



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!
139990 - IKM Manning Teacher Leadership and Compensation Plan Application
Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: IKM-Manning Community School

Organization Type: K-12 Education

DUNS:

Organization Website:

Address:

City State/Province Postal Code/Zip

Iowa

City

State/Province

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Phone:

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Dr. Thomas Ward
Title Superintendent
Organization IKM-Manning CSD

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

Address **209 10th Street**

City/State/Zip* **Manning Iowa 51455**

City

State

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Telephone Number **712-655-3781**

E-Mail **tward@ikm-manning.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 **Eric Howard**
Title **School Business Official**
Organization **IKM-Manning CSD**

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County(ies) Participating, Involved, or Affected by this Proposal	Audubon County, Carroll County, Crawford County, Shelby County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	6, 9
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	12, 18
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

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.

The project will positively impact all students.

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.

Dr. Tom Ward

Title of Person Submitting Certification

Superintendent

Recipient Information

District	IKM-Manning Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	24-3168
<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	Dr.
Name of Superintendent	Thomas Ward
Telephone Number	712-655-3781
E-mail Address	tward@ikm-manning.k12.ia.us
Street Address	209 10th Street
City	Manning
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51455

TLC Application Contact

Honorific	Dr.
Name of TLC Contact	Thomas Ward
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Street Address	209 10th Street
City	Manning
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51455

Demographic Profile

October 2014 Certified Enrollment	697
October 2014 Free/ Reduced Lunch %	40
AEA Number	13

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 IKM-Manning Community School District is a consolidated school district encompassing four communities with 2 attendance centers — Grades 4-12 in Manning and the K-3 located in Irwin. There are preschools in both attendance centers.

Based on data collected throughout the TLC planning process, school staff and parents demonstrated support for the implementation of a Teacher Leadership System (TLS). Staff responded to surveys showing support that indicated that increasing teacher leadership throughout the district will assist in making the district vision of Leading and challenging our students to excel through rigorous and relevant instruction a reality.

IKM-Manning follows the Iowa Professional Development Model (IPDM) to engage educators in professional development based on student data and addressing achievement gaps. The district has relied on administration and a planning committee to lead various initiatives in recent history. District educators are engaged in Professional Learning Communities (PLC) through four initiatives outlined in the district strategic plan: 1) K-12 Literacy, 2) Technology Integration, 3) Multi-Tiered System of Supports (MTSS), 4) Higher Order Thinking and Substantive Conversation, all initiatives incorporating the alignment of Iowa Core. Through the TLC, IKM-Manning educators will have the ability to increase the allocation of time, resources, professional development, and stipends to ensure that all students are learning at high levels.

The IKM-Manning vision for the TLS is to challenge students to excel and to foster a positive culture for learning, the IKM-Manning CSD will empower and support new and career teachers to be highly effective by strengthening their leadership skills and expertise in curriculum and instruction through a system of professional collaboration, reflection, and practice.

To ensure a cohesive, effective educational system focused on student achievement, the TLC committee developed and defined five differentiated teacher leadership roles that include TLC Coordinator, Instructional Coach, Model Educators, Mentors, and Leadership Team Members.

These positions will be filled by 17 teacher leaders (25% of teachers) at IKM-Manning who demonstrate willingness to serve as coaches and mentors to their peers. Some of these teachers will take on full-time leadership roles. Others will be in roles that are in addition to their full-time assignments; all will work together to create a cohesive TLS. The IKM-Manning teacher leadership positions have stipends attached. Roles and responsibilities are aligned to each leadership position. Incorporated into each role are modeling, observation, collaboration, strategy implementation, data collection, and delivery and/or planning of professional development.

To fill the TLC positions, a rigorous selection process has been established which includes teacher nomination, application, peer recommendations (for full-time positions), and an interview that provides evidence of leadership ability. The rigorous application and interview process will be conducted through a selection committee whose membership will include teachers, community, board, and administrators. Applicants will provide information regarding their knowledge and skills as related to effective teacher leadership which include: working with adult learners, communication, collaboration, pedagogical knowledge aligned to district goals and professional development initiatives, and systems thinking. This process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

Formative and summative data will be used to evaluate the effectiveness of the TLS. Teacher leaders will be responsible for regularly collecting and analyzing data regarding student academic achievement, improved instructional practices, and district established goals for the TLS which are as follows:

TLC GOAL #1: To assure a minimum salary of \$33,500 for all teachers.

TLC GOAL #2: To create a TLC system that would encourage teachers to apply for teacher leadership positions with compensation commensurate with responsibilities of the leadership role and additional contract days for professional leadership growth opportunities.

TLC GOAL #3: To create district TLC leadership roles: 1 TLC Coordinator, 1 K-12 Instructional Coach, and 4 Model Teachers. Expand current roles that will collaborate with TLC personnel and improve teaching and learning: 3 Mentors and 8 members of the District Leadership Team.

TLC GOAL #4: To write a comprehensive TLC plan that is tied to vision and goals, enhances the current PD system, aligns to the Iowa PD Model with the goal of improving student achievement and enhancing the quality of instruction.

TLC GOAL #5: To provide a system of support to recruit and support new teachers and promote excellent teachers at IKM-Manning.

IKM-Manning maintains a strong professional development delivery system which supports teacher collaboration and celebrates student achievement. This is due in part to teachers who are willing to work many hours supporting district initiatives for little to no additional compensation. The TLC system will provide an opportunity for IKM-Manning to reward teachers for their dedication to improving instructional practice. IKM-Manning is confident that its plan for the Teacher Leadership System will create a culture of learning that is focused on increasing student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? No

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

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.**

- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.**

- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).**

Planning Process

Collaboration and Learning

The IKM-Manning District began the TLC planning by forming a group of administrators, teachers, and parents in the Fall of 2014 to explore the idea of teacher leadership. Administrators met with an independent consultant to identify timelines, responsibilities, and expectations for both educators and administration in developing and submitting a TLC application. The committee of 8 teachers and parents and 3 administrators met throughout the spring and summer of 2015 to read other successful TLC grants, discuss ramifications of teacher leaders in the district, determine TLC roles and responsibilities, administer surveys, and begin the writing process.

Using Model 3 (Comparable Plan), the committee designed a plan that will enable the district to impact student achievement through strong teacher leadership.

Initial information and data collection:

Information regarding the TLC grant was provided to all IKM-M employees in May of 2015. A more in-depth presentation was given in August of 2015. A survey was developed and dispersed to all employees to determine need and interest.

Committee Work:

Based on survey results and conversations with various groups, it was evident that all district stakeholders were interested in the committee proceeding with their work to pursue the TLC grant. The committee reconvened to collaboratively develop the plan and submit a high quality TLC application.

TLC planning grant dollars were used to impact the quality of the grant by providing funding to support the following:

- Grant planning, writing, consultation, and support services
- Committee member stipends

Description of support and commitment

Teachers

Eight teachers attended meetings and helped formulate the plan. After collaborating and writing during the spring and summer of 2015, the plan was shared with full district staff and 100% expressed optimism the plan could help improve student learning. In addition, 50% of the teachers indicated interest in applying for one or more of the positions. Teachers provided ongoing feedback during the TLC grant writing process. Teachers provided detailed information on teacher leadership roles and the impact on student achievement.

Administrators and School Board

Initial meetings and discussions gave administrators opportunities to address concerns that they had about the system. With more information and input from the TLC committee, they developed a greater understanding of how the plan would benefit staff and students alike. Administrators then facilitated conversations with staff on the development of TLC positions and proposal details. Administrators took an active part in designing the IKM-Manning TLC plan, supporting it 100%. The School Board provided input and feedback on positions and budgets for TLC funded positions. School Board members were in 100% agreement to develop and submit the TLC application.

Stakeholder groups

Stakeholders were given opportunities to give input, voice concerns, or raise questions to the TLC committee throughout the process. An informational piece was posted on the school website to reach a majority of parents. To date, no one has raised any issues about pursuing the TLC funding. Public board meetings also offered stakeholders an opportunity to address the TLC proposal. The Board favors the plan as the system will support teachers as they work to increase student learning.

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.

Vision

The IKM-Manning district vision is Leading and challenging our students to excel through rigorous and relevant instruction, which mirrors the intent of the legislature's TLC System. After the formation of the TLC committee, the following TLC vision statement was developed and adopted: In order to challenge our students to excel and to foster a positive culture for learning, the IKM-Manning CSD will empower and support new and career teachers to be highly effective by strengthening their leadership skills and expertise in curriculum and instruction through a system of professional collaboration, reflection, and practice.

Goals

Attracting and retaining excellent teachers, enhancing student achievement data; addressing individual, building and district PD needs; and developing internal capacity through the establishment of a teacher leadership structure are all goals that the TLC committee considered in drafting the TLC goals, which are listed below.

TLC GOAL #1: To assure a minimum salary of \$33,500 for all teachers.

- District Criteria**

- Base salary at \$33,500.**

- Fill leadership positions with high quality lead teachers.**

- District/Student Learning Goals**

- Attract, retain, and reward high quality educators who can collaborate for increased student success.**

TLC GOAL #2: To create a TLC system that would encourage teachers to apply for teacher leadership positions with compensation commensurate with responsibilities of the leadership role and additional contract days for professional leadership growth opportunities.

- District Criteria**

- Ensure a high quality plan that will compensate teacher leaders both monetarily and by providing the necessary time to learn and collaborate with colleagues.**

- District/Student Learning Goals**

- Increase student achievement through instructional coaching and providing quality models of instructional practices.**

TLC GOAL #3: To create district TLC leadership roles: 1 TLC Coordinator, 1 Instructional Coach, and 4 Model Teachers, while expanding current leadership roles that will collaborate with other TLC personnel and improve teaching and learning: 3 Mentors and 8 members of the District Leadership Team.

- District Criteria**

- Implement TL structures (roles and responsibilities) to support instructional coaches and teachers with the implementation of instructional strategies, curriculum alignment, technology integration and MTSS. Learning will occur through high quality professional development.**

- District/Student Learning Goals**

- Provide high quality instruction throughout the IKM-M CSD focused on increased student success.**

TLC GOAL #4: To write a comprehensive TLC plan that is tied to vision and goals, enhances the current PD system, aligning it with the Iowa PD Model with the goal of improving student achievement and enhancing the quality of instruction.

- District Criteria**

- Systematic PD aligned with district initiatives, student achievement data, research-based instructional strategies and the Iowa PD Model.**

- District/Student Learning Goals**

- Increase student achievement through increased student competency in essential knowledge and skills aligned to the Iowa Core.**

TLC GOAL #5: To provide a system of support to recruit and support new teachers and promote excellent teachers at IKM-Manning.

- District Criteria**

- High quality mentoring system to supplement the current Journey to Excellence mentoring program and provide additional support to new teachers.**

- Meet bimonthly in Professional Learning Communities (PLCs) to examine data, collaborate, participate in professional development and receive support from teacher leaders.**

•District/Student Learning Goals

- Teachers will ensure each student learns by creating a culture of collaboration focused on student achievement through mentoring and ongoing professional learning.

District Data to Support Pursuing the TLC

The TLC goals match the academic goals set by the district. The table below charts the district Iowa Assessment scores for the past five years. While scores have been steadily rising in Reading, little movement has been made in the other two core areas.

	2010-11	2011-12	2012-13	2013-14	2014-15
Reading	78.37	77.94	77.44	85.24	86.5
Math	82.27	79.78	83.08	85.24	81.02
Science	89.01	85.11	84.40	81.75	87.76

The district has invested time and resources aligned to the MTSS efforts in Literacy for the past five years. IKM-M is a designated C4K partner school, collaborating with both Green Hills AEA and the Iowa Department of Education in piloting literacy best practices and resources. The elementary dedicates 25 minutes every day, in addition to the core, to address EACH student’s reading needs, no matter what their reading level. Individual goals, strategies, and resources are utilized to increase students’ reading proficiencies. (The chart shows steady gains have occurred as a result of the literacy focus.)

By implementing the TLC plan using Model C (Comparable Plan) and having teacher leaders who can help enhance instruction, the district will be able to maintain the gains in literacy as well as add a concentration in the area of math. IKM-Manning teacher leaders, through ongoing collaboration with staff, will be able to mimic the success of the MTSS literacy program — setting goals for students, progress monitoring how strategies are impacting learning, and increasing math proficiency.

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)

In the spring of 2015, the IKM-Manning staff began exploring Higher Order Thinking in their curriculum areas. This professional development will continue into the 2015-16 school year with staff incorporating quality questioning and substantive conversation into their instruction and tying this to their current K-12 initiatives: Literacy, MTSS, and Technology, with Iowa Core alignment built into each initiative. With improved instructional practices and emphasis on quality student engagement and professional development, student achievement will be positively impacted.

Multi-Tiered Systems of Supports (MTSS): IKM-M is implementing MTSS district-wide. MTSS is a decision-making framework of evidence based practices in instruction and assessment that addresses the academic and behavioral needs of all students in general education. At the elementary level there is an intense focus on MTSS K-6 Literacy. The 6-8 levels have been participating in the MTSS for the past 5 years in Literacy, Math, and Science. The IKM-M Elementary became a pilot school during the 2013-14 school year in utilizing the FAST screening and progress monitoring system as well as the Facilitation Guide for Question D2: If the Universal Tier is Not Sufficient, What Needs Must Be Addressed? The team is currently working through the guide and addressing each of the building blocks. The TLC funding would allow for the MTSS work to expand beyond reading and replicate the district's successful approach in the area of math. The K-12 Instructional Coach will collaborate with teachers to identify struggling learners, select interventions, and collect and organize student data. They will work in collaboration with Model Teachers to provide this support. When warranted, the K-12 Coach will provide professional development around MTSS.

K-12 Higher Order Thinking and Student Conversation — In Spring 2015 the IKM-Manning staff identified higher order thinking through quality questioning and increasing substantive conversation in the classroom as focus areas. The work is closely aligned to the Iowa Core Standards (specifically speaking, listening, and 21st Century skills). Model Teachers will provide opportunities for staff to observe lessons incorporating conversation and demonstrating use of questioning to increase higher order thinking. The TLC Coordinator and Instructional Coach will collaborate with teachers to plan lessons and analyze implementation data to determine success.

K-12 Literacy - TLC will support teachers giving them researched based tools and processes to improve instruction based on the FAST/IGDI assessment data. One of the district goals is that all students read well and meet the state established reading benchmarks.. At the 9-12 level, all students and staff are involved in the One Book Project, which connect students and staff to literature through reading and substantive conversations. Through collaboration, TLC leadership will strengthen core literacy instruction with all teachers. Model Teachers will provide comprehension and fluency strategies and literacy lesson plans intended to increase all students skills no matter where they fall along the achievement spectrum.

Technology -- IKM-Manning implemented a 1:1 initiative providing Chromebooks to all students in grades 4-8 in 2014-15 and will expand the 1:1 initiative to grades 9-12 in 2015-16. While some professional development on preparing teachers for this initiative has occurred, staff understands that adding a digital device to the classroom without a fundamental change in the culture of teaching and learning will not lead to significant improvement in student learning. The TLC Instructional Coach and Model Teachers will help IKM-Manning teachers learn how to manage the transition from a learning environment where paper is the primary tool to a classroom that effectively incorporates technology to positively impact learning.

While Iowa Core is not an initiative, it is incorporated into every facet of teaching and learning at IKM-Manning. The TLC Coordinator and Instructional Coach will provide guidance for staff to implement the Core. The TLC teacher leaders will facilitate meetings with individual and grouped staff to discuss implementation of Core into the curriculum that are addressed and assessed in instruction.

A key component of the district's current PD structure is collaboration. However, time constraints do not allow teachers to engage as deeply in collaboration as would be possible if the TLC plan were in place. The TLC grant will allow IKM-Manning to expand initiatives, multiply teacher leadership positions, and, ultimately, positively impact teaching and learning.

Using Part 4 application narrative from previous submission? No

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

Current Mentoring Program

The IKM-Manning district is in a unique situation with teachers new to the district and new to the profession. In the past five years, the district has only had 2 new teachers. Because of the low numbers, the district does not have a lot of data concerning their mentoring program, which means that the positive climate for new and returning teachers indicates an already successful mentoring program. However, data needs to be collected to ensure that the district's new teachers continue to receive sufficient support to promote classroom and professional success.

The IKM-Manning district implements the Green Hills AEA's Journey to Excellence program for teachers new to the district. Mentees are paired with trained IKM-Manning mentors to navigate the first two years in the district. New teachers in the district meet for one full day prior to the school year to discuss district initiatives, complete necessary paperwork, and get their classrooms ready.

The district currently uses trained mentors who have been in the district for a number of years and have vast experience in implementing district initiatives. New teachers to the district but not new to the profession go through induction as a way to connect initiatives and align their skills and knowledge with the current work of the district. The mentors assist teachers in connecting their work to the Iowa Teaching Standards and Criteria.

Addressing areas of Improvement

The TLC system will allow for more people to help new teachers develop a deeper understanding of fundamental evidence-based practices. By providing a strong mentoring and induction program for new teachers at IKM-Manning, the district will not only improve individual teacher development, but will also help to enhance learning in the district. Adding to the already strong Journey to Excellence program, the new teachers will have the opportunity to work with Model Teachers, Instructional Coach, and the TLC Coordinator, in addition to the TLC teacher leader Mentors. Providing a strong mentoring and induction program will help new teachers become leaders in the classroom and in the district. The different roles, as laid out in the TLC system, have defined responsibilities in the mentoring and induction plan as shown below.

TLC Mentors will

- recognize social and emotional needs of new teachers and provide support for these needs;
- support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures;
- observe and give feedback to the mentee about his/her instruction;
- meet regularly with new teachers.

TLC Model Educators will

- partner with the Instructional Coach to provide appropriate modeling and resources;
- help colleagues by sharing instructional and professional resources i.e. websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools.

TLC Instructional Coach will

- assist mentees in advancing their instructional skills by providing resources and feedback;
- facilitate reflective dialogue with mentees to consolidate new understandings and identify possible next steps.

TLC Coordinator will

- plan and demonstrate lessons that apply best practices, educational innovations, and Iowa Core alignment to improve instruction;
- support teacher-leaders and mentors in supporting mentees and teachers new to the district.

Through a collaborative effort, and because of TLC funding, new teachers and teachers new to the district will have unprecedented access to a multitude of resources, trained personnel, direct and relevant feedback, modeling of research-based instructional strategies, and full district support that will enable them to be successful in the IKM-Manning District.

As the Mentoring program is expanded and further developed, both formative and summative data will be collected to continue examining the district's mentoring efficacy.

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.

IKM-Manning strives to create a system that will assist the district in achieving both the district vision — Leading and challenging our students to excel through rigorous and relevant instruction and the supporting TLC vision — In order to challenge our students to excel and to foster a positive culture for learning, the IKM-Manning CSD will empower and support new and career teachers to be highly effective by strengthening their leadership skills and expertise in curriculum and instruction through a system of professional collaboration, reflection, and practice.

Through the Teacher Leadership System, IKM-Manning has the opportunity to seamlessly connect teacher leadership, professional development, and collegial collaboration to support district initiatives in a meaningful way.

The TLC committee has worked diligently and considered many options prior to determining the final TLC positions that will ensure a cohesive and effective model focused on student achievement. The cornerstone of the TLC system is creating impactful teacher leadership roles. The IKM-Manning committee decided on these roles: 1 TLC Coordinator, 1 K-12 Instructional Coach, 4 Model Teachers, 3 Mentors and 8 teacher leaders who will serve as the District Leadership Team. These positions will be filled by 17 teacher leaders (25% of teachers) at IKM-M.

The distribution of teacher leadership creates flexibility in both the time colleagues can collaborate to improve instructional practice and in the delivery of PD and provides structures for monitoring the fidelity of implementation. Teacher leaders will have time and resources to meet the needs of students and impact student achievement.

District educators are engaged in Professional Learning Communities (PLCs) focused on four initiatives: 1) Literacy, 2) Higher Order Thinking and Student Conversations 3) Integration of Technology, and 4) Multi-Tiered System of Supports (MTSS). Teacher leaders will be integral in moving the district forward in meeting the needs of all learners.

TLC Roles

Teachers have had input into the development of the roles and responsibilities of each position. The chart outlines the components of the teacher leader roles for the TLC system.

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract	Percent out of Classroom
TLC Coordinator/ Lead	\$10,000	1	15	100%
K-12 Instructional Coach	\$5000	1	10	100%
Mentor	\$1000	3	4 days - 2 days can be taken incrementally	0%
Model Educator	\$2500	4	5 days - can be taken incrementally	0%
District Leadership Team	\$500	4 Elementary 4 Secondary	No extra days	0%

Job Descriptions and Responsibilities

District Leadership Team

The District Leadership Team (DLT) will be an integral part of the TLC system at IKM-Manning. The DLT will be the platform for members to represent staff, bring concerns, issues, and celebrations to the team to discuss and problem-solve.

District Leadership Team Members will

- Serve as voices for their peers while working with administration.
- Collaborate with TLC personnel to analyze data and make decisions.
- Contribute expertise to examine initiatives and their effect on student learning.
- Provide insights into current procedures to best serve student populations.
- Support TLC efforts in the district to facilitate student achievement.

Mentor

Mentor teachers will provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs. Mentors will collaborate

with the TLC Lead, Instructional Coach, and Model educator to best support the needs of new teachers.

Mentor Teachers will

- Recognize social and emotional needs of new teachers and provide support for these needs as they acclimate to the IKM-Manning district, buildings and educational system.
- Support new teachers as they learn and implement building and district goals, initiatives, policies, procedures.
- Observe and give feedback in mentee's classroom.
- Meet regularly and as needed with new teachers.
- Meet regularly to build capacity to support new teacher learning.
- Support teachers to develop knowledge of data-driven decision making.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.
- Provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.
- Work collaboratively with TLC teacher leaders and administration to support the TLC efforts.
- Participate in the development of a district-wide culture that promotes professional growth and student learning.

Model Educator

Model Educators possess expertise in district/building initiatives and are willing to share that expertise with peers. They will work closely with the Instructional Coach as well as the Mentor Teachers.

A Model Educators will

- Model characteristics of effective instruction.
- Identify opportunities for teachers to observe research-based, best-practices of instruction.
- Work collaboratively with TLC teacher leaders and administration to support the TLC efforts.
- Reflect with peers after a lesson has been modeled.
- Video-tape exemplar lessons as a resource for other educators.
- Partner with the Instructional Coach to provide appropriate modeling and resources.
- Attend workshops/conferences when warranted to find new ideas to infuse into the classroom.
- Support ongoing collective learning so teachers focus on practices that directly improve student learning as evidenced by student achievement data.
- Help colleagues by sharing instructional and professional resources i.e. websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools.
- Work inside classrooms to help teachers implement new ideas, demonstrate lessons, engage in co-teaching, observing, and giving feedback.
- Build an understanding of content standards and how components of the curriculum fit together and how to use curriculum to plan instruction and assessment.

Instructional Coach

The Instructional Coach will provide resources, training, strategies, and guidance on effective instructional and assessment practices. In addition, s/he will facilitate data analysis with Professional Learning Communities (PLC) and monitor the implementation of new learning in the classroom by developing mutual accountability systems.

Collaboration with all other TLC positions will be frequent and ongoing.

The Instructional Coach will

- Observe and demonstrate instructional strategies.
- Support implementation of instructional strategies through observations, co-planning, and co-teaching.
- Facilitate discussions about improving instructional practices.
- Engage in the development and integration of technology into the curriculum.
- Assist in the implementation of the 1:1 technology initiative.
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Support the vertical alignment of curriculum.
- Be current on research-supported best practices.
- Build an understanding of content standards and how components of the curriculum fit together and how to use curriculum to plan instruction and assessment.

- Attend workshops/conferences when warranted to find new ideas to infuse into the classroom.
- Facilitate reflective dialogue with the teacher to consolidate new understandings and identify possible next steps.
- Lead teams to collect and analyze data to make decisions related to professional growth and school wide action research.
- Build an understanding of content standards and how components of the curriculum fit together and how to use curriculum to plan instruction and assessment.
- Lead teams to collect and analyze data to make decisions related to professional growth and school wide action research.
- Participate in the development of a district-wide culture that promotes professional growth and student learning.

TLC Coordinator

The TLC Coordinator will contribute to the growth of the district by overseeing implementation of the teacher leadership system. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication.

The TLC Coordinator will

- Collaborate and coordinate PD work with teacher leaders, DLT, and AEA Point of Contact.
 - Plan, facilitate, and monitor professional learning for teacher leader personnel.
 - Assist teacher leaders in self-assessing effectiveness and professional growth.
 - Lead teacher leader meetings to solicit feedback and enhance communication within the system.
 - Facilitate teachers leaders coaching teachers.
 - Lead program evaluation of the TLC grant. This will include the collection of all documentation and data related to TLC program.
 - Partner with the DLT to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, and community.
 - Support teachers in the development and implementation of Individualized Career Development Plans.
 - Support the accomplishment of the district's long-term and short-term goals as aligned with the TLC goals.
 - Participate in leadership and content-specific professional development training as needed.
 - Attend workshops/conferences when warranted to find new ideas to infuse into the classroom
 - Co-facilitate and co-plan, with teacher leaders, demonstrate lessons that apply best practices, educational innovations, and Iowa Core alignment to improve instruction.
 - Facilitate the creation and maintenance of a repository of exemplar lessons and classroom-instruction videos.
 - Participate in the development of a district-wide culture that promotes professional growth and student learning.
- The plan incorporates the TLC roles into the current administrative and building leadership teams. The TLC Lead and Instructional Coach, in collaboration with administration, will ensure that the curriculum is aligned with Iowa Core. Model teachers will coordinate their efforts with the other TLC personnel to blend best practices in the classroom with district and building initiatives to provide exemplar lessons and instructional artifacts for other educators. Mentors will help train and support new educators in understanding the content of each initiative. The TLC Lead will coordinate the TLC as they support peers and promote student achievement. The TLC personnel and administration will analyze all data points related to the TLC and 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.

Selection of leader teachers for the Teacher Leadership program at IKM-Manning will be rigorous. The plan includes the following steps for assuring that all teachers involved in the TLC are committed to the teacher leadership initiative and are willing to serve in the leadership position. As recommended by all stakeholder groups, the selection process to fill all leadership positions will be clearly outlined, available to all who are eligible, and transparent to all stakeholders.

Selection Process

1. All leadership positions will be posted upon notification of receiving the TLC funding. Information to staff will include detailed information regarding the roles and responsibilities of each leadership position. The application and selection process will also be provided, including the timelines and all requirements needed to be addressed in the application narrative.
2. Teacher Application – Teachers will self-nominate and submit an application form. The application will include a narrative that addresses current qualifications that fit the TLC role, provides evidence of continuous learning opportunities the applicant has engaged in, and displays efficacy in their current and past teaching or teacher-leader assignments. The application will address the Iowa Teaching and Criteria and Leadership Standards. The application with narrative will be submitted to the Selection Committee.
1. The Selection Committee includes members from these IKM-Manning stakeholders: 3 administrators, 3 teachers (one from elementary, one from middle school, and one from high school), and 1 community member or board member. The committee will review all application documents and follow the selection process to make recommendations for each TLC position. Teacher committee members will be educators who are not applying for TLC positions.
1. The full-time positions of TLC Coordinator and K-12 Instructional Coach will interview with the Selection Committee. The process will provide those interviewing the opportunity to share evidence and provide a narrative that highlights career goals such as additional education, service on leadership committees, and teacher leadership roles and responsibilities they have assumed for the district or building(s). A rubric that encompasses the Iowa Teaching Standards and Criteria will be designed for the applicants to address in their submission and for the Selection Committee to use as they review applications, compose interview questions, and determine selections for TLC roles.
1. This selection process will occur annually for available leadership positions, including teachers currently serving in teacher leadership roles. The system will include feedback data from peers, a modified re-application form (for current TLC staff who are reapplying), and interviews conducted by the administrator and TLC Coordinator.

Both the initial application and renewal applications will embed the criteria detailed in the Iowa Teaching Criteria and Leadership Standards. Applicants will provide information regarding their knowledge and skills as related to the eight criteria. This rigorous application process will allow the Selection Committee to identify the applicants most qualified to serve in each of the leadership positions.

A clear and equitable evaluation system, aligned to the areas of effective teaching and leadership, will be designed for the roles of Instructional Coaches and the TLC Coordinator. The evaluation process for the Instructional Coaches and TLC Coordinator will also include a set of clearly defined performance indicators. All TLC personnel will provide a self-assessment reflection (with artifacts to support the self-assessment) and an assessment by the TLC Coordinator, to be conducted on an annual basis. The TLC Coordinator's assessment will be conducted by the administration. Teacher leaders will receive initial and ongoing job-embedded training aligned to the roles and responsibilities of their leadership position. TLC personnel will be provided time and resources to attend trainings and collaborate with other districts' TLC leaders to gain valuable information to bring back to staff and incorporate into professional development and small group/individual collaboration to improve student achievement.

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.

IKM-Manning believes that the most effective way to develop and deliver professional learning is through teacher leaders. The district currently has a structure in place that includes a professional development committee. Educators on the PD committee are lead learners. They plan professional development, analyze implementation data, and guide the district in alignment to the Iowa Professional Development Model (IPDM) and Iowa Core Standards.

Through the Teacher Leadership System (TLS), teacher leaders will have a greater responsibility in the planning, development, implementation and evaluation of professional development. The difference the TLS will make is providing adequate compensation for these leaders.

All district educators are engaged in Professional Learning Communities (PLC) focused on four initiatives 1) Literacy, 2) Higher Order Thinking and Student Conversations 3) Integration of Technology, and 4) Multi-Tiered System of Supports (MTSS). Professional development will be based on the components of the IPDM. The Iowa Professional Development Model components are found in the left column with the IKM-Manning TLC roles matched to each component.

IPDM	Role and Responsibilities aligned to IPDM Components
Data Analysis	<ul style="list-style-type: none"> •TLC Coordinator and Instructional Coach will assist teachers, leadership teams, and administrators with identifying PD needs based on student achievement data.
Goal setting:	<ul style="list-style-type: none"> •TLC Coordinator and Instructional Coach will assist leadership teams and principals in setting goals for implementation of PD.
Selecting Content	<ul style="list-style-type: none"> •All TLC teacher leaders will work collectively with administration to study data and district goals for selecting evidence-based PD. Content for PD will be aligned with current district initiatives to address identified gaps in student achievement, learning supports needed, and integration of technology. •All teacher leaders will be included on leadership teams and work with administration to determine a variety of formats to provide theory, demonstration, practice, and collaboration. The content and PD needs that are implemented will be determined by student achievement data. Adjustments to PD design will be made based on formative data (MTSS, Literacy, Higher Order Thinking, and Technology) and the IPDM implementation profile.
Design Professional Development	<ul style="list-style-type: none"> •All teacher leaders will be asked to provide a variety of training and learning opportunities that are aligned to district initiatives. They will engage classroom teachers in collaborative, ongoing, job-embedded PD which could encompass modeling, co-teaching, observation feedback, small group PD, and larger full-staff PD delivery. Teacher leaders will provide resources, training, strategies and guidance through PD.
Training/Learning Opportunities:	

**Collaboration
Implementation**

- All teacher leaders will engage in collegial PD centered around collaborative teaming which provides opportunities for teachers to implement new strategies, develop lessons, and solve problems related to what they are studying in PD. Collaboration will allow teachers to reflect on their PD implementation and to apply learning to their classroom instruction.

**Ongoing Data Collection
Formative Evaluation**

- All teacher leaders will work collaboratively to develop tools for collecting and organizing formative data. Data will be used to determine the level of fidelity of professional development. Collection, analysis, and discussion of implementation data will occur throughout the year so adjustments can be made to professional development at the building/district level.

Summative Program Evaluation:

- All teachers leaders will collect data which will be utilized in the summative evaluation. Program evaluation data will provide information on the efficacy of the professional development. Student achievement data on standardized measures will be utilized as a summative measure to determine if PD impacts student achievement.

Teacher leaders at IKM-Manning will utilize the Iowa Professional Development Model when addressing PD initiatives and assessing the impact of those initiatives on student achievement.

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 IKM-Manning District has a variety of student assessment measures, in addition to other data points, such as the implementation of instructional practices that best meet the needs of all students. Educators are engaged in Professional Learning Communities (PLC) focused on standards alignment through four initiatives outlined in the district strategic plan: 1) Literacy, 2) Technology Integration, 3) Multi-Tiered System of Supports (MTSS) 4) Higher Order Thinking and Substantive Conversation, all initiatives incorporating the alignment of Iowa Core. Collecting and analyzing these data points will help the district determine the efficacy of their TLC plan.

Short-term data points:

- 1) Staff survey responses and interviews to determine the impact, influence, and efficacy of the teacher leaders on new and veteran teachers.
- 2) Walkthrough data to determine implementation of strategies demonstrated by model teachers and instructional coaches and those strategies studied in professional development.
- 3) Staff written reflections on professional development, strategy implementation, and peer collaboration.
- 4) MTSS and FAST datawall entries to determine success of strategies for identified students.
- 5) Self-assessment reflections and personal goals from teacher leaders about their individual learning and impact on others.
- 6) Analysis of feedback forms from staff who have worked with teacher leaders
- 7) PLC team meeting notes.

Long-term data points:

- 1) Staff attendance and staff-retention trend data.
- 2) Achievement of annual academic goals.
- 3) Walkthrough data that collects evidence of professional development implementation and trends around implementation.
- 4) Student achievement trends for subgroups and cohorts in a variety of assessments.

Monitoring and adjusting of the TLC plan will be determined using a variety of data sources as indicated above.

Scheduled collection and evaluation times will be set by the TLC personnel in order to provide prompt feedback and course correction, if needed. Regularly scheduled TLC meetings will give those responsible for data collection time to examine what has been collected, present the data to staff, and recommend alterations to the plan or to continue the plan as is.

Feedback that is relevant is a necessary part of the continuous improvement model. The district will monitor impact and effectiveness with a variety of tools and techniques. Continued communication with the staff, school board, School Improvement Advisory Committee, students, and community will provide an avenue for feedback, while also giving stakeholders a venue for voicing concerns and commenting on successes. Based on frequent formative assessments, the staff will have the opportunity to study the data, revise instruction practices, and improve the quality of their teaching.

Changes in student and staff needs will mandate that the TLC committee frequently check for alignment of those needs to the current TLC goals. The committee and teacher leaders will rely on a variety of data points to justify changes in the plan and provide documentation to show when, how, and why changes were made. The IKM-Manning School District will monitor and adjust its TLC plan based on the results of the above-mentioned short and long-term outcomes and data points. Measures will be in place that closely monitor the work of teacher leaders.

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)

IKM-Manning has the capacity to implement and sustain their TLC plan and the willingness to work through the development of their educators' leadership skills.

One example of successful implementation at the district is the elementary/middle school literacy program using the MTSS format and differentiated instruction for all learners.

Over the past 10 years, the district has been heavily involved in Instructional Decision-Making (ID-M), currently referred to as MTSS. The district has invested time and resources aligned to the MTSS efforts in Literacy. In 2013, IKM-Manning became a designated C4K partner school, collaborating with both Green Hills AEA and the Iowa Department of Education in piloting literacy best practices and resources, utilizing the FAST screening and progress monitoring system. The elementary/middle school dedicates 25 minutes every day, in addition to the Core, to address EACH student's reading needs, no matter what their reading level. Individual goals, strategies, and resources are utilized to increase students' reading proficiencies. Progress monitoring helps both student and teacher track successes and identify needs. The chart below shows that steady gains have occurred as a result of the intense literacy focus.

	2010-11	2011-12	2012-13	2013-14	2014-15
Reading	78.37	77.94	77.44	85.24	86.5

The TLC funding would allow for the MTSS work to expand beyond reading and into the area of math, replicating the district's successful approach to literacy. Planning has begun on how math MTSS will be implemented, specifically targeting the MS at first and then moving throughout the district.

IKM-Manning receives input from parents, community, and staff members to identify needs and strengths of the district. The proposed TLC roles will help the district build on those teacher leader skills and partner with administration to gather data and analyze it. As the needs of the district change, the TLC system will enable personnel to meet those needs.

The school board, administrators, the TLC leadership team are responsible for ensuring the success of the TLC plan. The administrators, TLC Coordinator, and the TLC committee will work closely with the instructional coaches, model teachers, and mentors to communicate needs and plan professional development and examine data to make informed decisions. The district will also work closely with the Iowa Department of Education, Green Hills AEA, and other TLC districts to ensure that IKM-Manning teacher leaders have the training they need to serve as teacher leaders and sustain the TLC system.

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.	\$32,000.00
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).	\$122,106.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$58,342.00
Totals	\$217,448.00

Grant Allocation

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

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

Certified Enrollment Number	697.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$217,937.96
Total Allocation	\$217,937.96

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$217,448.00**

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

Remaining Allocation to be Budgeted **\$489.96**

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)

IKM-Manning’s vision for teacher leadership in their district is to challenge students to excel and to foster a positive culture for learning, the IKM-Manning CSD will empower and support new and career teachers to be highly effective by strengthening their leadership skills and expertise in curriculum and instruction through a system of professional collaboration, reflection, and practice.

In order to make this vision a reality, the TLC Committee has created a budget that is designed to make the vision of teacher leadership and high levels of teacher retention in the profession a reality.

Total Estimated Allocation: \$217,448

The IKM-Manning TLC goals match the budgeted items as seen in the narrative below:

Narrative:

Minimum Salary — IKM-Manning salary is already above the minimum \$33,500 required by the TLC, addressing *TLC GOAL #1: To assure a minimum salary of \$33,500 for all teachers.*

Salary supplements — The district’s TLC plan calls for filling 17 teacher leader positions at the compensation found in the chart below. This will equal \$32,000.

The funding for salary supplements fits Goal 3 where the committee created teacher leader roles and will provide financial compensation for the leadership each person provides the district. *TLC GOAL #3: To create district TLC leadership roles: 1 TLC Coordinator, 1 K-12 Instructional Coach, and 4 Model Teachers. Expand current roles that will collaborate with TLC personnel and improve teaching and learning: 3 Mentors and 8 members of the District Leadership Team.*

Release Time — IKM-Manning will hire 2 new employees to fill positions vacated by current staff who will serve as teacher leaders (1 TLC Coordinator and 1 K-12 Instructional Coach.) Additionally, funds have be designated to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher. Total funds needed to provide release time for two full-time positions are estimated at \$122,106. This goal matches the intent of the funding for release time for teacher leaders in the district. *TLC GOAL #2: To create a TLC system that would encourage teachers to apply for teacher leadership positions with compensation commensurate with responsibilities of the leadership role and additional contract days for professional leadership growth opportunities.*

Professional Development — The district budgeted \$5,000 to cover professional development expenses for teacher leaders. PD costs include such items as trainings, travel, registration fees, materials, resources and other costs related to extended learning sessions for teacher leaders. *TLC GOAL #4: To write a comprehensive TLC plan that is tied to vision and goals, enhances the current PD system, aligns to the Iowa PD Model with the goal of improving student achievement and enhancing the quality of instruction.*

Other Costs — The TLC Committee understands that the fulfillment of the TLC plan will be a “work in progress.” Several budget items could easily be underestimated. 1) New hires to replace the full-time teacher leaders may cost more than the former classroom teacher. 2) Additional professional development opportunities may require sending TLC personnel out of the district for necessary trainings. 3)The Committee recognizes that if the teacher leader stipends are not commensurate with their work, the TLC plan will be amended and submitted to the state. 4) Benefit costs rise every year and are a factor in hiring new staff. Because of those reasons, the budget will have \$58,342 in the funds to cover *Other Costs.*

The fifth TLC goal encompasses all of the budgeted items, supporting all IKM-Manning teachers at any stage in their career. *GOAL #5: To provide a system of support to recruit and support new teachers and promote excellent teachers at IKM-Manning.*

The leadership positions, responsibilities, extra contract days, and salary supplements were adjusted and narrowed as the committee worked to stay within the parameters of the budget.

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract	Percent out of Classroom
TLC Coordinator	\$10,000	1	15	100%
K-12 Instructional Coach	\$5000	1	10	100%
Mentor	\$1000 per	3	4 days - 2 can be taken incrementally	0%

Model Educators	\$2500 per	4	5 days - can be taken incrementally	0%
District Leadership Team	\$500 per	8 4-elementary 4-secondary	No extra days	0%

Budget Details	TLC Funds
Amount used to raise the minimum salary to \$33,500	0%
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$32,000
Amount used 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	\$122,106
Amount used to provide professional development related to the leadership pathways	\$5,000
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	\$58,342
Total	\$217,448