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Application

Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

Application Details

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

154200 - Teacher Leadership Compensation Grant for HLV Community School. Teacher Leadership and Compensation System

Status: Under Review Submitted Date: 2016-02-10 10:30:52 Signature: Cory Lahndorf Submitted By: Cory Lynn Lahndorf

Applicant Information

Project Officer

AnA User Id: CORY.LAHNDORF@IOWAID First Name: Cory Middle Name: Lynn Last Name: Lahndorf

Title: Email: clahndorf@hlv.k12.ia.us Address: 402 5th Street Box B

City: Victor State/Province: Iowa Postal Code/Zip: 52347 Phone: 319-647-2161 Ext. 4

Program Area of Interest: Early Literacy Implementation Fax: Agency:

Organization Information

Organization Name: HLV Community School Organization Type: K-12 Education DUNS: Organization Website: Address:

City: Iowa State/Province: Iowa Postal Code/Zip: 52347 Phone: 319-647-2161 Ext. Fax: Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name: Brad Hohensee Title: Superintendent Organization: HLV Community School Address: 402 5th Street City/State/Zip: Victor Iowa 52347 Telephone Number: 319-647-2161 E-Mail: bhohensee@hlv.k12.ia.us

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization. If you are an individual, please provide your First and Last Name. Name: Lori McClenathan Title: Business Manager Organization: HLV Community School Address: 402 5th Street

| | | | |
|--|--|---------------|--------------|
| City/State/Zip | Victor City | Iowa State | 52347 Zip |
| Telephone Number | 319-647-2161 | | |
| E-Mail | Imcclenathan@hlv.k12.ia.us | | |
| County(ies) Participating, Involved, or Affected by this Proposal* | Iowa County | | |
| Congressional District(s) Involved or Affected by this Proposal* | 1st - Rep. Rod Blum (R) Congressional Map | | |
| Iowa Senate District(s) Involved or Affected by this Proposal* | 1 District Map | | |
| Iowa House District(s) Involved or Affected by this Proposal* | 76 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. *

Not Applicable

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. *

Not Applicable

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Yes

If YES, present the rationale for determining no impact.

HLV has a low amount minorities in the district.

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. *

Cory Lahndorf

Title of Person Submitting Certification*

Principal

Recipient Information

| | |
|-------------------------|---|
| District* | H-L-V Community School District <small>Use the drop-down menu to select the district name.</small> |
| County-District Number* | 48-2766 <small>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.</small> |
| Honorific | Mr. |
| Name of Superintendent* | Brad Hohensee |
| Telephone Number* | 319-647-2161 |
| E-mail Address* | bhohensee@hlv.k12.ia.us |
| Street Address* | 402 5th Street |
| City* | Victor |
| State* | Iowa <small>Use the drop-down menu to select the state.</small> |
| Zip Code* | 52347 |

TLC Application Contact

| | |
|----------------------|--|
| Honorific | Mr. |
| Name of TLC Contact* | Cory Lahndorf |
| Telephone Number* | 319-647-2161 |
| E-mail Address* | clahndorf@hlv.k12.ia.us |
| Street Address* | 402 5th Street |
| City* | Victor |
| State* | Iowa <small>Use the drop-down menu to select the state.</small> |
| Zip Code* | 52347 |

Demographic Profile

| | |
|---|---------------------------|
| October 2014 Certified Enrollment | 313 |
| October 2014 Free/ Reduced Lunch % | |
| AEA Number | 10 |
| 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 HLV Community School District has continuously focused on fostering an educational and nurturing environment for students, staff, and community members. HLV has implemented PLC's and the usage of evidence-based processes for teams of teachers to work collaboratively to review and make decisions about curriculum, instruction and assessment. Staff members have embraced collaboration with colleagues and opportunities to align curriculum expectations across grade levels and content areas. The HLV Community School District has also emphasized upgrades to technology and benefiting students in 21st Century Skills by implementing a 1:1 laptop initiative in grades 7-12. HLV has also upgraded computer labs, laptop carts, and iPads for grades K-6. Teacher Leadership would further curriculum alignment and create a support system for teachers when clarity is needed on district goals. This support from Teacher Leadership would also further individual teacher development and enhance staff cohesion.

HLV envisions utilizing TLC to benefit teachers and students directly. Our TLC structure would create positions for an Instructional Coach, three Lead Teachers, and two Mentor Teachers. The Instructional Coach would serve as an extension of the administration and be responsible for a majority of the organization of TLC at HLV. The Instructional Coach will work directly with the Principal on district vision and initiatives and pass that along to the Lead Teachers. The Lead Teachers will then take the vision and initiatives to their assigned PLCs, working with them on a bi-weekly basis. This would limit confusion and provide clarity to the staff directly, who can then pass along the ideas to students. The TLC proposal for HLV also would further the role of Mentor Teachers that HLV currently has in place. These Mentor Teachers would assist the groups that often require the most assistance, those being teachers new to education or the district. This assistance would be on a consistent basis to provide support on any issue these teachers may face.

Over the past 2 years, HLV has focused on the following improvement efforts:

- A. Understanding and implementation of the Iowa Core Standards- Ensuring that all HLV students have opportunities to learn the Iowa Core requires continuous system-wide progress monitoring. Data-based decision making to monitor the performance across the district as well as the progress of sub-groups and individual students requires dedicated time and expertise for engaging staff members and teams in problem-solving and meaningful conversations.
- B. Increasing teachers' skills in technology integration- Supporting district technology learning and integration is an area where teacher leaders can provide valuable support. As teams of teachers continue developing and using assessments to monitor student learning, gaining clarity and consistency across grade levels, increases in coordination and planning are necessary. At present, this responsibility resides with the principal and building leadership team members. Time to develop skills and to lead this work is limited. Included in HLV's teacher leadership roles, are Instructional Coaches who will support management needed for teams to be productive. Coaches will be responsible for attending and participating in PLC meetings across grade levels and content areas.
- C. Using technology to engage students in curriculum-based activities- HLV staff members have used a large amount of professional development time on incorporating technology in the classroom. This is merely one area where TLC will benefit HLV. Staff members selected for leadership positions can offer ideas that other staff members are using based on HLV's capabilities.
- D. Implementing assessment processes aligned to the standards- The role of teachers is continuously expanding. It is difficult to allocate the necessary amount of time for teachers to comprehend the components of the Iowa CORE. HLV could utilize teacher leadership positions to ensure district initiatives are aligned to the Iowa CORE.
- E. Collecting student learning data to inform instruction- It is imperative to provide quality instruction and just as vital to understand the impact instruction has on student assessment data. The daily requirements of teachers don't allow for data analysis or theories to improve upon the data. Implementing TLC at HLV would create positions and carve out time for analyzing student data to assist the MTSS programs and allow for research on best practice to benefit students at HLV.

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 teacher leadership model proposed covers a variety of topics that staff members at HLV have requested. Staff members have wished for more time to collaborate with other staff members in their content area or grade level. HLV implemented PLCs for the 2013-2014 school year to create this collaboration. Teachers were encouraged to create SMART goals and use the information collected in their content areas to make data-driven decisions. The information gained in PLCs could then be used to benefit instruction on a class-wide or individual basis. The newly created leadership positions would provide staff members with structured time during the day to problem-solve the various issues unique to their classrooms and goals. Processes of collaboration would not only exist with the teachers and mentors, but also include feedback from the Instructional Coaches, Lead Teachers and administrators. The TLC model developed will elicit more input from all levels in the district to better serve the needs of the teachers and students. The model proposed at HLV brings the ideas of the administration directly to students and allows for feedback from the teachers to flow back to the administration. HLV's goal is to create teacher leadership positions to create ownership amongst the staff to ensure the longevity of TLC at HLV. Administration has expressed support and willingness to create and expand leadership positions. This proposal is in the early stages and the reality of modification has been discussed. The Grant Proposal Committee has been supported with the flexibility to modify leadership positions on a yearly basis. This modification will be done collaboratively with the administration, Instructional Coach and Lead Teachers. One of the expected modifications are the amount of Mentor Teachers based on the staff turnover from year-to-year. In 2014 HLV's grant proposal committee members completed the grant proposal process, communicated with and sought insight from stakeholders. The following table demonstrates updated work the Grant Proposal Committee has put in to teacher leadership at HLV:

| Dates (2014- 2015) | Tasks | Who | Compensation |
|--------------------|---|--------------------------------|----------------------------|
| Sept. 2, 2014 | Grant Proposal Committee met with AEA Consultants for guidance on grant draft procedure | Cory, Myra Hall, GWAEA, | |
| Sept. 9, 2014 | The Grant Proposal Committee was sent to Grant Wood AEA to gain an understanding of Teacher-Leadership TLC Meeting 1:00 - 3:30 | Fawn and Joshua Cory Fawn Josh | TLC \$ for subs |
| Sept. 16, 2014 | Grant Proposal Committee meeting to develop HLV's leadership model TLC Meeting 1:00 - 3:30 | Cory, Fawn, Josh | TLC \$ for subs |
| Sept 24, 2014 | Grant Proposal Committee met with Teacher-Leadership advisors while attending Grant Wood AEA TLC Grant Planning forums TLC Meeting @ Grant Wood | Fawn and Joshua | TLC \$ for subs and travel |
| October 1, 2014 | -Parts 7 & 8 Staff Meeting (early out) | Cory, Fawn, Joshua | NA |
| October 8, 2014 | Explain TLC TLC Meeting & PD Day -Blueprint for staff input -School Board (includes parents) | | |
| October 31 | Parent Input Application Due | Cory | NA |
| December 19, 2014 | Application Scores/Letter | Mr. Lynch, Supt. | NA |

| Date (2015- 2016) | Task | Who | Compensation |
|-------------------|---|--|---|
| 10/5/15 | Review and make revisions | Myra, Andrea, Fawn, Cory, Lauren | NA |
| 10/9/15 | Writing team and Board prep | Cory, Fawn, Joshua, and Stacia | TLC for Subs |
| 10/13/15 | Writing team | Fawn and Joshua | TLC for time outside of contract |
| 10/14/15 | Early out PD Share updated plan with teachers | Cory, Fawn, Joshua, and Stacia | NA |
| 10/14/15 | School Board TLC Update Presentation | Brad Hohensee, supt.Cory principal, Joshua and Fawn gr 3 teacher | TLC \$ for teacher time beyond contract day |
| 10/15/15 | Submit plan on grants site | Cory | NA |
| January 7, 2016 | Iowa DE Reps to meet with grant recipients at GWAEA | Cory, Fawn, Joshua, Stacia | TLC \$ subs and travel |

Narrative

Using Part 2 application narrative from previous submission?*

No

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

State Goals:

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

The mission of the HLV Community School District is, "Teaching the youth of today to be the leaders of tomorrow." HLV offers small, engaging classes and hands-on learning experiences in a challenging and supportive environment. The HLV staff is composed of 30 certified and dedicated staff members. The district has been able to attract and retain teachers, due to its' location, competitive salaries, small school size, quality staff, and supportive community. The combination of our staff and class sizes fosters an environment conducive to learning. Our teachers inspire students to ask sharp questions, think deeply, try new things, and spark lifelong passions. Teachers are dedicated not just to their academic subject, but to mentoring and guiding students to reach their highest potential. Students learn with the future in mind. In classes, students practice and strengthen key skills - creativity, critical thinking, communication, teamwork, problem solving, innovation, global perspectives, and creating and applying ethical frameworks.

HLV Community School District prides itself on developing an atmosphere that is conducive to learning. The Teacher Leadership proposal will provide teachers who model exemplary practices with opportunities to share with and support colleagues. The Selection Committee will be tasked with delineating the desired qualities and requirements, interviewing prospective candidates, and make a good-faith attempt to hire 25% of current staff to leadership positions.

Goal #1- HLV will utilize the TLC model in recruiting & retaining quality teachers.

HLV's TLC model has been developed to support the local context and will be tailored accordingly to address current context as well as attract promising new teachers, retain effective teachers, promote collaboration among teachers, and highlight professional growth and effective teaching to improve student achievement. A competitive base salary is necessary to attract promising new teachers. HLV has improved the district salary schedule to stay competitive with other school districts across the state. HLV values the input that new teachers offer, as they bring new ideas and instructional practices into the learning environment. The new teachers also need supported and the TLC proposal by HLV makes this a priority as well.

Goal #2- HLV will foster a collaborative and reflective environment that provides support for teacher growth.

HLV's leadership roles will benefit the school district in supporting a bottom-up approach where teacher leaders are in positions to influence decisions and structures are in place to allow for coaching support to improve teacher's practices and instruction. Teacher leadership and collaboration among teachers and PLCs will promote an educational and learner-friendly environment where students can reach their full potential and receive high quality education for lifelong learning. Implementation of PLC's was initiated with limited structure for team collaboration and learning. The TLC model creates support for new teachers and mentor teachers to collaborate. New teachers and mentor teachers will meet twice monthly to ensure proper support for new teachers. The district has proposed a calendar for the 2016-2017 that creates more time for professional development and collaboration. This time will be utilized for the required meetings. HLV will also use the TLC model to create opportunities for classroom instruction and allow for co-teaching between classroom teachers and the Instructional Coach and Lead Teachers.

Goal #3- HLV will utilize TLC to enhance student achievement and reflect on best practice for each student as a unique learner.

HLV was designated as a school in need of assistance in the fall of 2015. The structures and resources that TLC provides will support improvements to instruction to increase the percent of students reaching proficiency and promoting growth for all learners. Effective and engaging instructional design and strategies are being studied and implemented through PD to ensure that effective teachers are in every classroom every day. HLV implemented Formative Assessment System for Teachers (FAST) in grades K-6 to evaluate growth in reading. HLV uses Iowa Assessments, ACT scores, and classroom assessments to monitor growth and proficiency for all students. The TLC model proposed by HLV will create new opportunities for evaluation of data and reflection on the implementation of strategies leading to growth and achievement.

Goal #4- HLV will utilize TLC to promote professional growth and develop leadership opportunities.

The plan provides opportunities to reward professional growth and provide increased recognition through leadership opportunities and increased compensation. Recruitment of new teachers and strengthened entry into the profession is afforded through a comprehensive mentoring program that also serves to support and retain effective teachers. TLC provides enhanced career opportunities

through leadership roles where effective teachers can expand their influence across more classrooms, promote collaboration, and develop professional collegial relationships to increase effective teaching and learning improve student achievement through better instruction.

A critical component of TLC is to secure teacher leaders as instructional leaders and not evaluators. We wish to enhance and grow existing staff members' strengths in pedagogy and content knowledge through meaningful and relevant professional development and time for collaborative problem solving to address needs of the students and monitor the effectiveness of instruction.

Using Part 3 application narrative from previous submission?* No

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

HLV's TLC plan will support and strengthen key school improvement initiatives:

1. PLC's
2. Comprehensive School Improvement Process/Plans to Increase Achievement as Measured by Iowa Assessment

K-6 Literacy and MTSS

C. Iowa Core Implementation

D. 21st Century Skill Development- Secondary 1:1 Initiative

1. A. PLCs

The TLC structure proposed by HLV will be focused on the information discussed by staff members in PLCs. The Instructional Coach will have a clear vision from the administration on district goals and initiatives. The Instructional Coach must effectively communicate the goals and initiatives with the Lead Teachers. Lead Teachers will then work with their assigned PLCs on the implementation of goals and initiatives. The Lead Teachers will work with their PLCs on establishing SMART goals with the eventual goal being to collect measurable data to reflect on best practices and improvements. The Lead Teachers will then focus on patterns they are hearing in their PLCs and work with the Instructional Coach on the best ways to use the information & data to benefit student achievement at HLV.

B. CSIP & Increasing achievement based on Iowa Assessment, K-6 Literacy, and MTSS

The school's Comprehensive school improvement plan will help guide the decisions for the TLC positions. The additional contractual days required for leadership positions will allow collaboration with the administration to assess the levels of progress of students in relation to school improvement goals. Much of this will focus on proficiency and growth patterns of students based on Iowa Assessment data, K-6 Literacy, and be the focus of HLV's MTSS.

TLC personnel can support our teachers giving them ideas and suggestions to improve instruction and use the FAST/IGDI assessment data to meet Early Literacy requirements. We know that all students must learn to read well, and teacher collaboration can help strengthen core instruction by all teachers. For example, improving comprehension or fluency strategies will help all kids no matter where they fall along the achievement spectrum. Our Lead Teachers will be able to coach individual instructional strategies to improve student achievement, specifically focusing on the instructional shifts that need to occur within our classrooms, identifying students at risk, adjusting instructional strategies, and analyzing data to guide teaching practices.

After reviewing district wide data the Instructional Coach can meet with Lead Teachers and discuss what changes can be initiated in co-teaching, co-planning, and instructional design to improve learning. These changes will be the focus of PLCs and serve as the guide for future professional development sessions to benefit HLV. HLV will also utilize the services of Grant Wood AEA when needing clarity or resources to benefit instruction or student achievement.

C. Iowa Core Implementation

The TLC positions created at HLV will also create another level to evaluate HLV's effectiveness in meeting the needs of the Iowa Core. There is no debate that schools need to be meeting the requirements of the Iowa Core. Like every other district in Iowa, HLV has to ensure their students are getting all of the skills established by the Iowa Core. The proposed TLC leadership will assist staff members understand the Iowa Core and provide suggestions on how to meet the Iowa Core standards.

D. 21st Century Skill Development- 1:1 Initiative

HLV has made 21st Century skills a priority for HLV students. The district implemented a 1:1 initiative in the high school for the 2014-2015 school year. The program was extended into the Middle School for the 2015-2016 school year with plans for more computers in the hands of upper elementary students in the future. The leadership positions proposed by HLV would assist the district in researching new strategies, websites, and practices for teachers to use in the classroom. There is a constant wave of new usages of technology and the TLC positions would help sort out what is best for usage at HLV.

To state that the TLC positions would benefit HLV would be an understatement. No matter the initiative focused on, these positions would allow for measurement, review, and planning to benefit the HLV Community School District. The Instructional Coach and Lead Teachers would assist in evaluating assessment results, analyzing the data, and providing the teachers with feedback and suggestions on improving student achievement.

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)

Current Model

HLV is a small school with one teacher per grade level and content area. The staff size limits the collaboration abilities and correlation from one classroom to another. Teachers have expressed that they often feel isolated in their classroom and aren't sure where to turn. The district also only has one Principal and it is nearly impossible for a single individual to be in all classrooms on a day or even a week. The current model at HLV requires teachers to seek out assistance from other teachers or their Principal with no structured time available. HLV has utilized a mentor-teacher model for many years to assist new teachers entering the profession. Mentors and mentees spend time reading district handbooks and other manuals, reviewing standard operating procedures, connecting with other teachers in their respective grade levels and throughout the building. Benefits of this mentoring system opens lines of communication, provide opportunities to collaborate and compare ideas as well as align student learning expectations and assessment procedures. Mentors will emphasize open communication and assistance to support new staff in any way that they need. New teachers have successfully completed an approved practitioner preparation program and will participate in HLV's local mentoring and induction program for 2 years.

HLV implemented PLCs to assist with the collaborative component of education. Staff members have responded favorably to using PLCs to assist them in the many facets of education. Mentors are included in the PLC process and often share what their mentees are seeing and challenges they are facing.

Implementation of TLC

Benefits of the TLC plan will apply to those new to our profession and also veteran staff who want to improve their practice to integrate new strategies and evidence-based instruction to increase student learning outcomes and achievement levels. In addition to the mentor, the Instructional Coach, and Lead Teachers will engage in collaboration to research ways to solve the challenges, and support implementation of solutions. These leadership positions will adjust the focus of their supports based on feedback and input from staff members.

Another improvement the proposed teacher leadership model would cover is the efficiency of feedback to teachers. With the collaborative effort made by Mentor Teachers, the Instructional Coach, and the Principal, teachers may have a variety of options for problem-solving to directly benefit the students and their classroom in a timely manner. The proposed changes bring other teachers into their classroom where they can collaborate and also provide teachers with ideas they are seeing from other staff members throughout the district.

HLV's TLC grant will improve upon the current mentoring process by establishing clearer outcomes and responsibilities, increasing efficiency through use of resources and protocols for structured mentor-mentee time for collaboration. This program provides guidance for teachers on their initial license from an experienced staff member for many of the challenges that education offers. These challenges may range from simple day-to-day challenges presented to the district or as broad as National standards and standardized testing. The proposed teacher leadership roles would limit the burden on the mentor program and provide a more structured approach to assisting not only teachers new to the profession, but any staff member.

Mentor Teacher Requirements

- Must successfully complete mentoring program
- Must be full-time HLV Employee
- Must successfully complete mentoring program /grandfathered in
- Must have completed Conditional License requirements

Mentor Teacher Timeline

Year 1

- Make initial contact with mentee
- Assist mentee with transition to HLV
- Explain district initiatives to mentee (PLCs, MTSS, etc.)
- Discuss Iowa Core with mentee
- Explain progress of FAST implementation with mentee
- Assist with evaluation process
- Assist mentee with community engagement (open houses, parent-teacher conferences, etc.)
- Meet with mentee a minimum of bi-weekly
- Guide mentee with student assessments

Year 2

- Discuss district initiatives to mentee (PLCs, MTSS, etc.)
- Discuss Iowa CORE with mentee
- Explain progress of FAST implementation with mentee
- Assist with evaluation process
- Discuss progress of mentee in teaching profession
- Meet with mentee a minimum of bi-weekly
- Assist with preparation of licensure

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.

The TLC Planning Grant provided compensation for staff members involved in grant development, the cost of substitute teachers, and travel. In order to reach the goal of 25% of staff members in TLC roles, the planners kept in mind the need to provide at least 6 positions or openings. The teacher leadership roles are designed to align with ongoing district initiatives (PLCs, 1:1 initiative, etc.) professional development, and district goals. Instructional Coaches, Lead Teachers, and Mentor Teachers will collaborate to plan and provide timely professional development, as well as provide individualized support for teacher achievement.

TLC Role Descriptions:

| Leadership Role | Duties and Responsibilities | Qualification Requirements | Time Allocations | Proposed Compensation |
|---|---|--|--------------------------------------|--|
| Instructional Coach | -Assist the Elementary & Secondary staff members equally | -Must be full-time HLV employee | -100% leadership | \$9,000 in addition to HLV salary schedule |
| | -Co-teach to demonstrate effective instructional practices | -Must have completed Conditional License requirements | | |
| | -Observe and coach teachers in classrooms a minimum of 4 times per semester | -An instructional coach meets HLV's requirements of a career teacher | | |
| | -Provide individualized teacher support | -Must have a minimum of 5 years teaching experience | -Length of assignment: One year | |
| | -Engage in reflective practices -Communicate across roles: Administration, Mentors, Lead Teachers, Staff | -Actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement | | |
| | -Conduct MTSS meetings- 2 Elementary and 1 Secondary meetings each month | -Demonstrates skill in a) data analysis, b) use of data to determine student need, c) design and implementation of interventions, and d) the use of data to evaluate effectiveness of interventions (Multi-Tiered System of Supports MTSS) | -6 additional days per contract year | |
| | -Plan and deliver Professional Development | | | |
| | -Meet with Mentor Teacher a minimum of once each week | -Possesses the skills and qualifications to assume the leadership role | | |
| | -Conduct coaching cycles with teachers | -Evaluated by the school district as demonstrating the competencies of an instructional coach | | |
| | -Analyze data from a variety of assessments (FAST, Iowa Assessments, ACT, etc.) | | | |
| | -Engage peers in analyzing and using data to drive and strengthen classroom instruction through Professional Development | | | |
| | -Identify and address student needs through MTSS | | | |
| | -Attend a minimum of one workshop per year focused on Iowa CORE implementation | | | |
| | -Discuss instructional strategies and materials with Lead Teachers and Mentors a minimum of once each week | | | |
| | -Work with teachers to help them implement new strategies, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy through co-teaching (based on request or assessment results) | | | |
| -Plan weekly Professional Development | | | | |
| -Meet with Lead Teachers a minimum of once each week to reflect on PLC findings | | | | |
| -Meet with administration a minimum of once per week to evaluate progress on district initiatives | | | | |
| -Facilitate professional learning opportunities among staff members | | | | |
| -Model continuous improvement and lifelong learning | | | | |
| -Align professional goals with district initiatives | | | | |
| -Respond to weekly PLC notes and | | | | |

| | | | | |
|--------------------------|--|---|---------------------------------------|--|
| Lead Teachers (3) | -Connect Instructional Coach with new teachers & staff members | -Must be full-time HLV Employee | - 100% classroom instruction | \$6,000 in addition to HLV salary schedule |
| | -Assist in development of each teacher's instructional improvement action plans at the beginning of each year | -Must successfully complete mentoring program /grandfathered in | | |
| 1 Elementary | -Monitor progress of each teacher's action plans prior to start of 2nd semester | -Must have completed Conditional License requirements | -Weekly PLC meetings | |
| | -Review year-long progress of each teacher's action plan prior to end of the school year | -Possess the skills and qualifications to assume the leadership role | | |
| 2 Secondary | -Support Mentor Teacher with growth of mentees | -Evaluated by the school district as demonstrating the competencies of an instructional coach | - 3 additional contract days per year | |
| | -Observe and coach PLC members: 1 Lead Teacher meeting with K-3 & 4-6 PLCs bi-weekly 2 Lead Teachers meeting with Secondary PLCs bi-weekly | | | -Length of assignment: One year |
| | -Actively participate in PLCs | | | |
| | -Meet with Instructional Coach once each month to plan Professional Development | | | |
| | -Demonstrate continuous improvement in teaching | | | |
| | -Demonstrate gains in student achievement | | | |
| | -Meets a minimum of once per week with administrator & instructional coach to evaluate progress of district initiatives | | | |
| | -Facilitate professional learning opportunities among staff members | | | |
| | -Log weekly PLC discussion, attendance, and requests | | | |

| | | | | |
|---------------------------------------|--|---|---------------------------------|--|
| Mentor Teachers (2) | Mentor Teacher Timeline | -Must be full-time HLV Employee | -100% student instruction | \$3,000 in addition to HLV salary schedule |
| | <u>Year 1</u> | -Must successfully complete mentoring program /grandfathered in | | |
| 1 Elementary & 1 Secondary | -Make initial contact with mentee | -Must have completed Conditional License requirements | | |
| | -Assist mentee with transition to HLV | | -Length of assignment: One year | |
| | -Explain district initiatives to mentee (PLCs, MTSS, etc.) | | | |
| | -Discuss Iowa CORE with mentee | | | |
| | -Explain progress of FAST implementation with mentee | | | |
| | -Assist with evaluation process | | | |
| | -Assist mentee with community engagement (open houses, parent-teacher conferences, etc.) | | | |
| | -Meet with mentee a minimum of bi-weekly | | | |
| | -Guide mentee with student assessments | | | |
| | <u>Year 2</u> | | | |
| | -Discuss district initiatives to mentee (PLCs, MTSS, etc.) | | | |
| | -Discuss Iowa CORE with mentee | | | |
| | -Explain progress of FAST implementation with mentee | | | |
| | -Assist with evaluation process | | | |
| | -Discuss progress of mentee in teaching profession | | | |
| | -Meet with mentee a minimum of bi-weekly | | | |
| | -Assist with preparation of licensure | | | |

HLV has revised their year-round calendar for 2016-2017 that includes early dismissals Wednesday of each week for professional development. This newly created time will allow Teacher Leadership positions to meet, PLC time for collaboration, and time for administration to meet with Teacher Leadership positions. A specific and structured monthly schedule will be created by the administration and Teacher Leadership positions. Discussions have already taken place about possible monthly calendars. Possible samples include using the first Wednesday for PLC collaboration, using the second Wednesday for whole-staff Professional Development, and so on. The following is a summary to simplify the general process of Teacher Leadership at HLV:

1. Instructional Coach- HLV envisions this position to serve as assistant to the administration, specifically focused on instruction and curriculum alignment. This will be a full-time position dedicated to assisting the staff on best practices and enhancing academic achievement. The Instructional Coach will oversee the Lead Teachers and provide assistance as needed, while focusing on the district initiatives.
2. Lead Teachers- HLV envisions this position to work collaboratively with the Instructional Coach and their assigned PLCs. The Lead Teachers will meet bi-monthly with assigned

PLCs to assist staff members directly. This interaction will provide insight for the Instructional Coach and administration on progress of district initiatives.

3. Mentor Teachers- HLV envisions this position to assist those new to the district and the teaching profession. This position is currently in place at HLV but will further the vision of teacher leadership at HLV. Mentor Teachers will meet weekly with their mentees to ensure their transition into education and the district are going well.

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.

Teachers who apply for TLC positions should have demonstrated leadership capacity and willingness within the HLV school system. Teacher leadership descriptions have been outlined to ensure that candidates know expectations and criteria when considering applying for role(s).

Application Process

Grant Writers share presentation regarding TLC Application Process and Materials access.

1. Teachers complete application and submit to secretary in Supt office.
2. Application Review Team reads and scores applications to create candidate pool ordered according to rubric scores
3. Nomination Committee interviews candidates using interview protocol and nominates:

Instructional Coaches (1)

Lead Teachers (3)

Mentor Teachers (2)

4. Superintendent reviews nominations and makes final decisions.
5. All positions are accepted pending approval from the school board.

Teacher applications will be due by or before the date when teaching contracts are due. Applications will be submitted to the business office/Supt. secretary and each application will be assigned a number. This will serve as a step to remove the applicant's name/identifying information to provide an unbiased review applications. Teachers who are applying for a leadership position will not be involved in the scoring and selection process for that particular position. Once all applications have been scored, interviews have taken place and positions are awarded, any remaining positions will be opened again, and any teacher (including those who have already accepted TLC positions) may apply. The following is a sample application:

Application Identification Number: _____

Date Submitted: _____

Evidence of demonstrated professional growth:

(Provide written examples of professional growth in multiple areas)

Leadership Activities:

(Describe past leadership roles and positions)

Vision for Committee:

(Provide a vision and plan for the committee)

Professional Accomplishments:

(Provide written examples of professional accomplishments and how they impacted student learning in the area applying for)

Personal Skills and Talents:

(Provide a written description of personal skills and talents that could be used to enhance student performance in the area applying for)

The submitted applications will be reviewed and scored by the Application Review Team. This team will be created from volunteers wishing to be involved in the collaborative process. This team will be responsible for establishing a time to meet to evaluate applications and score the rubric to create the best leadership team possible. The Application Review Team positions are listed as follows:

Application Review Team

2 teachers (who are not candidates) 1 Elementary and 1 Secondary

District Administrator

- Guidance Counselor
- 1 or 2 Volunteer Retired Teachers
- 1 Community or Board Member
- 1 Parent

Criteria for successful teacher leadership candidates were identified by plan developers and input was provided by administration, staff, and AEA partners. The Application Review Team will read and score applications using the following rubric:

Rubric for evaluation of TLC candidates at HLV

| Criteria | Excellent (3 points) | Good (2 points) | Acceptable (1 point) | Unacceptable (0 points) |
|--|---|---|--|---|
| Evidence of professional growth and improvement Leadership Activities | Provides written examples of professional growth in multiple areas. Has experience and/or training in this position - is part of the committee and is trained in the area. | Provides written examples of professional growth. Served as a member of the committee or is trained in the area. | Attends professional development. Participated as a member of this or other committees. | Does not provide examples of professional growth. Has no experience on committees. |
| Vision for Committee | Expresses a vision and plan for the committee. | Expresses a vision or plan for the committee. | Expresses an confusing vision or plan for the committee. | Does not express a vision for the committee. |
| Professional Accomplishments | Provides written examples of professional accomplishments and how they impact student learning in the area they are applying for. | Provides written examples of professional accomplishments and how they impact student learning. | Provides written examples of professional accomplishments | Does not provide examples of professional accomplishments |
| Personal Skills and Talents | Provides a written description of personal skills and talents that could be used to enhance student performance in the area they are applying for. | Provides a written description of personal skills and talents to enhance student performance. | Provides a written description of personal skills and talents. | Does not provide a description of personal skills and talents. |

Narrative

Using Part 7 application narrative from previous submission? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district’s 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 district’s 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.

Design and Delivrey of Professional Development

HLV’s professional development (PD) is guided by student performance data and feedback from staff. HLV’s Lead-Learning team, AEA 10, and district administration meet once a month prior to PD to discuss what teachers are requesting and what the data indicate teachers and students need. The Lead Learning team develops a plan for delivery of information and resources to the staff based on instructional practices and PLC efforts.

- TLC Goal: HLV will foster a collaborative and reflective environment that provides support for teacher growth.

To maximize the superintendent and student services, HLV and BGM will be utilizing a shared calendar for the 2016-2017 school year. This schedule will allow for 1 hour early dismissals every Wednesday which will provide needed time for collaboration and PD.

HLV is a small, rural district with 1 teacher per grade level and/or content area. The additional time for collaboration will increase horizontal and vertical alignment of Iowa Core learning progressions, assessment processes, and evidence-based instructional practices. Time provided weekly for collaboration will allow HLV to implement the structures of professional learning communities (PLCs).

- TLC Goal: HLV will utilize TLC to enhance student achievement and reflect on best practice for each student as a unique learner.

Resources provided through the TLC grant will greatly improve and enhance HLV's PD capabilities. Staff in the TLC positions will take responsibility for PD design, delivery, monitoring implementation, and effects on student learning. HLV would continue to develop and improve PLCs as a basis for PD gathering input from staff, and sharing strategies to improve classroom instruction. District and grade level data will be used to guide continuous improvement efforts. The Instructional Coach, Lead Teachers, and AEA 10 will identify, learn, and share strategies at PD. Teacher implementation will be followed with reflection on effectiveness and student response to the instruction. Lead Teachers will confer with the Instructional Coach for support with improving student achievement at HLV. The Instructional Coach, who is released from classroom instruction responsibilities, will have the benefit of time and opportunities for monitoring PLC implementation, guiding and enhancing PLC effectiveness and impact on improving teaching and learning. This process may proceed as follows:

1. PLCs collect and analyze data (FAST, classroom assessments, Iowa Assessments, etc.) to inform instruction to meet the varied needs of students.
2. Instructional Coach reviews PLC meeting notes and uses the data to inform next steps for PLC learning and provides feedback.
3. Lead Teachers confer with Instructional Coach to monitor and plan.
4. Instructional Coach, Lead Teachers, & AEA 10 will share resources and strategies to address needs and interests.
5. The Instructional Coach will co-plan/teach and provide job-embedded PD through modeling and practice of strategies.
6. Implementation will be monitored and supported by Instructional Coach and Lead Teachers.
7. PLCs will adhere to data analysis protocols to guide instruction and monitor impact on student learning.

HLV's TLC team and district administration will ensure that all teachers have ongoing learning that is relevant and embedded into their work. With TLC in place, HLV will have the resources and plan to align on-site PD with effective practices.

Alignment with the Iowa Professional Development Model (IPDM)

IPDM provides a guide for planning and carrying out professional learning and development activities at HLV. IPDM incorporates personal professional goals and focuses on curriculum, instruction, assessment, system alignment, and improving student learning. PD should include time for learning, analyzing (instructional) demonstrations, analyzing student learning, and planning lessons. Having weekly PLC time will require greater communication and alignment at HLV. The changes to the 2016-2017 calendar, coupled with the proposed TLC model will allow for workshop sessions to be distributed throughout the year with content related to the continuous study of implementation. The Instructional Coach and Lead Teachers will manage these processes and assure productivity and focus on staff and student learning needs.

- TLC Goal: HLV will utilize the TLC model in recruiting & retaining quality teachers.

Lead Teachers and the Instructional Coach will analyze student learning data and current instructional practices to create and implement an achievement plan for the building to ensure highly effective teachers in every classroom. The TLC staff will partner with colleagues and coach best practice. PLCs will support implementation efforts, professional growth, partnering, and observations. Mentor Teachers' attention is on successful induction and PD of new teachers. In addition to the mentor-mentee efforts, the system-level PD will support PLCs, MTSS, Iowa Core alignment, using FAST data to inform instruction, and effective practices to meet the needs of all students.

- TLC Goal: HLV will utilize TLC to promote professional growth and develop leadership.

HLV's TLC staff will engage in professional learning at AEA 10 to build their capacity to lead PD and improvement efforts. The administration has emphasized their willingness to support HLV's TLC by providing the time and resources to send leaders to conferences, workshops, or other educational opportunities.

Goals of TLC are to improve teaching and learning, fully implement the Iowa Core, and ensure HLV students develop the competencies and skills for success in K-12 and be prepared for post high school opportunities.

Using Part 8 application narrative from previous submission?*

No

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

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

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

HLV will measure the effectiveness of the TLC plan roles and positions: Instructional Coach, Lead Teachers

Mentor Teachers through the following procedures:

1. Professional Reflection Log (monthly recordings)
2. Staff Survey Data mid- and end-of year
3. Performance Monitoring Data on District Improvement Plans

One of our goals is to promote effective collaboration to provide ongoing opportunities for teachers to learn and grow professionally. The TLC positions come with increased leadership responsibilities and involve increased compensation, and monitoring impact and effectiveness in strengthening instruction and student learning is critical to get the desired effects.

Teachers in TLC positions will maintain collaborative logs and collaboration calendars for accountability and review.

Mentors will engage in weekly conversations with mentees that include an evaluation component to monitor effectiveness of the supports provided. The monthly reports that mentors submit to administration also provide an accountability and assessment element.

Teacher survey input/feedback concerning the professional development sessions will be collected informally through exit slips and check-ins after each learning session. These data will be compiled by Instructional Coach and reviewed by TLC members.

Twice a year, more formal and structured survey data will be collected through a Google form that is managed by the Instructional Coach and will inform the entire TLC team.

Additionally, the TLC team will review staff retention rates and exit information annually, and will collect teacher survey data regarding the effectiveness of PD and impact of TLC supports.

Section A. How we measure TLC success

1. Improve student learning (Sample points of emphasis)

Short-Term- Classroom assessments, At-Risk program, TAG students

Long-Term- Iowa Assessment scores, FAST scores, ACT scores

The purpose of education is to enhance academic achievement. It is vital for a district to assess the achievement of students in their district. The TLC positions will be responsible for assisting with the evaluation of the data and bring that information to the teachers. In both the short-term and long-term assessments listed above, data exists and is available for evaluation. TLC members will evaluate the successes and failures unique to HLV and utilize the cycle in Part 7 to provide feedback at all levels.

B. TLC Involvement and feedback

Short-Term-Collaboration for Inst. Coach, Lead Teacher, Mentor Teachers, % of staff involvement

Long-Term- Teacher retention rates, Teacher survey for TLC effectiveness

One of the determining factors in the success of the TLC model at HLV will be staff buy in. The process created by the Grant Proposal Team is reflective and allows for evolution. This evolution will allow teacher input constantly and this involvement is bound to create ownership of the process. Opening up the TLC positions for feedback is natural and necessary. These positions will be evaluated the same as other positions throughout the district and teacher input will have a factor in the program effectiveness.

C. Future alterations to TLC

To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TLC program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning. In the initial stages of our TLC program we will concentrate on implementation. Using monitoring data from multiple sources we will: (1) determine if all services were implemented as planned; (2) track the number of teachers; and (3) document the quality of the services we provided through the TLC program. Some sample questions that have been created to direct the future of TLC are as follows:

1. Who have we targeted for services/support?
2. What are the outcomes they were expected to attain?
3. What do our data tell us about their success in attaining outcomes?
4. What other data do we need?
5. What would work to do better?
6. Do we need any new partners?

7. How will we adjust programming in response to current data (action plan adjustments)?

These are merely a sample of potential questions that will be focused on at the end of each year. We will produce a report summarizing who was served along with improvements in teacher and student performance.

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 district's 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)

HLV is more than capable and willing to implement the proposed TLC model. The support from the administration has been strong in the grant application process and this will continue with implementation. HLV has successfully navigated the implementation of numerous initiatives and programs in the recent past and it is assumed TLC will experience similar or further success. Some examples of recent change initiatives successfully implemented at HLV include:

1. Project Lead the Way- HLV offered Introduction to Engineering in 2011. This has blossomed into more coursework which now includes Principles of Engineering and Civil Engineering and Architecture. The participation from students has increased in number every year. Possibly most important is that local business support has increased since the introduction of Project Lead the Way, offering a new connection between school and community.
2. 1:1- HLV implemented a 1:1 laptop initiative with high school students starting in the 2014-2015 school year. This program was expanded into the middle school level for the 2015-2016 school year. Plans are underway to spread this program into the upper elementary levels as well. The 1:1 program is part of HLV's focus on 21st Century Skills to align with the Iowa Core. The expansion of this program in such a short time period has been immense and as stated previously, will expand and continue in the future.
3. Alternative school- HLV recognized the need for an alternative setting and program for students. In the 2010-2011 school year a program was established to adhere to the specific needs of At-Risk students and students in jeopardy of graduating on time. This program was opened to neighboring school districts and is currently an option for 3 school districts to send students meeting the specified criteria.
4. FFA- The population of the HLV Community School District is dominated by rural, blue collar families. HLV felt the need to offer agriculture-based coursework to meet the needs of students hoping to pursue careers in the fields of agriculture and in 2013 started a chapter of FFA and began offering coursework. FFA has grown and now has over 30 members and has grown each year it has existed.
5. Professional Learning Communities- HLV felt the need to connect teachers with teachers in their own district and in 2013-2014 organized PLCs for the district. PLCs assist teachers in collaboration and problem-solving issues unique to the district and relying on their peers as the experts to solve the many challenges education presents. PLCs at HLV have focused on data analysis and RTI/MTSS as a focus to meeting the needs of our students.

These listed examples are proof that initiatives at HLV have been and many more will be successful. The district has provided the resources and support necessary to make such changes a reality. The proposed TLC model connects to these and many other initiatives implemented at HLV in the recent years. TLC would enhance all of these and many others as it could be seen as a program to better instruction and learning in a variety of ways.

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 district's 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 used to raise the minimum salary to \$33,500.

Amount Budgeted

\$0.00

| | |
|---|--------------------|
| Amount designated to fund the salary supplements for teachers in leadership roles. | \$42,405.97 |
| 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). | \$51,887.76 |
| Amount used to provide professional development related to the leadership pathways. | \$3,700.18 |
| 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 | \$97,993.91 |

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* 313.4

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

District Enrollment-Based Allocation \$97,993.91

Total Allocation \$97,993.91

Other Budgeted Uses - Description

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

Total Allocation Budgeted

Total Projected Amount to be Expended \$97,993.91

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 district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

15-16 TLC Budget Calculations

| Position | FTE | Quantity | Amount/position | TSS | Position Cost | FICA/IPERS | Health | Total Cost | |
|-----------------------------------|-----|----------|-----------------|-------|---------------|------------|---------|------------|-----------------|
| Instructional Coach Replacement | | 1 | 1 | 32100 | 5100 | 37200 | 6167.76 | 8520 | 51887.76 |
| Instructional Coach | | 1 | 1 | 9000 | | 9000 | 1492.2 | | 10492.2 |
| Extra Contract Days | | | 6 | 225 | | 1350 | 223.83 | | 1573.83 |
| Lead Teachers | | | 3 | 6000 | | 18000 | 2984.4 | | 20984.4 |
| Extra Contract Days (3 Each) | | | 9 | 225 | | 2025 | 335.74 | | 2360.74 |
| Mentor Teachers | | | 2 | 3000 | | 6000 | 994.8 | | 6994.8 |
| Professional Development/Supplies | | | | | | | | | 3700.18 |
| Total Cost | | | | | | | | | 97993.91 |

The TLC Planning Grant provided compensation for staff members involved in grant development, the cost of substitute teachers, and travel. In order to reach the goal of 25% of staff members in TLC roles, the planners kept in mind the need to provide at least 6 positions or openings. The teacher leadership roles are designed to align with ongoing district initiatives (PLCs, 1:1 initiative, etc..) professional development, and district goals. Instructional Coach, Lead Teachers, and Mentor Teachers will collaborate to plan and provide timely professional development, as well as provide individualized support for teacher achievement.

TLC Role Descriptions:

Implementation of the TLC plan will allow the HLV School District to make positive changes in student achievement through teacher leadership and learning opportunities. TLC will help us achieve several goals: attract and retain highly effective teachers, provide opportunities for teachers to lead and influence the district, improve the quality and relevance of professional development, and, above all, increase student achievement as measured by Iowa Assessments and Formative Assessment System or Teachers (FAST).

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Leadership positions to meet, PLC time for collaboration, and time for administration to meet with Teacher Leadership positions. A specific and structured monthly schedule will be created by the administration and Teacher Leadership positions. Discussions have already taken place about possible monthly calendars. Possible samples include using the first Wednesday for PLC collaboration, using the second Wednesday for whole-staff Professional Development, and so on. The following is a summary to simplify the general process of Teacher Leadership at HLV:

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