



Application

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

152579 - Galva-Holstein and Schaller-Crestland TLC Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: Galva-Holstein CSD

Organization Type: K-12 Education

DUNS:

Organization Website:

Address:

City: 712-368-4353
State/Province: Iowa
Postal Code/Zip: 51025
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Benefactor:
Vendor Number:

Cover Sheet-General Information

Authorized Official

Name: Jon Wiebers
Title: Superintendent
Organization: Galva- Hostein and Schaller-Crestland Comm School Districts
If you are an individual, please provide your First and Last Name.

Address: 519 E Maple

City/State/Zip*: Holstein Iowa 51025
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Telephone Number: 712-368-4353

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Fiscal Officer/Agent

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

Name: Cindy Ditmer

Title:

Organization: Galva-Hosltein and Schaller-Crestland Comm School Districts

Address: 519 E Maple

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Telephone Number: 712-368-4353

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal Buena Vista County, Cherokee County, Ida County, Sac County

Congressional District(s) Involved or Affected by this Proposal 4th - Rep Steve King (R)

Congressional Map

Iowa Senate District(s) Involved or Affected by this Proposal 2, 6, 9

District Map

Iowa House District(s) Involved or Affected by this Proposal 3, 11, 17

District Map

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. No

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. Jon Wiebers

Title of Person Submitting Certification Iowa

Recipient Information

| | |
|--|--|
| District | Galva-Holstein Community School District |
| <i>Use the drop-down menu to select the district name.</i> | |
| County-District Number | 47-2376 |
| <i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i> | |
| Honorific | Mr. |
| Name of Superintendent | Jon Wiebers |
| Telephone Number | 712-368-4353 |
| E-mail Address | jwiebers@rvraptors.org |
| Street Address | 519 E Maple |
| City | Holstein |
| State | Iowa |
| <i>Use the drop-down menu to select the state.</i> | |
| Zip Code | 51025 |

TLC Application Contact

| | |
|--|------------------------|
| Honorific | Mr. |
| Name of TLC Contact | Jon Wiebers |
| Telephone Number | 712-368-4353 |
| E-mail Address | jwiebers@rvraptors.org |
| Street Address | 519 E Maple |
| City | Holstein |
| State | Iowa |
| <i>Use the drop-down menu to select the state.</i> | |
| Zip Code | 51025 |

Demographic Profile

| | |
|---|-------------------------|
| October 2014 Certified Enrollment | 790 |
| October 2014 Free/ Reduced Lunch % | 37 |
| AEA Number | 12 |
| Please select the TLC model number that most closely resembles your district plan. | |
| TLC Model Number | Model 3 Comparable Plan |

Narrative

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

The Galva-Holstein and Schaller-Crestland Community School Districts are in their sixth year of a whole grade sharing agreement. The districts bring their students together in 6th grade to form Ridge View Middle School consisting of grades 6 – 8. The students then transition to Ridge View High School in Holstein for grades 9 – 12.

All stakeholders, including teachers, administrators, and parents, were engaged in the process and contributed to the development of the plan. Through surveys, discussions, and professional learning opportunities we were able to obtain stakeholder support. The local and statewide goals support the four SIAC goals and the district goals.

Both districts are committed to continuous improvement and believe that meaningful collaboration is the key to fulfilling our mission. This is the initial year for both districts to apply for the TLC grant. Our vision for our districts and also for this grant is to strengthen the instructional core, improve the quality of teaching, and increase student learning.

The goals we have adopted for our TLC application grant reflect the goals set by the state:

1. Attracting able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
2. Retaining effective teachers by providing enhanced career opportunities.
3. Promoting collaboration by developing and supporting opportunities for teachers to learn from each other.
4. Rewarding professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
5. Improving student achievement by strengthening instruction.

The first 4 goals are all means of reaching and supporting Goal 5, improving student achievement by strengthening instruction. We also believe that the goals we have adopted for the TLC grant will help us achieve our district goals and school improvement advisory committee (SIAC) goals.

The district goals:

All K-12 students will achieve at high levels in reading, math and science and be prepared for success beyond high school.

SIAC goals

1. Continue to work on meshing Elementary Curriculum and aligning curriculum Kindergarten through 12th grade.
2. Continue to focus on rigorous curriculum in the areas of Math/Reading/Science.
3. Build and maintain a positive school culture and utilize local resources.
4. Focus on High School long range student planning, including college prep courses, vocational tech opportunities, and career planning.

New teachers will be provided with support from Instructional Coaches and Mentor teachers to help retain the new teachers. Instructional Coaches will provide intensive ongoing support of mentees, planning opportunities for multiple observations of Model Teachers, and arranging increased collaboration time to work with other teachers. Frequent observations, timely feedback, and collaborative sessions with the mentor will help support new teaching staff to the profession and to the district.

Multiple meaningful teacher leadership roles have been developed. These roles will be filled by teachers who are willing to take on teacher leadership roles. All teacher leaders will work together to create a cohesive system of support. Five new roles (24 positions) will be developed or expanded. The roles include: Instructional Coaches (2 FTE), Internal Coaches (4), Model Teachers (4), Technology Integrationists (2), and Building Leadership Team Leaders (12). All teacher leadership positions have extended days attached for their work as part of the TLC work. Distinct roles and responsibilities are aligned to each leadership position, incorporating into each role modeling, observations, collaboration, strategy implementation, and data collection.

A rigorous selection process has been established which includes teacher leader self-assessment, written reflections, evidence of model practices, and/or interviews. We will utilize rubrics in the selection and evaluation processes. In addition, applicants will include evidence of commitment to current initiatives in the building/district. This rigorous

application and interview process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

We follow the Iowa Professional Development Model (IPDM) to stay focused on improving student learning and engaging all teachers in professional development. The district's current professional development includes Iowa Core work, Differentiated Instruction, Multi-Tiered System of Supports (MTSS), Professional Learning Communities, Early Literacy Implementation, and Technology Integration. Teacher leaders will work with building level administrators and building leadership teams to review data, PD feedback, and instructional strategies to plan PD.

Formative and summative data will be used to evaluate the TLC plan, teacher-leader roles, and its impact on student learning. Teacher leaders will be responsible for regularly collecting and analyzing data regarding professional development and implementation. This data would also inform instructional practice decisions that would in turn be introduced through instructional coaches and model teachers, demonstrated by model teachers, reinforced in professional development, and then implemented by new and career teachers in their classrooms. Both districts have a history of sustaining rigorous professional development, supporting teacher collaboration, and celebrating student achievement. This grant will provide an opportunity for the district to reward teachers for their continual dedication and expertise. We are confident that this TLC plan, implemented with fidelity, will positively impact student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

Please include the following information in your narrative:

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

The faculty members serving on the TLC grant writing committee are members of the district leadership team. There are teacher representatives from each of the buildings served in the Galva-Holstein and Schaller-Crestland School Districts. The three principals and superintendent for both districts are also members of the planning team. Parents and community members from the School Improvement Advisory Committee were involved in the TLC planning and revisions of the plan.

Planning Time Commitment:

To begin the planning process our administrators attended an initial TLC meeting sponsored by AEA 12. The full team attended a workshop sponsored by AEA 12 to build the capacity to understand the TLC program, be more familiar with teacher leadership approaches, and to organize our approach to designing the plan.

Our TLC committee then engaged in 6 half day sessions and 10 after school meetings to analyze data, discuss TLC approaches, set goals, design roles, conduct planning, and write the application. The draft of the TLC plan was shared with all teachers at a district wide meeting. During this time the plan was submitted and teachers were able to ask questions and give feedback on the TLC plan. After the presentation, the teachers then took a survey to indicate their support of the plan and the leadership roles within the plan.

Planning Grant Fund Allocation:

Grant Allocation: \$13,037.24

- Substitute teachers -- \$1620
- Extended days paid to teacher TLC members - \$1879
- Stipend paid to teacher TLC members-- \$2500
- Grant writing and conference cost -- \$295

This funding allocation allowed time and materials for the members of the TLC Committee to meet and develop a high quality plan.

Plan Design:

As we developed the plan, each member of the team carried equal responsibility in voicing an opinion and giving input into the plan. Teachers and administrators shared equal roles on the committee. The TLC committee created opportunities to meet the needs of staff such as professional learning, mentoring, and curriculum support. All these opportunities will provide for improved student achievement and adult learning.

Once the TLC committee came to an agreement upon all components, the proposed documents were presented to the staff and school boards. Feedback was collected from the staff and school boards, including questions and concerns, which were relayed back to the TLC committee.

The plan was then presented to the Galva-Holstein and Schaller-Crestland School Boards. The boards jointly voted to approve the TLC plan. Both school boards believe the TLC grant would positively impact students, teachers, and the community.

Stakeholder Commitment:

Parent commitment: Parents involved with TLC grant planning were supportive of the TLC plan. Administrators discussed the TLC plan with parent committees and community members on the School Improvement Advisory Council. The Community members on the School Improvement Advisory Committee were provided with information about the TLC plan and then surveyed for support. Survey data indicated that all respondents were optimistic that the plan would help more students grow at expected levels. Members of the TLC committee were able to get informal feedback from community members and parents. Comments shared during discussion sessions suggested that these community members and parents were supportive of the TLC plan. Our school board members were supportive of the plan as well. Many of our school board members have children in the district they represent. They see the TLC grant

as having a positive impact on teaching and learning.

Teacher commitment: The majority of Galva-Holstein and Schaller-Crestland teachers support the TLC initiative with the hope that it will build leadership, competitive salaries, and strengthen collaboration. Staff is hoping that a TLC system will help student learning and impact their own teaching. Others believe that the TLC plan will support students who are struggling. Results from a staff survey indicated that nearly 80% of staff believed that the plan would be beneficial to students and staff. Teacher respondents agreed that the new leadership roles can provide the support needed to reach our district and school goals.

| Role | Percentage of Respondents who agreed the role will be beneficial to students and staff. |
|----------------------------------|---|
| Building leadership team leaders | 86 |
| Technology integrationist | 82 |
| Internal coaches | 78.6 |
| Instructional coaches | 76 |
| Model teachers | 62 |

Administrative commitment: One hundred percent of administrators actively support and are involved in the establishment of the TLC plan. Consensus was determined through one on one interviews. They demonstrated willingness to hire substitutes while teachers worked on the planning process. Administrators agree the plan will help bring consistency in teaching, provide leadership opportunities for teachers, and ultimately improve our student achievement. The administrators believe that the TLC plan will provide support to teachers that will impact school culture and learning for all in a positive manner. They also see the connection to district initiatives and schools goals.

Plan adjustments: Based on the feedback from staff and parents the plan was adjusted to provide more time for instructional coaches. We initially had 2 half-time instructional coaches in our plan. Because staff expressed concern that the need for instructional support in the classrooms and at professional development was needed, we have modified the plan to include 2 FTE of instructional coaches. Teachers also indicated through group discussion that the instructional coaching positions should be offered as full or half time positions. The positions can be filled with 4 half-time teacher leaders or two full time teacher leaders.

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 Galva-Holstein and Schaller-Crestland Community School Districts are building on their vision for a system that strengthens student achievement and teaching through teacher collaboration. This is an opportunity to adopt a new paradigm of how our districts can operate to maximize life's opportunities for every child. Our vision for the TLC system is as follows:

TLC Vision Statement:

We will develop a system of shared leadership that supports a culture that is focused on student learning and teacher collaboration to improve student performance and adult learning.

To accomplish this vision, we must reach the following measurable goals:

Goal Statements:

- 1) Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- 2) Retain effective teachers by providing enhanced career opportunities.
- 3) Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
- 4) Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- 5) Improve student achievement by strengthening instruction.

TLC goals for student learning include:

1. Each student will show growth in reading as measured by the Iowa Assessments.
2. Each student will show growth in math as measured by the Iowa Assessments.
3. All students will be proficient in reading by the end of 3rd grade as measured by Early Literacy measures.

Student data from both districts indicates a need to work on continuous improvement. In the Galva-Holstein district elementary school, the data on the Iowa Assessments in reading shows that 92.77% of the students in grades 3 – 5 were proficient while only 77.27% of 3rd grade student in Schaller-Crestland were proficient. Our combined middle school students (Grades 6 – 8) had 80.29% proficient. Our subgroup that showed the lowest proficiency is our low SES students. The FAST assessment shows that 90% of Galva-Holstein 3rd graders were proficient, and 89% of Schaller-Crestland students in third grade were proficient on the DIBELS assessment. We are seeing similar results in our math scores. Schaller-Crestland elementary has been identified as a SINA 1 school for reading and math. Galva-Holstein Upper Elementary was placed on the watch list for reading. Ridge View Middle School is identified as a SINA 2 school in the area of Math.

The data listed above is the main impetus for us to implement the TLC grant. We have started to implement data teams within the elementary buildings in both districts. Galva-Holstein has been involved with the MTSS process for a year. The Schaller-Crestland is joining the MTSS process and using FAST assessment suite for the first year. Both districts are engaging in data analysis of the FAST data this fall to help us be more aligned with our elementary buildings. This will promote a smoother transition into our combined middle school.

We believe that our TLC consortium will allow us to provide a structure for collaboration, data analysis and support, along with building teacher leadership capacity. We will be developing and cultivating a culture of high expectations for student and adult learning. Our teacher leader roles will be selected carefully. These teacher leaders will model effective teaching practices, facilitate shared learning, and promote continuous learning. The teacher leaders will provide feedback, show understanding of educational practices, and reflect on data and feedback received.

Productive relationships will be developed and fostered as part of the TLC.

The TLC will allow us to compensate and attract highly qualified new teachers along with retaining and compensating effective teachers. Through the implementation of the TLC and use of the PLC model, teacher collaboration will be promoted and enhanced. We will also promote collaboration among teachers with mentoring, modeling, and coaching. Once again the PLC model will be a vehicle to promote this type of teacher, teacher leader, and administrative collaboration. Through collaboration we will be able to use internal coaches and other teacher leaders to become more data driven and action orientated. This will enhance our opportunities to reward professional growth and positively impact instruction.

New teachers will be provided with support from instructional coaches and mentor teachers to help retain the new teachers. Instructional coaches will provide intensive supervision of mentees, planning opportunities for multiple

observations of model teachers, and arranging increased collaboration time to work with other teachers. Frequent observations, timely feedback, and collaborative sessions with the mentor will help support new teaching staff to the profession and to the district.

We believe that the statewide TLC Commission's vision, "Through the development and support of opportunities for teachers in schools and school districts statewide to learn from each other, we will positively impact student achievement, staff morale, and school culture by ensuring quality instruction in every classroom," aligns with our TLC goals and vision. The implementation of MTSS, PLCs, Early Literacy, and implementation and alignment of the Iowa Core are evidence of that alignment.

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 Galva-Holstein and Schaller-Crestland Community Schools have prioritized our professional development efforts into five main areas, (1) Multi-Tiered System of Supports (MTSS), (2) Professional Learning Communities (PLC), (3) Iowa Core Work, (4) Early Literacy Implementation and (5) Technology Integration.

1. MTSS

In the fall of 2014 Galva-Holstein began working with the Department of Education and Northwest AEA as part of the C4K initiative. Schaller-Crestland began working on MTSS in the fall of 2015. Both districts have started to collaborate on the MTSS process to have closer alignment between the elementary buildings. Today we are continuing to work with NWAEA to get the structures in place to support MTSS work in all of our elementary buildings. As a shared district we will explore expanding upon this work to create MTSS systems in our middle and high schools (6-12). We envision the Teacher Leaders being instrumental in carrying out the Multi-Tiered System of Supports. They will help define the framework of evidence based practices in instruction and assessment that addresses the needs of all students. Data will be examined by internal coaches and building leadership team members to help select interventions and monitor their effectiveness. Our instructional coaches and model teachers will provide training and follow up to our teachers to ensure implementation fidelity of the teaching strategies and interventions.

2. PLC

During the 2015 – 16 school year the Galva-Holstein and Schaller-Crestland School Districts will be working together to develop an understanding of PLCs. The year will be spent building background knowledge, sharing research, and building capacity. During the 2014 – 15 school year the high school staff started its work with PLCs using the DuFour model as a framework. This will be the same model that the rest of the district will be using. We will focus on the three big ideas and four questions that guide the PLC work.

We believe model teachers and internal coaches can support and benefit collaborative teams in the analysis of formative assessments and provide modeling of effective instructional strategies and interventions. These teacher leaders can also work with collaborative teams to identify students who need additional time and support with key learnings. Instructional coaches will also work with teams to implement research based strategies.

3. Iowa Core

Teacher Leaders (instructional, coaches, internal coaches, BLT members) will assist classroom teachers and teams in employing the Characteristics of Effective Instruction (CEI). The CEIs identified in the Iowa Core Curriculum include Student-Centered Instruction, Teaching for Understanding, Assessment for Learning, Rigor and Relevance, and Teaching for Learner Differences. Teacher leaders will assist with professional development to ensure the enacted curriculum aligns with the intended and assessed curriculum through co-planning and co-teaching. Teacher Leaders will work together with teams of teachers to create action plans and pacing guides for implementation of the Iowa Core. This work will be done to help align the elementary buildings to provide consistency between the two districts before the students come together in 6th grade. Our secondary buildings will work together to build a vertically aligned curriculum with the assistance of the teacher leaders.

4. Early Literacy

Our Teacher Leaders will assist with and provide professional development for teachers in research-based instructional strategies, interventions, and progress monitoring of students. Teacher Leaders will be knowledgeable in using the Formative Assessment System for Teachers (FAST) within the Iowa TIER and be able to assist teachers with the administration and data analysis. Teacher Leaders will help identify students as Adequately Progressing, At Risk, and Substantially Deficient in literacy as defined by the Iowa Dept. of Education. After identification Teacher Leaders will assist with the development of Progress Monitoring and targeted interventions to get all students adequately progressing.

5. Technology Integration

Currently, the students in grades 6 - 12 use the Chromebooks on a daily basis in their classes for document and presentation creation, web-based research, and collaboration with classmates. All classroom teachers have interactive white boards in their classrooms to use as an instructional tool. Our TLC plan will include technology integrationists that will provide training and support to all K – 12 teachers on how to increase the depth of their technology implementation. The instructional coaches and model teachers will assist our technology integrationists in making the connection between technology and our curriculum and instructional goals. We will monitor progress

through use of the data collected from Clarity.

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)

Galva-Holstein and Schaller-Crestland currently have a two year mentoring and induction program to support new teachers that meets the requirements of the Iowa Department of Education. Galva-Holstein and Schaller-Crestland are currently using the mentoring and induction program that is led by Northwest AEA.

The mentoring program is required of all first and second year teachers. Mentees are paired with mentors who teach the same grade level or subject area if possible. Mentors and mentees are provided substitutes so they can attend the Mentoring and Induction Program for a full day on a quarterly basis. These teachers meet with their mentors a minimum of one hour per month. Mentees are required to complete an observation once a quarter of their choosing. Mentors are required to observe and provide the mentees feedback quarterly. Learning projects are included that correlate with the Iowa Teaching Standards. .

One of the most important aspects of the mentoring program is the ongoing interaction between the mentor and the mentee. The frequency and quality of these interactions varies dramatically based upon the relational skills and commitment level of the participants. In surveying participants over the past two years, the level of satisfaction is low and the consensus is that the most effective time is the informal time between mentors and mentees discussing district initiatives not covered at the AEA mentoring. However, it has been made clear the amount of informal meeting time is insufficient to meet the needs of mentees involved.

Gaps in the Mentoring and Induction Program: Through questionnaires with our current mentors and mentees we have identified some gaps in the mentoring and induction program. The gaps include the need for more assistance in classroom management, insufficient planning, and lack of opportunities for reflection with mentors during the school day, a need to increase the opportunities for observation and feedback, and a need for more focus on instructional strategies appropriate to grade level/content area.

Changes to Address Gaps

We will address the identified gaps as we revise our overall mentoring program through the TLC plan.

Improvements to the mentoring program include:

Assistance in classroom management - Our mentors will be trained in effective classroom management systems. Initial mentoring sessions will focus on these areas to help the transition into the career. The development of a positive classroom culture will improve the odds of success in other classroom endeavors.

Increased attention to planning and reflecting on practice - Our mentors need more training on how to conduct planning and reflective conferences with teachers. This training will focus on effective coaching techniques and protocols to make conversations efficient and productive. It will identify the impact of professional preparation on classroom effectiveness. We will also look to our Instructional coaches and model teachers to provide a structure to plan for instruction weekly in a collaborative setting. Instructional Coaches and Model teachers will also be able to meet with teachers new to the profession and their collaborative teams on Wednesdays once a month.

Opportunities for observation and feedback - Our observations will increase from two to six with three of these happening in the first 12 weeks. The positions of Instructional coach and Model Teacher will offer additional feedback on targeted areas of practice. These targeted areas include district initiatives that are new as well as ones that occurred prior to the staff member's hiring. Guidance will be offered in these areas through implementation integrity checklists that define the elements of high quality implementation.

More focus on instructional strategies appropriate to grade level/content area - We have realized that much of the training with instructional strategies for our current staff is not repeated or coached for new staff. We will use our Instructional Coaches, Model Teachers and Technology Integrationist to build these skills with new staff members.

With the addition of model teachers and instructional coaches, the districts will provide individualized support at the building level for teachers new to the profession. Instructional coaches serve as the primary pool of mentors. These coaches are initially selected for possessing skill sets that enable them to be effective mentors. This strategy creates a peer that has more flexibility in their schedule to mentor and provide support. Limited access problems are replaced by an every-day opportunity to work together. The additional funding, as part of the TLC grant, allows for mentor training to make those opportunities more worthwhile. The teacher leaders who serve as mentors continue their work on an ongoing basis with teachers as they grow from year to year. As the curriculum, instruction, and assessment

system continues to take shape in our districts, teacher leaders provide the necessary orientation and ongoing training for the primary curriculum, instruction, and assessment that is currently in place.

As our initiatives such as PLC, MTSS, Early Literacy Implementation, Technology Integration, and Iowa Core work become second nature to district educators, our teacher leaders will develop a strong method for embedding professional development into the support they provide new teachers. This practice will bring new faculty up to speed and accelerate their overall development. The proposed TLC system would allow model teachers and instructional coaches to provide a comprehensive and sustained professional development program to train, support, and ultimately retrain new teachers on district practices and innovations.

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.

Based upon research, it is essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the district. Below you will find a clear and specific description of leadership roles and duties.

Instructional Coaches – 2 FTE

The 2 FTE will be a combination of half time and full time positions. Two teachers will serve as half time instructional coaches providing direct instruction the other half of their time. One teacher will serve full time, 100% as an instruction coach.

Instructional Coaches will provide assistance to teachers to improve teaching and learning.

Duties include but not limited to:

- Help colleagues by sharing instructional strategies and professional resources
- Help colleagues select and implement effective teaching strategies
- Assist with selection of PD content
- Provide teachers with feedback including areas of strength and areas for growth
- Meet with model teachers and internal coaches once every month to:
 - Review classroom teacher goals
 - Review feedback sheet classroom teachers are completing following each professional development
 - Discuss instructional strategies to bring into the classrooms
 - Assist with carrying out building initiatives and professional development
 - Help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback
 - Working with initial teachers on planning and preparation
 - Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
 - Meet with every grade level/content area teachers a minimum of three times per year
 - Review career plans
 - Work with the district administrators and building leadership teams to analyze data, plan professional development, and develop building and district level action plans

Model Teacher (4 positions)

Fulltime teaching with six (6) extended days on their contract for training and planning purposes.

Model teachers are given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection.

Duties include but are not limited to:

- Meet with instructional coaches twice a year
- Review classroom teacher goals
- Assist with carrying out building initiatives and professional development
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom teachers
- Model instructional strategies for teachers
- Meet with instructional coaches and technology integrationist once a month
- Discuss instructional strategies to bring into the classrooms
- Review feedback sheet classroom teachers are completing following each professional development
- Meet with classroom teachers to analyze screening, formative and summative student achievement data
- Help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback
- Review feedback sheet teachers are completing, discussing next steps, and sharing information with instructional coaches
- Support the implementation of effective instructional strategies
- Twice a month, model teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student learning needs and determine how best to address them
- Model teachers may also use this time to help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback

Internal Coaches (4 positions)

Internal coaches will be teacher-leaders focused on supporting staff in our Multi-Tiered System of Supports (MTSS). Fulltime teaching with six (6) extended days on their contract for training and planning purposes.

Duties include but are not limited to:

- Be responsible for the implementation and maintenance of our MTSS system and Early Literacy Implementation
- Be the building contact for student assessment data and work with other relevant data
- Work with the building principals and instructional coaches to enhance the learning of our students
- Provide resources for classroom teachers to implement effective interventions
- Model intervention strategies for classroom teachers
- Analyze student achievement data to help teacher identify students who need additional support
- Work with classroom teachers and building leadership teams on analyzing progress monitoring data and to select and plan appropriate intervention strategies
- Meet with instructional coaches and model teachers once every two weeks
- Discuss instructional strategies and interventions to bring into the classrooms
- Help teachers plan interventions for students who are failing to meet benchmark expectations
- Meet with grade level/content areas once a month
- Analyze screening, formative and summative student achievement data
- Assist classroom teachers with the use of data to improve student learning
- Assist with work of Building Leadership Teams to analyze building data, write action plans, and plan PD
- Support the implementation of effective intervention and instructional strategies

Building Leadership Team (BLT) Leaders (12)

BLT Leaders will be teacher-leaders focused on supporting professional development initiatives and providing communication on building level issues to all of the teachers. These positions will serve as entry-level leadership positions where teachers can develop their leadership skills in hopes of moving through the teacher-leadership structure.

100% in the classroom with the possibility for release time for collaboration and/or professional development. These teachers will have an additional four (4) contract days that will be used to plan and evaluate the professional development activities of their building.

Duties include but are not limited to:

- Meet with principal, instructional coach, and model teachers to plan professional development and monitor the implementation of those efforts. Their meetings will revolve around following the continuous improvement of the Iowa Professional Development Model with regards to their prepared professional development sessions
- Review assessment and other pertinent data
- Work with building principals, instructional coaches, and internal coaches as needed
- Meet with the building administration multiple times per year to assist with the direction of the building and district
- Collect relevant data and make reports to the principal and rest of the building around the effectiveness of PD efforts
- Plan and evaluate the professional development activities for their building
- Develop building goals and action plans
- Review feedback sheet teachers are completing from PD and discuss next steps

Technology Integrationist Leaders (2 positions)

.5 coaching and .5 teaching with eight (8) additional contract days in addition to their regular teaching contract.

The technology integrationists will be teacher-leaders focused on supporting classroom instructional practices through the use of technology. The technology integrationist will act as a bridge between technology professional development initiatives and the classroom.

Duties include but are not limited to:

- Coach and model teachers as they implement techniques and strategies with technology
- Coordinate and provide training for new teachers to become familiar with technology practices and tools to incorporate in teaching and learning practices
- Provide professional development support to teachers by providing training during scheduled professional development time

- Develop building and district level technology professional development by collecting and sharing relevant school improvement data with the other TLC positions and administrative team
- Meet with instructional coaches and other technology integrationist once a month
- Discuss instructional strategies to bring into the classrooms
- Analyze technology data to plan technology professional development
- Attend professional development trainings to build their knowledge and skills

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

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

To improve Part 6, the TLC team clarified steps in the application and selection process, streamlined the description of effectiveness measures, and added specific steps for determining prior demonstrated professional growth. The TLC Committee will appoint a Selection Committee comprised of an equal number of district administrators and teachers from each of the districts

The selection process will follow these steps

An application process will be explained and made available to all interested parties. The Teacher Leader candidates will initially provide the following items to the superintendent:

- Resume
 - Letter of Application stating the role for which applicants are applying, why they are seeking the position, and accomplishments in teaching. The letter should explain how they demonstrate effective teaching and continual professional development
 - Two Letters of Recommendation, one from a colleague and one from a person of their choice
1. The Selection Committee will screen applicants,
 2. Identified applicants will be interviewed,
 3. Selected candidates will be observed in their classrooms, and
 4. The Selection Committee will then make recommendations regarding the applications to the superintendent.

All teachers in the districts will be eligible to apply for a teacher leader role as long as they have taught a minimum of 3 years with 1 of those years of teaching being in either the Galva-Holstein or Schaller-Crestland School Districts. All applicants would disqualify themselves from participation on the interview selection committee for the position or positions for which they applied.

Teacher leaders need to be effective in a variety of roles as identified in the Teacher Leadership Skills Framework developed by the Center for Strengthening the Teaching Profession (CSTP). The skills can be broken into five categories:

Prior Demonstrated Measures of Effectiveness: Teacher leader applicants will need to demonstrate their effectiveness in a variety of skills including those identified in the Teacher Leadership Skills Framework developed by the Center for Strengthening the Teaching Profession (CSTP). Our plans include having the Selection Committee read and score applications using the TLC designed rubric based on the Teacher Leadership Skills Framework (CSTP) to review submitted artifacts, observe the applicant in the classroom or by video, and interview responses.

Selection Rubric

1=Indicators not Demonstrated 2=Proficient Demonstration of Indicators 3=Advanced Demonstration of Indicators

| | Knowledge | Dispositions |
|-----------------------------------|-----------|--------------|
| Working with Adult Learners | | |
| Communication | | |
| Collaboration | | |
| Knowledge of Content and Pedagogy | | |
| Systems Thinking | | |

Selection Committee members will be provided the Teacher Leadership Skills Framework while scoring. A total score out of 30 will be given to each applicant.

Prior Demonstrated Professional Growth:

To consider the teacher leader candidate's demonstration of professional growth prior to applying for a teacher leadership position, the Selection Committee will consider:

- Documentation of professional growth opportunities the applicant has experienced and applied in his/her classroom
- Evidence that showcases ways the teacher's professional growth resulted in career gains, pursuit of additional education, and/or taking on leadership functions
- Contributions the teacher made to planning and implementing either the District or Building level PD Plans

Annual Review of Assignment:

Each teacher leadership role will be evaluated annually. The review shall include peer feedback on the effectiveness of the teacher's performance of the duties specific to the teacher's leadership role. A teacher who completes the time

period of assignment in a new leadership role may apply for assignment in a new leadership role, or for reassignment to current leadership role.

Evaluators will review the positions annually using the same scale and gain feedback from those served by the teacher leader.

Narrative

Using Part 7 application narrative from previous submission? **Yes**

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.

Our teacher leadership plan will be integral in the design and delivery of our professional development system aligned with the Iowa Professional development Model (IPDM).

The teacher leaders will play an important role in collecting, and analyzing student data. The role they play will impact student and adult learning. Instructional coaches, internal coaches, and BLT teams will gather data from district and building assessments to help classroom teachers identify student needs, analyze trends, and share data with teachers. Internal coaches and instructional coaches will help teachers use universal screening data to make instructional decisions, including student interventions. Instructional coaches will help beginning and new teachers learn data collection methods and how data drives instruction. All teachers are responsible for collecting a variety of student data. The data collected by teachers from assessments impacts their daily instruction. All data will be used to drive the district's professional development plan.

Goal setting and student learning will be another area the teacher leaders will provide support. Building leadership teams and building principals will lead the goal-setting process based on building and system data. They will also support the Individual Teacher Career Development Plans that address improvement in student learning. The work of teacher leaders offers an important opportunity to help and support learning and implementing effective teaching strategies in the classroom. In this way, the instructional coaches, internal coaches, and technology integrationists will work with teachers to help and address their individual and building goals. Teachers can use internal coaches, model teachers, and instructional coaches to help develop and work on their individual career development plans. The teacher career development plans will directly relate to the district and building goals.

Instructional coaches, technology integrationists, model teachers, and principals will study potential professional development content to achieve all the elements of the Iowa Core and support the goals set by the team based on data. Instructional Coaches will help identify and select learning strategies that will be helpful for teachers. Model Teachers will provide unique learning opportunities for other staff members who want to learn about various teaching strategies. The model teachers will be involved in demonstrating requested strategies, following up with a short meeting to comment on the selected effective instruction. Instructional coaches, model teachers, technology integrationist, BLT teams, and principals will play integral roles in selecting content for professional development. These leaders will work together as a team to design the delivery system for professional development based on the IPDM. This will include the development of an action plan with a timeline for delivery of professional development. The building principals, model teachers, and instructional coaches will work with collaborative teams to assure the vertical articulation of the instructional strategies in K-6 or 7-12 and provide input on current district initiatives and how professional development aligns with Iowa Core. The Instructional coaches bring the process together through their oversight of best instructional practices and interaction with BLT teams. The BLT teams, instructional coaches, and building principals will review implementation of the professional development and the impact on student learning.

Instructional coaches, model teachers, and technology integrationists will co-teach and model teach strategies being studied in professional development. BLT Members will work with all teachers to field questions on implementation. Instructional coaches, technology integrationist, and principals will provide feedback on implementation of professional development content. Instructional Coaches will work with BLT teams to determine next steps for each group. BLT members and instructional coaches will work with collaborative teams as a part of the PLC process to make changes to implementation based on feedback from observations and professional development discussions.

Model teachers will demonstrate and discuss implementation of strategies with individual or small groups of teachers. Instructional Coaches will collaborate with new and beginning teachers by discussing, modeling and observing. All leadership positions will serve on a District Leadership Team to analyze the impact of professional development.

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.

The Galva-Holstein and Schaller-Crestland Community School Districts TLC plan will provide all teachers professional growth opportunities, support, and collaborative structures to enhance teaching effectiveness. The district will measure the effectiveness of the TLC plan through a series of measures. The district will establish building leadership teams, an enhanced instructional coaching program, Professional Learning Communities, and a peer review process in order to meet the following goals:

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
2. Retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
5. Improve student achievement by strengthening instruction.

Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Short Term Measures:

- Logs of teacher leaders meeting with new teachers.
- Professional development plans.
- Receive monthly feedback from new teachers.
- Create a more effective mentoring program for the Galva-Holstein and Schaller-Crestland School Districts that has district focus.

Long Term Measures:

- Review effectiveness of professional development program and mentoring program annually.
- Survey mentor/mentee teachers annually.
- Study retention rate of new teachers.

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

Short Term Measures:

- Receive feedback concerning the rigorous process for selecting teacher leaders.
- Track the percentage of teacher leaders in the district.
- Encourage effective teachers to apply for the leadership opportunities offered through the TLC plan.
- Create a more effective mentoring program for the Galva-Holstein and Schaller-Crestland School Districts that has district focus.

Long Term Measures:

- Review retention rates of career teachers annually.
- Survey the staff concerning opportunities for enhanced career options annually.
- Survey the staff annually concerning job satisfaction.
- Interview staff leaving the district to get feedback on strengths and weaknesses of the district.

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

Short Term Measures:

- Monitor collaboration time to ensure descriptive PLC notes documenting more consistent learning focused team conversations.
- Scheduled time for collaborative teams as part of PLC process is evident.
- Offer a variety of PLC groups to discuss student needs (vertical and horizontal groupings).
- Vertical groupings would consist of K-5, 6-12 curriculum groups.
- Horizontal groupings include building level teams.

Long Range Measures:

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

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Short Term Measures:

- Ensure effective teachers in the district have a leadership role.
- Ensure at least twenty-five percent of the teachers in the district have a leadership role.

Long Term Measures:

- Annually review the number of teachers in a leadership role.

Goal 5: Improve student achievement by strengthening instruction.

Short Term Measures:

- Identify students needing support and the areas in which they need it.
- Improved student learning.
- Standardized test scores (Iowa Assessments, FAST, MAP).
- College level entrance exam data
- Dropout rates/graduation rates
- Post-high school plans
- Provide academic programs that analyze the needs of a wide variety of students.
- Use common formative assessments
- Analyze student data to guide instruction

Long Range Measures:

- Have all K-12 students proficient in reading comprehension, math, and science, and use technology in developing that proficiency.
- Analyze student data over time.
- Iowa Assessments, ACT, MAP
- Graduation rates
- Attendance rates
- Dropout rates
- Post-high school plans

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)

Building Capacity to Implement our TLC System

We must continue to build a collaborative culture at every level of our organization to ensure that all key staff have the knowledge, skills and practices to sustain the TLC system. Leadership capacity will be critical in guiding our learning as a collaborative organization. Growing a collaborative culture means embracing an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. Teacher leaders will work alongside other teachers and administrators to reach our mission.

We have engaged in a transparent process in planning our TLC system. Teachers, school board members, administrators and SIAC members have offered ideas to develop a plan descriptive of our beliefs. In later stages of the planning process, all teachers in both districts heard a presentation from the TLC Committee where feedback was sought to build support for our TLC plan. Because of the value we place on actively building a positive culture for teacher leadership, we have a significant amount of support at every level of our system.

Both districts have been involved in a districtwide effort to build a MTSS system using data from the FAST, STAR Reading, and MAP assessments and PBIS data. Teachers have taken an active role in leading these initiatives and promoting their success. The Board and district leaders committed resources to support this effort. We continue to grow and believe our successes in these endeavors show our commitment to further growth in our TLC model.

Professional Development to Build a Coaching Culture

All administrators and teacher leaders will require ongoing training and support to effectively implement and sustain our TLC system. We will tap into internal and external resources to create meaningful PD opportunities to build our system into a coaching culture. Because each teacher leader role serves a specific purpose, each group will require differentiated PD around research-based models of effective coaching, collaboration, and data-driven leadership.

Areas of individual or collective PD may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching, peer coaching and feedback routines, Iowa Core and Characteristics of Effective Instruction, Iowa's MTSS framework, IPDM, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, data analysis protocols, and adult learning theory.

Support for Teacher Leaders

We will ensure that each teacher leader will have the time and resources needed to meet regularly and function as a PLC. In this team setting, teacher leaders will meet with teachers to engage in common learning, collaboratively analyze data, problem-solve challenging situations, and reflect upon their growth and practice. These PLCs are essential to supporting teacher leaders in overcoming the isolation and other challenges that can accompany assuming a leadership role.

In addition to PLC support, each teacher leader will receive mentoring support from leaders within and outside of the system. This partnership model is built upon the University of Kansas partnership coaching model that suggests "a well-prepared and talented coach can accomplish a great deal, but every coach's impact will be magnified when she or he works in partnership with an effective instructional leader." To be effective, each of our teacher leaders will need modeling, mentoring and feedback to continue to improve. As a result, building and district administrators must evolve their role into one of a "coach for the coaches." Additionally, teacher leaders will be supported in building their network outside of the district to other teacher leaders and coaches.

Needed Infrastructure:

We have a variety of types of data at our disposal. Currently, there is a lack of interconnection in our use of data. We

need to better understand the types of data we have, how to interpret them, and how they fit together. Our district leadership team is working on a plan to bring more cohesion to our district's use of data. A plan to use building leadership teams will be in place for the fall of 2016. Having been identified as SINA 1 middle school and SINA 1 elementary school in Schaller, it is critical we gain a better understanding of the data at our disposal and how to use it to improve student achievement. A team approach in the use of data would provide the clarity our staff needs and have a positive impact on student achievement.

Key Staff and TLC Plan Sustainability

To ensure that our TLC system succeeds in “elevating student learning and promoting excellence as a value for all,” our administrative team must provide organizational support to ensure sustainability of our plan.

Superintendent

The superintendent will be responsible to continually provide the vision for the TLC Program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role.

Principals

Principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, principals will be essential in the development of teacher-leadership skills. They will be critical in helping classroom teachers understand the roles of the teacher leaders. This will be important in the development of the TLC program.

Teacher Leaders

All teacher leaders will be important as the district transitions to the TLC program. Teacher leaders will work one on one with staff and BLTs to build relationships and trust to focus on the key elements of the TLC program. They will need to be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

| Use of TLC Funds | Amount Budgeted |
|---|---------------------|
| Amount used to raise the minimum salary to \$33,500. | \$680.00 |
| Amount designated to fund the salary supplements for teachers in leadership roles. | \$58,200.00 |
| 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). | \$177,000.00 |
| Amount used to provide professional development related to the leadership pathways. | \$11,231.00 |
| 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 | \$247,111.00 |

Grant Allocation

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

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

| | |
|---|---------------------|
| Certified Enrollment Number | 790.3 |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i> | |
| District Enrollment-Based Allocation | \$247,111.00 |
| Total Allocation | \$247,111.00 |

Other Budgeted Uses - Description

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

Total Allocation Budgeted

Total Projected Amount to be Expended **\$247,111.00**

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

Remaining Allocation to be Budgeted **\$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)

The Galva-Holstein School District already meets the minimum salary requirement of \$33,500, but the Schaller-Crestland School District would need to add \$680 dollars to meet this requirement for any first year teacher. Currently, there are no teachers in the Schaller-Crestland District that would not meet the \$33,500 salary.

We have budgeted the full amount of \$247,111.

\$58,200 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.

\$177,000 is the approximate amount need to hire 2 FTE Instructional Coaches and the two .5 Technology Integrationist. Funds needed to hire these new positions are estimated at \$59,000 for each FTE.

\$11,231 is budgeted to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, professional resources, and paying for substitutes to cover teachers' classrooms when they observe, engage in coaching, provide modeled lessons, mentoring sessions, and attend trainings

Our goal for the TLC program is to provide support for our teachers to increase student achievement while providing an avenue for teachers to advance into teacher leadership roles. We have designated the funds to additional compensation for the new positions as well as cover the cost to replace the individuals that will be out of the classroom as part of the plan. In addition, we have also allocated funds to provide ongoing teacher leadership training in all of our teacher leadership positions.

We are proud of the teacher-led collaboration that took place to shape our TLC plan and budget. Teachers, administrators and parents participated in plan development, resulting in strong support from all stakeholders. The TLC plan includes 24 Teacher Leaders, allowing for over 30% of our 71 teachers to hold leadership roles.

Each Teacher Leader will play a pivotal role in helping us achieve our TLC Goals:

1) Attract able and promising new teachers by offering competitive starting salaries, PD and leadership opportunities.

Teacher Leaders Involved: Instructional Coaches, Model Teachers, Technology Integrationist

2) Retain effective teachers by providing enhanced career opportunities.

Teacher Leaders Involved: Instructional Coaches, Model Teachers, Technology Integrationist, Internal Coaches

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

Teacher Leaders Involved: Instructional Coaches, Model Teachers, Technology Integrationist, Internal Coaches, Building Leadership Team Leaders

4) Reward professional growth and effective teaching by providing pathways for career opportunities.

Teacher Leaders Involved: Instructional Coaches, Model Teachers, Technology Integrationist, Internal Coaches, Building Leadership Team Leaders

5) Improve student achievement by strengthening instruction.

Teacher Leaders Involved: Instructional Coaches, Model Teachers, Technology Integrationist, Internal Coaches, Building Leadership Team Leaders

| Instructional Coach: Teacher-leaders that provide assistance to teachers to improve teaching and learning. | | |
|--|-----------------------------------|-------------------------------|
| Number | % FTE in classroom | Added days |
| Salary Supplement | Classroom Replacement cost | Total cost for coaches |
| 2 FTE | 50% or 100% | 8 |
| \$10,200 | \$118,000 | \$128,200 |
| Technology Integrationist: Teacher-leaders focused on supporting classroom instructional practices through the use of technology. | | |
| Number | % FTE in classroom | Added days |
| Salary Supplement | Classroom Replacement cost | Total cost for coaches |
| 2 | 50% | 8 |
| \$7200 | \$59,000 | \$66,200 |

| | | |
|--|-----------------------------------|-------------------------------|
| Model Teacher: Create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. | | |
| Number | % FTE in classroom | Added days |
| Salary Supplement | Classroom Replacement cost | Total cost for coaches |
| 4 | 100% | 6 |
| \$10,800 | \$ | \$10,800 |
| Internal Coach: Teacher-leaders focused on supporting staff in our Multi-Tiered System of Supports (MTSS). | | |
| Number | % FTE in classroom | Added days |
| Salary Supplement | Classroom Replacement cost | Total cost for coaches |
| 4 | 100% | 6 |
| \$10,800 | | \$10,800 |
| Building Leadership Team Leaders: Teacher-leaders focused on supporting professional development initiatives and providing communication on building level issues to all of the teachers. | | |
| Number | % FTE in classroom | Added days |
| Salary Supplement | Classroom Replacement cost | Total cost for coaches |
| 12 | 100% | 4 |
| \$19,200 | | \$19,200 |
| | | |
| Total for Supplement | Total for Replacement | Total cost for coaches |
| | | |
| \$58,200 | \$177,000 | \$235,200 |