



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139337 - Harris - Lake Park Community School District Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/08/2015 1:09 PM

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## Primary Contact

|                                 |                                 |                               |                                |
|---------------------------------|---------------------------------|-------------------------------|--------------------------------|
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| <b>First Name*</b>              | Judith                          | Jane                          | Brueggeman                     |
|                                 | <small>First Name</small>       | <small>Middle Name</small>    | <small>Last Name</small>       |
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| <b>Address:</b>                 | 105 Avenue A West<br>PO Box 277 |                               |                                |
| <b>City*</b>                    | Lake Park                       | Iowa                          | 51347                          |
|                                 | <small>City</small>             | <small>State/Province</small> | <small>Postal Code/Zip</small> |
| <b>Phone:*</b>                  | 712-832-3437                    |                               |                                |
|                                 | <small>Phone</small>            | <small>Ext.</small>           |                                |
| <b>Program Area of Interest</b> | Early Literacy Implementation   |                               |                                |
| <b>Fax:</b>                     |                                 |                               |                                |
| <b>Agency</b>                   |                                 |                               |                                |

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## Organization Information

|                              |  |
|------------------------------|--|
| <b>Organization Name:</b>    | Harris-Lake Park Community School District |
| <b>Organization Type:</b>    | K-12 Education                             |
| <b>DUNS:</b>                 |  |
| <b>Organization Website:</b> |  |

Address:

City State/Province Postal Code/Zip  
Iowa

Phone:

Ext.

Fax:

Benefactor

Vendor Number

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## Cover Sheet-General Information

### Authorized Official

Name Dennis Peters  
Title Superintendent  
Organization Harris - Lake Park Community School District

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

Address **905 South Market Street**

City/State/Zip\* **Lake Park Iowa 51347**  
City State Zip

Telephone Number **712-832-3809**

E-Mail **dpeters@harris-lp.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 **Mindy Gunderson**  
Title **Board Secretary/ Business Manager**  
Organization **Harris - Lake Park Community School District**

Address **905 South Market Street**

City/State/Zip **Lake Park Iowa 51347**  
City State Zip

Telephone Number **712-832-3809**

E-Mail **mgunderson@harris-lp.k12.ia.us**

County(ies) Participating, Involved, or Affected by this Proposal **Statewide**

Congressional District(s) Involved or Affected by this Proposal **Statewide**

*Congressional Map*

Iowa Senate District(s) Involved or Affected by this Proposal **Statewide**

*District Map*

Iowa House District(s) Involved or Affected by this Proposal **Statewide**

*District Map*

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## Minority Impact Statement

### Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

Title of Person Submitting Certification **Principal**

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## Recipient Information

District

**Harris-Lake Park Community School District**

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

County-District Number 30-2846

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

Honorific Mr.  
Name of Superintendent Dennis Peters  
Telephone Number 712-832-3809  
E-mail Address dpeters@harris-lp.k12.ia.us  
Street Address 905 South Market St  
City Lake Park  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 51347

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## TLC Application Contact

Honorific Mr.  
Name of TLC Contact Dennis Peters  
Telephone Number 712-832-3809  
E-mail Address dpeters@harris-lp.k12.ia.us  
Street Address 905 south Market St  
City Lake Park  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 51347

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## Demographic Profile

October 2014 Certified Enrollment 328  
October 2014 Free/ Reduced Lunch % 33  
AEA Number 8

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

TLC Model Number Model 3 Comparable Plan

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## Narrative

**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 mission of the H-LP CSD is to provide an environment for ALL students to learn and develop to their maximum potential – mentally, socially, emotionally, and physically – to become lifetime learners and active citizens in our communities.

H-LP CSD goals:

- All H-LP students will achieve at high levels in reading, math, science and social studies, prepared for success beyond high school.
- All H-LP students will have opportunity to learn and experience the 21<sup>st</sup> Century skills and Iowa Core, for success beyond high school.
- All H-LP students will use of technology in developing proficiency in reading, math, science and social studies.
- All H-LP students will be prepared for post high school education or employment.
- All H-LP students will be provided a safe, substance-free, and caring environment conducive to learning.

As a small school district in rural NW Iowa, we have unique circumstances. Elementary grades are 1 or 2 sections creating isolation among staff. The high school has 1 to 2 teachers per subject shared between two buildings creating scheduling issues and barriers for collaboration. 42% of our teachers have been employed at H-LP for 5 years or less which creates the need for more collaboration and strong teacher leadership. Contributing to our challenge of recruiting teachers: low salaries, small school district, rural communities, and combined teaching assignments. The focus of TLC is to improve instruction and learning: 1) Attract new teachers by offering competitive starting salaries, professional development and leadership opportunities; 2) Retain effective teachers by providing enhanced career opportunities; 3) Promote collaboration by providing opportunities for teachers to learn from each other; 4) Reward professional growth and effective teaching by providing opportunities with increased leadership responsibilities and compensation; and 5) Improve student achievement by strengthening instruction. If we accomplish these objectives, we will achieve the district's mission and goals.

The TLC plan gives teachers the opportunity to share responsibility through decision making and leadership opportunities. They will receive additional compensation for assuming more responsibilities. A stronger mentoring program will provide beginning and struggling teachers the support they need to be successful in their career. The district has ten teachers earning below \$33,500. Funding from TLC, will allow the district to attract and retain quality teachers. Increased teacher leadership, a better mentoring program, and higher teacher pay will ultimately lead to improved instruction and increased student learning.

The H-LP CSD uses teams to promote the professional learning of its teachers. This collaborative model stresses three ideas:

- The purpose of our school is to ensure that students learn at high levels.
- Helping students learn requires a collaborative effort.
- To assess our effectiveness in helping all students learn, we must focus on evidence of student learning to improve our professional practice and respond to students with interventions and enrichment.

Six leadership roles are identified in response to research, student data, and how teachers can improve instruction, and student achievement.

1. Building Representatives – Liaison between staff and BLT.
2. District Representatives – Liaison between BLT and DLT.
3. Mentor Teachers - Provides guidance and support to new initial, new to the district, and selected career teachers. Identifies skills, knowledge, and goals to assist mentees' success, and provide necessary assistance.
4. Technology Integration Coach – Assists teachers incorporating technology to improve learning, including IA Core Curriculum and the 21<sup>st</sup> Century Skills.
5. Literacy Instructional Coach – Analyzes student achievement data and conveys data results to validate and adjust instruction.
6. Instructional Practice Inventory (IPI) Student Engagement Coach – Models instruction, analyzes levels of student engagement, and assists with IPI training.

Teacher leaders will serve on each BLT. The twelve members will regularly meet to share and discuss concerns. The teams are responsible for helping implement new procedures, boosting morale, making recommendations for policies and PD. Six BLT members will serve on the DLT responsible for planning PD and overseeing the effectiveness of the district's goals. Building and District Representatives are responsible for open communication at every level of

teacher involvement. Members of the teams will serve on the SIAC.

Our mentoring program is not providing the instructional support needed. Mentors are helping with day-to-day needs, but lack time and training to observe classrooms and provide coaching on effective instructional practices.

Our plan provides time for the mentors to spend a half day a month in the mentee's classroom and for collaboration. We will strengthen technology integration to enhance student learning and allow technology connections between current initiatives. The Technology Integration coach will spend 50% in leadership and 50% in student instruction. The Literacy Instructional Coach will support teachers to advance their skills in analyzing data and prescribing effective literacy strategies to increase student achievement. The Literacy Instructional Coach will spend 25% in leadership and 75% student instruction.

IPI Student Engagement Coaches will support the IPI initiative to increase student engagement. The four IPI Coaches will attend professional development on IPI, support colleagues in the IPI process, and observe and provide feedback to strengthen student engagement.

By utilizing these leadership positions, our teachers will have time for collaboration and more instructional support. This will result in better instruction and student achievement.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

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

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

Please include the following information in your narrative:

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

### **Developing Our TLC Plan: Year 1**

The H-LP CSD administrators enlisted K-12 teachers from each building in September 2013 to be a part of the TLC committee. The committee studied the three TLC models and selected Model 3. We then moved forward looking at what leadership roles were already in place in the district and identifying areas for improvement. Two additional teachers joined the committee. Newsletters and the district website were used to inform and garner input from the community and parents. The School Improvement Advisory Committee (SIAC), parents and community members, not employed by the school, were informed of the TLC guidelines and engaged in the process and development of the plan.

Before making the final decision to submit an application, the framework for our plan was presented to the staff and SIAC. They were encouraged to give feedback on whether they felt the district should continue the application process. The majority had questions about applying for the grant. The committee met regularly to discuss the concerns expressed and determine a way to address the concerns. The majority of the questions and concerns regarded the unknowns of a new program. Two committee members participated in the webinar on January 13, 2014, to educate themselves and other members of the expectations. Taking the knowledge gained from this webinar, the team reviewed the expectations of the program. After many hours of discussion with input from the staff and community, the committee decided to continue in their work and not apply for the grant in the first year. The planning grant funds were used to compensate teachers for the time they spent outside of their school day working on the TLC plan.

### **Developing Our TLC Plan: Year 2**

In April, our committee began meeting to continue work on the TLC application. We continued to meet during the school year. Committee members attended workshop to help improve this application. The SIAC was updated on our progress of our TLC plan. Parents and community members provided feedback for the development of the plan. The loss of key committee members due to retirement and moving to new jobs was a setback for our TLC planning and ultimately negatively impacted applying in year 2. Grant money was again used to compensate teachers for their time and to pay for substitutes when they attended workshops. The committee members continued to work with the staff to build support in the process and the TLC plan.

### **Developing Our TLC Plan: Year 3**

The committee continued to work on the TLC application. With the addition of new members to our group, we continued to meet during the school year. The committee worked to build support from the stakeholders while attaining input into what would work best in our district. The SIAC was updated on our progress of our TLC plan, and the committee continued to maintain a dialog with parents and community members. Parents were especially supportive of the idea of improving student achievement by strengthening instruction. The summer was spent writing the grant. Grant money was again used to compensate teachers for their time and to pay for substitutes when they attended workshops.

#### **Stakeholders Involvement**

The teachers on the committee were responsible for:

- exploring the options for the plan
- identifying key areas that needed leadership roles
- devising ways to improve our mentoring plan
- establishing a budget
- creating leadership roles
- presenting the rough draft to the staff and school board
- educating parents and community about TLC
- writing the final plan for submission
- answering questions from staff
- creating the leadership role applications
- establishing the review committee and the qualifications and expectations
- aiding with plan implementation

Administrators were responsible for:

- selecting committee members

- facilitating meetings
- providing necessary data
- setting committee expectations
- educating parents and community members about the plan
- addressing questions and concerns
- highlighting current leadership roles that could be utilized
- facilitating communication with professionals to aid the process
- ensuring the plan matched the district’s short-term and long-term goals
- helping to create review committee
- coordinating training for teacher leaders
- coordinating additional contract days for teacher leaders

Parents were responsible for:

- providing input regarding district needs
- asking questions to improve understanding

**Commitment of Stakeholders**

Stakeholders were invited to attend informative meetings regarding the TLC plan. The goal was to educate them about the plan, the purpose for it, and what changes our plan would include. The committee maintained open communication with all the stakeholders to build support and involvement in the process. A survey was created to determine the teachers’ support in moving forward with the TLC plan. The majority were in support of moving forward and submitting a plan to the state. Support was given with the expectation there is a willingness to participate in the implementation of the plan. From the beginning, administrators have been in favor of moving forward with this process. The superintendent expressed a desire to promote the leadership roles to create a more meaningful learning environment for students and staff. Administrators facilitated open discussions and provided educational materials to all K-12 teachers to foster understanding for all who would be affected by the process. The SIAC, with community members and parents, were encouraged to express their opinions regarding this plan. By doing so, they developed a better understanding of the need for completing the application. They served as advocates in the community and expressed how a TLC plan would benefit the district and the community as a whole.

## 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 H-LP is to provide an environment for ALL students to learn and develop to their maximum potential – mentally, socially, emotionally, and physically – so they become lifetime learners and active citizens in our communities.

H-LP goals:

- All H-LP students will achieve high levels in reading, math, science and social studies prepared for success beyond high school.
- All H-LP students will have opportunity to learn and experience the 21<sup>st</sup> Century skills and IA Core for success beyond high school.
- All H-LP students will use of technology in developing proficiency in reading, math, science and social studies.
- All H-LP students will be prepared for post high school education and/or employment.
- All H-LP students will be provided a safe, substance-free, and caring environment conducive to learning.

District goals are based on a number of data sources.

- Iowa Assessment
- Skills Iowa
- Formative Assessment System for Teachers (FAST) (PS-5)
- ACT

Iowa Assessment Results 2014-15

| 2014-15          | Reading | Math  | Science | Social St |
|------------------|---------|-------|---------|-----------|
| Kdg              | 100%    | 100%  | NA      | NA        |
| 1 <sup>st</sup>  | 87.5%   | 93.8% | NA      | NA        |
| 2 <sup>nd</sup>  | 92.6%   | 81.5% | 85.2%   | 88.9%     |
| 3 <sup>rd</sup>  | 89.7%   | 82.8% | 93.1%   | 93.1%     |
| 4 <sup>th</sup>  | 100%    | 91.7% | 91.7%   | 100%      |
| 5 <sup>th</sup>  | 88.5%   | 92.3% | 84.6%   | 92.3%     |
| 6 <sup>th</sup>  | 93.9%   | 84.9% | 81.8%   | 69.7%     |
| 7 <sup>th</sup>  | 85.7%   | 90.5% | 81.0%   | 66.7%     |
| 8 <sup>th</sup>  | 90.9%   | 100%  | 100%    | 86.4%     |
| 9 <sup>th</sup>  | 100%    | 100%  | 95.0%   | 100%      |
| 10 <sup>th</sup> | 87.5%   | 91.7% | 91.7%   | 87.5%     |
| 11 <sup>th</sup> | 94.7%   | 100%  | 84.2%   | 94.7%     |

The data shows that elementary math and middle school science and social studies scores are lowest and need to be increased. Information from the Iowa Assessments indicates math and science scores need improvement, and middle school social studies. We will use this data to identify essential learnings in these areas.

Individual teachers will use test data in their classrooms to direct instructional decisions and create effective instructional strategies through collaboration with learning teams. Enhanced teacher leadership allows for daily evaluation, communication, and guidance on initiatives and deeper data evaluation.

Being a small school district in rural Northwest Iowa, we have unique circumstances. Elementary grades are one or two sections creating isolation among staff. The high school has an average 1 to 2 teachers per subject area, and staff is shared between two separate buildings creating scheduling issues and barriers for collaboration. Over 42% of our teachers have been employed at H-LP for 5 years or less, which creates the need for more collaboration and a strong teacher leadership program. Contributing to our challenge of recruiting teachers: low salaries, small school district, rural communities, and combined teaching assignments.

Our TLC Vision is to create a teaching and working environment where excellent teachers want to spend their teaching career.

TLC goals:

- Attract new teachers by offering competitive starting salaries, professional development and leadership

opportunities.

Our beginning teacher salary is below \$33,500. The TLC funds will supplement beginning salaries, attracting able and promising candidates.

A stronger mentoring program will provide beginning teachers the support they need to be successful in their career, and remain in the teaching profession. After three successful years in our district they can apply for leadership roles.

- Retain effective teachers by providing enhanced career opportunities.

After three years in the profession, all teachers will be eligible to apply for a leadership position: Mentor, Coaches, Building or District Representative. They will be compensated for leadership roles.

- Promote collaboration among teachers to learn from each other.

All teachers will collaborate by utilizing learning teams. The Coaches will provide new strategies to share with the staff. They will attend outside trainings to bring back innovative teaching techniques. Building and District Representatives will serve as liaisons between the staff and the Building Leadership Teams and District Leadership Team. Teachers in leadership positions will attend trainings to continue to develop and foster new leadership skills.

- Reward professional growth and effective teaching by providing increased leadership responsibilities and compensation.

The new leadership roles allows veteran teachers to use their experience to help beginning teachers as they enter the profession, and have a larger say in the District's goals and their implementation. The criteria for these positions will be based on a teacher's professional growth, experience in the classroom, and effectiveness of instructional strategies. Adequate compensation will be given to all selected for these new roles.

- Improve student achievement by strengthening instruction

The CSIP Goals for the H-LP reads "All Harris - Lake Park students K-12 will achieve at high levels in reading, math, science, and social studies, prepared for success beyond high school." Progress towards this goal is measured annually by the Iowa Assessments. Current assessment data indicates consistent success in reaching the annual achievement goals which include increased percentage in proficiency in reading, math, science, and social studies on the Iowa Assessment.

| Test           | Grade | 2012-13 | 2013-14 | Growth |  | Grade | 2011-12 | 2012-13 | Growth |
|----------------|-------|---------|---------|--------|--|-------|---------|---------|--------|
| Reading        | 2021  | 79.0%   | 94.3%   | +15.3% |  | 2017  | 75.9%   | 89.3%   | +13.4% |
| Math           | 2021  | 81.6%   | 85.7%   | +4.1%  |  | 2017  | 79.3%   | 85.7%   | +6.4%  |
| Science        | 2017  | 85.7%   | 93.1%   | +7.4%  |  | 2020  | 76.0%   | 83.3%   | +7.3%  |
| Social Studies | 2022  | 82.8%   | 92.9%   | +10.1% |  | 2017  | 75.9%   | 92.9%   | +17.0% |

The district's TLC plan proposal intends to address quality instruction in an effort to improve student achievement. Quality instruction is impacted by, the caliber of teaching candidates a district is able to attract, and the consistency of instructional practices and practitioners. A strong, well designed mentoring program serves to provide support in pedagogy and practice for new teachers and leadership opportunities for veteran teachers.

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)

The TLC plan supports and strengthens our district's key school improvement initiatives: Mentoring, Technology Integration, Literacy Initiatives, Instructional Practices Inventory, and Iowa Core Implementation.

- **Mentoring:** H-LP mentoring and induction program provides for a mentor for each new beginning teacher. Mentors meet with their mentee weekly. We need to do more to strengthen our mentoring program. The mentoring program will include teachers new to the district, and career teachers in need of support, as well as beginning teachers. The mentoring program needs to be more formalized to deliver a system of support with focuses on student learning and teacher effectiveness. The funds provided by the TLC grant will allow for five full days of mentoring and induction support, and a half day a month for the mentor to spend in the mentee's classroom. Mentors and Instructional Coaches will collaborate to identify the supports new and struggling teachers need. The increased collaboration and additional supports will lead to increasing teacher effectiveness and student learning.

- **Technology Integration:** A continuing emphasis at H-LP is to help staff focus not simply on greater access to technology for students, but in how effective uses of technology can positively impact student learning. The Technology Instructional Coach will be a half time classroom teacher and half time technology integration coach responsible for technology integration into instructional practices, to enhance student learning. The coach will assist teachers K-12 integrating technology into their teaching style and lessons. They will help teachers individually and collectively and make better use of technology activities through the use of Mimeo and how to use technology effectively. In addition, the Coach will facilitate conversations and training on how effective uses of technology can help teachers differentiate instruction, foster skills of collaboration and creation among students, and methods of using modern technologies to promote real-world problem solving, higher order thinking skills, and 21st Century Skills.

- **Literacy Initiatives:** H-LP Elementary is involved in literacy initiatives: Daily Five, CAFE, Iowa Tier, Guided Reading, One Minute Reader, and Reading Plus. A half-time literacy instructional coach will be knowledgeable about literacy initiatives and collaborate with teachers to provide support to improve literacy instruction. The coach will focus on student learning in the area of reading, review assessment data, and plan activities to improve teaching and learning. The literacy Instructional Coach will collaborate with teachers to strengthen core instruction. Through post-observation conversations the Coach and teacher will formulate an action plan to improve literacy instruction. The literacy instructional coach will be responsible for and will oversee the implementation of the K-3 early literacy program. The Literacy Coach will maintain and review data from the assessment, progress monitoring, and inventions with teachers to guarantee student success. The literacy instructional coach will guide the staff in the Formative Assessment System for Teachers (F.A.S.T.), which will be used for identifying student needs and supports.

- **Instructional Practices Inventory (IPI):** Research by Dr. Valentine indicates that higher engagement results in increased learning, learning at deeper levels, and students who are engaged. Engagement leads to higher attendance and less drop out. IPI Student Engagement Coaches would help data collection and data interpretation, and have collaboration time with teachers. Through the data review process, teachers learn how to increase high order thinking in their classrooms. IPI Coaches will encourage their colleagues to use a variety of classroom activities (individual, partner, and group) that positively impact student achievement. They will also help analyze data that has been collected through teacher led IPI observations.

- **Iowa Core:** The Iowa Core has been implemented but there is a need to develop to the next level. Our Instructional coaches will be able to assist in this process. Coaches can meet with teachers and discuss what changes can be initiated in instructional strategies to implement the Core, specifically focusing on the instructional shifts that need to occur within our classrooms. Working together the Iowa Core will be implemented with fidelity throughout our classrooms.

These priorities will greatly enhance, support, and strengthen our district. This funding will help us meet our mission and assist us in providing all students the education to achieve their optimum potential as citizens of a global society.

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)**



According to NEA.org, the average turnover for all teachers is 17%. The National Commission on Teaching in America's Future extends starker numbers, estimating 46% of beginning teachers are gone within 5 years. The Iowa Department of Education website states that 31% of new teachers in rural districts leave the profession within 5 years. In looking at the Harris - Lake Park Community School District statistics, 42% of our new teachers hired in the last 5 years left the district. The majority of these teachers who left Harris - Lake Park did remain in the profession but moved on to larger districts. Our belief is that strengthening the mentoring program will help retain new teachers by providing funding for time for the mentor and mentee to collaborate, compensating staff who are selected to serve as mentors, and providing professional development and collaboration time for both mentors and mentees. The goal of our Mentoring program is to retain teachers in our district and help them to be successful with their students. While surveys of our beginning teachers and mentors have shown that there is appreciation for the support the beginning teachers received, there is strong need for more collaboration time regularly throughout the year. Mentors and mentees shared that they need time for mentees to observe other teachers, to analyze data for instructional decision making, and to collaborate about strategies.

#### **Past Requirements for Mentoring in our District**

Currently, administrators assign mentors to new teachers for a period of two years. Mentors are chosen based on grade level assignment or content, proximity to the mentee, and a minimum of three years of teaching experience. However, limitations in time and accountability have kept the mentees from receiving as much support as we feel should be provided.

The small staff size reduces the opportunity for an ideal mentor/mentee pairing and limits the time available during the school day for them to observe or meet. Instead the mentors are left to perform the tasks of showing the new teachers around the facility, discussing classroom situations, and demonstrating how to perform clerical duties rather than providing instructional guidance and classroom support.

In conclusion, our current mentoring program is often ineffective due to a lack of structure, accountability, and instructional support. We feel this lack of support does not allow initial teachers to receive the necessary support to enhance student achievement to the best of their abilities.

#### **New Requirements for Mentoring in our District**

In the TLC plan, Harris - Lake Park will utilize retired and veteran teachers from both Harris - Lake Park and neighboring districts. These mentors will be selected by the building principal based on the following criteria:

- professional commitment to the improvement of teaching and learning in the development of beginning teachers
- competence in content knowledge and in planning and preparing for instruction
- utilization of strategies to deliver instruction that meets the multiple learning needs of students
- effective classroom management skills
- ongoing professional growth
- interpersonal communication skills
- ability to work well with adults
- willingness to provide the necessary time and attention

Mentors will observe new teachers in their classrooms monthly to offer professional support and guidance. They will also coordinate opportunities for mentees to observe a veteran teacher in their content area either at Harris - Lake Park or in a neighboring district.

Mentors will provide guidance in current "best practices" in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. Mentors will utilize a variety of data collection tools and protocols that guide mentors and mentees in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

Structure and accountability will be provided by the policy that the mentor maintains and submits to administration:

- monthly mentoring logs
- data analysis records
- current and accurate calendars reflecting scheduled meetings
- accurate time and attendance records

Instructional support will be given to all new teachers through modeling, co-teaching, and reflections on educational

practices. Mentors will need to check-in monthly with the building principal to discuss how the mentoring process is going.

Our main concern with the current mentoring program is that it lacks structure, accountability, and instructional support. Based on the revised goals and mandates, we feel the new program will improve our ability to support and retain new teachers, thus increasing student achievement in the classroom.

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## **Narrative**

Using Part 5 application narrative from previous submission?      **No**

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
  
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Harris - Lake Park CSD has discussed what teacher leadership positions would best help meet our district's vision and mission, along with more specific district and building goals. It is our belief that we can positively impact improvement in instruction and student achievement by utilizing six differentiated teacher leadership positions, which are Building Representatives, District Representatives, Mentors, Technology Integration Coach, Literacy Instructional Coach, and Instructional Practice Inventory (IPI) Student Engagement Coach.

Building Representatives will serve as a liaison between the staff and Building Leadership Team in order to ensure that the primary focus of each building meets the needs of the students. Duties for the 12 Building Representatives include, but are not limited to:

- 100% classroom instruction
- \$100 salary supplement
- serving on the Elementary/Secondary Building Team
- ensuring each learning team achieves their goals
- serving as a liaison between the Building Leadership Team and their respective staffs
- promoting the value of working in a learning team
- effectively communicating, collaborating, and cooperating with colleagues, supervisors, and students
- communicating with administration on behalf of their staff

District Representatives will serve as a liaison between the Building Leadership Team and the District Leadership Team. They will create the professional development plan based on the identified needs of the students as determined by the building learning teams. Duties for the 6 District Representatives include, but are not limited to:

- 100% classroom instruction
- \$100 salary supplement
- reporting team progress to the Building Leadership Team
- working with the administration to create an agenda for the Building Leadership Teams
- serving as a liaison between the Building Leadership Team and the District Leadership Team
- assisting in creating district goals and professional development agendas
- serving as a liaison between the district and the community
- effectively communicating, collaborating, and cooperating with colleagues, supervisors, and students
- planning and delivering professional development activities and engaging in other activities designed to improve instructional strategies

Mentor Teachers will function as the direct support to all new teachers in the district, differentiating their support based on teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core, and understanding the components of becoming a part of a learning team. The Mentor Teachers' duties include but are not limited to:

- 97.5% classroom instruction & 2.5% teacher leader duties
- spending 2.5% (one-half day per month) in the mentee's classroom and 97.5% of their time engaged in student instruction
- serving five additional contract days
- Stipend \$1200
- observing new teachers in their classrooms to offer professional support and guidance based on the individual needs of the mentees.
- utilizing data to improve instructional practices
- providing guidance in class culture and climate
- providing guidance in implementing instructional strategies
- providing guidance in classroom management
- providing guidance in analyzing student work
- providing guidance in differentiating instruction
- providing guidance in supporting ELL and students with special needs
- maintaining and submitting monthly coaching logs
- maintaining and submitting current coaching calendars with scheduled meetings, and attendance records

- providing instructional support through modeling
- providing instructional support through co-teaching
- providing instructional support through reflecting on educational practices

Technology Integration Coach will assist teachers incorporating technology into their teaching strategies to improve learning, including the Iowa Core Curriculum and 21<sup>st</sup> Century Skills. The Technology Integration Coach will provide teachers the knowledge and skills to help students use technology effectively.

- 50% classroom instruction & 50% teacher leader duties
- serving five additional contract days
- Stipend \$1200
- promoting and supporting technology integration at all grade levels
- provide professional development for teachers by utilizing knowledge of existing and emerging technologies to help guide teachers and students to skillfully and appropriately apply these technologies
- promote collaborative student learning by connecting people
- collaborates with colleagues to plan learning that is aligned to content standards, differentiated, and promotes higher order thinking skills for students
- researches, identifies, and shares resources
- models technology-enhanced instruction
- collaborate with teachers on the design of instructional interventions

Literacy Instructional Coach works alongside teachers to model instruction, analyze reading data, and assists with reading strategies. The person in this position will review assessment data and plan activities to improve teaching and learning. The literacy instructional coach will provide guidance in literacy and will include the formulation of an action plan to bring about improvement in instruction, in-class supervision, and post observation discussion of strengths, weaknesses, and strategies for improvement.

- 75% classroom instruction & 25% teacher leader duties
- serving five additional contract days
- Stipend \$1200
- Analyzes student achievement data and conveys data results to validate and adjust instruction
- Jointly develops action plans to bring about improvement in literacy instructional
- Teaches and supports colleagues with literacy strategies
- Assists colleagues in accessing and using literacy research to improve student learning and achievement
- Creates or shares examples of lessons and/or assessments that promote high levels of student literacy achievement
- Provides constructive feedback to colleagues to strengthen student literacy achievement
- Observes and monitors the implementation of student literacy strategies

Instructional Practice Inventory (IPI) Student Engagement Coach models instruction, analyzes levels of student engagement, and assists with IPI training.

- 99% classroom instruction & 1% teacher leader duties
- 15 hours of additional time
- Stipend \$450
- Teaches and supports colleagues with the IPI process
- Assists colleagues in accessing and using IPI research to improve student learning and student engagement
- Provides constructive feedback to colleagues to strengthen student engagement
- Observes and monitors the implementation of student-engagement strategies
- Completes training to collect IPI data
- Team teaches and models instruction
- Creates or shares examples of lessons and/or assessments that promote high levels of student engagement
- Recommends yearly goals for IPI and provides professional development

The leadership roles fit together and are tightly aligned to the districts' school improvement initiatives that drive improved instruction, student learning and, student achievement. Leaders are expected to collaborate with each other to improve student achievement; actively pursue, develop and provide research-based professional development to maximize effectiveness; and be accountable to each other and to the teachers served. Leadership roles interconnect

and reinforce the work of each leader, as they are all designed to increase the level of student engagement in rigorous, academic work and increased student achievement. Fifty percent of the staff will be represented in a teacher leader role in our plan.

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.

**Review Committees:** A Review Committee composed of 2 administrators and 2 teachers will be selected annually. Teachers must have taught at least 3 years and 1 year in district to be eligible. The principal will ask teachers interested to sign up to serve on the committee. All teachers will complete a confidential survey indicating 2 teachers they feel would be best in selecting teacher leaders. Administration will use teachers' preference in recommending 2 teachers to the School Board for the committee. The Board will approve Review Committee members annually. The teacher leader candidates will submit the following items to their building administrator:

- letter of application
- letter of recommendation
- current resume
- past and present leadership experiences
- most recent evaluation
- Individual Career Development Plan from the current year

Teachers who are interested in holding a leadership position will complete the application process which includes a follow-up interview with the Review Committee.

The Review Committee will select teachers for leadership roles based on:

#### ***TEACHER EFFECTIVENESS***

**Well-designed lesson planning:**

- Uses formative assessment
- Implements strategies to engage students
- Provides appropriate level of cognitive challenges
- Communicates learning goals to students
- Aligns with Iowa Core standards

**Engagement of students:**

- Delivers challenging content
- Executes well-designed learning tasks

**Responsive teaching strategies:**

- Seizes opportunity to enhance learning
- Differentiates instruction to meet the needs of all students

**Student learning assessed/monitored:**

- Uses a variety of formative and summative assessment tools
- Promotes the use of assessments and data for school and district improvement

**Clear Communication:**

- States lesson objectives
- Listens intentionally
- Facilitates learning focused conversation
- Gives and receives feedback
- Leads data driven dialogue
- Uses technology effectively to enhance communication
- Honors all perspectives
- Values professional expertise

**Strong questioning/discussion techniques:**

- Supports learning outcomes with high quality questions and prompts
- Promotes higher order thinking by integrating open ended questions
- Questions challenge students cognitively
- Ensures all voices are heard in discussion

#### ***PROFESSIONAL GROWTH***

**Professional Development Experience:**

- Seeks out professional development
- Engages in professional reading
- Collaborates with colleagues on current educational initiatives

- Develops, implements and documents progress on Individual Career Development Plan
- Analyzes student achievement and other data to determine professional development needs

Annual Review of Assignment:

Teacher Leaders' effectiveness will be evaluated 3 ways:

- Documented compliance with job responsibilities (e.g., frequency & type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs)
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Performance evaluation with principal based on Teacher Evaluation System and the Teacher Leader Measures of Effectiveness

Teacher Leaders' professional growth will be evaluated 2 ways:

- Develop goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching Standards & Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system
- Complete Teacher Leadership Skills Self-Assessment (CSTP) 2 times a year, documenting growth on leadership & reflecting on area for future growth.

As a part of the district's responsibility to meet the needs of teacher leaders, both leaders and administrators will complete Establishing A Supportive Environment Self-Assessment (CSTP) at the end of the school year to ensure that the necessary supports are in place, with flexibility to make changes needed on an ongoing basis.

Annual Review of Assignment: The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. Annual evaluation of the effectiveness of teacher leaders also will include review/revision of job descriptions and inclusion of additional district supports for teacher leaders. Teachers who successfully complete the time period of an assignment to a teacher leader role may apply for assignment to a new teacher leader role, or for reassignment to the same role. Annually the Review Committee will make recommendations to the superintendent on assignment or reassignment of each teacher leader based on the evaluation on the Measures of Effectiveness and Professional Growth criteria.

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## Narrative

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

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

**Please include the following information in your narrative:**

- a) 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.](#)*

Teacher leadership and collaboration is vital in a school's professional leadership community. All teacher leaders have key responsibilities for planning and facilitating professional development in their leadership positions. *“Leaders are expected to collaborate with each other to improve student achievement; actively pursue, develop and provide research-based professional development to maximize effectiveness; and be accountable to each other, and to the teachers served.”* Teacher leaders are given time to develop and deliver professional development. Every teacher leader has professional development funds allocated for their use. The purpose of these funds is for teacher leaders to truly become experts, and maximize effectiveness in their designated leadership roles. The use of professional funds will be aligned with the teacher leaders' individual career development plan.

The following six leadership roles are identified in our TLC plan as key in the creation and delivery of professional development.

Building Representatives will serve as a liaison between the staff and Building Leadership Team in order to ensure that the primary focus of each building meets the needs of the students. They will collect and analyze building level data and make recommendations for professional development focus based on the identified needs of the building. District Representatives will serve as a liaison between the Building Leadership Team and the District Leadership Team. They will designate the professional development focus based on the identified needs of the students as found by the Learning Teams.

Mentor Teachers will function as the direct support to all new teachers in the district and selected career teachers, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core, and understanding the components of becoming a part of a learning team. They will identify skills, knowledge, and goals to assist mentees' success, and provide necessary assistance.

Technology Integration Coach will assist teachers incorporating technology into their teaching strategies to improve learning, including the Iowa Core Curriculum and 21<sup>st</sup> Century Skills. The Technology Integration Coach will provide teachers the knowledge and skills to help students use technology effectively.

Literacy Instructional Coach works alongside teachers to model instruction, analyze reading data, and assists with reading strategies and adjust instruction. The person in this position will review assessment data and plan activities to improve teaching and learning. The literacy instructional coach will provide guidance in literacy and will include the formulation of an action plan to bring about improvement in instruction, in-class supervision, and post-class discussion of strengths, weaknesses, and strategies for improvement.

Instructional Practice Inventory (IPI) Student Engagement Coach models instruction, analyzes levels of student engagement, and assists with IPI training.

The TLC system is aligned with, and incorporates the key elements of the Iowa Professional Development Model. Teacher leaders and administrators will schedule time to conduct the various steps of the IPDM.

The Iowa Professional Development Model (IPDM) is a process for school improvement that contains the following components:

**1) Collect and analyze student data**

- All teacher leaders will be involved in collecting and analyzing the student data
- Coaches will specifically look at the data from mentoring, technology, literacy, IPI
- BLT will collect and analyze building level data, while the DLT does district wide

**2) Establish goals based on the student data**

- All teacher leaders will establish goals based on their specific data
- BLT will review the goals and data and set goals for their respective building
- DLT will review building goals and propose District levels goals to the SIAC and School Board

**3) Select content that aligns to the teachers' and students' needs**

- All teacher leaders will select content that aligns with teachers and students needs
- Selected content will aligned to the data utilized to identify needs and establish goals

**4) Design how professional learning will be delivered**

- All teacher leaders will work together on offering training and learning opportunities
- Specific professional development will be provided in technology, literacy, and IPI

5) Develop these training and learning opportunities with an focus to include collaboration of educators and an examination of ongoing formative student data

- Learning opportunities will be provided in large group, small group, and individual setting
- Teachers will work collaboratively to examine student data
- Teacher leaders will provide trainings and support to impact student achievement through implementation in their specific area

6) Examine the summative data

- All teachers are involved in examining and analyzing the summative data
  - Annual goals are developed from the summative data through collaboration and consensus of all
- The IPDM cycle is ongoing and does not have an end, as the goals and means to address the needs will always exist, as we strive for high expectations for students and for those who provide instruction.

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 goals for H-LP and the statewide TLC system are incorporated into the H-LP TLC Plan. Both sets of goals focus on student achievement and improving teaching and learning. The short-term and long-term effectiveness of the TLC plan will be determined by evaluating these areas.

Measuring the impact and effectiveness in achieving goals of the TLC Plan:

Short-term Measures:

- District self-reflection of fidelity of implementation of TLC plan
- Identification of things that went well
- Identification of things that need to improve
- Creation of an improvement plan
- Survey of both quantitative and qualitative feedback on efforts and initiatives identified in the TLC plan
- Staff and administration sharing information to continuously adjust and improve our efforts
- Results and feedback shared with professional development and leadership groups to identify next steps
- Formative assessment to identify strengths and weaknesses of students enabling teachers, leadership teams, and instructional coaches to provide targeted instruction, ensuring success of all students
- Survey data from beginning teachers regarding mentoring
- Identify strengths of support from leadership team members
- Identify weaknesses and additional needed supports
- Address any weaknesses and adjust TLC plan
- Analyze quantitative data regarding involvement and effectiveness of coaches
- Analyze universal screening data and progress monitoring assessments to guide next steps in the IPDM
- Peer review conversations sharing progress on student achievement and increased teacher effectiveness

Long-term Measures:

- Summative measures that address level of student achievement:
- Iowa Assessments
- ACT
- Analysis of summative data
- Proficiency measures

- Growth of individual students

- Comparing academic growth of students to quantitative data regarding classroom teacher's engagement with instructional coaches to determine if there is a correlation

- Annually completing the IPDM Profile

- Monitoring Student Data:

Percent of Students Proficient - NSS

Iowa Assessments

Percent of Students Meeting Growth Target

Average ACT Scores

Monitoring and adjusting the plan based on the results of our measures

- District self-reflection of TLC plan to monitor efforts and determine next steps

- Data analysis following the IPDM to monitor efforts and determine next steps based on student achievement data

- IPDM Profile information to determine focus for leadership teams to improve instructional practice leading to increased student achievement

- Survey results from new teachers to identify strengths and areas for improvement for optimal support of new teachers

- Semi-annual survey results from all K-12 teachers to provide leadership teams and coaches guidance to improve teacher effectiveness and increase student achievement

H-LP CSD goals and evaluation criteria:

- All H-LP students will achieve at high levels in reading, math, science and social studies, prepared for success beyond high school.

- Iowa Assessments

- Skills Iowa

- Formative Assessment System for Teachers (FAST)

- ACT

- All H-LP students will have opportunity to learn and experience the 21<sup>st</sup> Century skills and Iowa Core, for success beyond high school.

- Data from IPI

- Data from technology integration

- All H-LP students will use of technology in developing proficiency in reading, math, science and social studies.

- Data from technology integration

- All H-LP students will be prepared for post high school education and/or employment.

- Drop out/graduation rates

- Post-high school plans

- All H-LP students will be provided a safe, substance-free, and caring environment conducive to learning.

•Data from the Iowa Youth Survey

TLC goals and evaluation criteria:

- Attract new teachers by offering competitive starting salaries, professional development and leadership opportunities.
- Number of teachers impacted by the \$33,500 salary
- Effectiveness of the mentoring program determined by data from mentors and mentees
  - ü exit survey/interview for mentoring
  - ü effectiveness of training provided for mentors
  - ü adequacy of time for mentee collaboration and observation
  - ü resources available for mentors and mentees
- Number of initial teachers meeting the eight Iowa Teaching Standards
- Retain effective teachers by providing enhanced career opportunities.
- Percent of teachers applying for leadership positions
- Number of teachers leaving for other positions
  - ü exit survey/interview for teachers leaving the district
  - ü reasons for leaving
- Promote collaboration among teachers to learn from each other.
- receptiveness to members' opinions
- ability to establish and maintain group morale
- receptive to input from each BLT
- effective liaison between BLT and DLT
- effectively delegate responsibilities
- Reward professional growth and effective teaching by providing increased leadership responsibilities and compensation.
- organized meeting agendas
- reflections by teachers in leadership roles
- effective liaison between BLT, and DLT
- evaluations of teacher leaders
- Improve student achievement by strengthening instruction
- Iowa Assessments
- Skills Iowa
- Formative Assessment System for Teachers (FAST)
- ACT

The impact and effectiveness of the TLC plan is determined by the data collected. The effectiveness of the TLC Plan is demonstrated by student achievement data which is our ultimate goal of education.

The long term effectiveness of the TLC Plan will be determined as we yearly analyze the strengths and weaknesses of the TLC Plan. We will look at the following to see systemic change.

- feedback on district strengths and weaknesses
- evaluations of components of the TLC Plan
- accomplishments in teacher leader roles
- areas for improvement in the system
- obstacles faced
- informal feedback of successes and weaknesses of the system
- goals for the future

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)**



**Sustainability is the capacity to endure. It implies responsible and proactive decision making and innovation that creates and maintains the conditions to continue a program now and into the future. The TLC committee realizes that there is more to sustainability than funding. The H-LP CSD currently has many leadership roles in place. The planning team identified the needs of the district and redefined the roles to meet these needs. This grant will challenge our district to employ the kind of thinking, action, and resource allocation that will allow us to continue to meet our goals of improved instruction and increase student achievement.**

#### **Successful implementation of district initiatives**

- **The district utilizes teacher leaders serving on the building and district leadership teams to assist in the development and implementation of professional development activities, and setting goals for each level. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement.**

- **STEM grants have provided cutting edge programs. Staff received professional development enabling successful implementation of *Engineering is Elementary*, *Pint-Sized Science*, *Spatial-Temporal Math*, *Defined STEM*, and *CASE*. These programs have been incorporated into our curriculum. The district embraces need for continuous improvement, collaboration, and a focus on learning.**

- **The district has a long time commitment to the specific professional development – *APL Effective Teaching Strategies*. All teachers in the district receive this professional development. The district understands the need for strong, systemic professional development and view the quality of our teachers as the determining factor in student achievement.**

- **A benefit of all teachers being educated in *APL Effective Teaching Strategies* is the ability for everyone to have a common language and knowledge. Peer coaching has been a natural outgrowth of *APL* as teachers observe each other observing the effective teaching strategies. All teachers are involved in peer coaching visiting other teachers to observe their instructional practices. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement**

- **The district's mentoring program provides new teachers a mentor at the beginning of the year. The mentor helps the mentee with daily routines.**

- **The district has many types of data available. We spend time analyzing the data. We need to better understand how to interpret the data to use it to improve instruction. Utilizing the Literacy Coach to provide leadership in the use of data would provide the clarity our staff needs to have the desired positive impact on student achievement.**

#### **Key roles contributing to the success of this plan**

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

- **Principals - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders and coaches on a regular basis will be essential in the development of teacher-leadership skills. Helping teachers understand the roles of the leaders will be important in the development of the program.**

- **Teacher Leaders - All leaders will be important as the district transitions to the TLC plan. Using their skills and passion, they will work one on one with staff to build relationships and trust focusing on key elements of the TLC**

plan. Mentors, Technology Integration Coach, Literacy Instructional Coach, and IPI Coaches will coach and mentor their colleagues as they implement instructional strategies and engage students in learning. These leaders will be available to assist the staff with their goals and various endeavors. They will be in the classrooms to teach specific skills, lead professional development, and maintain technology integration. This will allow them to find strategies and tools to help teachers meet these goals. They will meet monthly to receive support in their new roles from administration. Each instructional coach, teacher leader, and mentors will receive professional development to meet their specific needs.

- **Building Leadership Team & District Leadership Team**-The BLT and DLT cultivate open communication between all teachers to attain knowledge of the concerns and assets of the programs. The BLT & DLT will develop goals appropriate to the needs of the building/ district. The BLT & DLT will recommend the professional development needs by building/ district. They will review and recommend teacher leadership roles and creation of new roles based on district needs.

**Future Sustainability**

As a district already utilizing teacher leaders, the district clearly has the ability to sustain the program into the future. Another means to contribute to the sustainability of the program include providing on-going PD to instructional coaches and teacher leaders.

The support from the community and school board will be essential to the success of the TLC plan, and the district’s ability to sustain the initiative. The community will be kept abreast of the program through the website and newsletter. There will be presentations by teacher leaders to the school board and SIAC. The goal is to effectively communicate with all stakeholders about the work of teacher leaders, and how that work is fostering improvement in instructional practice and student learning.

**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**

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## Part 10 - Budget Items

| Use of TLC Funds  | Amount Budgeted     |
|---|---------------------|
| Amount used to raise the minimum salary to \$33,500.  | \$16,698.00         |
| Amount designated to fund the salary supplements for teachers in leadership roles.  | \$10,800.00         |
| 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). | \$73,794.96         |
| Amount used to provide professional development related to the leadership pathways.   | \$0.00              |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>                                  | \$0.00              |
| <b>Totals</b>   | <b>\$101,292.96</b> |

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## Grant Allocation

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

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

|   |              |
|---|--------------|
| Certified Enrollment Number   | 328.0        |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i> |              |
| District Enrollment-Based Allocation  | \$102,559.04 |
| Total Allocation  | \$102,559.04 |

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## Other Budgeted Uses - Description

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

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**Total Allocation Budgeted**

Total Projected Amount to be Expended **\$101,292.96**

*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 **\$1,266.08**

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## Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

Our TLC Vision is to create a teaching and working environment where excellent teachers want to spend their teaching career. By empowering teachers through increasing leadership opportunities and promoting meaningful collaboration we will improve instructional practices and increase student achievement.

H-LP CSD goals:

- All H-LP students will achieve at high levels in reading, math, science and social studies, prepared for success beyond high school.

Teacher Leaders Involved: Literacy Instructional Coach, Technology Integration Coach, Instructional Practice Inventory (IPI) Student Engagement Coaches, Mentors, Building Leadership Team, District Leadership Team

- All H-LP students will have opportunity to learn and experience the 21<sup>st</sup> Century skills and Iowa Core, for success beyond high school.

Teacher Leaders Involved: Literacy Instructional Coach, Technology Integration Coach, Instructional Practice Inventory (IPI) Student Engagement Coaches, Mentors, Building Leadership Team, District Leadership Team

- All H-LP students will use of technology in developing proficiency in reading, math, science and social studies.

Teacher Leaders Involved: Literacy Instructional Coach, Technology Integration Coach, Instructional Practice Inventory (IPI) Student Engagement Coaches, Mentors, Building Leadership Team, District Leadership Team

- All H-LP students will be prepared for post high school education and/or employment.

Teacher Leaders Involved: Literacy Instructional Coach, Technology Integration Coach, Instructional Practice Inventory (IPI) Student Engagement Coaches, Mentors, Building Leadership Team, District Leadership Team

- All H-LP students will be provided a safe, substance-free, and caring environment conducive to learning.

Teacher Leaders Involved: Literacy Instructional Coach, Technology Integration Coach, Instructional Practice Inventory (IPI) Student Engagement Coaches, Mentors, Building Leadership Team, District Leadership Team

TLC Goals:

- Attract new teachers by offering competitive starting salaries, professional development and leadership opportunities.

Ten beginning teacher salaries are below \$33,500. We have budgeted \$16,698 to supplement beginning salaries to \$33,500, attracting able and promising candidates.

A stronger mentoring program will provide beginning teachers the support they need to be successful in their career, and remain in the teaching profession. We have budgeted for 4 mentors

- Retain effective teachers by providing enhanced career opportunities.

Teachers will be compensated for leadership roles: Mentors, Coaches, Building or District Representatives.

- Promote collaboration among teachers to learn from each other.

All teachers will collaborate by utilizing learning teams. The Coaches will provide new strategies to share with the staff. They will attend outside trainings and conferences to bring back innovative teaching techniques. Building and District Representatives will serve as liaisons between the staff and the BLT and DLT. Teachers in leadership positions will attend trainings to continue to develop and foster new leadership skills.

- Reward professional growth and effective teaching by providing increased leadership responsibilities and compensation.

The new leadership roles allows veteran teachers to use their experience to help beginning teachers as they enter the profession, and have a larger say in the District's goals and their implementation. The criteria for these positions will be based on a teacher's professional growth, experience in the classroom, and effectiveness of instructional strategies. Adequate compensation will be given to all selected for these new roles.

- Improve student achievement by strengthening instruction

TLC plan proposal intends to address quality instruction in an effort to improve student achievement scores. Quality instruction is impacted by, the caliber of teaching candidates a district is able to attract, and the consistency of instructional practices and practitioners. A strong, well designed mentoring program serves to provide support in

pedagogy and practice for new teachers and leadership opportunities for veteran teachers.  
RAISE THE MINIMUM SALARY [Budget - \$16,698]

Ten teachers are below \$33,500 an average of \$1600.

**SALARY SUPPLEMENTS [Budget - \$10,800]**

|  |        |
|--|--------|
| 4 Mentors at \$1200                      | \$4800 |
| 1 Literacy Coach at \$1200               | \$1200 |
| 1 Technology Integration Coach at \$1200 | \$1200 |
| 4 IPI Coaches at \$450                   | \$1800 |
| 12 Building Leadership Team at \$100     | \$1200 |
| 6 District Leadership Team at \$100      | \$ 600 |

**CLASSROOM COVERAGE/SALARIES [Budget - \$73,794.96]**

|  |          |
|--|----------|
| Technology Integration Coach .5 FTE                      | \$43,306 |
| Literacy Coach .25 FTE                                   | \$28,148 |
| Substitutes 24 days release time for mentors and coaches | \$ 1,620 |