



Application

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

151384 - Hamburg CSD 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
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Agency Education, Iowa Department of

Organization Information

Organization Name: Hamburg Community School District
Organization Type: K-12 Education
DUNS:
Organization Website: http://www.hamburg.k12.ia.us/

Address: 105 E St
Hamburg Iowa 51640
City State/Province Postal Code/Zip

Phone: 712-382-1063
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Mike T Wells
Title Superintendent
Organization Hamburg Community School Districts

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

Address 309 S Street

City/State/Zip* Hamburg Iowa 51640
City State Zip

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E-Mail mwells@nishbd.org

Fiscal Officer/Agent

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

Name Kris Wood
Title Business Manager
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Address 309 S Street

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City State Zip

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County(ies) Participating, Involved, or Affected by this Proposal	Fremont County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	12
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	23
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **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. **Mike Wells**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Hamburg Community School District**

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

County-District Number 51-2169

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Dr.

Name of Superintendent Mike Wells

Telephone Number 712-382-2017

E-mail Address mwells@nishbd.org

Street Address 309 S Street

City Hamburg

State Iowa

Use the drop-down menu to select the state.

Zip Code 52641

TLC Application Contact

Honorific Dr.

Name of TLC Contact Mike Wells

Telephone Number 712-382-2017

E-mail Address mwells@nishbd.org

Street Address 309 S Street

City Hamburg

State Iowa

Use the drop-down menu to select the state.

Zip Code 51640

Demographic Profile

October 2014 Certified Enrollment 444

October 2014 Free/ Reduced Lunch % 66

AEA Number 14

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)

In 2013, the Iowa Legislators approved a Department of Education recommendation to pass a bill that would encourage schools to implement more teacher leadership within the structure of Iowa Schools. The result was House File 215 which provided 3 possible models for schools to adopt, if they chose to participate.

The Hamburg School District respectfully submits a Model 3 plan which embeds an instructional coach into our current leadership model. Our schools utilize data teams (professional learning communities) as means of leaderships with teacher leaders, data team leaders, mentor teachers, a professional development leader, and SIAC teacher leaders. The data teams examine current practice, student data and research to make ALL decisions. The data teams assure curriculum is aligned to the Iowa Core Curriculum and assess how best to meet these rigorous demands. This application explains how Hamburg CSD would implement a Model 3 plan with instructional coaches.

"The purpose of the Instructional Coaching Model is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices. (Casey, 2008) The coaching model recognizes the needs of each individual teacher and is connected to the Comprehensive School Improvement Plan (CSIP) and the District's Strategic Plan. In this way effective collaboration can result in the ultimate goal of improved student performance.

We develop first, the mission of the Hamburg Teacher Leadership and Compensation Grant which is to support our district mission statement of helping all students to reach their potential. The Hamburg Teacher and Leadership Program will provide a supportive learning environment for educators that will create engagement for children.

The goals of the Hamburg Community School District Teacher Leadership and Compensation are:

Goal 1: Attract the most able and promising new teachers in the country by offering a competitive salary and a supportive learning environment for ALL teachers to learn and be part of a learning team.

Goal 2: Retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment that demands learning growth for students, teachers, support staff, school board members and administrators.

Goal 3: Create a learning network that promotes collaboration of teachers through district data teams, learning networks with AEA schools and educators across the state/country.

Goal 4: Provide financial incentives and career opportunities for educators through a pay for performance incentive and educational attainment.

Goal 5: Create effective instructional practices and improve student achievement.

Goal 6: Improve teacher job satisfaction.

Goal 7: Create an environment of trust and collaboration for teachers, administrators, parents, students and school board members.

The Hamburg Community School District will utilize data teams (professional learning communities) which meet every Monday morning for an hour and a half. Our data teams examine student data, classroom practices, and assessments to assure quality learning experiences. The Rigorous Curriculum Design process has identified gaps in our curriculum which we have aligned to the Iowa Core Curriculum. Staff surveys have identified the need of classroom supports that exceed current administrative supports. We have discussed for several years the need for instructional coaches to collaborate with classroom teachers to improve teaching practices.

Our CSIP goal for the district is 85% of all students have a full year of academic growth in both reading and mathematics at all grade levels as measured by the Iowa Assessment. Our district has had poor academic performance with Marnie Simons Elementary School being identified as a SINA district in both reading/mathematics. The proficiency rate in reading among grades 3-5 in 2014-15 was 64%. In math, the proficiency rate in grades 3-5 was 62%. The science range for grades 3-5 was 93%. The district also tracks the percentage of students meeting their annual growth projection on the STAR test. In 2014-2015, this ranged from 58.3%-70% in reading and 49%-78% in math. There is an urgent need for instructional coaches to help increase the percentage of students meeting achievement goals.

Data teams expressed the need for instructional coaches with expertise to promote effective use of differentiated instruction. Data teams have commonly found that teachers provide instruction for "most" students but may not have the ability to provide the high/low level instruction. Consequently, students remain in their current learning levels, or

even digress. A large portion of our parents do not believe students are graduating with the necessary skills to be productive members of society. Again, this is tied to the lack of differentiated learning. The district is embracing “Personal Learning Plans” (PLPs) for every student in our district. PLPs will allow us to create individual learning plans for each child emphasizing his/her strengths, weaknesses and desires. Teachers will be able to work across grade levels to create learning plans to promote individual growth. In order to do this, our teachers will need instructional experts to guide the process and create an environment of collaboration. We believe our plan does this.

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).

In September 2013, administrators attended a state meeting to discuss HF 215 and the opportunity for schools to apply for Teacher Leadership and Compensation (TLC) programming. They shared this information with the administrative team and teacher leaders in the district. The district was unsure of future funding so they chose not to apply in waves 1 & 2 of the TLC grant. At the beginning of the 2015-2016, the Hamburg Schools formed a joint TLC committee to study research and consider how this would improve student achievement and staff satisfaction. Early discussions focused on a plan that would improve student engagement and achievement or we would not apply. Early feedback suggested a great deal of excitement of the opportunity. Through a consensus model we decided the TLC opportunity fit in nicely with our strategic planning process and our vision/mission of the district. The district will begin a strategic planning process in February, 2016 with a subcommittee, Teaching and Learning focusing on how to improve instruction.

Dr. Wells communicated the TLC opportunity to the staff/school board on throughout the summer in staff updates asking for volunteers to serve on a committee which would determine if we would participate. A Teacher Leadership and Compensation Committee was developed in early September which included the following professionals:

TEACHERS:

Michele Henderson, First Grade Marnie Simons Elementary; Brenda Brandt, Kindergarten; Kevin Scott, Nishnabotna Science Teacher.

ADMINISTRATORS:

Mike Wells, Hamburg Superintendent/Marnie Simons Elementary Principal; Tom Hinrichs, Farragut Superintendent

SCHOOL BOARD:

Mr. David Mincer, Hamburg School Board President

The District applied for the TLC planning grant and was awarded \$5,100 to research, plan, and submit an application. The district leadership team attended workshops by Green Hills AEA. The tools and collaboration during these meetings were very helpful in our work. All committee members were active throughout the process with each having an equal voice. The focus of the committee was providing a structure and support system that improve education in our district with the focus being on "CHILDREN FIRST!"

We utilized a 5 step process. Step 1: Review of our current reality in student data and our continuous improvement, evidenced the need for continued improvement on student achievement highlighted by our designation School in Need of Assistance (SINA) in both mathematics and reading. Secondly, located in Fremont County, one of Iowa's poorest counties, the need continues for adaptation of curriculum and instruction to more adequately meet the needs of our student population with 65% district wide Free and Reduced Rates. One conclusion was the TLC grant could accelerate the benefits of recent diligent use of Rigorous Curriculum Design and Instructional Data Teams (a type of collaborative PLC) to fully implement the Iowa Common Core. Step 2: Examine Research/Best Practice. The state provided three models for schools: Career Ladder, Instructional Coach or locally developed model. We examined three states' Teacher Leadership and Compensation Models-Minnesota, Colorado, and Washington. We felt very strongly that we should develop a local model based on best research. We felt this provided us maximum flexibility and control in all components. We embraced instructional coaching and found research supporting a quality coaching program which provides the necessary support for teachers and students (Killion & Harrison, 2005). Marzano, Pickering, and Pollock (2001) identified nine strategies for effective instructional effectiveness which we agreed with and will build into our TLC plan. Our plan reflects all three models with an emphasis on the Washington state model. Step 3: We created a mission and goals for our TLC program which will be defined later in the application. Step 4: We defined the roles and components for the instructional coaches and administrators and developed a compensation plan. Step 5: We will create an assessment system so we can adjust and adapt to changes in our school. We will set up a "hotline" on Google for any staff/community member to provide feedback or ask questions. The Teacher Leadership and Compensation committee will be a permanent committee which will meet at a minimum of once a month.

Hamburg's application was created through collaboration of teachers, administrators, and school board members with support from our community, and students. The TLC grant was vetted through our School Improvement Advisory Committee (SIAC) which consist of students, parents, teachers and community . The feedback from the SIAC resulted in changes in our application. All parties are fully vested in our plan and will ensure its success. The focus from the beginning was improving instruction and support in the classroom. The Hamburg/Farragut Education Association was represented and an active part of our application preparation. The Hamburg/Farragut Schools Boards will approve our plan in October and pledge their full support for this work. The plan our district will utilize is model 3 which is a locally developed plan based on Instructional coaches.

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Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

The mission of the Hamburg Teacher Leadership and Compensation Committee is to support our district mission statement of helping all students to reach their potential. The Hamburg Teacher and Leadership Program will provide a supportive learning environment for educators that will create engagement for children.

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Goal 7: Create an environment of trust and collaboration for teachers, administrators, parents, students and school board members.

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Data teams expressed the need for instructional coaches with expertise to promote effective use of differentiated instruction. Data teams have commonly found that teachers provide instruction for “most” students but may not have the ability to provide the high/low level instruction. Consequently, students remain in their current learning levels, or even digress. A large portion of our parents do not believe students are graduating with the necessary skills to be productive members of society. Again, this is tied to the lack of differentiated learning. The district is embracing “Personal Learning Plans” (PLPs) for every student in our district. PLPs will allow us to create individual learning plans for each child emphasizing his/her strengths, weaknesses and desires. Teachers will be able to work across grade levels to create learning plans to promote individual growth. In order to do this, our teachers will need instructional experts to guide the process and create an environment of collaboration. We believe our plan does this.

Instructional coaches is only one teacher leadership position, even though it is a major part of our grant, we will also have one mentor teachers, two K-12 data team leaders, and one professional development teacher leader.

Using Part 3 application narrative from previous submission? **No**

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

Part 3

We know that improving teacher practice will foster improved student learning. The TLC plan will strengthen our school initiatives of universal instruction by better aligning our curriculum/practice with the Iowa Core, developing a multi-tiered system of supports for student learning and behavior when universal instruction is not enough, and by integrating advanced technology to increase student collaboration, critical thinking, creativity, and collaboration. These initiatives will be strengthened by the teacher leadership roles provided by this grant through the framework of authentic, job-embedded professional development through data teams.

Key School Improvement Initiative	How teacher leader roles will connect, support and strengthen the initiative
<p>Strengthening universal instruction by alignment with the Iowa Core.</p>	<p><u>Instructional Coach</u> will provide guidance and one to one support in unit design, assessment planning, and best practice for instruction all aligned to the expectations of the Iowa Core. While structures are in place in the district toward greater alignment with the Iowa Core, the instructional coach will support and strength those structures by training all teachers in curricular mapping. The coach will lead, support and strengthen our K-6 standard based grading system aligned to the Iowa Core as we expand the implementation to our middle school. Curriculum alignment data will be analyzed by the instructional coach, administration, and data team leaders to be use by data teams to strengthen unit planning and alignment.</p> <p><u>PD Leader</u> will coordinate with the instructional coach to lead professional learning that will strengthen this initiative with instruction and support for teacher sin ensuring fidelity of implementation of the Iowa Core standards in all subject areas.</p> <p><u>Data Team Leaders</u> will facilitate entry of curriculum mapping which will identify areas of gaps and overlap. Data Tams, led by our PD leader, will be able to use the data from the mapping to guide their work in unit design.</p>

Developing a multi-tiered system of supports (MTSS) for student learning and behavior. (PRESS)

Instructional Coach-we will add one full time K-8 instructional literacy coach. Our district has contracted with the University of Minnesota to implement Path to Reading Excellence in School Site (PRESS). The district has three days full days of training during the 2015-2016 school year so our staff fully understands MTSS. PRESS is a research-based intervention and progress monitoring system. In addition, our instructional coach will work closely with mentors and new teachers.

PD Leader-will provide an additional level of instruction of best intervention practices and support teaches in maintaining quality universal instruction. Teachers in these roles will ensure that grade level alignment to the Iowa Core continues. They will also enhance the staff's ability to meet the needs of students with individualized interventions through additional classroom activities and small group instruction as needed.

Data Team Leaders-will share responsibility for leading each data team as they analyze an use assessment results to strengthen the district's multiple tiers of support by ensuring students receive the universal and tiered interventions they need.

<p>Integrating technology to increase student collaboration, critical thinking, creativity and collaboration.</p>	<p><u>Instructional Coach</u>-will be the key to connecting our focus on 21st century skills to all other initiatives in our district. With only the principal available for support, the addition of instructional coaches to our teacher leader team will allow us to strengthen the push to embed research-based technology practices into all classrooms in all discipline areas. Modeling, demonstrating, and training teachers in strategies focusing on student collaboration, critical thinking, creativity, and communication will be a primary function of the instructional coaches. With this focus by our instructional coach in tandem with current support, we will further connect and strengthen our alignment with the Iowa Core.</p> <p><u>PD Leader</u>-will work under the direction of the instructional coaches and school improvement coordinator to continue to integrate technology in all disciplines. PD leaders will introduce, model, and provide support in the use of quality technology tools to enhance student collaboration, critical thinking, creativity, and communication. With our one-to-one laptop initiative in 6-8 and one to one iPad/Chromebooks in grades K-5, tools and applications available on those devices and online will further strengthen teachers' ability to engage students for their futures.</p> <p><u>Data Team Leaders</u>-will support this initiative by engaging their data tem in protocols, such as the fine turning protocol, in order to allow teachers to peer review lessons or units to ensure strategies provided by instructional coaches are embedded in their instruction and assessment.</p>
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Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The goal of the Mentoring and Induction program is to retain teachers in the district and provide them the support they need to ensure their success. The mentoring program, "Journey to Excellence" has been in place since 2005 and has provided a level of support for new teachers.

Current Plan:

Within the current plan, the need for more qualified mentors has been demonstrated as some teachers have had multiple mentees. The district has been fortunate to utilize highly effective people but needs a more valid and reliable system for tracking and reporting mentor success. Data also show a need for more regular collaboration time throughout the year to provide support for beginning teachers, as well as a need for a more structured approach to how we successfully induct new teachers into the profession.

A mentors has been provided for 1 first year teacher. Our staff is a veteran staff with an average of 15 years of experience. Our mentoring program has been extremely strong which show by the longevity of our staff is. By retaining teachers, the district will capitalize on its investment of training and mentoring new teachers to the profession.

"... we must see ourselves as people developers, offering on-going equipping opportunities; innovative tools; resources for growth; and ideas for job success." (Tim Elmore)

Improving Mentoring and Induction Program:

Under the improved system, a deliberate approach will be utilized to assign and select the mentor/model teachers in advance of each year. An additional eight days will be added to the contracts of the mentor/model teachers. An additional two days will be added to the contract of the resident teacher (a teacher new to the profession or with an initial license) and fellowship teacher (a teacher new to the district but not the profession). Furthermore, funding will be used to strengthen the induction process by providing an orientation day and a day at the end of the year for reflection for resident and fellowship teachers.

The district will improve the mentor/model selection process using specific guidelines. Eligible staff members will be informed of the mentor vacancies. Interested and qualified teachers should submit a letter of application to the principal. Whenever possible, the principal will place beginning teachers with mentors who serve in the same building. A mentor shall have no more than one beginning teacher assigned to him/her at a time unless there are no other alternatives. Teachers will go through an application and interview process with the principal. Teachers under consideration will be required to demonstrate the following:

- A minimum of four years of exemplary classroom teaching.
- Evidence of commitment to students' academic success
- A commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to work with other adults
- Effective coaching skills
- Behaviors of a positive role model
- Adherence to the practices of the Iowa Teaching Standards

Working along with the building and district administrators, the mentors and mentees will engage in discussions and implementation of the current district initiatives: Leader in Me, PRESS, technology integration and teacher leadership. The mentors and mentees will also meet and discuss curriculum, instruction, special education procedures, and assessment processes in the district. The following timeline will guide the mentoring and induction process:

Timelines for Duties:

Year 1 Residency/Fellowship Mentor

Summer:

- Mentor will make initial contract with mentee
 - Mentor will be available to answer any questions mentee may have
 - All mentors, mentees, and administration will meet for orientation
- Throughout the School Year:
- Mentor will be with mentee during all staff meetings and debrief
 - Mentor will help mentee prepare for the first week with students
 - Mentor and mentee will have daily contact during the first week with students.
 - Mentor and mentee will have a weekly formal meeting
 - Mentee will observe mentor
 - Mentor and mentee will keep contact logs
 - Mentor will guide mentee in developing a teaching portfolio
 - Mentor will assist mentee in end-of-year procedures
 - Mentor and mentee will meet for end of the year reflection

Year 2 Residency/Fellowship Mentor

- Mentor and mentee will repeat requirements from year one
 - Mentor will assist mentee in the completion of a teaching portfolio
- Under successful completion of the mentoring and induction program, the mentee will become an established teacher in the district. Through the use of the teacher leaders, all teachers will have qualified staff members to support training and on-going modeling. These teacher leaders will include the following:
- Mentor/Model Teacher (1)
 - Teaching & Technology Specialists (1)
 - Instructional Coach (1)

Resident teachers will benefit greatly from this structure. Mentor/Model teachers will work closely with resident teachers to develop and model lessons, while the Teaching & Technology Specialists will help with technology instruction and implementation. The Instructional Coach will be available to provide instruction in formative and summative assessment as well as helping to implement district initiatives.

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.

Instructional Coach: 1 Full time equivalent (FTE) position-0% Classroom

- One teacher
- Structure opportunities for teachers to observe peers and engage in peer coaching
- Model effective research based practices
- Conduct coaching cycles across the grades or content
- Lead instructional meetings
- Meet weekly with building principal to communicate on instructional meetings
- Increase the instructional capacity of teacher in content areas, student engagement, classroom management and other areas of need
- Coach teachers to become mentors for other teachers
- Coordinate the instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria
- Provide resources as needed throughout the year to the teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Facilitate collaborative meetings and keep records
- Support instruction and learning through the use of technology
- Collaborate with district leadership team and administration to develop and implement school wide professional development.

Professional Development Leader (1): 100% Classroom

- One Teacher
- Plan for improvement of curriculum
- Work collaboratively with the Instructional Coach and principal to develop school wide professional development.
- Continuously evaluate the quality and appropriateness of the curriculum
- Use existing and future assessment data to guide curriculum decisions
- Data will include but not be limited to Iowa Assessments, FAST, and formative school assessments
- Use existing and future curriculum guides to align to the Iowa Core Curriculum
- This position will require an additional 5 contract days outside of the normal contract

Data Team Leaders (2): 100% Classroom

- Two teachers
- Engaged in professional development planning and implementation
- Share resource materials and expertise
- Creative problem solver, reliable team member, and has knowledge of grade level/content area curriculum, instruction, and assessment
- Guiding the work of Data Teams and ensuring coordination of district vision, mission, and goals.
- Conduct effective data based inquiry, guide colleagues to make researched based instructional decisions, support effective instructional practices, and cultivate a professional culture of shared student success.
- This position will require an additional two contract days outside of the normal contract

Mentor (1): 100% Classroom

- Mentor new to the profession teachers for two years
- Mentor new to the district teachers for one year
- Support new teachers in learning the practices, policies, and procedures of the building/district
- Assist the beginning educator with the collection and analysis of student data
- Guidance with schedules and classroom management
- Plan collaborative observations with mentee
- Facilitate learning conversations
- Collaborate, discuss and reflect on the Iowa Teaching Standards including district expectations including the development of a portfolio

- Attend one board meeting a year to explain our mentoring program and introduce new teacher(s) to the board
- Meet with mentee weekly for at least 30 minutes
- This position requires an additional two contract days outside of the normal contract

Hamburg Community School District views the teacher leadership system first and foremost as a capacity building tool. Research indicates that a teacher's knowledge and skills grow as a result of working in a teacher leadership role.

Additionally, research suggest that teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues. Our teacher leadership system creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will reopen at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. Additionally, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. This rotation will be managed to ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way we will sustain the system over time and build the strength of the entire district. These roles work to create a coherent instructional improvement strategy by ensuring that teachers received professional learning that is in their zone of proximal development. Recognizing not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings.

The instructional coach will provide opportunities for one to one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom. Other teacher leaders will also provide individual support:

- Lead teachers will provide content area expertise and support based on individual needs and goals.
- Mentor teachers will work individually with new teachers as they navigate their first two years.
- Model teachers will provide opportunities for teachers to observe practices they are working to implement in their own classrooms

Small group professional learning will also be provided. The instructional coach and district leadership team will be available to work with grade levels content-based groups. Instructional coaches and District Leadership Team Leaders will facilitate data teams as they discuss and evaluate student growth and teachers' use of instructional strategies.

Finally, all teacher leaders will support district-wide professional learning. The Instructional Coach will work with administrators and other teacher leaders to evaluate teacher data and plan professional learning opportunities. The teacher leadership team will facilitate these sessions. All sessions will include feedback opportunities for staff to evaluate the perceived relevance and effectiveness of the professional development. Learning from whole-staff professional development can then be tailored, reinforced, and followed up on in small-group and individual settings. District leaders will then monitor implementation to provide additional data for planning future professional learning. To ensure the quality and coherence of the learning opportunities provided by teacher leaders, the Instructional Coach and administration will organize the professional learning of teacher leaders. This will occur during weekly meetings and using teacher leader's additional contract days. Time will be used for collaboration, data analysis, reflection, planning, and professional development targeted at classroom practice, adult learning theory, and leadership skills.

Combined these roles create a coherent improvement strategy that empowers teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and learning throughout the district.

The Instructional Coach will provide opportunities for one-on-one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom. Other teacher leaders

will also provide individual support:

- Teacher Leaders will provide content area expertise and support based on individual needs and goals.
- Mentor teachers will work individually with new teachers as they navigate their first two years.
- Teacher Leaders will provide opportunities for teachers to observe practices they are working to implement in their own classrooms.

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.

Hamburg CSD identified teacher leadership roles that will require assignment through a selection committee comprised of two teacher representatives and two administrators. There are three leadership roles that will be recommended through the selection committee:

- Instructional Coach (IC)
- Professional Development Leader (PDL)
- Data Team Leaders (2)
- Teacher Mentor

Planners and Supporters:

The instructional coach, PD leader, data team leaders, and mentor positions will be selected through a performance-based selection process. These teacher-leaders will have a one-year term, renewable based on positive formative and summative evaluations.

Instructional Coach (1 position):

1. To begin the application process, prospective coaches will have taught for four years, member of the Hamburg CSD for at least one year, and will submit a letter explaining the teacher's passion and commitment to the work of the leadership position and two letters of reference. The selection committee will review the initial applications.
2. After approval of initial application, prospective teacher-leaders:
 - Will be interviewed by the selection committee
 - Will review and provide feedback in regards to lesson plans as to the intended, enacted, and assessed learning in relation to the Iowa Core;
 - Will review and provide feedback from a video of a classroom teacher
 - Will present a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards. Included in the portfolio will be:
 1. Samples of student works
 2. Data collection that demonstrates student growth
 3. Artifacts that demonstrate adherence to the district's goals
 4. Evidence of effective lesson planning
 5. Documentation of the prospective teacher-leader's previous attention to professional learning.

Professional Development Leader (1 position):

1. To begin the application process, prospective Professional Development Leader will have taught for three years, be a member of the Hamburg Community School District for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and one letter of reference. The Instructional Coach and administration will review the initial applications.
2. After approval of initial application, prospective Professional Development Leader:
 - Will be interviewed by the Instructional Coach and Administration
 - Will provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards

Data Team Leaders (2 position):

1. To begin the application process, prospective Data Team Leaders will have taught for three years, be a member of the Hamburg CSD for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and one letter of reference. The Instructional Coach and administration will review the initial applications.
2. After approval of initial application, prospective Data Team Leaders:
 - Will be interviewed by the Instructional Coach and Administration
 - Will provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards

Mentor (1 position):

1. To begin the application process, prospective teacher mentors will have taught for three years, be a member of the Hamburg CSD for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and one letter of reference. The Instructional Coach and administration will review the initial applications.

The committee will use rubrics to score:

- Excellent communication skills
- Understanding of how to facilitate growth in adults
- Expertise in curriculum development
- Instructional expertise
- Commitment to professional growth
- Disposition to be an effective leader

Leadership effectiveness and growth will be measured by the selection committee members' focus on the prospective teacher-leaders acquisition and demonstration of the applicable Iowa Standards for School Leaders.

Applicants will be measured on:

Shared Vision (Leadership Standard 1)

Culture of Learning (Leadership Standard 2)

Management (Leadership Standard 3)

Family and Community (Leadership Standard 4)

Ethics (Leadership Standard 5)

Societal Context (Leadership Standard 6)

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the prospective teacher.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

TLC team members will collect, share and analyze data focus instruction to meet student needs, plan for professional development to make changes in instruction, and reevaluate ongoing assessments of data. This includes sharing out to stakeholders. Planning for PD may involve AEA staff to align topics; research, plan and deliver PD sessions for staff; and document progress. We will align and carry out the CORE curriculum standards into direct instructional practices in the classrooms. Teacher leaders will drive the process for PD, meeting bi-monthly to plan. Teacher leaders will pinpoint teaching strategies needing improvement, then plan and carry out Professional Learning Community (PLC) activities to focus on improvement of these skills. Instructional coaches and model teachers provide a strong, effective teaching model to be observed by other teachers.

Hamburg will utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

- Collecting and analyzing student data
- Goal Setting
- Selecting content
- Designing the process for improving instruction
- Ongoing cycle continues
- Evaluation

Our goal is to utilize weekly PD to become focused on student needs, study and practice solid teaching strategies, and develop and carry out a plan for greater student achievement. When student data is pinpointed grade level instructors are able to identify needs and gaps in learning. Each year student data is assessed and summarized. All stakeholders (students, teachers, parents, community members, local businesses and administration) are included in deciding the focus for the upcoming year.

All teacher leaders involved in the TLC program at Hamburg will attend initial meetings in the spring of the year to discuss student achievement data, the district’s current PD plan, and its goals for the upcoming year.

Our TLC plan will be integral in the design and delivery of our PD system which aligns with the IPDM. The system is delivered through weekly 90 minute late starts in a building level format focused on the following:

- PRESS
- 5 C’s
- MTSS
- Project Based Learning
- Integrating Technology

Our PD process is aligned with the IPDM and begins with the Instructional Coaches guiding teachers in collecting and analyzing data to develop student learning goals. The Instructional Coaches will use this data and additional formative assessments during weekly PD to make instructional decisions with the PLC’s. Teachers will be trained under the guidance of Instructional Coaches and Model Teachers to implement Project Based Learning and integrating technology using the 5 C’s. This will occur in a collaborative environment led by an Instructional Coach. Leadership teams will review the student achievement and implementation data semi-annually making adjustments and continuing the improvement cycle. A detailed description is listed below:

IPDM Component	How the District will utilize teacher leaders to create & deliver PD
Collecting/Analyzing Student Data (Formative Assessments)	Instructional Coaches gather data from district and classroom assessments and work together to identify student needs and analyze and prioritize trends. They will use current formative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district’s PD plan.

<p>Goal Setting & Student Learning</p>	<p>Instructional Coaches lead goal-setting processes based on system data, working to assure the goals support the attainment of the Iowa Core and lead conversations to engage peers in analyzing and using data to set new goals that strengthen instructional practices. Their work is non-evaluative, but offers an important opportunity to help support learning and implementing effective teaching strategies in the classroom. In this way, the Instructional Coaches work their teachers to select goals.</p>
<p>Selecting Content</p>	<p>Instructional Coaches study potential PD content to offer feedback on the best way to achieve all the elements of the Iowa Core and help identify and select learning strategies that will be helpful for teachers. The AEA will provide learning opportunities for staff members about various teaching strategies. The Model Teacher and Instructional Coach will be involved in demonstrating strategies and collaborating on effective instruction.</p>
<p>Designing Process for PD</p>	<p>The instructional coach, PD coach and data team leaders will play an integral role in this process. These leaders work together to design the delivery system for PD. This will include the development of a timeline for delivery and selection of content. The Instructional coach will work to assure the vertical articulation of instructional strategies in K-5 and 6-8 and provide input on current district initiatives to align with Iowa Core.</p>
<p>Training/Learning Opportunities</p>	<p>Instructional Coaches and Model Teachers will co-teach and model learning strategies being studied in PD. They will work with all teachers to field questions and provide feedback on implementation of PD content.</p>
<p>Collaboration/Implementation</p>	<p>The instructional coach will work with our data teams to make changes to implementation based on feedback from observations and weekly PD discussions. The Model Teacher and Instructional Coach demonstrate and discuss implementation of strategies and techniques with individuals or small groups of teachers. All leadership positions will serve on a District Leadership Team to analyze the impact of PD.</p>
<p>Ongoing Data Collection (Formative Evaluation)</p>	<p>Instructional Coach collect progress data on PD implementation using surveys, evaluation forms, and student achievement data.</p>
<p>Program Evaluation (Summative)</p>	<p>Our District Leadership Team made up of all leadership positions will use the ongoing data collected about PD and align the data elements with the program goals. This includes the IPDM rating tool, implementation data, survey data, and student achievement data. This will be an annual process to help inform needs, adjustment sand new goals for the upcoming year.</p>

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.

The Hamburg teacher leadership program is constructed on three essential understandings that are the backbone of our system. First, Instructional staff will have options about how to participate in the coaching model. Second, the belief that participation in instructional coaching is most effective when the purpose of instructional coaching as well as the roles of coaches, principals and teachers are clearly articulated and communicated. Thirdly, Instructional Coaching Models are most effective in improving student learning when assessment data is used.

To promote a shared understanding of instructional coaching throughout the school system, each school beginning or reviewing their implementation of the coaching model will participate in a four-part implementation process of readiness, implementation, assessment, and training and support for coaches.

Schools establish the READINESS to implement instructional coaching through a defined process. The administrative team will communicate with staff the purpose and the roles of instructional coaches and how the coaching model supports improvement of student learning. The instructional and administrative staff will review relevant data and CSIP to determine the focus for coaching through the decision making process. Coaches and administrators will participate in district trainings relevant to instructional coaching including the process for determining readiness and implementing the Instructional Coaching Model in each building.

IMPLEMENTATION will be built on a foundation of a professional learning community, which is essential for building a common knowledge and experience around the written, taught and tested curriculum. Throughout our implementation, coaches will be able to work with teachers to align instruction to state standards; facilitate inter-visitations to see and learn from other classrooms (within and between schools); organize study groups, on-site workshops and book studies; work with collaborative groups to examine student work and plan instruction; read and provide research to staff; attend coaching trainings and bring information and strategies back to building staff; and help to establish common vocabulary; background knowledge and experiences; and collaborative relationships. We will implement instructional coaching and assess that implementation through a process best fitting the school culture. Our process will be:

- a) Review Data which will occur in late spring/early fall each year. The administrative team and instructional staff reflect on the building CSIP and collaboratively establish a menu of professional learning options for the building
- b) Staff Choices which will occur in late spring/early fall each year. Staff members select professional learning options from the menu and identify one or more opportunities to engage with instructional coaching
- c) Calendar will occur in spring/summer each year. The administrative (or building leadership team) establishes a calendar for professional learning. The coach(es) creates flexible schedules in order to meet changing needs to students and teachers.

The ASSESSMENT will occur at mid-year and at the end of the year for each calendar year. Throughout the course of the year and at the end of the year, efforts need to be made to identify ways in which the implementation of the coaching model is and is not working. Instructional staff will share successes and challenges that have occurred during the year in supporting student learning. Instructional staff will analyze student performance data as it relates to the CSIP and our building/district goals. Instructional staff will assess and reflect on their own professional learning identified in the professional learning options. Using the Coaching Continuum, the instructional and administrative staff will plan future work as it relates to the instructional coach model. The instructional staff will reflect on its engagement with the implementation of the coaching model during the year. The administrative and instructional coaches use those reflections to develop, revise, and sustain the implementation of the instructional coaching model. Other data that will be examined include student achievement, teacher job satisfaction surveys, discipline referrals, and staff attendance.

We believe strongly in the importance of supporting our instructional coaches. The only way this model will be truly successful is to attract and retain quality coaches. As a result, our final piece of implementation is TRAINING AND SUPPORT. We will develop a coaching professional learning community to continually increase their knowledge and skill in order to build the capacity of teachers for quality teaching and learning. We will do this by creating an "area professional learning community" with coaches from other schools. This will help provide support for their work. Hamburg/Farragut Community Schools is committed to the initial and ongoing training of coaches so a professional training budget will be developed.

Using Part 9 application narrative from previous submission? No

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

The Hamburg School District has been involved with state initiatives including redesigning the classroom in order to create a more conducive learning environment (2015) and Iowa Formative Assessment System for Teachers (FAST). The most important element to success is to have total buy in from all stakeholders. Our teachers, administrators, school board, and parents are very supportive of creating a different, more effective system. This desire will help to drive our work and help us overcome any difficulties we may experience. How will we know we have the capacity to implement and sustain our TLC plan? The following elements are crucial to create capacity and maintain our TLC programs: hire and retain quality coaches, define a teaching and learning cycle, and create a training program for coaches for knowledge and support, and finally develop a 360 feedback model.

We will need to ATTRACT, HIRE, AND RETAIN QUALITY COACHES to be successful with our TLC. We need our finest teachers to become instructional coaches. Instructional Coaches must understand and integrate best practices to support quality teaching and learning. How does a school accomplish this? The district will do this by training coaches in the Instructional Coaching Model, our district initiatives, Iowa Professional Development Model and in our teacher-mentoring program, "Mentoring Matters". We will fill any gaps that coaches have to assure they are truly experts and have the capacity to move our district, our teachers, forward.

We will provide on-going training based on a three to five year TEACHING AND LEARNING CYCLE. Topics include coaching foundations, curriculum and assessment, pedagogy, professional learning communities, social justice, using data to inform instruction and technology. We will use the following teaching and learning cycle:

We will create a TRAINING PROGRAM that will have six training elements. First, we will provide Coaching Foundations which will include training in Mentoring Matters, how to document on our program, proper record keeping, and the protocols we will use. Second, Curriculum and Assessment, which will be an in depth look in our written, taught, and assessed curriculum. Instructional coaches will examine state/district assessments, our standard based grading and reporting system, assessment program, and student work. Third, Pedagogy which includes the districts teaching and learning cycle, understanding by design, principles of learning (how people learn), differentiated instruction, lesson studies, appropriate use of technology in the classroom, and social supports. Fourth, Data Teams (professional learning communities) which explores adaptive schools, peer learning labs, and the coaching continuum. Fifth, training in Social Justice which examines our student achievement gaps, white privilege, and culturally inclusive strategies. Lastly, training on how to Use Data which includes data driven dialogues, data walls, interpretation of student data, disaggregation of data, and using data to make informed instruction. We believe coaches who are well trained and supported will result in retaining them.

Instructional Coaches will create an Iowa Individual Professional Development Plan to create a roadmap of their work. Building Principals, will collaborate with coaches in this plan to assure district alignment. Under Iowa Code, an administrator must formally evaluate anyone holding a teaching license, so our building principals will fulfill this requirement. More importantly, our district will create and utilize a 360 EVALUATION MODEL. The instruction coach will receive feedback from classroom teachers, parents, students, and administrators. The 360 Evaluation will allow the coach to understand their role and work through the lens of many people. We will make informed decisions based on the data we receive in this process.

We will collaborate with other districts and Greenhills Area Educational Agency to develop a professional learning community for coaches. This will allow sufficient support for coaches in the area and will help us to create a greater capacity in the area. For example, if a coach in another district needs assistance with technology, and we have an excellent technology coach, we could have our coach go to their district and help. We would rely on the AEA to facilitate this learning team. Hamburg is blessed with excellent teachers and we are confident that we can fill our coaching positions from within. We are planning to collaborating with neighboring schools as much as possible.

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.	\$2,500.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$71,495.00
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).	\$500.00
Amount used to provide professional development related to the leadership pathways.	\$1,861.46
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

\$76,356.46

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 **244.2**

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

District Enrollment-Based Allocation **\$76,356.46**

Total Allocation **\$76,356.46**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$76,356.46**

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)

BUDGET DETAILS

The budget will allow us to meet the five requirements of our TLC plan. All of our teachers exceed the minimum salary of \$33,500. The following leadership roles will be funded:

Instructional Coach (1 position)

•Position criteria aligned to goals:

1. Ability to coordinate and share knowledge with other teachers regarding district initiatives
2. Work individually with teachers and/or in small groups to implement current best practices in Literacy instruction.
3. Assist teachers with aligning district curriculum and instruction in Literacy with the Iowa Core Curriculum
4. Willing to have their classroom serve as a “Model Classroom”

•\$5,000 stipend

•\$47,000 for replacement teacher

•Full time teaching contract 100% as an instructional coach

•Training/Materials-\$561

Total: \$52,561

Professional Development Leader (1 position)

•Position criteria aligned to goals:

1. Specific training or certificate in curriculum and instruction, and characteristics of effective instruction.
2. Working knowledge of the Iowa Core Curriculum and aligning the delivered curriculum with the Iowa Core Curriculum.
3. Ability to use results and data to measure the effectiveness of instruction on student learning.
4. Ability to work with staff members to implement strategies that improve instructional practice.
5. Ability to work with the District’s Curriculum Coordinator and administration on data submissions, student achievement data analysis, and Comprehensive Plan (C-Plan) reports

•\$5,000 Stipend

•Full time teaching contract, will be 100% in the classroom, time outside of the contract is required and will received 10 additional contract days outside of the teaching contract.

•Training and Materials-\$900.46

Total: \$5,900

Data Team Leaders (2 position)

•Position criteria aligned to goals:

1. A working knowledge and understanding of the characteristics of effective instruction, and current best practices in teaching, learning, and instructional design
2. A working knowledge of curriculum alignment with the Iowa Core Curriculum ability to use results and data to measure the effectiveness of instruction non student learning
3. Capacity to collaborate with Curriculum Director, Instructional coach and administration using student achievement data to drive decision-making.

•\$2,000 Stipend (\$1,000 each)

•Full time teaching contract, will be 100% in the classroom, time outside of the contract is required and will received 2 additional contract days outside of the teaching contract.

•Training and Materials-\$200

Total: \$2200

Mentor Teacher (anticipating 1 position, based on need)

•Position criteria aligned to goals:

1. Serve as a role model to mentees and assist in the acclimation to a new district
2. Ability to constructively coach to improve best practice and classroom management

•\$1,500 Stipend

- Full time teaching contract, with 5 days outside of the classroom to work with mentee and training, 2 additional days outside of the teaching contract
 - Substitute Costs-(\$500)
 - Mentees will be for two additional contract days at \$200 per day (\$400)
 - Training and Materials-(\$200)
- Total: \$2,600

We have twelve and a half career teachers for the 2015-2016 school year and are proposing 6 being placed in TLC leadership positions which is 48%.

Instructional Coach (1)	\$5,000
Replacement Teacher (1)	\$47,000
Professional Development Leader (1)	\$5,000
Data Team Leaders (2)	\$2,000
Mentor Teachers (1)	\$1,900
Substitute Teachers	\$500
Teacher Minimal Salary (1 Teacher)	\$2,500 (*Depends on settlement)
SALARIES TOAL:	\$63,900
FICA/IPERS costs (16.58% OF SALARY TOTALS)	\$10,595
SUB TOTAL SALARIES/BENEFITS	\$74,495
Training/material costs	\$1,861.46
TOTAL	\$76,356

According to budget estimates, Hamburg will receive \$76,356 in TLC funds. We will modify our program depending on the final allocations of funds.