale and be consistent across all positions. A detailed job description will be shared with all candidates.

The rubric (without specific indicators due to word count limitations):

| | No Evidence | Inconsistent | Somewhat Consistent | Consistent | Masterful & Spreading |
|--|-------------|--------------|---|---|-----------------------|
| Teaching Effectiveness (Classroom Observation) | | | Well-crafted Lesson Planning | 0 | 1 |
| 2 | 3 | 4 | Engagement of Students | 0 | 1 |
| 2 | 3 | 4 | Responsive and Flexible Teaching Strategies | 0 | 1 |
| 2 | 3 | 4 | Student Learning Assessed/Monitored | 0 | 1 |
| 2 | 3 | 4 | Clear Communication | 0 | 1 |
| 2 | 3 | 4 | Strong Questioning/Discussion Techniques | 0 | 1 |
| 2 | 3 | 4 | Teaching Effectiveness - Subtotal | | |
| Leadership Skills (Paper Application, References) | | | | Engagement as a Teacher Leader | 0 |
| 1 | 2 | 3 | 4 | Articulation of Effective Teaching | 0 |
| 1 | 2 | 3 | 4 | Articulation of Effective Leadership | 0 |
| 1 | 2 | 3 | 4 | Ability to Synthesize and Use Data | 0 |
| 1 | 2 | 3 | 4 | Ability to Balance Diverse Perspectives | 0 |

| | | | | | |
|--------------------------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Ability to Grow Capacity in Others | 0 |
| 1 | 2 | 3 | 4 | Overall Communication Skills (Written and Verbal) | 0 |
| 1 | 2 | 3 | 4 | Leadership Skills Subtotal | |
| Recorded Responses (Interview) | | | | Content Knowledge | 0 |
| 1 | 2 | 3 | 4 | Connection of Iowa Core to Practice | 0 |
| 1 | 2 | 3 | 4 | Articulation of Expertise | 0 |
| 1 | 2 | 3 | 4 | Potential to Spread Expertise | 0 |
| 1 | 2 | 3 | 4 | Awareness of School Culture | 0 |
| 1 | 2 | 3 | 4 | Efficacy | 0 |
| 1 | 2 | 3 | 4 | Flexibility | 0 |
| 1 | 2 | 3 | 4 | Independence | 0 |
| 1 | 2 | 3 | 4 | Recorded Responses Sub Total | |
| Overall Total | | | | | |
| | | | | | |

The committee will make recommendations regarding applicants to the superintendent.

Professional Growth/ Annual Review

Teacher Leaders will submit an annual career development plan. All Teacher Leader positions are one-year positions and will be reviewed annually. Teacher Leaders are to be reviewed using three specific data collection points: a peer review survey based on performance, a self-evaluation tool, and an administrator review. All data will be used by the committee to determine if individuals will continue in their role.

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.

The vision of the English Valleys' TLC Committee is to create a differentiated teacher leadership system that strengthens instructional skills and builds a collaborative culture of continuous improvement.

Our TLC goals directly align with the Iowa Task Force on Teacher Leadership and Compensation Goals. The five English Valleys TLC goals are:

1) To Implement a Coherent Data Assessment System that Provides Regular Data About Student Learning & Includes Regular Analysis as Part of the District Culture. (DATA & ASSESSMENT)

2) To Ensure District Interventions Supplement School and Classroom-Level Efforts with Students. (MTSS)

3) To Guarantee Best Practices Are Studied and Shared. (PROFESSIONAL DEVELOPMENT & COLLABORATION)

4) To Develop Internal Leaders. (LEADERSHIP)

5) To Make the Recruiting and Retaining of Talented Teachers a Priority. (MENTORING & INDUCTION)

The Iowa Professional Development Model is at the core of all that we do at English Valleys. This circular model encompasses a comprehensive list of variables that contribute to increased student learning. These variables include:

- The importance of data for driving school improvement and student achievement goals;
- The alignment of assessment with curriculum and instruction;
- The provision of quality professional development with research-based content;
- Sustained focus over time with an emphasis on continuous improvement in instruction;
- The necessity for learning communities where teachers study what is effective and work collaboratively to learn and implement new knowledge and skills;
- The study of teacher implementation of planned change;
- The evaluation, both formative and summative, of planned change for its impact on student learning;
- The guidance of strong leaders—teachers, principals, central office staff, superintendents, and school boards—operating collectively and collaboratively to govern the professional development/school improvement system.

As with many districts, we have struggled with prioritizing our focus area – each initiative is important in its own way! Over the last few years, the district administration and leadership team has followed the IPDM to clearly identify the most pressing professional development needs that positively impact student achievement. Progressing through the SINA/school improvement process has helped guide our work in this area.

There is evidence that schools are well served by one-page plans that are clearly focused and sufficiently simple so that all participants in the process understand their role in executing the plans. (Doug Reeves, 2009)

Almost a decade ago, our district made a commitment to implementing Professional Learning Communities (PLCs). Our PLCs have done some things right – and some things wrong. They've been seen as the key to school reform to some and as a burden to others. One thing has remained clear, **“Purposeful peer interaction within the school is crucial. Student learning and achievement increase substantially when teachers work in learning communities supported by school leaders who focus on improvement.”** (Michael Fullan, 2008)

Two years ago, we recommitted as a teaching staff to strengthening our PLCs and using these existing learning communities as vehicles on which all of our initiatives are implemented. We chose to embrace **a TLC plan that is "slim and sticky" rather than "fat and forgettable"** (Michael Fullan, 2011).

The teachers that assume the leadership roles described in this plan will help guide the professional development of the district – maintaining a direct connection between the district's learning goals and implementation of the Iowa Core Standards. All of the teacher leaders have responsibility to support and provide professional development aligned to IPDM, a model of continuous improvement – including:

Collecting & Analyzing Student Data: All teacher leaders will collect/analyze student data. The Instructional Coach, mentors, and model teachers will provide support in collecting and analyzing data for instructional decision-making. Teacher leaders provide professional development in formative and summative assessment and data analysis.

Goal Setting: All teacher leaders will help teachers identify student needs based on data. Teacher leaders will participate in determining district professional development goals aligned with the C-Plan, APR, and SINA.

Selecting Content: All teacher leaders will review and identify research, specific instructional strategies, and best practices to meet student and teacher learning goals.

Process Design: All teacher leaders will collaborate with district administrators to design a differentiated professional development plan to meet a range of teacher learning needs.

Teacher Learning Opportunities: All teacher leaders will plan and provide district professional development aligned to IPDM,

to increase skills and knowledge in district initiatives.

Collaboration & Implementation: All teacher leaders have shared responsibility to build a collaborative culture with an increase in student achievement as the main target.

Ongoing Data Collection: Ongoing data collection is an important component of the IPDM continuous improvement cycle. All teacher leaders will provide professional development on data-driven, instructional decision making.

Summative Evaluation: All teacher leaders have the responsibility to collect and analyze teacher and student data. Teacher and student survey data, implementation data, student achievement data, and teacher retention data will be analyzed to evaluate the effectiveness of the district's professional development plan and TLC plan.

The effectiveness of the TLC program will be tied directly to our student achievement goals. Every teacher leader will play an active role in professional development and data analysis utilizing the Iowa Professional Development Model strategies.

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.

**Goal #2) The Family Districts in
urgent and consistent ways**

- Iowa Assessment Data
(Elementary/Secondary) –
Students in Grades 4, 8, 11 will
show at least one year’s growth in
mathematics and reading
comprehension as measured by
the Iowa Assessments. (ST -
Annually)
- FAST Data (Elementary) – The
percentage of non-proficient
students on the FAST
assessment in grades K-6 will
decrease by 2% each year. (ST -
Annually)
- PBIS Data
(Elementary/Secondary) – The
number of office referrals (major
referrals) will not increase. (LT -
Trend Line)

GOAL #2) For Growth and Study

- Teacher Self-Reporting Through an Annual Teacher Leadership Survey (baseline Spring 2015). (ST & LT - Annually, Trend Line)
- Professional Development Surveys - We will administer a survey at the end of each semester that analyzes the impact of our professional development on classroom practice. This survey will help us to adjust our course to maximize the impact of our weekly collaboration and professional development sessions. (LT - Bi-annually - Trend Line)
- PLC evaluations - PLCs will have a continuous feedback loop from their leaders and the Instructional Coach to evaluate the groups' effectiveness at helping professionals grow in their skill base. (ST - Weekly)
- IPDM evaluation tool - This comprehensive tool will look at all areas of professional development annually to determine where adjustments can

be made. (LT - Year to Year)

- The number of Teacher Leadership applicants will surpass the number of positions available – this data will allow us to assess how desirable these leadership positions are and if the compensation rates are sufficient for teachers to take on the extra roles and duties. (ST - Annually)
- 100% of TLC Teacher Leadership Positions will be filled each year. (ST - Annually)

~~GOAL #4) To Develop and maintain~~

- 100% of first and second year teachers will be retained. If a teacher leaves the teaching profession, an exit-interview will be used to determine why the teacher left the profession and develop interventions to better support the needs of the current mentoring and induction program. (LT - Trends)

~~GOAL #5) To Maintain and~~

- 100% of teachers will be highly qualified in their subject area/area of specialty. (ST - Annually)

~~English) will have better retention collection pay for all our programs~~

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 10 - Budget Items

| Use of TLC Funds | Amount Budgeted |
|---|---------------------|
| Amount used to raise the minimum salary to \$33,500. | \$500.00 |
| Amount designated to fund the salary supplements for teachers in leadership roles. | \$27,000.00 |
| 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). | \$96,399.03 |
| Amount used to provide professional development related to the leadership pathways. | \$17,139.06 |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i> | \$0.00 |
| Totals | \$141,038.09 |

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 | 456.7 |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i> | |
| District Enrollment-Based Allocation | \$141,038.09 |
| Total Allocation | \$141,038.09 |

Other Budgeted Uses - Description

| Item description | Amount budgeted |
|------------------|-----------------|
| | \$0.00 |

Total Allocation Budgeted

| | |
|--|--------------|
| Total Projected Amount to be Expended | \$141,038.09 |
|--|--------------|

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

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

When we first began brainstorming about the impact the TLC grant could have at English Valleys we **started with the end in mind**. If our overall district goal was to develop a shared teacher leadership program that would have a positive impact on student achievement, then each position that we proposed had to align with that vision. We set forth five goals that would serve as the framework for developing teacher leadership positions.

1) To Implement A Coherent Data Assessment System that Provides Regular Data About Student Learning & Includes Regular Analysis as Part of the District Culture. Leaders in higher performing school systems provide diagnostic and formative assessments that are aligned with the district's written curriculum. District staff members are active participants in open and honest discussions about student performance. Discussions about data emphasize both overall performance as well as growth or improvement measures. High performing systems adjust curriculum and instructional resources based on student performance. (DATA & ASSESSMENT)

2) To Ensure District Interventions Supplement School and Classroom-Level Efforts with Students. Leaders in higher performing school systems supplement school and classroom-level interventions with targeted support for students who are below grade level. District leaders establish well-developed pyramids of proven, practical intervention programs and practices to support school- and classroom-level student interventions. (MTSS)

3) To Guarantee Best Practices Are Studied and Shared. Leaders in higher performing school systems study and share the most effective instructional practices in the district. (PROFESSIONAL DEVELOPMENT & COLLABORATION)

4) To Develop Internal Leaders. Leaders in higher performing school systems identify and develop internal candidates for leadership positions. These districts' efforts to grow their own leaders help to establish program continuity that is easily lost with changes in leadership. (LEADERSHIP)

5) To Make the Recruiting and Retaining of Talented Teachers a Priority. Leaders in higher performing school systems aggressively recruit a talented teacher pool from which principals are given the authority to select teachers. Every effort is made to retain effective teachers. (MENTORING & INDUCTION)

With these five goals in mind, we developed a plan to utilize TLC funds to reach these goals.

1) Hire a full-time **Instructional Coach** with an emphasis in Data Collection and Analysis. (DATA & ASSESSMENT, PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)

2) Participate in the **Full-Release Mentor Program** (i3) collaborating with Grant Wood AEA to provide support for our 1st and 2nd year teachers. (MENTORING & INDUCTION)

3) Create 2 part-time **PBIS Internal Coach** positions to help monitor and guide our school-wide behavior supports program. (MTSS, PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)

4) Create 13 part-time **PLC Lead Teacher** positions to gather and organize student data for each team, guide teams in answering the four DuFour PLC questions, and meet regularly with the building leadership team. (MTSS, DATA & ASSESSMENT, LEADERSHIP)

5) Identify 4 **Model Teachers** to help support district initiatives and guide professional development based on the Iowa Professional Development Model. (PROFESSIONAL DEVELOPMENT & COLLABORATION, LEADERSHIP)

Professional collaboration with a focus on results, support for our beginning teachers, alignment of curriculum with the Iowa Core, and high-quality professional development will give English Valleys a strong foundation to realize our district goals and help us close our identified achievement gap. The bottom line is that we **must** make an impact on student achievement if the program is going to be successful.

English Valleys has not met the minimum salary requirement of \$33,500. As a result, \$500.00 of the TLC funds will be set aside to meet the minimum salary requirement. The money received from the TLC grant will fund 21 leadership positions – both within and outside the classroom. **48% of certified staff would be involved in TLC positions - far surpassing the state's goal of 25%.**

Approximately \$77,000 will be allocated to fund a full-time instructional coach position. The rest of the money will be used to fund salary supplements for other teachers in leadership including continued participation in the i3 Mentoring and Induction Grant with Grant Wood AEA, 2 PBIS Internal Coach positions – one in each building, 13 PLC Lead Teachers, and 4 Model Teachers.

| Leadership Position | Number of Positions | Budget |
|--------------------------------|---------------------|-------------|
| Amount to Raise Minimum Salary | N/A | \$500.00 |
| Instructional Coach | 1 | \$76,776.33 |
| Full Release Mentor | 1 | \$9,900.00 |

| | | |
|---|-----|-------------|
| PBIS Internal Coach | 2 | \$6,994.80 |
| PLC Lead Teachers | 13 | \$22,733.10 |
| Model Teachers | 4 | \$6,994.80 |
| Professional Development (All Positions) | N/A | \$17,139.06 |

Each position's compensation will vary based on the current salary levels of teachers selected for those positions. EV is committed to fiscally responsible decision making in the best interest of students. EV has had an instructional support levy in place since 1996 with resources allocated for textbooks, workbooks, classroom supplies, PE supplies, art supplies and anything else that we believe would be advantageous for our students. The EV board and administration have made a commitment to providing the leadership necessary to support and reinforce the work of the teacher leaders. EV wants to be a model of how shared leadership can positively impact students in the state of Iowa. Awarding the grant to English Valleys will make a positive impact on our students.

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