



Application

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

126013 - TLC Grant - HMS - Fall 2015

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 5:22 PM

Primary Contact

AnA User Id

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First Name*

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Postal Code/Zip

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Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name:

Hartley-Melvin-Sanborn Schools

Organization Type:

K-12 Education

DUNS:

04-170-2200

Organization Website:

www.hartley-ms.k12.ia.us

Address: 300 N. 8th Ave W.
City: Hartley **State/Province:** Iowa **Postal Code/Zip:** 51346
Phone: 712-928-3406 **Ext.:**
Fax: 712-928-2152
Benefactor:
Vendor Number:

Cover Sheet-General Information

Authorized Official

Name: Bill Thompson
Title: Superintendent
Organization: Hartley-Melvin-Sanborn CSD

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

Address: 300 N. 8th Ave. West

City/State/Zip*: Hartley Iowa 51346
City State Zip

Telephone Number: 712-928-3406

E-Mail: BThompson@hartley-ms.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: Cathy Lyman
Title: Business Manager/Board Secretary
Organization: Hartley-Melvin-Sanborn CSD

Address: 240 1st STREET SE

City/State/Zip: Hartley Iowa 51346
City State Zip

Telephone Number: 712-928-2022

E-Mail: CALyman@hartley-ms.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal O'Brien County
Congressional District(s) Involved or Affected by this Proposal 4th - Rep Steve King (R)
Congressional Map
Iowa Senate District(s) Involved or Affected by this Proposal 2
District Map
Iowa House District(s) Involved or Affected by this Proposal 3
District Map

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

This grant application is for our entire school district, regardless of who is living in our border, or who is being educated at the time.

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.

Mark Dorhout

Title of Person Submitting Certification

Middle School Principal, Curriculum/School Impr.

Recipient Information

District	Hartley-Melvin-Sanborn Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	71-2862
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Bill Thompson
Telephone Number	712-928-3406
E-mail Address	BThompson@hartley-ms.k12.ia.us
Street Address	300 N. 8th Ave. W
City	Hartley
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51346

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Bill Thompson
Telephone Number	712-928-3406
E-mail Address	BThompson@hartley-ms.k12.ia.us
Street Address	300 N. 8th Ave. W
City	Hartley
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51346

Demographic Profile

October 2014 Certified Enrollment	638
October 2014 Free/ Reduced Lunch %	39
AEA Number	12
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

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

Hartley-Melvin-Sanborn Community School District is located in the northwest corner of Iowa and includes approximately 640 students from the towns of Hartley, Melvin, Sanborn, May City and surrounding areas. Students attend classes as follows:

- PK-4 - Hartley, Elementary
- 5-8 - Sanborn, Middle School
- 9-12 - Hartley, High School

Test scores consistently score above both state and national average with an average ACT score of 23.0 (compared to 22.1 average for the state). HMS is proud of the program offered to students, but is always seeking ways to improve the district both for students and for staff. The ultimate goal of all efforts is to improve student achievement and to produce productive citizens. "The mission of the Hartley-Melvin-Sanborn Community School District is to nurture and prepare students to become responsible citizens equipped to meet the challenges of an ever-changing world."

After analyzing TLC plans from other districts, comments from the staff and other stakeholders, the Hartley Melvin Sanborn TLC plan will include ten Authentic Intellectual Work (AIW) Anchors, one 1.0 FTE Lead Teacher in Literacy for PK-4; two .5 FTE lead teachers to focus on integrating technology, STEM, AIW, and Iowa Core Curriculum. There will also be a need for Mentor teachers (depending on number of new teachers). HMS has adopted the five state goals as our TLC goals. These will be tailored to our district's existing goals to produce an integrated plan that will have a positive effect on our staff and students and help us ultimately to achieve our vision and mission. This also fits the initial vision of the Iowa's Task Force on Teacher Leadership and Compensation of transforming the teaching profession with greater support and more career opportunities for teachers.

HMS District goals:

- Goal 1: All students will achieve high levels in reading comprehension.
- Goal 2: All students will achieve at high levels in mathematics.
- Goal 3: Students will achieve at high levels in science.
- Goal 4: Students will use technology in developing proficiency in reading and mathematics.
- Goal 5: Students will demonstrate improvement of their own perception of school climate.

The HMS School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture and relationship building.

District initiatives include a focus on the K-3 early literacy program, integrating technology and STEM into the regular classroom, effective professional development based on Authentic Intellectual Work, integrating the Iowa Core Curriculum, and supporting and mentoring new teachers. The major change in our mentoring program is that it will be extended into a third year, which will be a completely in-house program. The mentors will have their contracts extended for eight days, which may be for equivalent hours. Along with the extended contract they will have allotted days to observe and be observed (at least once a month). Substitute teachers will free mentors when necessary. It is anticipated that the mentors will be in their classrooms 95% of the time. Beginning teachers will participate in the two year state mentoring program and have a third year of in-house mentoring at HMS. Experienced Career teachers new to the district will be mentored for one year.

14.25 of the H-M-S teachers or 25% will have opportunities to be teacher leaders (this could be slightly more or less depending on number of mentors needed). The total allotment for Hartley-Melvin-Sanborn CSD's TLC program is \$199,467.95. This will be adjusted upward when the new certified enrollment is in place.

Local plans call for a rigorous selection process for all leadership roles. All TLC positions (AIW anchors, lead teachers, and mentors) will be posted in the staff lounge and emailed to all staff, with details of the posting to be determined.

The main responsibility of the AIW Anchors is to continue a sustained effort to deliver professional development to improve instructional strategies by using AIW.

The Lead Teachers will help coordinate professional development with the AIW Anchors and with the area education agency, where appropriate. The lead teachers will also demonstrate their skills in effective teaching by working collaboratively with classroom teachers during regular school days.

Mentoring of new/inexperienced staff will be continued using the TLC grant as well. There is definitive research that says that supporting teachers as they develop their skills is beneficial to their integration into a school district. We are adding a third year to our current mentoring program, as well as mentoring experienced teachers that are new to the

district.

Positive teacher retention will be a result of meeting state goals. Hartley-Melvin-Sanborn CSD has the capacity to implement the TLC plan as has been proven by several other successful initiatives implemented in the district. The TLC Plan, Model 3, will enable the Hartley-Melvin-Sanborn CSD to enhance the already positive program offered to the students and community members in the Hartley-Melvin-Sanborn CSD. It will also make the teaching/learning environment of Hartley-Melvin-Sanborn CSD one of the most positive possible for current and future staff members.

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).

Deciding to Apply

Planning for the Teacher Leadership and Compensation Grant began with administration fact gathering.

Administrators studied the three TLC options, attended AEA workshops, met with AEA Consultant Jon Wibbels and contacted administrators from neighboring TLC districts. The administrative team selected three teachers to be part of the planning team. Together they identified other stakeholders and constructed a balanced planning team that included the four administrators, three teachers, one paraeducator, one parent and one community business representative. Members of the planning team include:

Dan DeGroot - High School Teacher
Ashley Benz - Elementary Teacher
Cindy Taylor - Middle School Teacher
Kathy Wolters - Paraeducator
Jill VanderVeen - Parent
Kyle Vogt - Community
Cathy Jochims - Elementary School Principal
Mark Dorhout - Middle School Principal
Rusty Shockley - High School Principal
Bill Thompson - District Superintendent

Each stakeholder group and planning committee member plays an important role in the planning process.

Stakeholder Group Role in the Planning Process

Administration	<ul style="list-style-type: none">•Attend AEA planning workshops•Study TLC options•Review approved TLC applications•Collaboratively write TLC Grant Application•Present information to SIAC, School Board, and Stakeholder Groups
Teachers	<ul style="list-style-type: none">•Attend AEA planning workshops•Review Approved TLC applications•Collaboratively write TLC Grant Application
Parent, Para-educator, Community business member	<ul style="list-style-type: none">•Review and give input on the TLC Vision for HMS•Review and give input on the TLC Proposal

Planning money was used to pay for substitute teachers so that teachers could attend TLC informational meetings and participate in the planning sessions held in the spring. Planning money was also used to provide a stipend for participation in summer planning meetings and grant writing.

Focusing on the District's needs

The committee began by focusing on the district's needs. A review of current professional development and CSIP Goals helped establish a direction for the planning team. In order to keep abreast of needs and to keep the staff and public informed, TLC has become a permanent agenda item for building level staff meetings.

Brainstorming After Needs Determined

Once the needs were determined, the administrative team brainstormed to see how the needs of the district could best be met while still meeting all the guidelines outlined in House File 215. One of the first decisions was that Model 3 would be followed because it allowed for more flexibility to meet the individual needs of Hartley-Melvin-Sanborn CSD.

Determining Vision

"The mission of the Hartley-Melvin-Sanborn Community School District is to nurture and prepare students to become responsible citizens equipped to meet the challenges of an ever-changing world." It was determined that the mission

of the district would be supported through participation in the TLC plan, and that a way to reach the vision was through enabling teachers to become teacher leaders.

Creating a Plan

Each member of the planning team contributed to the development of the plan. Administration conferred with other districts to further develop concepts and ideas. It was decided to follow Model 3 because it allowed for the flexibility to design a program specifically suited to the Hartley-Melvin-Sanborn CSD needs. After looking at short-term and long-term academic goals as specified in the latest CPlan, it was felt that a full-time literacy instructional coach was needed at the elementary school. It was also recommended to have one part-time lead teacher for the middle and one part-time lead teacher for the high school. HMS will continue to participate in the two year mentoring program for new staff holding initial licensure. The TLC plan will provide mentors for a third year for these teachers as well as a one year mentor program for new staff who are new to the district and hold a standard license. The number of mentors needed will vary. The plan will also include up to ten teachers who will serve as AIW Anchors.

Educating Staff and Community

Information about the TLC Program and Grant was presented to the SIAC Committee. Benefits to students by empowering teacher leaders which results in improved instruction was a deciding factor for completing the TLC application. The fully developed plan will be shared with the community through the school web page and the school newsletter. The TLC Grant/Program will also be an agenda item at school board meetings, building level meetings and the SIAC meetings.

Support and Commitment

All stakeholders heartily supported the TLC grant application. The planning committee met several times to revise, refine and finally approve of the plan. Teachers expressed their support through discussion during staff meetings. Many expressed a desire to apply for a leadership position and others said they looked forward to receiving the extra help, especially in literacy. All administrators in the district were involved in developing the plan. They also expressed support by committing resources and allowing staff members time to plan. Continued support will be shown by including the status of the project as an agenda item at each board meeting during the duration of the grant. The board has been appraised of the grant and its' contents since the beginning of the planning process.

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 vision for the Hartley Melvin Sanborn School District to produce productive, life-long learners by providing education and opportunities for all students is reflected in the district mission statement: "The mission of the Hartley-Melvin-Sanborn Community School District is to nurture and prepare students to become responsible citizens equipped to meet the challenges of an ever-changing world." HMS District Goals are based on an analysis of assessment and survey data.

- Goal 1: All students will achieve high levels in reading comprehension.
- Goal 2: All students will achieve high levels in mathematics.
- Goal 3: Students will achieve high levels in science.
- Goal 4: Students will use technology in developing proficiency in reading and mathematics.
- Goal 5: Students will demonstrate improvement of their own perception of school climate.

Hartley-Melvin-Sanborn CSD has adopted the five state teacher leadership goals as our TLC Goals:

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

These will be tailored to our district's existing goals and initiatives to produce an integrated plan that will have a positive effect on our staff and students and help us ultimately to achieve our district vision and mission. The TLC vision for HMS is to improve student achievement by providing opportunities for teachers to learn collaboratively and ensuring quality instruction in every classroom. In turn, we will see a positive impact on staff morale, school culture and climate. The initial vision of the Iowa's Task Force on Teacher Leadership and Compensation of transforming the teaching profession with greater support and more career opportunities for teachers blends well with the HMS TLC Vision.

TLC Goal #1:

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

- Teachers holding an initial licence participate in an extensive mentoring program coordinated with the AEA mentoring program offered by Marlin Jeffers.
- Starting salaries at HMS are competitive and exceed the \$33,500 state minimum requirement.
- Professional development is encouraged and rewarded by allowing teachers to advance on the master contract schedule with graduate credit.
- Teacher Quality and Professional Development (TQPD) allows teachers to attend professional development opportunities.

Current Reality-Local Context:

- Teachers with an initial license will have an extended third year of mentoring through a local mentoring program funded by TLC.
- Teachers holding a standard/professional license will participate in a one-year local mentoring program funded by TLC.

TLC Support and Improvement:

TLC Goal #2:

Retain effective teachers by providing enhanced career opportunities.

Current Reality-Local Context:

- Professional development is encouraged and rewarded by allowing teachers to advance on the master contract schedule with graduate credit.
- Teacher Quality and Professional Development allows teachers to attend professional development opportunities.

TLC Support and Improvement:

- Leadership roles for 25% of our staff (15 teachers) will allow teachers to advance the skills of their colleagues as well as their own through roles as mentors, AIW Anchors, lead teachers, and a literacy instructional coach. The promise of this collaboratively and financially supported career path will aid in retaining our best and brightest teachers.

TLC Goal #3:

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

Current Reality-Local Context:

- HMS has embraced Authentic Intellectual Work (AIW) professional development for the past three years.
- Seven teachers were trained and serve as anchors of 8-10 member learning teams.
- Early dismissal days were built into the school calendar for AIW collaboration.

TLC Support and Improvement:

- The number of AIW anchors will increase to 10 so the number of learning team members will follow AIW guidelines.
- Continued collaboration will be encouraged through nine early dismissal days and three full days built into the calendar for AIW implementation scoring and learning teams.
- A literacy instructional coach will promote collaboration through the early literacy screening, assessment and interventions required in Iowa Code 279.68 and IAC 281-62.
- Collaboration will be the focus of the 3rd year of mentoring.

TLC Goal #4:

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

Current Reality-Local Context:

- Professional development is encouraged and rewarded by allowing teachers to advance on the master contract schedule with graduate credit.

TLC Support and Improvement:

- The pathways available through the TLC grant will provide financial rewards plus leadership opportunities for up to 25% of the Hartley-Melvin-Sanborn CSD staff.

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 Hartley-Melvin-Sanborn CSD TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture and relationship building.

District initiatives include a focus on the K-3 early literacy program, integrating technology and STEM into the regular classroom, effective professional development based on data-driven decision making, integrating the Iowa Core and supporting and mentoring new teachers.

Integrating technology, STEM, and higher order thinking into the regular classroom

- Two .5 FTE teachers will be hired to be Lead Teachers. They will assist other teachers 5-1. They will help teachers individually and collectively. They will provide guidance and support by helping other teachers make better use of technology, incorporate STEM activities, effectively develop lessons focused on higher order thinking tasks. Hartley-Melvin-Sanborn CSD is a 1:1 school in grades 4-12. Teachers need to constantly keep up with their own technology skills so they can be effective models for their students. The Lead Teachers will also be curriculum and instructional leaders in their respective areas.

- Currently, six teachers and one administrator each serve as AIW Anchors for two different learning teams. One team is made up of 7-10 cross grade level and mixed discipline teachers. The other is a team of 7-10 teachers within the same discipline and/or grade level.

Collaborative AIW professional development time is built into the school calendar in the form of early dismissals.

Authentic Intellectual Work - District professional development focus

- Ten teachers will be hired to serve as Anchors for AIW professional development. The AIW Anchors will help coordinate professional development with administration and with the area education agency, where appropriate. The AIW Anchors will guide learning teams through the AIW processes of scoring tasks, instruction and student work during early dismissal inservices. They will have a clear understanding of research based practices associated with AIW. The AIW Anchors will analyze data collected and use this information when planning effective professional development. The AIW Anchors will assist teachers as they revise tasks and instruction to better meet the “Framework for Authentic Intellectual Work” (From Authentic Instruction and Assessment and The Center for Authentic Intellectual Work.)

Integrating the Iowa Core

- The Lead Teachers will assist teachers in aligning instruction to the Standards. “The Standards not only define the topical, procedural, and conceptual knowledge students are to learn, they also define the type of cognitive processes in which students are to engage.” (From the Iowa Department of Education website on Iowa Core Resources) Lead Teachers will demonstrate exemplary teaching practices integrating the Iowa Core.

Supporting and mentoring new teachers

•Mentor Teachers will demonstrate exemplary teaching practices, not only to the new teachers, but also to other colleagues. The mentor teachers will introduce probationary licensed staff members to programs at department and grade levels. They will meet with probationary licensed staff members on a regular basis to provide instructional and collegial support. They will attend mentor teacher workshops with probationary licensed staff members during fall in-service days and throughout the year. The mentor teachers will spend time during the year with probationary licensed staff members and support them through instructional strategies and curriculum resources. They will take them past the probationary phase in order to give extra support and work toward the goal of retaining effective teachers. They will collaborate in our mentoring program with elementary teachers working with secondary teachers and vice versa. They will work collaboratively with curriculum development and work with Marlin Jeffers of the AEA in the first two years of the program. Hartley-Melvin-Sanborn CSD will add a third year in-house mentoring program to help assure retention of teachers. Teachers hired by the district who have a standard license will participate in a one-year in-house mentoring program. This mentor will introduce and guide the teacher through their first year at HMS.

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)

Our current mentoring program is a two-year program conducted by the AEA. The current program is not as relevant to our district as it could be. Teaching is one of the few professions where people in entry-level positions are expected to perform the same as veterans. Research tells us that almost 1/3 of teachers leave the profession within the first three years. One of the goals of the TLC grant funding is to reverse this trend and to retain good teachers. Our plan calls for a mentor to introduce all licensed staff members to programs at department and grade levels and to meet with probationary licensed staff on a regular basis to provide institutional and collegial support. The mentor will attend mentor teacher workshops with new staff members during fall inservice days and during the year. Marlin Jeffers coordinates the AEA mentor program. The AEA program will supplement the in-house program. The mentors will support new staff by showing them instructional strategies and sharing curriculum resources. The major change in our mentoring program is that it will be extended into a third year, which will be a completely in-house program. The mentors will have their contracts extended for eight days, which may be for equivalent hours. Along with the extended contract they will have allotted days to observe and be observed (at least once a month). Substitute teachers will free mentors when necessary. It is anticipated that mentors will be in their classrooms 95% of the time. Experienced career teachers new to the district will be mentored for one year. This year will help acclimate the career teacher to the culture and climate of a new district. Tentative timeline for duties:

Year One Summer:

- Make initial contact with mentee
- Be available (through email or phone) to answer any questions they may have before arriving at HMS

1st Trimester

- All mentors, mentees, and administration will meet prior to the first contract day and on the scheduled New Teacher Inservice Day.
- Be with mentee during all staff meetings and debrief after each meeting
- Help prepare them for the first week with students
- During the first two weeks of school, mentors will have daily, informal contact with mentees
- Mentor and mentee will attend AEA mentor/mentee meetings together •Mentee will observe mentor teacher once a month and be observed by mentor at least once a month with post-observation meetings
- Mentor and mentee must attend a school board meeting together
- Mentor and mentee must keep logs to document contact during the year

2nd Trimester

- Repeat requirements (observations, post-observation meetings, logs)
- Guide mentee on development of professional teaching portfolio

3rd Trimester

- Repeat requirements (observations, post-observation meetings, logs)
- Continue guiding mentee's work on professional teaching portfolio
- Assist in end-of-year wrap up including inventory and requisition forms.

At the end of the first year, then again at the end of the second year, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program as well as recommended changes.

Year Two

Repeat requirements.

Additional duties include completion of the professional teaching portfolio in March.

Year Three

An additional year of mentoring will be extended in-house. An added benefit to a good mentoring program is that it improves not only the practices of novice teachers, but also the practices of the mentors. According to an article in Educational Leadership, Rowley (1999) lists the qualities of a good mentor as being committed to the role of

mentoring, being accepting of the beginning teacher, skilled at providing instructional support, effective in different interpersonal contexts, is a model of a continuous learner, and communicates hope and optimism. Therefore, a good mentoring program improves both the novice teacher and their mentors. The additional funding through the TLC grant will provide for the third year of mentoring plus any substitute teacher costs needed to carry out an effective program.

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.

Each of the proposed teacher roles described will be geared toward improving the instructional practices of beginning and veteran teachers in the classroom which will lead to increased student learning. These positions will alter the culture and the norms of the school by creating a collaborative subculture. Positions will be aimed at supporting the teaching staff and increasing productivity and accountability. The reality of these positions is the effect they will have in applying theoretical knowledge, developing effective instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues. A cohesive and improved learning community will be achieved by each leadership position, which has its particular set of responsibilities, working together to address the needs of the district in working toward its vision and goals. The approval of this grant will help the district to create opportunities for collaboration, retain our teaching staff, improve academic achievement and enhance school culture and climate.

After brainstorming with the TLC Planning Team, it was decided to follow Model 3 as it allowed for the flexibility to design a program specifically suited to the Hartley-Melvin-Sanborn CSD needs. After looking at short-term and long-term academic goals as specified in the latest CPlan, it was felt that the areas of greatest need were to expand AIW implementation to include a full-time instructional coach in literacy, 10 AIW anchors, hire two .5 FTE lead teachers, and to create a third year, in-house mentoring program for new teachers and a single year for career teachers new to HMS.

Literacy Instructional Coach:

The main responsibility and duty of the full-time instructional leader in literacy will be to focus on student learning in the area of reading. The person in this position will review assessment data and plan activities to improve teaching and learning. Reading is the basis for every other subject and is probably the most important skill a student needs to develop in school. Although the majority of time for the instructional coach will be spent at the elementary level, a portion of his/her time will also be available for helping at other levels, if needed, K-12. The instructional coach will provide additional guidance in literacy and will develop an action plan to bring about improvement in instruction, in-class supervision, and post-class discussion of strengths, weaknesses, and strategies for improvement. The instructional coach will coordinate FAST early literacy screening as well as the at-risk and deficient identification. The instructional coach in literacy will oversee the scheduling and implementation of the early literacy interventions. The instructional coach in literacy will be a full-time position with the same number of contract days as classroom teachers.

Lead Teachers:

The lead teachers will be the equivalent of a full-time position and will assist other teachers helping them integrate technology, STEM and Iowa Core Curriculum into their regular classroom. This could be two .5 positions rather than one full-time position depending on the candidates who apply. It is anticipated that one or two of our career teachers will fill this position in-house. The main reason we are anticipating that this might be filled by two candidates is that we hate to take good teachers out of the classroom. If two people fill the position, they can still teach part-time. This person will help teachers individually and collectively make better use of technology, the implementation of STEM, and Iowa Core Curriculum. Grades 4 - 12 have a one-to-one computer program in which every student has a personal computer. It is essential for teachers to have the knowledge and skills to help students use technology effectively. Hartley-Melvin-Sanborn CSD has a person on staff to care for the hardware/equipment needs of technology. Our K-12 media specialist serves as the Technology Integrationist and part-time Title 1 instructor. Available time limits her ability to assist teachers with technology integration. This person will be a curriculum/professional development leader in the field of technology and provide support and resources for teachers. In addition to integrating technology, this teacher will provide support to staff in developing and implementing STEM and writing curriculum aligned to the Iowa Core. If this position is filled by two people, they will spend ½ their time in teacher/leader duties and ½ in the classroom.

The lead teachers will be chosen from current, full-time staff members in the district. They need to have demonstrated

skills in the areas of effective teaching, leadership, technology and communications. It is preferred, but not required that they have a minimum of five years of teaching experience in the district. They need to have a clear understanding of data driven decision-making for instructional planning and broad knowledge of evidence-based teaching practices and proven application of those practices in their current roles. They must possess the ability to work collaboratively and cooperatively with colleagues and have excellent oral, written, interpersonal and organizational skills. The lead teachers will especially support STEM and technology skills and strategies, as this is one of the areas in which Hartley-Melvin-Sanborn CSD teachers need help.

Mentor Teachers:

It is anticipated 1-4 teachers will be chosen to fulfill the role of mentor teachers. These teachers will have several duties and responsibilities for which they will have an extended contract of ten days along with allotted days to observe and be observed. It is anticipated that the observations will occur at least once a month. Substitute teachers are built into the TLC budget to free the mentors when necessary. Responsibilities include introducing probationary licensed staff members to programs at department or grade levels; to meet with probationary licensed staff members on a regular basis to provide instructional and collegial support; to attend mentor teacher workshops with probationary licensed staff members during fall inservice days and during the year and to spend time during the year with probationary licensed staff members to support them through instructional strategies and curriculum resources. The program Hartley-Melvin-Sanborn CSD will be implementing for new teachers will actually take them past their probationary phase in order to give them extra support and work toward the goal of retaining effective teachers. Currently, we take part in a two-year mentoring program conducted by our AEA. We intend to enhance this program by adding a third year that will be held in-house and gearing it toward Hartley-Melvin-Sanborn CSD's specific needs. Through our new program we hope to attract able and promising new teachers and also to retain our effective teachers. Hartley-Melvin-Sanborn CSD generally has very little turnover in staff, as we have a strong school system resulting in teachers seldom leaving. However, it is anticipated that in the next couple of years another 9 teachers will be eligible for retirement. This is over 25% of our staff and demands we look at a very comprehensive mentoring program so new staff can feel supported and become effective teachers.

AIW Anchor Teachers:

AIW Anchor teachers will work with classroom teachers to develop strategies and teaching techniques to increase student learning and foster deep reflective practices. Their time performing these leadership roles will occur during scheduled inservice days each month and an additional 16 hours of extended contract time. The Hartley-Melvin-Sanborn CSD has embraced Authentic Intellectual Work (AIW) for three years and has incorporated AIW into a long-term, district wide, professional development plan. Teams of educators are trained as anchors to help implement the process. AIW coaches are provided through the AEA and are assigned multiple schools. These coaches are not always available when our staff is in AIW Professional Development. HMS has an administrator with AIW Coaching certification. This AIW coach will assist the 10 Anchors in implementing the AIW program which sets a standard for teaching academic subjects that maximizes expectations of intellectual rigor for all students. Currently there are 6 staff members who are considered anchors at HMS. TLC funds will provide salary supplements for 10 anchor positions. The Iowa Department of Education agrees that AIW improves student learning in all areas. Data from the Iowa Department of Education on AIW shows that the weakest students improve the most when schools implement AIW correctly. This plan will ensure AIW is correctly implemented and that HMS teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core.

The AIW Anchors will work with their individual teams in the AIW process. They will lead their team meetings and provide support to individuals within the team to improve their teaching strategies/techniques with the goal of impacting student achievement. Anchors will meet with the AIW Local Coach and AEA Lead Coach to plan and prepare district inservice, AIW learning team meetings, and coordinate their team's activities. Anchors will assist the mentor teachers in helping any new staff incorporate the AIW process in their classrooms. Anchors will work closely with mentors and mentees in observations, feedback, and creating collaboration between the mentee and fellow team members. The anchors and lead teachers will work collaboratively to plan and schedule professional development for

the district that will incorporate the skills, techniques, strategies and practices supported by AIW.

There will be ten AIW Anchor positions. Anchors will spend 100% of their time in student instruction and have a two-day extended contract.

Duties and Responsibilities:

- Attend AIW Summer Institute and other training workshops
- Each AIW Anchor is assigned to a team of 4 to 6 teachers
- Lead an AIW team of teachers in the AIW process
- Insure each team member is making prescribed changes in the classroom • Be responsible for making sure each team member is actively engaged in the AIW process
- Schedule each team's presenters, facilitators, and recorders and keep record of what teachers present as well as what they present at work sessions

Based on the needs of the district, the TLC Planning Committee feels that with the addition of a full-time instructional coach in literacy, two ½ time lead teachers, ten AIW anchors, and mentor teachers a coherent instructional improvement program will be achieved that will strengthen instruction and improve student learning and student achievement. The roles fit together to meet both the short-term and long-term academic goals as described in the latest C-Plan to create a leadership program that will strengthen instruction throughout the district thus impacting student achievement.

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.

Local plans call for a rigorous selection process for all leadership roles. All TLC positions (Lead Teachers, AIW anchors, Mentor teachers and mentors) will be posted in the staff lounge and emailed to all staff. Interested teachers will submit application materials to the site-based review committee appointed by the board and comprised of an equal number of teachers and administrators. The selection committee will review the application materials and interview qualified candidates. They will then recommend candidates to the superintendent who will make the final hiring decisions and recommend the candidates to the school board to be approved. All positions are only for one year.

The selection committee would consist of 3 building principals and 3 teachers, one of each building. These teachers will not have applied for any of the positions available. These six individuals will need to come to consensus as to the best candidates for the available positions, knowing full well that decisions will not be unanimous.

To be eligible for one of the leadership positions a teacher will have taught for a minimum of five years with at least one year of experience at Hartley-Melvin-Sanborn CSD. The application includes:

- A letter of application that highlights the candidate's accomplishments as a teacher, their effectiveness in their current position, and stating why they are seeking the position including their recent professional growth activities. Include a resume, if possible.

Selection Criteria that the selection committee will consider:

- Knowledgeable in areas considered
- Communication skills
- Respect within the district
- Presentation skills
- Collaboration skills
- Organization and time management skills
- Self-motivated

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.

Developing effective, research based professional development based on data-driven decision-making is part of the professional development planning process at Hartley-Melvin-Sanborn. The main responsibility of the ten AIW Anchor teachers will be to deliver professional development at district inservices, and lead AIW Learning Teams on early dismissal professional development days. The AIW professional development that focuses on construction of knowledge, disciplined inquiry and value beyond school, will improve student learning. The Anchor Team will help coordinate professional development with the administration, Lead Teachers and with the area education agency, when appropriate. The Lead Teachers will also demonstrate their skills in effective teaching. They will have a clear understanding of data-driven decision-making for instructional planning. The lead teachers will each be hired with a different emphasis, i.e. technology, STEM integration, Iowa Core Curriculum, and literacy. Each lead teacher will be given ten extra days on an extended contract, which may be taken in equivalent hours. It is preferred that lead teachers have five years of teaching, at least one of which will be in-district, they must have demonstrated skills in the areas of effective teaching, leadership and communication. They need a clear understanding of data-driven decision-making for instructional planning and a broad knowledge of evidence-based teaching practices, and proven application of those practices in their current roles. They must also possess the ability to work collaboratively and cooperatively with colleagues and have excellent oral, written, interpersonal and organizational skills. One of our local TLC goals is to attract able and promising new teachers by offering competitive starting salaries, offering short-term and long-term professional development, as well as leadership opportunities. Professional development is encouraged through the use of Teacher Quality funded grants. Another incentive is the ability to earn license renewal credit. Professional development taken for graduate credit allows teachers to advance on the master contract schedule. One of the comments from a current staff member was “I’m getting super excited about what this could mean for all HMS students!” Hartley-Melvin-Sanborn CSD’s TLC plan will be integral in the design and delivery of our professional development system, which aligns with and incorporates all aspects of the Iowa Professional Development Model (IPDM). The following chart summarizes which teacher leaders will be involved in each component of the IPDM.

Iowa Professional Development Model Component	How the district will utilize teacher leaders to create and deliver PD
Collecting/Analyzing Student Data (Formative assessment)	The lead teachers and AIW Anchors will assist administration in evaluating this data.
Goal Setting & Student Learning	The lead teachers will facilitate this component.
Selecting Content	The AIW Anchors will take the lead on this component.
Designing Process for PD	The AIW Anchors will take the lead on this component working with the lead teachers and possibly Northwest AEA.
Training/Learning Opportunities	All TLC positions will work together to offer training and learning opportunities for the rest of the staff. This includes Lead Teachers, AIW Anchor Teachers and Mentor Teachers.
Collaboration/Implementation	All TLC positions will work together to offer training and learning opportunities for the rest of the staff. This includes Lead Teachers, AIW Anchor Teachers and Mentor Teachers.
Ongoing Data Collection (Formative Evaluation)	The AIW Anchor Team and the Lead Teacher specializing in Literacy will spearhead ongoing data collection.
Program Evaluation (Summative)	The entire faculty will be involved in the program evaluation including all TLC positions.

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 Hartley Melvin Sanborn Teacher Leadership Compensation Plan has five goals that align with the statewide TLC objectives and district achievement goals.

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

The TLC goals focus on ways to produce the optimum learning environment so that all students are able to reach high levels of achievement. The short term, student achievement goals will be measured using the Iowa Assessments and PSAT. The literacy goals will be measured using FAST assessments at the elementary level. The long-range goals will be measured using graduation rate and ACT scores. The School Board will evaluate the district goals. Relevant student achievement data is gathered and used in the CPlan reporting.

The state-wide goal of attracting able/promising new teachers will be reached by promoting success in the district, offering good facilities, offering a growing Iowa community, a 1:1 computer program 4th grade – 12th grade students and a plan to expand this to the entire district and a positive network program with area colleges. Other attractions for new teachers and also an incentive for keeping current teachers are test scores that exceed state and national averages in all subject areas. The district's ACT average is 24.0 compared to 22.1 for the state of Iowa. The district also has a high graduation rate and a high percentage of students who go on to secondary school. A more effective mentoring program will be tailored to the HMS CSD through the use of TLC funds. This will help meet several of the state goals, i.e. attracting able/promising new teachers, retaining current teachers and promoting collaboration. Some of the reasons that Hartley Melvin Sanborn does not have a big problem with teacher retention are that small class size is maintained, there is an effective after school program, a six week summer school and there is an early literacy program. Learning Communities have developed among the staff. There is very little teacher turnover. There are good employers in town who often hire spouses of staff members. Some of the teachers have family in the area, which also contributes to longevity in the system. The positive reputation of both staff and students contributes to retention of effective teachers. The statewide goal to promote collaboration among teachers will be met with collaboration days that are built into the calendar as early dismissal and full day inservices. The statewide goal of rewarding effective teaching will be met by encouraging effective teachers to apply for leadership opportunities available through the TLC Plan.

The Innovative Configuration Map will be used to evaluate the effectiveness of collaboration, professional development and improved teaching that will result from the AIW focus.

All of the efforts, both in the local context and those tailored to meet the statewide goals are designed to improve student achievement.

Impact/effectiveness will be determined by multiple methods. The short-term academic goals will be measured by the assessments mentioned with the goals. The long-term academic goals will be measured through trends in Iowa and district assessments. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals.

The TLC Planning Committee will continually monitor the success of all goals, both locally and statewide and will revise the plan accordingly.

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)

H-M-S Community School District has the capacity to implement the TLC plan as has been proven by several other initiatives implemented in the district. The district has a successful four-year old preschool and a transitional kindergarten. The district is continuing to focus on technology. We recently just refreshed our original laptops at the high school and added chromebooks in grades 5-8 as well as chromebooks and IPADS at the elementary level. We have an early literacy program in place at H-M-S Elementary School. We have just received a Monsanto grant to implement STEM activities in the Agriculture Education program. In addition, we received a CASE Grant to enable our ag teacher to become trained on the Case Curriculum and purchase equipment needed to implement the curriculum. Another positive for both capacity and sustainability is the fact that the current superintendent is serving his 5th year. Steady, long-term, leadership enables districts to better carry through long-range programs without having multiple sets of goals coming from new directions through changes in upper management. Another positive for both capacity and sustainability is the fact that H-M-S's enrollment has remained steady the past few years.

H-M-S is well positioned to support our TLC plan. Several of the "must-haves" for our TLC Plan are already in place in our district. We already meet the minimum salary of \$33,500 through our use of TSS funds. Although we already have a mentoring program, through our TLC plan we propose to add another year to the plan in an effort to retain new, good teachers. Our plan calls for 1 lead teacher focusing on K-4 Literacy, 10 AIW anchors, and two half time lead teachers grades 5-12. A rigorous selection process has been developed to select our teacher leaders. AIW professional development is one of our district's initiatives as well as being one of our TLC goals.

SUSTAINABILITY

H-M-S will sustain/maintain the TLC program by making the program systemic through the following methods:

1. The TLC Planning Committee will continue once positions are in place. They will review each position each year and revise accordingly. Pre and post surveys will be given to all teachers in leadership positions. Mentors will be given an additional year to work with their mentees to ensure we can retain quality young teaching professionals.
2. Quality professional development will be provided for each facet of the position's job description. H-M-S will utilize local AEA and state-level resources to ensure that each person in his/her position is given access to quality professional development to assist them in meeting their job responsibilities.
3. The TLC program will be a monthly board agenda item to keep the program constantly before the public so that they can follow its progress as we move forward with the program.

Persons Responsible:

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 among all leaders will be critical as the district adjusts 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 TLC program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

Teacher Leadership – All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work one-on-one with staff to build relationships and trust to focus on the key elements of the TLC program. H-M-S does not intend to partner with any other district to implement our TLC Plan. We work with Northwest AEA to deliver our first two years of our mentoring program and will look to them to provide resources and guidance in professional development program.

Our TLC plan will enable the H-M-S Community School District to enhance the already positive programs offered to the students and community members in the H-M-S Community School District. It will also make the teaching/learning environment of H-M-S one of the most positive possible for current and future staff members. Student achievement is

the ultimate goal and will help us meet our mission of nurturing and preparing students to become responsible citizens equipped to meet the challenges of an ever-changing world.

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.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$162,845.37
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).	\$36,502.00
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.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$199,347.37

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 **637.93**

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

District Enrollment-Based Allocation **\$199,467.95**

Total Allocation **\$199,467.95**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$199,347.37**

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 **\$120.58**

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)

Hartley Melvin Sanborn has the following measurable goals for the TLC program: 1. Attract able and promising new teachers by offering competitive starting salaries and offering professional development and leadership opportunities. 2. Retain effective teachers by providing enhanced career opportunities. 3. Promote collaboration by developing and supporting opportunities for teachers to learn from each other. 4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involved increased compensation. 5. Improve student achievement by strengthening instruction. The following new teacher roles will be created to make these goals a reality:

- 1 FTE PK-4 Literacy Lead Teacher
- .5 FTE 5-8 Lead Teacher
- .5 FTE 9-12 Lead Teacher
- Mentor teachers (as many as we have 3rd year teachers)
- 10 AIW Anchor teachers

Hartley-Melvin-Sanborn will hire a full time PK-4 literacy coach who will focus on the area of reading. He/she will review assessment data and plan activities to improve teaching and learning. The majority of time will be spent with PK-4, but he/she will also be available to work with grades 5 and 6. The Lead Teacher will provide guidance in literacy and will formulate an action plan to bring about improvement in instruction, in-class supervision, and post-class discussion of strengths, weaknesses and strategies for improvement. He/she will coordinate Lead Teacher activities relating to training and professional development with the lead teachers and with the area education agency where appropriate. He/she will spend 100% of his/her time in a leadership role and will have a ten-day extended contract, which can be taken in equivalent hours. A log will be kept to keep track of equivalent hours before and/or after school and on non-school days. HMS will hire two .5 FTE lead teachers, who will also have 5 extra days per ½ time position. They will spend 50% of their time in the classroom and the other 50% assisting other teachers, helping them integrate Iowa Core, technology and STEM into their regular classroom and into their lesson plans. These lead teachers will be curriculum/professional development leaders in the fields of Iowa Core Curriculum, technology and STEM and provide support and resources for teachers.

Lead Teachers:

Teacher	Base	Fica	Ipers	Ins.	Total
.5 Lead teacher	\$895	\$69	\$80	\$180	\$1224
.5 Lead teacher	\$895	\$69	\$80	\$180	\$1224
1.0 Lead teacher	\$1790	\$137	\$160	\$360	\$2447

Mentor Teachers:

Teacher	Base	Fica	Ipers	Ins.	Total
Teacher 1	\$1000	\$77	\$89		\$1166
Teacher 2	1000	\$77	\$89		\$1166
Teacher 3	1000	\$77	\$89		\$1166

AIW Anchors:

Teacher	Base	Fica	Ipers	Ins.	Total
10 X	2000	\$153	\$179		\$2332

Substitute Teachers (Approximately 80 days):

Teacher	Base	Fica	lpers	Ins.	Total
39 x \$105	\$4095	\$320	\$374		\$4789

Lead Teacher/ Model Teachers - Depending on who is chosen for these positions, it will be 2.0 FTE at an approximate cost of \$162845.37.

Combined Grant total:

\$199347.37