



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116980 - Teacher Leadership and Compensation System

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Keokuk Community School District

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website: www.keokuk.k12.ia.us
Address: 1721 Fulton St
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Phone: 319-524-1402
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Benefactor
Vendor Number

Recipient Information

District Keokuk Community School District
Use the drop-down menu to select the district name.
County-District Number 56-3312
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.
Honorific Mr.
Name of Superintendent Tim Hood
Telephone Number 319-524-1402
E-mail Address tim.hood@keokukschools.org
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City Keokuk
State Iowa
Use the drop-down menu to select the state.
Zip Code 52632

TLC Application Contact

Honorific Mr.
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City Keokuk

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52632

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)

Exec. Summary Vision:

Our vision for the TLC plan is to ensure a high quality educator is in EVERY classroom through utilizing the skills of our most effective teacher leaders through collaboration & mentoring.

District TLC Goal:

Ensure educators experience professional learning through modeling, feedback on research--based practices, and a nurturing, yet results -oriented, professional learning community. Coaches will give teachers resources to raise student achievement through increasing growth (years +) measured by MAP & IA Assessment.

Dist. Theory of Action:

If we are a community in pursuit of student learning at high levels for all stakeholders, then as a system we will increase student achievement and engagement throughout the entire learning community.

Connections:

After significant input from parents, community, etc., we established a school improvement plan that ties into four themes: curriculum, instruction, assessment, and intervention. By utilizing the School Improvement Specialists, we will have an opportunity to develop and support a systematic approach and create a measurement of the effectiveness of implementing the Iowa Core with fidelity. With a School Improvement Specialist and Intervention Specialist, we will have greater opportunities to improve instruction to meet the state's expectations of creating a school system that ensures MTSS. Utilizing both a School Improvement Specialist and an Intervention Specialist, we will be able to improve district-wide assessment. Through utilization of an Intervention Specialist, we would have a greater impact district-wide in providing our staff with tools for their intervention "tool box" to meet the needs of all students.

Ex. Sum. Vision:

Our district vision for the TLC plan is to ensure a high quality educator is in EVERY classroom through utilizing the skills of our most effective teacher leaders through collaboration and mentoring.

Dist. TLC Goal:

Ensure educators experience professional learning through modeling, feedback on research--based practices, and a nurturing, yet results -oriented, professional learning community. Coaches will give teachers resources to raise student achievement through increasing growth (years +) measured by MAP & IA Assessment.

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The TLC grant will allow us to build a more integrated system with identified personnel to meet all new teacher needs. Teacher leaders would be utilized as peer mentors providing immediate feedback for each teacher's individual needs with curriculum, professional development, classroom management, and instructional strategies. By providing a system in which teachers feel continually supported, we believe our new teachers will remain in the district and they will be able to increase their professional growth and enhance their ability to engage students in their classrooms.

Full implementation of these roles will meet 4 objectives: (1) student learning will improve (2) school culture will reflect positive change (3) teacher expertise, empowerment, and job satisfaction will show growth and be valued and (4) KCSD will be positioned as a "best place to work" and a "best place to learn."

Teacher leaders will:

- Identify the PD needed to meet district goals and to continue improving student achievement.
- Coach teachers/model lessons.
- Demonstrate interventions and be active in PLCs.

- Focus on the effectiveness of PD in the district and provide additional opportunities where needed.
- Collaborate with various leadership teams to determine what additional training is needed.
- Ensure there are no barriers to implementing best practices.

The TLC plan's effectiveness will be determined through the use of multiple measures: staff survey data, instructional rounds, classroom observations, monthly conferences with peer coaches/mentors etc. We will measure the impact/effectiveness of our TLC plan by monitoring the success of both district and building goals. These goals are aligned to Iowa's goals for student achievement and the Iowa PD Model.

The district believes strongly in the importance of investing in teacher leaders to ensure that we are meeting the teachers' and students' needs. The budget contains allocations for 4 full-time positions and a 5th stipend position. We have job descriptions specifically designed to improve the implementation of district professional development, increase learning at both the student and teacher levels, and to promote helping teachers improve and grow. Each position has a clearly defined role with specific goals. A process of collaboration has been laid out to ensure that teacher leaders are working with the right people to accomplish district and building goals. A process has been created and will be refined to measure the effectiveness of the positions and the teacher leaders in those positions to ensure that our goals are being met.

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? Yes

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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- 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).

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.

Our district vision and goals:

1. Attract promising new teachers with a competitive beginning salary and a supportive mentoring program.
2. Retain high quality teachers by providing enhanced career opportunities;
3. Provide opportunities for teachers to collaborate and reflect on best practices;
4. Distribute leadership/ownership for student achievement among all staff;
5. Provide highly effective teachers opportunities to advance and share their expertise;
6. Cultivate a climate of collaboration among staff;
7. Establish a system that monitors effective implementation of the plan.

We are a community in pursuit of student learning at high levels for all stakeholders, so we as a system will increase student achievement and engagement throughout our learning community. This goes hand in hand with the TLC Commission's Vision: "Through the development and support of opportunities for teachers in schools and school districts statewide to learn from each other, we will positively impact student achievement, staff morale and school culture by ensuring quality instruction in every classroom."

Current Student Achievement Data: Reading, Math, and Science (percent proficient) as measured by Iowa Assessment:
2012--2013 2013--2014

4: 75.22%, 82.30%, 87.61% 4: 77.19%, 75.65%, 87.72% 8: 51.70%, 62.33%, 61.22% 8: 73.33%, 62.22%, 80% 11: 65.97%, 66.67%, 74.31% 11: 67.55%, 64.44%, 59.56%

Based on these data points and others (ex. Measurement of Academic Progress Data), our administrative team developed three district long term goals:

- 1) Increase the number of students who demonstrate a year's plus growth on district assessments.
- 2) Improve the culture and climate in the district through various processes (Ex. Positive Behavior Intervention and Supports (PBIS).
- 3) Full Implementation of the Iowa Core among the entire system and improve quality instructional strategies.

Based on these goals, our TLC plan has three leadership roles:

1. School Improvement Specialist: focus on Iowa Core and district professional development implementation. Continue implementation and refinement of professional learning communities.
2. Intervention/Curriculum Specialist: be versed in district curriculum and professional development. Coordinate/provide Tier I interventions for students and make recommendations on additional tiers of support for identified students.
3. Peer Coach: the point of contact for new staff. Provide necessary support to staff in classroom motivation and instruction which will increase student achievement.

These positions will positively affect all three district goals by providing professional development and support to the instructional staff and interventions/support for students. A collaborative approach is a must. We need teacher leaders who can lead, collaborate, and teach their peers ensuring our district provides the highest quality instruction to our students.

Stakeholders looked at IS3 data and other data, saw beginning improvement, and want to see it continue. A two-year index gain from 14-27 shows we went from needing intensive support to needing some targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment. As our TLC system begins to demonstrate effectiveness our district's culture and climate will improve if we are educating our teaching staff and students at a higher level. There will be a greater amount of student engagement and increased pride in our schools. With the continued work with PBIS, students will continue to be acknowledged for positive behavior. An environment conducive to learning where students feel safe, engaged, and important continues to be a focus.

Our long term goals, vision, and TLC plan align with the DE's vision for the TLC System. If we implement the system, we will attract teachers who want to learn from our teacher leaders. Our system will retain effective staff because achievement and professional growth will become infectious. In addition, our system will promote collaboration while rewarding professional growth in teacher leaders who may have been reluctant to serve as leaders before. We are certain our plan addresses the major component of the DE's vision, which is to improve student achievement by utilizing these funds to ensure that EVERY student in EVERY classroom has access to a highly effective educator.

Using Part 3 application narrative from previous submission? Yes

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)

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)

Data summary:

After viewing data (Feedback from stakeholders) regarding our mentoring/induction program our district discovered there is a lack of structure in the program. The teaching and learning focus is not strong enough. More than half of all teachers entering the teaching profession leave the profession in less than five years and we do not want our district to reflect this staggering statistic. Our TLC plan addresses needs and enhances our strengths in mentoring and induction. Based on the new teachers surveyed, 100% feel emotional support, but less than 50% do not believe they've received enough professional growth support. Currently, staff meets 1.5 hours weekly for collaboration and professional development in each of the four district buildings. Other times throughout the year, staff meet in one building for full day professional development.

Gaps in our new teacher program:

1. Time issues: Mentor and initial teachers struggle to find common meeting times.
2. Leave issues: Added stress is placed on initial teachers to prepare for training sessions outside of the district.
3. Training period: Our current program provides support for a two-year time frame and does not continue after the first two years for both mentor and initial teachers.
4. Professional development: Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies. (Observation, modeling, mentoring, and feedback)
5. Teachers new to the district: There is currently no support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a gap in support and communication between teachers new to the district and current staff.

Actions to improve mentoring:

1. Create a more structured mentoring and induction program (New Teacher Center program) that focuses on raising student achievement with a strong balance between professional (teaching and learning) and emotional support. Measured through classroom observations, instructional rounds, reflective conversations, teacher retention data, etc.
2. We will build a more systematic arrangement with identified personnel to meet all new teacher needs.
3. Trained teacher mentors would be utilized as peer mentors providing immediate feedback for each teacher's individual needs with curriculum, professional development, classroom management, and instructional strategies.

Short term goals provide new teachers with a veteran teacher who will:

- 1) Model effective instructional strategies (demo lessons)
- 2) Share research based practices
- 3) Assist new teacher with student data analysis
- 4) Help implement effective classroom management
- 5) Meet emotional needs of new teachers

Long term goals:

1. Provide new teachers with the necessary support system to encourage them to stay in the profession and the district longer than five years.
 2. Professional growth enhancing the ability to engage students in the classroom.
- Providing each building with dedicated peer coaches will benefit new teachers and Peer Coaches.

Benefits for New Teachers:

1. Increased knowledge and implementation of effective research-based practices including gradual release of responsibility, common core curriculum, early literacy implementation, multi--tiered system of supports both academic and behavioral, etc.
2. Support in creating an environment focused on teaching and learning through high levels of engagement and effective classroom management
3. Systematic reflection to focus on continuous improvement regarding classroom instruction
4. Emotional support

Benefits for mentors/peer coaches:

1. Learn by doing principle. Trained mentors become better by helping someone else improve and grow.
2. Training via structured programs (Ex. New Teacher Center) in a smaller venue with an experienced mentor increasing success
3. Reflecting on current instructional practices and collaborating w/new teachers
4. Introduced to new instructional practices through collaboration

5. Gain valuable leadership experience

With more time and a solid mentoring/induction curriculum (New Teacher Center), mentors/peer coaches will have sufficient time to collaborate on implementing the Iowa Core, study highly effective research--based strategies, make informed instructional decisions based on data, and create, implement, and monitor classroom interventions. Furthermore, we will implement data collection with our new teachers and peer coaches to ensure all needs are met.

Narrative

Using Part 5 application narrative from previous submission? Yes

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.

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.

Our TLC leadership team created a rigorous selection process that is data-driven to ensure we select the best candidates for leadership positions.

Step I: Introducing the Positions

1. Meetings will be held at all attendance centers to communicate the plan for the TLC system and the selection process to district employees.
2. Teachers who have been with the district a minimum of one year and have at least three years teaching experience will be eligible for leadership positions.
3. Post leadership positions internally.

Step II: Professional Development for Selection Committee

1. Panel will consist of an equal number of administrators and teachers with all buildings represented.
2. TLC leadership team will nominate the selection committee and the superintendent will approve the nominations.
3. If a teacher is originally part of the selection process but then decides to apply for a leadership position, that person will be excused from the selection team.
4. Professional development regarding the Eight Iowa Teaching Standards and rubrics for the interview process will be provided to the selection team.

Step III: Application Process: All materials must be submitted to selection committee by the day the position closes.

Candidates will follow the district's internal application process:

- Letter of Application
- Position Desired
- Resume

They will also submit:

1. Copy of Individual Professional Development Plan
2. Three letters of recommendation
3. Complete at least one of the following prompts:
 - Describe your professional development experiences and future goals regarding professional learning.
 - Describe an effective instructional strategy you have implemented and explain the effect on student achievement this strategy had. How do you measure effectiveness?
 - What qualities do you possess as a teacher leader that make you a successful candidate for this position?

Step IV: Screening/Interview Process

1. Selection committee reviews application materials.
2. Committee uses rubrics and criteria from the Eight Iowa Teaching Standards.
3. Committee selects interviewees.
4. Questions developed based on Iowa Teaching Standards criteria.

Step V: Scoring Process

1. Committee will use rubrics based on Iowa Teaching Standards.

Step VI: Selection Process

1. Committee selects top candidates for each position and makes recommendations to the Superintendent for board approval.

Step VII: Yearly Review

TLC Leadership Team will review:

1. Teacher Leadership Self-Reflection
2. Teacher Survey Data
3. Formative feedback provided to teacher leaders

To conclude the yearly review, the TLC leadership team will make the recommendation to extend the teacher leaders another year in their assigned roles.

The KCSO selection process plan calls for considering multiple data points when hiring and evaluating the effectiveness and professional growth of teacher leader candidates. Considering candidates from multiple perspectives will help us hire those who are most suited for leadership positions and provide robust evidence for judging effectiveness.

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.

Our identification and implementation of teacher leader roles matches the intent of the teacher leadership concept. Teacher leaders individually and collectively influence colleagues, administrators, and other members of the school community to improve teaching and learning practices so that student learning and achievement increase.

Teacher leaders will:

1. Identify the professional development needed to meet district goals and continue improving student achievement.
2. Focus on the effectiveness of professional development in the district and provide additional opportunities where needed.
3. Collaborate with the administrative team and TQ Committee to identify if additional training is needed.
4. Be dedicated to ensuring there are no barriers to implementing best practices.

Professional learning as a district will involve: continuing to implement the Iowa Core with fidelity, improving instructional strategies, utilizing district assessment data to make informed instructional decisions, and building a Multi-tiered System of Supports in classrooms and buildings. Also included: Gradual Release of Responsibility, Professional Learning Communities, PBIS, and the implementation of one-to-one technology at the high school level, as well as increased technology availability at all other levels. The Teacher Quality Committee provides additional oversight of building and District professional development to ensure alignment of PD with TQ funds.

Our goals:

1. Increase the number of students who show a year's plus growth on district assessments by improving teaching and learning practices.
2. Improve the culture and climate in the district through the use of Positive Behavior Intervention and Supports (PBIS).
3. Implement the Iowa Core w/ fidelity.
4. Continue to improve quality instructional strategies through the use of various resources including technology.

Teacher leaders will have a firm grasp of the goals, understand how to implement professional development, and visit teachers and students to offer ideas on how to best implement strategies. They will collaborate with building principals to ensure that opportunities are available for teachers to learn, implement, and refine professional development.

The School Improvement Specialist and the Intervention/Curriculum Specialist will have additional contract days utilized for professional growth, collaboration with administrators to build a system of supports for teaching staff, and planning the year's professional development opportunities. Teacher leaders will collaborate with instructional staff to align individual professional development plans with current district/building goals and professional development.

Peer Coaches (mentors) will be responsible for ensuring that new teachers are aware of district professional development and assisting mentees with implementation of building/district professional development. The Peer Coaches will support new staff, answer curricular questions, and provide advice regarding instructional strategies.

Teacher leaders will be directly involved in:

1. Collecting/analyzing student, staff, and district data selecting content that aligns with the Iowa Core designing district professional development facilitating the PLC process.
2. They review student data in their areas and set annual goals and will also review APR goals proposed by Content Area PLCs and approved by the School Board to determine what professional development is needed to support and attain these goals.
3. After District professional development has been addressed, PLCs will meet to develop their building professional development plans for the school year. Both District and building professional development plans will continue to be based on the IPDM and will identify how each teacher leader will be directly involved.
4. Designing PD to include theory, demonstration, practice, and collaboration, reflecting the IPDM.
5. Establishing PD leadership team

We believe this TLC plan fully incorporates all of the key elements in the Iowa Professional Development Model and places student learning at the center of school improvement and staff development. Through the use of these leadership roles, we will be able to fully implement the cycle of professional development.

Using Part 8 application narrative from previous submission? Yes

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.

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)

Teacher leaders are familiar with current professional development and have the ability to see where gaps exist between professional development and student achievement. This is a direct result of district-wide PLC implementation for the past three years. There is already a clearly articulated system of selecting and implementing professional development. With the implementation of the TLC grant, teacher leaders will have the responsibility to select professional development. They will provide more responsive feedback to teachers who implement professional development and identify better implementation practices in order to fill the gaps..

Key staff and responsibilities for sustainability:

Superintendent

- Communicate program progress to stakeholders
- Review recommendations for teacher leader selections
- Collaborate with members of TLC committee to monitor and modify program as needed
- Supervise use of TLC funds

Director of Curriculum

- Coordinate teacher leadership program staff training opportunities
- Oversee collection and analysis of program and student achievement data
- Collaborate with School Improvement Specialists to design and deliver PD
- Coordinate mentoring and induction program

Building Administrators

- Monitor instruction and facilitate building level supports
- Support alignment of curriculum, instruction, and assessment
- Communicate teacher needs

In addition to these key roles, the teacher leader positions will ensure successful implementation. These leadership roles will be promoted through the following opportunities:

1. Full-time teacher leaders (School Improvement Specialists and Intervention/Curriculum specialists) will meet regularly with the Director of Curriculum.
2. Review district goals and how these goals are impacted by the teacher leader efforts.
3. Collaborate with administrators and teachers to improve teaching and learning.
4. Peer Coaches will participate in new teacher orientation, receive mentor training, and provide support to new teachers.

These positions will focus on integrating new staff to the district, the profession, and current district professional development. Our goal is to retain the new staff we attract to the district. By creating four full-time positions with a fifth as an extended contract position, we will be able to sustain this system over time. We have job descriptions specifically designed to improve the implementation of district professional development, increase learning at both the student and teacher levels, and to promote helping teachers improve and grow. Each position has a clearly defined role with specific goals. A process of collaboration has been laid out to ensure that teacher leaders are working with the right people to accomplish district and building goals. A process has been created and will be refined to measure the effectiveness of the positions and the teacher leaders in those positions to ensure that our goals are being met.

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.	\$300,000.00
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).	\$278,190.11
Amount used to provide professional development related to the leadership pathways.	\$30,000.00
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	\$608,190.11

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	1969.4
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$608,190.11
Total Allocation	\$608,190.11

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$608,190.11
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$0.00
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Budget Alignment

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

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

Our district's TLC budget is in complete alignment with our goal(s) for the proposed teacher leadership and compensation system. We believe investing in a system of teacher leaders will ensure the following: (1) the integrity of the DE's mission, vision, and theory of action; (2) KCSD's mission/vision and theory of action; (3) raising student achievement; (4) creating and implementing professional learning for staff; and (5) teaching our staff highly effective strategies to meet all of their needs.

District TLC Goal:

Ensure educators experience professional learning through modeling, feedback on research--based practices, and a nurturing, yet results -oriented, professional learning community. Coaches will give teachers resources to raise student achievement through increasing growth (years +) measured by Measurement of Academic Progress (MAP), and Iowa Assessment.

Additional KCSD TLC Goals:

1. Attract promising new teachers with a competitive beginning salary and a supportive mentoring program.
2. Retain high quality teachers by providing enhanced career opportunities
3. Provide opportunities for teachers to collaborate and reflect on best practices
4. Distribute leadership/ownership for student achievement among all staff
5. Provide highly effective teachers opportunities to advance and share their expertise
6. Cultivate a climate of collaboration among staff
7. Establish a system that monitors effective implementation of the plan

Based on our goals, our TLC plan has three leadership roles:

1. 2 Full-time School Improvement Specialists (Aprox. \$70,000): focus on Iowa Core and district professional development implementation. Continue implementation and refinement of professional learning communities.
2. 2 Full-time Intervention/Curriculum Specialists (Aprox. \$70,000): be versed in district curriculum and professional development. Coordinate/provide Tier I interventions for students and make recommendations on additional tiers of support for identified students.
3. 10 Peer Coaches (\$2,000): the point of contact for new staff. Provide necessary support to staff in classroom motivation and instruction which will increase student achievement.

We feel that there is a strong connection between costs, roles, and goals because through the funding we will be able to implement a teacher leadership system. Our teacher leadership system will fund four full time improvement specialists and approximately ten teacher mentors. These positions will help create an environment dedicated to improving Curriculum, Instruction, Assessment, and Intervention. Furthermore, will help foster a culture with our new teachers to grow professionally as well. Our teacher leadership success will be measured by our ability to fulfill our goals for the proposed TLC system. There is a strong commitment from our school board and community (100% approved our plan) to raise student achievement through teacher leadership thus we will ensure that our teacher roles from this leadership system will adhere to our goals in the long term. We will continuously monitor the progress as well so we can examine our investment and make changes if necessary.

Our district feels strongly about investing in teacher leaders to ensure that we are meeting our teachers' and students needs. We are basing this investment solely on our goals so we can continue to move forward in the area of teacher leadership. Our overall goal is to have a highly effective teacher in every classroom and we feel that committing to our teacher leadership system is our way to achieve that.

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