



Application

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

128543 - Interstate 35 CSD Teacher Leadership and Compensation Program Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/13/2015 2:35 PM

Primary Contact

AnA User Id	KEVIN.FIENE@IOWAID		
First Name*	Kevin	Wayne	Fiene
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Superintendent		
Email:	kfiene@i-35.k12.ia.us		
Address:	Interstate 35 Community School District 405 E. North Street		
City*	Truro	Iowa	50257
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	641-765-4291		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency			

Organization Information

Organization Name:	Area V #10 Perkins Consortium
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

Address:

City State/Province Postal Code/Zip
Iowa

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Kevin Fiene
Title Superintendent
Organization Interstate 35 Community School District

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

Address 405 E. North Street

City/State/Zip* Truro Iowa 50257
City State Zip

Telephone Number 641-765-4291

E-Mail kfiene@i-35.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 Ted Bauer
Title Business Manager/Board Secretary
Organization Interstate 35 Community School District

Address 405 E. North Street

City/State/Zip Truro Iowa 50257
City State Zip

Telephone Number 641-765-4291

E-Mail tbauer@i-35.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	Clarke County, Madison County, Warren County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	13, 14
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	25, 26, 27
<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.

Not Applicable

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Kevin Fiene

Title of Person Submitting Certification

Superintendent

Recipient Information

District

Interstate 35 Community School District

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

County-District Number 61-3119

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

Honorific Dr.
Name of Superintendent Kevin W. Fiene
Telephone Number 641-765-4291
E-mail Address kfiene@i-35.k12.ia.us
Street Address 405 E. North Street
City Truro
State Iowa
Use the drop-down menu to select the state.
Zip Code 50257

TLC Application Contact

Honorific Dr.
Name of TLC Contact Kevin W. Fiene
Telephone Number 641-765-4291
E-mail Address kfiene@i-35.k12.ia.us
Street Address 405 E. North Street
City Truro
State Iowa
Use the drop-down menu to select the state.
Zip Code 50257

Demographic Profile

October 2014 Certified Enrollment 895
October 2014 Free/ Reduced Lunch % 38
AEA Number 8

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

TLC Model Number Model 3 Comparable Plan

Narrative

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

The TLC Committee worked diligently in developing a TLC plan that would complement existing structures and initiatives at I-35, e.g., not re-inventing the wheel. Careful analysis was done on data-driven needs and what structures for TLC would dovetail with current reality in meeting the identified needs. Specific needs identified included curriculum alignment, advancing pedagogy, integrating technology, supporting new teachers at I-35, and strengthening Professional Learning Communities (PLCs). From these efforts, the TLC plan at Interstate 35 Community School District was developed.

Involving over 35% of our teaching staff, our Teacher Leadership plan includes the following positions.

- Curriculum Design Coach (1)
- Data Coach (1) or combination of Data Coach and Instructional Coach to create a fulltime Teacher Leader position
- Instructional Coaches (3-5 total for PK-12)
- Mentor I Teachers (changes yearly based on need)
- Mentor II Teachers (2 – 1 Elementary and 1 Secondary)
- Professional Learning Community (PLC) Coaches (17-20 total for PK-12)

More specific information about each position will be presented in Parts 3 and 5 of this application.

Our desire was to complement existing structures at Interstate 35 with an unwavering focus on improving student learning. Each of the proposed positions was carefully aligned with existing structures, protocols, and processes to maximize progress towards our student-centered district. The primary focus areas of the plan include the following: 1) data-driven guidance for instructional planning, decisions, and delivery of curriculum to enhance student learning, 2) integration of technology at all levels and positions, 3) healthy emphasis and support for collaborative learning and continuous improvement at all levels and positions, 4) mentoring for teachers new to the profession and new to Interstate 35 Community School District, and 5) strengthening our Professional Learning Communities. To guide the process, a proactive, tailored vision for TLC was created, as well as specific goals for the program.

Vision: Our vision is to empower teachers to lead systemic, purposeful, collaborative school improvement initiatives to advance and improve teaching and learning practices with an unwavering commitment to increased student learning and achievement through research-based best practice. Further, I-35 intends to become the district all other districts wished they were.

Goals:

1. Improve student achievement by operationalizing the use of assessment and data to drive instruction.
2. Expand the use and implementation of technology as a learning support through all areas of the system.
3. Nurture a developing collaborative learning culture by promoting continuous improvement and professional development.
4. Articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.
5. Attract, mentor and develop both teachers new to the profession and teachers new to our district.

These goals were driven by a review of current student assessment data, review of existing structures and initiatives in order to coordinate improvement efforts, and a desire to focus existing areas/goals established by and for the district. We also utilized the District Leadership Team (DLT) in identifying focus areas. Further, these goals were aligned with the state goals of the Teacher Leadership and Compensation program.

- Attract able/promising new teachers
- Retain effective teachers
- Promote collaboration among teachers
- Reward professional growth and effective teaching
- Improve student achievement.

Each goal was written to be measurable as our TLC plan is implemented; this is explained more fully in Parts 8 and 9 of this application.

These identified goals are only partially new for the TLC application/program; all are things quality schools should be focusing on. However, resources are always an issue/consideration in moving forward toward improved student learning. The TLC program will allow an influx of resources focused specifically on meeting the identified goals of both the district and the TLC program.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

Please include the following information in your narrative:

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

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

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

The planning grant was used to provide any needed substitute teachers for planning committee members and to provide a stipend to committee members for their work. It was decided a flat rate stipend was simpler and easier to manage than keeping track of the many, many hours spent by committee members in developing the plan. The total amount of the planning grant was expended during the planning, writing, and editing stages.

The Teacher Leadership and Compensation (TLC) Committee was comprised of representatives from the following stakeholder groups:

- Elementary teachers (3)
- Parents of current students (2)
- Principals (2)
- Secondary teachers (3)
- Superintendent/Curriculum Director (1)

Although serving in their roles as teachers and principals, two principals and one teacher were also parents of school-aged children at Interstate 35.

Membership on the committee was voluntary; the superintendent publicized an open invitation to participate during the 2014-2015 school year. Care was given in making sure we had fair representation from the various stakeholder groups, e.g., teachers, administrators, and parents.

The committee began meeting during the 2014-2015 school year and continued through the summer of 2015 and into the beginning of the 2015-2016 school year. We followed a flexible yet linear process in developing the plan. The primary stages of our planning process involved:

1. Focusing on deeply understanding the intent and requirements of the TLC application
2. Brainstorming areas in which we wanted TLC to positively impact
3. Reviewing available data and modifying impact areas accordingly
4. Developing vision and goals for the program based on earlier discussions and data reviewed
5. Writing initial components of the plan
6. Sharing, discussing, and modifying by the entire committee as drafts were developed
7. Once a bona fide draft of the application was completed, presenting the plan to the entire teaching staff for review and comment
8. Based on feedback from the staff, making modifications to the plan; see below for specific modifications
9. Updated drafts shared with parent representatives selected by our Parent-Teacher Organization
10. Adjusting the plan
11. Sharing with the Board of Education at their September 29, 2015 Board meeting.
12. Submitting the plan.

Specifically due to feedback from staff and parents, the following modifications were made to the plan from previous drafts: 1) number of positions included in the plan, 2) stipend/payment amounts for new positions, 3) qualifications for each new position, 4) clarification of the selection process to be used for all new positions, 5) retention rights for current teachers accepting Teacher Leadership positions, and 6) potential combination of Data Coach with Instructional Coach to create a fulltime Teacher Leader position.

The entire process was extremely collaborative with committee members sharing their perspective freely and openly. Regardless of position, work of the committee was shared. It seemed relevant to the committee that we operate as a model for how we want the TLC program to function when implemented – we did that at a high level.

Further, we are confident in asserting great support from our stakeholders for our TLC application. To ascertain this we conducted a simple survey of administrators and teachers after the plan was developed and shared. Results of that survey are as follows:

- Administrators supported the plan with a strength score of 4.0/4.0
- Teachers supported the plan with a strength score of 3.2/4.0

To gauge the level of support from parents, the committee utilized a focus discussion group and shared the plan. Based on this focus group, 100% of involved parents “highly support” the plan. Finally, 100% of our Board members “highly support” the plan.

Again, we are confident the plan was developed in a collaborative manner to meet identified needs, and that we have broad and deep support from all stakeholders.

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 TLC Committee worked diligently in developing a TLC plan that would complement existing structures and initiatives at I-35, e.g., not re-inventing the wheel. Careful analysis was done on data-driven needs and what structures for TLC would dovetail with current reality in meeting the identified needs. Specific needs identified included curriculum alignment, advancing pedagogy, integrating technology, supporting new teachers at I-35, and strengthening Professional Learning Communities (PLCs). From these efforts, the TLC plan at Interstate 35 Community School District was developed.

Involving over 35% of our teaching staff, our Teacher Leadership plan includes the following positions.

- Curriculum Design Coach (1)
- Data Coach (1) or combination of Data Coach and Instructional Coach to create a fulltime Teacher Leader position
- Instructional Coaches (3-5 total for PK-12)
- Mentor I Teachers (changes yearly based on need)
- Mentor II Teachers (2 – 1 Elementary and 1 Secondary)
- Professional Learning Community (PLC) Coaches (17-20 total for PK-12)

More specific information about each position will be presented in Parts 3 and 5 of this application.

Our desire was to complement existing structures at Interstate 35 with an unwavering focus on improving student learning. Each of the proposed positions was carefully aligned with existing structures, protocols, and processes to maximize progress towards our student-centered district. The primary focus areas of the plan include the following: 1) data-driven guidance for instructional planning, decisions, and delivery of curriculum to enhance student learning, 2) integration of technology at all levels and positions, 3) healthy emphasis and support for collaborative learning and continuous improvement at all levels and positions, 4) mentoring for teachers new to the profession and new to Interstate 35 Community School District, and 5) strengthening our Professional Learning Communities. To guide the process, a proactive, tailored vision for TLC was created, as well as specific goals for the program.

Vision: Our vision is to empower teachers to lead systemic, purposeful, collaborative school improvement initiatives to advance and improve teaching and learning practices with an unwavering commitment to increased student learning and achievement through research-based best practice. Further, I-35 intends to become the district all other districts wished they were.

Goals:

1. Improve student achievement by operationalizing the use of assessment and data to drive instruction.
2. Expand the use and implementation of technology as a learning support through all areas of the system.
3. Nurture a developing collaborative learning culture by promoting continuous improvement and professional development.
4. Articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.
5. Attract, mentor and develop both teachers new to the profession and teachers new to our district.

These goals were driven by a review of current student assessment data, review of existing structures and initiatives in order to coordinate improvement efforts, and a desire to focus existing areas/goals established by and for the district. We also utilized the District Leadership Team (DLT) in identifying focus areas. Further, these goals were aligned with the state goals of the Teacher Leadership and Compensation program.

- Attract able/promising new teachers
- Retain effective teachers
- Promote collaboration among teachers
- Reward professional growth and effective teaching
- Improve student achievement.

Each goal was written to be measurable as our TLC plan is implemented; this is explained more fully in Parts 8 and 9 of this application.

These identified goals are only partially new for the TLC application/program; all are things quality schools should be focusing on. However, resources are always an issue/consideration in moving forward toward improved student learning. The TLC program will allow an influx of resources focused specifically on meeting the identified goals of both the district and the TLC program.

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)

I-35 Community School District has undergone substantial leadership changes over the past 5-7 years; consequently some best practices fell through the cracks. Since the 2014-2015, the following school improvement initiatives have been studied and implemented at Interstate 35 Community School District.

1. Development of a District Leadership Team (DLT) that utilizes and follows the Iowa Professional Development Model (IPDM) in their work
2. Implementation of authentic PK-12 Professional Learning Communities (PLCs – Venables 2011)
3. Re-institution of a comprehensive curriculum mapping program/system (Rubicon Atlas)
4. Development of a multi-year professional development plan based on identified needs and areas of focus for the district
5. Investment in technology for students and staff, and the development of a multi-year district technology plan
6. Development and implementation of a five year curriculum review cycle; initial focus was on PK-12 math during 2014-2015 and 2015-2016, as well as PK-12 science and PK-12 gifted and talented program during 2015-2016 and 2016-2017
7. Renewed focus on unpacking and implementing the Iowa Core through the curriculum review cycle
8. Implementation of Gradual Release of Responsibility instructional framework districtwide, including para-educators and associates; primary work on this will be conducted through PLCs
9. Implementation of the FAST and TIER early literacy programs
10. Development of PK-12 MTSS plan

Consequently, when the TLC Committee began discussing development of this plan, a calculated, strategic effort was made to align I-35's TLC program to complement current initiatives and processes. The committee saw this as a unique opportunity to put systems in place that will become the modus operandi for the district for years to come. Our focus was on supporting current initiatives within the district in substantive ways. Please allow us to explain how our proposed plan will do exactly that.

• Curriculum Design Coach (1). Each of the responsibilities associated with this position will support teacher initiatives/programs occurring or planned at Interstate 35. This position will also be part of the District Leadership Team with a specific role with the DLT Curriculum and Professional Development Subcommittees. We envision this position linking directly to goals 1, 2, 3, and 4 of our TLC plan, as well as 1, 3, 4, 7, 8, 9, and 10 of current district initiatives listed above.

• Data Coach (1). This position will coordinate data efforts districtwide with a specific focus on data to drive instruction to ultimately increase student achievement. It could also be paired with an Instructional Coach for a fulltime Teacher Leader position. We envision this position linking directly to goals 1, 3, and 4 of our TLC plan, as well as 3, 4, 6, 7, 8, 9, and 10 of current district initiatives listed above.

• Instructional Coaches (3-5). It is our belief overall instructional coaches and not discipline-specific instructional coaches will ultimately yield the greatest improvement in student learning. A focus for all instructional coaches will be in the areas of literacy and technology. We envision these positions linking directly to goals 1, 2, 3, and 4 in our TLC plan, as well as 2, 3, 6, 7, 8, 9, and 10 of the district initiatives listed above.

• Mentor I Teachers (varies by year). These positions will serve for two years as mentors to teachers new to the profession. Mentor I Teachers will work closely with building administration in teaching the mentoring course; they also will do regular check-ins with their mentee teachers as prescribed in our plan. Ongoing professional development will be provided for all Mentor I teachers. We envision these positions linking directly with goals 3 and 5 of our TLC plan, as well as 2, 3, 4, 6, 7, 8, 9, and 10 of district initiatives listed above.

• Mentor II Teachers (2). As I-35 continues to develop our sense of identity as “the district all others wished they were,” we'll need support in both affirming and imprinting teachers new to our school. These positions are designed to help assimilate teachers new to Interstate 35 but not new to the profession; one position is for the elementary and one position for the secondary. Their role is to provide initial support/training to teachers new to I-35 but not new to the profession. We envision these positions linking directly with goals 3 and 5 of our TLC plan, as well as 2, 3, 6, 7, 8, 9, and 10 of the district initiatives listed above.

• Professional Learning Community Coaches (17-20). PLCs are the cornerstone of work being done in developing a collaborative culture and in improving instruction with the ultimate goal of improving student learning/achievement. On-going training and professional development will be provided to all PLC Coaches. We envision these positions linking directly to goals 1, 2, 3, and 4 of our TLC plan as well as 2, 3, 4, and 8 of the district initiatives listed above.

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)

I-35 instituted a mentoring and induction program when the state required it; we have always identified local mentors and relied solely on the program provided by Heartland AEA. In this program mentors and mentees travel to a designated site and follow the curriculum/requirements of the program Heartland had approved by the Department of Education – there has never been anything substantive done actually at our school for mentoring beginning teachers. There also has never been a formal mentoring program for teachers new to our district but not first or second year teachers.

Further, retention rate for new teachers at I-35 has continually declined over the past 10 years. Each year we've been hiring between 5-12 new teachers; with a total teaching staff of 60-65 over that 10 year time period our retention rate has ranged between 82-90%. We believe our retention rate will be improved by localizing and strengthening our mentoring and induction program through TLC. To address this area we have designed Mentor I Teachers for teachers new to the profession and Mentor II Teachers for teachers new to our district.

Mentor I Teacher or Mentor II Teacher Desired Characteristics

- A minimum of 3 years of teaching experience
- Strong interpersonal and communication skills
- Effective coaching skills and scheduling flexibility
- Ability to effectively work with adult learners
- Positive teaching role model
- Understands and has the ability to demonstrate the Iowa Teaching Standards
- Knowledge and effective demonstration of competence in the Iowa Professional Development Model
- Successful completion of the mentoring training program

Our plan calls for the Heartland mentoring program to be delivered at I-35 by an I-35 administrator and/or Mentor I and II teachers.

Mentor I – Teachers work with teachers new to the profession

Summer and Teacher In-Service

- Mentor makes initial contact with mentee
- Mentor meets face-to-face a minimum of two times and is available to answer questions electronically or telephonically
- Mentor and mentee will meet daily during fall workshop

Semester 1

- Mentor guides mentee in development of professional goal(s)
- Mentor and mentee meet weekly; both maintain a meeting log
- Mentor assists in preparation for open house and parent-teacher conferences
- Mentor follows up with mentee following staff meetings, professional development, and PLC sessions
- Mentor provides assistance on data collection and analysis
- Mentor assists in preparation for IEP and 504 meetings
- Mentors attend all Mentoring and Induction Program meetings
- Mentor schedules regular time with District Instructional Coaches

Semester 2

- All things listed in Semester 1
- Mentor assists in evaluating progress toward professional goal(s)
- Mentor offers assistance in collection of artifacts for the mentee's Body of Evidence
- Mentor assists in meeting requirements of mentoring class
- Mentor guides in preparation for student assessments
- Mentor guides in preparation for end of the year assessments and documentation for the cumulative folders
- Mentor assists in collection of classroom inventory, ordering of instructional materials, and completing end-of-the-year checkout
- Mentor and mentee completes a survey for mentor/mentee program success

The second year of mentoring will repeat year one as applicable. Additional requirements for the mentor include support in completion of the state-required Body of Evidence (portfolio).

Mentor II – Teachers work with teachers new to Interstate 35

It is our belief the level of support needed for experienced teachers (defined as no longer probationary by the DE) new to I-35 is not as great as for teachers new to the profession, but nonetheless a vital resource in our effort to promote a shared district identity as “the district others wished they were.” Accordingly, the support structures for experienced teachers new to I-35 are intentionally more fluid in order to meet individual needs. The plan calls for one Mentor II teacher at the elementary level and one Mentor II teacher at the secondary level to be purposeful in acclimation and fostering a connected, family-like staff culture.

- Mentor II Teachers will meet with mentees during Fall Workshop to discuss locations of copy machines, available technology, staff workroom, and staff traditions.
- Mentor II Teachers will also introduce mentees to the administrative team and all teacher leader positions
- During the school year, Mentor II Teachers will communicate face-to-face with mentees and/or electronically on a bi-weekly basis
- Mentor II Teachers will be available for any questions mentees may have throughout the school year.

Formalizing the mentoring program to include steps and expectations here at Interstate 35 will greatly assist in both attracting and

retaining quality teachers.

Narrative

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

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

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The TLC Committee was purposeful in aligning new positions with existing positions, goals, and needs within the district. We've designed our proposal to systemically link new teacher leadership positions to the "big picture" of the current reality at Interstate 35 and the vision for the district. Qualifications for each position include three years of successful teaching with a minimum of one year at I-35.

Curriculum Design Coach

•Number of positions	-	1
•Percentage of time spent teaching in his/her own classroom	-	0%
•Percentage of time spent assisting teachers as a teacher leader	-	100%
•Additional Contract Days	-	15
•Payment per additional contract day	-	\$400

The primary responsibilities for this position include the following:

- Work collaboratively with teachers in vertically aligning our PK-12 curriculum.
- Work collaboratively with teachers in areas of best practice pedagogy
- Facilitate appropriate professional development and provide support to Instructional Coaches
- Develop appropriate professional development for the district
- Assist PLC Coaches in appropriate curriculum work for PLCs
- Work with Data Coach, teachers, and associates on the use of data to drive instruction

Data Coach

•Number of positions	-	1
•Percentage of time spent teaching in his/her own classroom	-	0-95%
•Percentage of time spent assisting teachers as a teacher leader	-	5%-95%
•Additional Contract Days	-	5
•Stipend for the position	-	\$2000

We envision the Data Coach either being a fulltime teacher who has both the knowledge and desire to "crunch numbers" regarding teaching and learning, or a combined position as an Instructional Coach to make it a fulltime Teacher Leader position. Specific responsibilities will include the following:

- Coordinate systemic student achievement data collection and analysis
- Assist the Curriculum Design Coach in his/her job responsibilities through the use of data
- Work collaboratively with the administrative team regarding data collection and analysis of data at both the building and district levels
- Provide appropriate professional development to staff on use of data to drive instruction
- Assist teachers in development of common formative assessments

Instructional Coaches

•Number of positions	-	3-5
•Percentage of time spent teaching in his/her own classroom	-	0%
•Percentage of time spent assisting teachers as a teacher leader	-	100%
•Additional Contract Days	-	10
•Payment per additional contract day	-	\$400

Specific responsibilities of Instructional Coaches will include the following:

- Research best practice in pedagogy and collaborate with all teachers
- Assist within classrooms on practicing and perfecting teaching strategies
- Assist teachers in development and completion of Individual Professional Development Plans
- Develop and present researched-based professional development
- Assist in goal writing, as well as differentiation of instruction (including co-teaching)
- Assist teachers in problem solving, debriefing, and reflection
- Encourager for change
- Work collaboratively with the Curriculum Design Coach

The TLC Committee is following the philosophy and belief overall instructional coaches, when working in a strong, collaborative culture, will more positively impact student learning throughout our system than discipline-specific instructional coaches. Housed within this belief is a strong commitment to improving instruction, and ultimately student learning. We have listed a range of 3-5 Instructional Coaches as the final number will need to be determined based on budget, e.g., cost of replacement teachers et al. Coaching is part of the whole school improvement strategy that fosters collective problem-solving and offers highly targeted professional development embedded in teachers' daily work. It will be a structure designed to build the capacity of each level and area of our school, resulting in enhanced practice, strengthened collaborative culture, and ultimately improved student learning. The Instructional Coach is a critical component in improving student learning. The role of the coaches is to improve student learning by building teachers' capacity and understanding of instructional practices. Instructional Coaches are expected to support the instructional development of all teachers, which means they are strategists who will work with teachers in a variety of subject areas.

It is our belief the core of improved instruction of all teachers includes an understanding and implementation of appropriate literacy strategies, as well as a reliance on integration of technology as a learning tool. Coaches will support teachers in ensuring they meet their individual professional development goals, as well as contribute to the overall goals of the district. Instructional Coaches will work collaboratively with the Curriculum Design/Data Coach in coordinating efforts.

Mentor I Teachers

•Number of positions	-	varies
•Percentage of time spent teaching in his/her own classroom	-	95%
•Percentage of time spent assisting teachers as a teacher leader	-	5%
•Additional Contract Days	-	0
•Stipend for the position	-	\$1,000

Mentor I Teachers will serve as mentors for teachers new to the profession at Interstate 35. Specific responsibilities for Mentor I Teachers include the following:

Summer and Teacher In-Service

- Mentor makes initial contact with mentee
- Mentor meets face-to-face a minimum of two times and is available to answer questions electronically or telephonically
- Mentor and mentee will meet daily during fall workshop

Semester 1

- Mentor guides mentee in development of professional goal(s)
- Mentor and mentee meet weekly; both maintain a meeting log
- Mentor assists in preparation for open house and parent-teacher conferences
- Mentor follows up with mentee following staff meetings, professional development, and PLC sessions
- Mentor provides assistance on data collection and analysis
- Mentor assists in preparation for IEP and 504 meetings
- Mentors attend all Mentoring and Induction Program meetings
- Mentor schedules regular time with District Instructional Coaches

Semester 2

- All things listed in Semester 1
- Mentor assists in evaluating progress toward professional goal(s)
- Mentor offers assistance in collection of artifacts for the mentee’s Body of Evidence
- Mentor assists in meeting requirements of mentoring class
- Mentor guides in preparation for student assessments
- Mentor guides in preparation for end of the year assessments and documentation for the cumulative folders
- Mentor assists in collection of classroom inventory, ordering of instructional materials, and completing end-of-the-year checkout
- Mentor and mentee completes a survey for mentor/mentee program success

The second year of mentoring will repeat year one as applicable. Additional requirements for the mentee/mentor include support in completion of the Body of Evidence.

Mentor II Teachers

•Number of positions	-	2
•Percentage of time spent teaching in his/her own classroom	-	95%
•Percentage of time spent assisting teachers as a teacher leader	-	5%
•Additional Contract Days	-	0
•Stipend/Payment	-	\$750

Mentor II Teachers will serve as mentors for teachers new to I-35 but not new to the profession. Specific qualifications and responsibilities for Mentor II Teachers include the following:

- Mentor II Teachers will meet with mentees during Fall Workshop to discuss locations of copy machines, available technology, staff workroom, and staff traditions.
- Mentor II Teachers will also introduce mentees to the administrative team and all Teacher Leader positions
- During the school year, Mentor II Teachers will communicate face-to-face with mentees and/or electronically on a bi-weekly basis
- Mentor II Teachers will be available for any questions mentees may have throughout the school year.

The addition of paid (stipend-based) Mentor I and II Teachers will strengthen our ability to attract and retain a quality teaching force. The most important improvement in this area due to the TLC program is to formalize and localize our approach to mentoring and induction. The focus of our plan for utilizing TLC Mentor Teachers is to bring the statutory program in-house, increase the amount of time and training together provided for mentors and mentees, and expand the program to include teachers new to the district but not new to the profession. This approach follows the growing district philosophy in developing systems that become internalized and followed because they work and to move away from “starting over” every time there is a personnel change in a key position.

Professional Learning Community (PLC) Coaches

•Number of positions	-	17-20
----------------------	---	-------

•Percentage of time spent teaching in his/her own classroom	-	95%
•Percentage of time spent assisting teachers as a teacher leader	-	5%
•Additional Contract Days	-	0
•Stipend/Payment	-	\$1,000

The primary responsibilities of PLC Coaches include the following:

- Organize and facilitate individual PLCs
- Work with the Data Coach on analysis of student performance data
- Work with Instructional Coaches and Curriculum Design Coach in developing appropriate PLC-related professional development.

Authentic PLCs were instituted during the 2014-2015 year; we followed closely the work of Daniel Venables as presented in The Practice of Authentic PLCs: A Guide to Effective Teacher Teams. Training was provided by Venables to volunteer PLC coaches prior to the school year. Successes of the PLCs were hit and miss – progress was made in developing a collaborative culture but success as measured by anecdotal survey data was inconclusive. In analyzing this at a deeper level, the TLC Committee identified two primary reasons for marginal success: 1) quality of current PLC coaches, and 2) lack of ongoing support to the PLC coaches. Our plan directly addresses both of these areas.

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.

Few teachers have training/experience teaching adults; even the best teacher is not automatically suited to work collaboratively with adults. The TLC Committee reviewed multiple sources and developed a rigorous selection process that includes measures for past effectiveness as well as professional development/growth, and a willingness to learn about teaching adults that will assist and guide this work.

Step 1 – Recruitment

Meetings will be held in each building to address opportunities and benefits for Teacher Leaders. Teachers who have been in the Interstate 35 Community School District for at least one year and a minimum of three years of teaching experience will be sent eligibility letters. Teacher Leadership positions will be posted per master contract and the TLC Committee will be available to answer questions and encourage teachers to apply.

Step 2 – Training of Selection Committee

The Selection Committee will consist of equal members of teachers and administrators; members will be nominated by the TLC Committee and appointed by the superintendent. If a teacher serving on the Selection Committee applies for a teacher leadership position, he/she will be excused and another member appointed by the superintendent. Confidentiality will be required throughout the entire selection process. Members of the Selection Committee will be trained based on the seven domains of the *Teacher Leader Model Standards*. 1) Fostering a Collaborative Culture to Support Educator Development and Student Learning, 2) Accessing and Using Research to Improve Practice and Student Learning, 3) Promoting Professional Learning for Continuous Improvement, 4) Facilitating Improvements in Instruction and Student Learning, 5) Promoting the Use of Assessments and Data for School and District Improvement, 6) Improving Outreach and Collaboration with Families and Community, and 7) Advocating for Student Learning and the Profession. They will also become familiar with selection criteria, rubrics for examining evidence of practice and rubrics for interviewing, and be trained in resolving differing perceptions.

Step 3 – Application

Applicants for each position will be required to submit the following:

- Letter of application explaining why they want the position, why they believe they're qualified, and why they believe the position is important to the school
- Resume – to include evidence of continued growth and prior leadership experiences
- Written responses to provided prompts:
 - Describe professional development experiences, including memberships, presentations, attendance at conferences and/or future professional development goals
 - Describe an initiative or research-based strategy you implemented and how you evaluated the effectiveness of that work on student achievement
 - Describe personal characteristics that will help you be effective in the role in which you are applying
- A copy of their most recent Individual Career Development Plan
- Three letters of recommendation that speak to effectiveness and fitness for Teacher Leadership; two should be from colleagues at I-35

The Selection Committee will use a rubric to review materials for all candidates. From this screening, the Selection Committee will select from these courses of action: 1) interview for the position, 2) interview for a different Teacher Leader position, or 3) do not interview.

Step 4 – Interview

All interviewees will be asked the same questions developed using criteria from the *Teacher Leader Model Standards*. The focus of interviews will be listening for evidence of effective teaching practices, ability to translate knowledge into effective action, coachability, and willingness to take on the rigors of learning required for the position.

Step 5 – Interview Scoring

A scoring rubric will be developed based on the seven domains of the *Teacher Leader Model Standards*.

Step 6 – Final Recommendations/Selection

The Selection Committee will discuss the top candidates and make a recommendation to the superintendent for each position, including not hiring or filling a position if a quality candidate does not exist.

Step 7 – Yearly Review and Reapplication

For the Annual Review of Assignment, the Selection Committee will examine the following evidence:

- Reflective portfolio, including pertinent artifacts, will be presented from each Teacher Leader, including an updated professional growth plan.
- Surveys will collect feedback from peers regarding performance of the Teacher Leaders.
- Candidates not deemed to have met expectations will not have their Teacher Leadership positions renewed. It will be the responsibility of the superintendent to notify the candidate.

Teachers assigned to leadership roles shall retain all rights to their most recent previous assignments or comparable assignments and previous classifications, including seniority, while serving in any one of the one year leadership roles.

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.

The TLC plan will provide us the ability to coach more teachers in the use of evidence-based practices, e.g., progress monitoring, gradual release of responsibility, providing feedback, etc., ultimately leading to improved student achievement. Teacher Leaders will play an extensive role in the development and delivery of the I-35's Professional Development Plan. The foundation of this was aligning the Teacher Leader positions within the context of the Iowa Professional Development Model.

IPDM Key Elements	Interstate 35 TLC Plan
Establish Professional Development Leadership Team	Curriculum Design Coach will work with the District Leadership Team and administrative team in designing professional development based on achievement data and researched-based best practice. Data Coach will provide achievement data and assistance in analysis of data to improve student achievement. Instructional and PLC Coaches will work cooperatively with the Curriculum Design Coach in identifying areas of need for professional development.
Collect and Analyze Data	Under the auspices of the District's Assessment Plan, the Curriculum Design Coach and Data Coach will work cooperatively with all teachers in the collection and analysis of achievement data. Instructional Coaches, Mentor I Teachers, Mentor II Teachers, and PLC Coaches will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and III (MTSS) instruction.
Goal Setting and Student Learning	Curriculum Design Coach, Instructional Coaches, Mentor I Teachers, and Mentor II Teachers will coordinate/lead goal-setting and instructional strategy selection based on system data to ensure alignment with district and Iowa Core goals. Data Coach will assist teachers and Teacher Leaders in using analyzed data to set goals for student learning. PLC Coaches will lead conversations with PLCs on analyzing and using data to set new goals that strengthen instructional practices within their areas. <u>They will also facilitate the peer review process within their PLCs.</u>
Selecting Content	Curriculum Design Coach, Instructional Coaches, and PLC Coaches will review instructional resources and select research-based materials to maximize student learning.
Designing Process	The District will provide professional development through the existing PLC structure and PLC Coaches. The Curriculum Design Coach, Data Coach, Instructional Coaches, Mentor I Teachers, and Mentor II Teachers will provide support in development and delivery of process.
Training and Learning Opportunities	Curriculum Design Coach, Data Coach, Instructional Coaches, and PLC Coaches, as well as the District, will deliver district and building PD and will align with current district initiatives, including the Iowa Core. Instructional Coaches will research and model effective, research-based teaching pedagogy to all teachers. All positions will potentially work collaboratively with other districts to maximize student learning.
Collaboration	Authentic, PLCs were instituted to provide a structure for purposeful collaboration. The PLC Coaches, working in conjunction with the Instructional Coaches and the District, will lead collaborative PLC work with gradual release of responsibility, MTSS, early literacy, and other district initiatives. All Teacher Leaders will provide support.
Implementation	All Teacher Leaders will focus on the goals of the TLC plan, always under the auspices of improved student learning. Each will collaborate to implement researched-based best practice throughout the district.

Formative Assessment	The Data Coach, working collaboratively with the Curriculum Design Coach and Instructional Coaches will collect and analyze student performance data; included will be development of common formative assessments. The results of data analysis will be used by PLC Coaches, as well as the District Leadership Team; training and support on formative assessment will be given to teachers by All Teacher Leaders.
Program Evaluation	Curriculum Design Coach, Data Coach, Instructional Coaches, and PLC Coaches will use the following data points to measure effectiveness of the district professional learning plan: 1) student achievement data, 2) IPDM District Profile score, 3) PLC implementation data, and 4) walk-through data from principals. Results will be shared with the public through the School Improvement Advisory Committee (SIAC).
Developing Teacher Career Plans	Under the auspices of the Curriculum Design Coach, the Data Coach, Instructional Coaches, Mentor I Teachers, and Mentor II Teachers will evaluate and update the design format to record SMART goals, data, and action steps. PLC Coaches will assist teachers in writing their career development plans by analyzing data, setting SMART goals, and designing action steps to meet those SMART goals. All Teacher Leaders will be involved in supporting teachers in continued data analysis throughout the year(s).

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.

Currently we use the following data sources to measure progress and of student achievement.

- Iowa Assessments
- FAST
- Administrative walk-throughs

In assessing our current system, the committee identified several inherent problems, e.g., Iowa Assessments being a one-time snapshot, misalignment of the Iowa Assessments with the Iowa Core, FAST testing only impacting early elementary grades, and inconsistencies of administrative walk-throughs. The consensus of the committee is we do not have a systems approach to data collection, analysis, and use of data to drive instruction and professional development. Accordingly, we developed our TLC plan to systemize assessment in the district and increase collection points. Further, the committee clarified that Teacher Leaders would be a supportive, but non-evaluative participant in the TLC focus on improving student achievement.

Goal 1: Improve student achievement by operationalizing the use of assessment and data to drive instruction.

- Short-term.** The Data Coach will prepare a baseline document specifying various districtwide and building-specific assessments currently being used; included will be information on how data generated is used. A collaborative group including administration and Teacher Leaders will review the baseline document and begin systematically adding potential data sources, including but not limited to MAP testing, developed math probes, increased and improved common formative assessments, and measures which may accompany the New Generation Science Standards.
- Long-term.** The Curriculum Design Coach, in consultation with all Teacher Leader positions, District Leadership Team, and administrative team, will develop a system of data collection, analysis, and changes to be implemented. Included will be a systematic manner for all teachers to review data, as well as officially chronicle changes in pedagogy driven by the data; this will become standard operating procedure.

Goal 2: Expand the use and implementation of technology as a learning support through all areas of the system.

- Short-term.** The Instructional Coaches will work directly with the District Technology Coordinator and administrative team in developing yearly assessments of technology integration used in pedagogy throughout the system. Included in this assessment system will be actual logging of technology use by classroom teachers. The data generated from these assessments will be reviewed annually by the DLT, including Teacher Leaders. Each teacher will also develop a “toolbox” of technology strategies to be used within his/her delivery of curriculum.
- Long-term.** Annual data will be reviewed and charted; goals will be developed for the upcoming year(s) based on the data. A district goal within the next 2-3 years will be becoming a 1:1 technology district.

Goal 3: Continue developing a collaborative learning culture around continuous improvement and professional development.

- Short-term.** Teachers will annually be surveyed on opportunities presented for collaboration to improve instruction, review assessment data, changes made due to review of data, and impact of professional development provided by the district.
- Long-term.** Data from the annual survey will be used in developing specific goals for the upcoming year(s); congruence to district goals will also be used as a measure.

Goal 4: Fully articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.

- Short-term.** The Curriculum Design Coach will work with the administrative team in developing processes for curriculum articulation for all teachers and areas with the use of Rubicon Atlas. Included will be timelines for each teacher in inputting information into Rubicon Atlas, as well as assistance teachers or groups of teachers need throughout the process.
- Long-term.** Under the auspices of the Curriculum Design Coach and administrative team, adjustments will be made yearly on curriculum articulation. These adjustments will be based on the systemic approach used by Rubicon Atlas in comparing district curriculum to the Iowa Core and other national standards for curricular areas not yet covered by the Iowa Core.

Goal 5: Appropriately attract, mentor, and develop both teachers new to the profession and teachers new to our district.

- Short-term.** This goal will ultimately be impacted by the success of the other goals, e.g., development of a truly collaborative system, articulated curriculum, data-driven instruction, etc. As the TLC system is implemented and eventually internalized, word will spread on Interstate 35 being a great place to teach. In the short-term, we will chart qualified applicants for each available position within the system. Also, mentors/mentees (as described in Part 4) will be surveyed on effectiveness of the mentoring program.
- Long-term.** Data generated from the survey of mentees and mentors will be used to make modifications in the program and set goals for the upcoming year(s).

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)

As mentioned in virtually all parts of our TLC application, great care was given in development of the TLC plan to supplement/complement existing structures and systems within our school system. Each recommended position was discussed through a two-fold lens: 1) How will this position ultimately improve student learning? and 2) How does this position integrate with existing structures within our school system? Further, also as previously described in various parts of the application, a major focus of the TLC Committee has been on systems that are intricately linked under the umbrella of improving student achievement. As a district we're focusing on systems that will provide stability and improve student achievement for years to come. Because of this focus in development of the TLC plan, we are extremely confident in the ability of Interstate 35 to implement our TLC plan. To support the assertions mentioned above, please note the TLC plan blends with the multiple systems and structures currently within our system:

- School Improvement Advisory Committee (SIAC)
- District Leadership Team (DLT)
- Curriculum Subcommittee
- Professional Development Subcommittee
- Technology Subcommittee
- Program Review Subcommittee
- Building Leadership Teams (BLT)
- Professional Learning Communities (PLCs)
- District MTSS Team
- District Literacy Team
- District Math Team
- SINA Team
- Grade Level Teams
- Secondary Departments

You will note we did not mention the administrative team in this section; that was by design as the administrative team is a given in every district.

Teachers are represented and an integral part of the success in virtually every one of the existing structures. The positions and focus of our TLC plan will greatly strengthen existing structures through additional teacher expertise, involvement, and collaboration. Because of the way we've structured our TLC plan, we are very confident in our ability to effectively implement the plan with fidelity.

An example of what we're envisioning will prove useful in supporting our philosophy with our TLC plan. As mentioned in Part 5, Professional Learning Communities (PLCs) were implemented during the 2014-2015 school year. Because of timing, PLC Coaches were volunteers willing to serve; however there was no litmus test on qualifications. Training was provided to these volunteer coaches at the beginning, but follow-up training et al. lacked. Some adjustments were made for the 2015-2016 school year but obviously there is no data yet to include in this application. When designing our TLC plan, we openly discussed what went well with PLC implementation and what didn't go well. We included steps through the TLC plan to strengthen PLC Coaches training and support as well as more closely linking the work of PLCs to student achievement and district goals/initiatives.

Another example was implementation of FAST as part of the statewide focus on literacy. At the beginning, teachers were trained on inputting and using the FAST system. However, analysis of the data was not systematic; consequently it really was not driving changed pedagogy. The power of data is the analysis and change it brings. Our TLC plan includes developing and/or improving both data collection and data analyses to drive instruction. Through the expertise of the Curriculum Design Coach, Data Coach and the Instructional Coaches we will be approaching literacy from a systemic, purposeful manner and using data to positively change pedagogy that will ultimately improve student achievement.

Current district personnel will continue to be involved as we move forward with implementation of our TLC plan. The Curriculum Design Coach and Data Coach will work directly with the superintendent/curriculum coordinator, as well as building principals. Instructional Coaches will work directly with the Curriculum Design Coach, Data Coach, and building principals. Mentor Teachers and PLC Coaches will work directly with building principals. Again, we have integrated the TLC plan with existing structures to maximize improving student achievement.

As with our entire plan, we have focused on strengthening and improving existing structures in order to improve student achievement. The plan transcends individuals; it is systems based. Because of this systemic planning, we are confident in both implementation and successful continuation through internalization of the TLC plan.

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.

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> 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
<u>Applicability</u> 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.	\$49,500.00
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).	\$219,238.05
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>	\$0.00
Totals	\$273,738.05

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 **895.0**

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

District Enrollment-Based Allocation **\$279,848.60**

Total Allocation **\$279,848.60**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$273,738.05**

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 **\$6,110.55**

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)

In our budgeting, we are paying all salary and benefits for the Curriculum Design Coach and Instructional Coaches from our district's general fund; we are paying stipends for additional days for these positions from TLC funds. We are paying stipends to the Data Coach, Mentor I Teachers, Mentor II teachers, and PLC Coaches from TLC funds; these leadership positions involve 95% instructional time so all salaries and benefits will continue to be paid from the district's general fund. We have also allocated \$5,000 for professional development needs of the selected Teacher Leaders. The remaining amount (\$219,238.05) of the TLC money will be used to hire replacements for Teacher Leaders selected for the Curriculum Design Coach and Instructional Coaches positions. The remaining unbudgeted amount will be designated once we move into the hiring stage for Teacher Leader Positions.

Our TLC vision is to empower teachers to lead systemic, purposeful, collaborative school improvement initiatives to advance and improve teaching and learning practices with an unwavering commitment to increased student learning and achievement through research-based best practice. Further, I-35 intends to become the district all other districts wished they were.

Goals for the Interstate 35 TLC plan include the following:

1. Improve student achievement by operationalizing the use of assessment and data to drive instruction.
2. Expand the use and implementation of technology as a learning support through all areas of the system.
3. Continue developing a collaborative learning culture around continuous improvement and professional development.
4. Fully articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.
5. Appropriately attract, mentor and develop both teachers new to the profession and teachers new to our district.

State TLC goals include the following:

1. Attract able/promising new teachers
2. Retain effective teachers
3. Promote collaboration among teachers
4. Reward professional growth and effective teaching
5. Improve student achievement

The vision, local TLC goals, and state TLC goals were kept in front of the committee throughout development of our TLC plan.

Ultimately we placed the various new teacher leader positions into a chart comparing job responsibilities to the I-35 TLC and State TLC goals.

<u>I-35 TLC Position</u>	<u>Job Responsibilities</u>	<u>I-35 TLC Goals</u>	<u>State TLC Goals</u>
Curriculum Design Coach	Vertical alignment of curriculum; Best practice pedagogy; Appropriate professional development for Teacher Leaders and the district; Assist in aligning the work of PLCs; Develop processes for and implementation of data-driven decision-making about curriculum and pedagogy; Development and implementation of common formative assessments	Goals 1, 2, 3, 4	Goals 3, 4, 5
Data Coach	Coordinate systemic data collection & analyses; Work collaboratively with teachers, Teacher Leaders, and administration on data collection, analyses and use of data to drive instruction; Professional development; Development and implementation of common formative assessments	Goals 1, 3, 4	Goals 3, 4, 5

<p>Instructional Coaches</p>	<p>Research best practice in pedagogy; Work directly with teachers on pedagogy; Assist in completion of IPDM; Professional development; Assist in goal writing and differentiation of instruction; Problem-solving, debriefing, and reflection; Encourager for change</p>	<p>Goals 1, 2, 3, 4</p>	<p>Goals 3, 4, 5</p>
<p>Mentor I Teachers</p>	<p>Systematic support for two years (summer and school year) for all first or second year teachers at I-35</p>	<p>Goals 3, 5</p>	<p>Goals 1, 2, 3, 5</p>
<p>Mentor II Teachers</p>	<p>Systematic support for one year for all teachers new to I-35 but not new to the teaching profession</p>	<p>Goals 3, 5</p>	<p>Goals 2, 3, 5</p>
<p>Professional Learning Community Coaches</p>	<p>Organize and facilitate individual PLCs; Work on analysis of student performance data; Development and implementation of common formative assessments; Professional development</p>	<p>Goals 1, 2, 3, 4</p>	<p>Goals 3, 4, 5</p>

More specific information on job responsibilities may be found in Part 7 of this grant application.

In assessing the chart, the TLC Committee believes there is direct alignment between the TLC budget and our TLC plan. The committee worked diligently in aligning appropriate additional contract days and payment for Teacher Leader positions with job responsibilities. Each of the positions are not only aligned with our TLC Vision, local TLC goals, state TLC goals, but also with the Iowa Professional Development Model and existing structures at Interstate 35 Community School District.