



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

148945 - TLC Plan Application: Lake Mills Community School

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Organization Information

Organization Name: Lake Mills Community School
Organization Type: K-12 Education
DUNS:
Organization Website:

Address:

City: **Lake Mills** State/Province: **Iowa** Postal Code/Zip: **50450**
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Benefactor _____
Vendor Number _____

Cover Sheet-General Information

Authorized Official

Name: **Chad Kohagen**
Title: **Superintendent**
Organization: **Lake Mills CSD**

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

Address: **102 S 4th Ave E**

City/State/Zip*: **Lake Mills** **Iowa** **50450**
City State Zip

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name: **Jen Fjelstad**
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County(ies) Participating, Involved, or Affected by this Proposal	Winnebago County, Worth County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	4, 26
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	7, 51
<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.

Chad Kohagen

Title of Person Submitting Certification

Superintendent

Recipient Information

District

Lake Mills Community School District

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

County-District Number 95-3420

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.
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TLC Application Contact

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Demographic Profile

October 2014 Certified Enrollment 617
October 2014 Free/ Reduced Lunch % 35
AEA Number 267

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)

Lake Mills Community School District is committed to teaching and learning for all students. We currently are on the AYP watch-list in reading. We need to increase student achievement scores on standardized assessments, improve levels of growth on MAP/FAST assessments, and boost levels of college-readiness. Recent studies estimate that 40% to 50% of new teachers leave within their first five years. This fact is well known to most educators. Lake Mills Community School District must contend with this reality and the further reality that as a small, rural district we have limited resources. We strive to have increased visibility in the job market, but we still do not receive the same number of applicants as larger districts. Additionally, as a small district we need to continue to offer more in terms of salary and benefits to recruit and retain high-quality teachers. Implementation of a teacher leadership program will help us reach this goal.

Lake Mills is a rural district with 742 students and 51 teaching staff. In the 2014-2015 school year, 38.5 % of students received free or reduced lunch, 9.4% were minority students, 12% of students were identified with disabilities, and there were 13 ELL students.

In planning for the grant we involved all stakeholder groups. The feedback we gained from these efforts, combined with research into successful teacher leadership systems enabled us to develop a plan that will empower teachers to become leaders and accelerate student achievement.

As we develop and implement our TLC plan, we will empower our teachers to become leaders in the classroom and the entire district. We have a strong PK-12 culture of collaboration and will continue building off this vision as we implement the following goals.

Goals

1. Continue to recruit and retain high-quality teachers.
2. Support initial teachers as they enter the profession.
3. Provide aligned and differentiated professional development.
4. Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of teachers in these positions.
5. Improve student achievement in all subject areas.
6. Included in our plan are three teacher leadership roles. The TLC Coordinator/Instructional Coach will assist in overseeing and monitoring implementation of the leadership system, providing coaching, and leading the planning and facilitation of professional learning. The coach will coordinate data collection and facilitate the analysis and improvement process. Lead Teachers, will invite teachers to observe their instruction, support teachers with co-planning and co-teaching, share professional resources, and collaborate on the planning and facilitation of professional development. Mentor/Model Teachers will support initial teachers through co-planning, analyzing data, providing demonstrations, as well as observing new teachers and providing constructive feedback. Mentor/Model Teachers will open their classrooms for observations and lead the implementing initiatives and instructional strategies.
7. A selection committee made up of teachers and administrators will screen candidates for leadership positions. They will be asked to submit a resume, write responses to questions, and complete an interview by the selection committee.
8. The distributed leadership provided by this system will enable us to:
 - Provide multiple entry points for teacher leaders.
 - Collect data on the current state of instructional practices and use this to plan professional learning.
 - Provide targeted, relevant, and differentiated professional learning opportunities in a variety of settings and with varied levels of support.
 - Facilitate, monitor, and make adjustments to professional learning.
 - The district initiatives will be more effectively implemented with the support of a teacher leadership system. Teacher leaders will provide the support as they work with teachers to achieve the goals of these initiatives and provide the professional development necessary to make them a success.

Another important component is the role teacher leaders will play in improving entry into the profession. The current mentoring and induction program, provided by AEA 267 will be supplemented with our district plan to support their work.

Careful monitoring of our teacher leadership system is key to its long-term success. We will use a variety of methods including but not limited to surveys, interviews, and monthly TLC meetings.

Lake Mills will put in place several measures to sustain the program over time. We will:

- Continue open communication with stakeholders, update them on progress, and solicit their feedback.
- Hold monthly teacher leader meetings to allow for collaboration, professional growth, and feedback on potential improvements.
- Develop a system that will enable us to build the capacity of all teachers in the district.
- Extend our partnership with AEA 267.

Our budget for the TLC Grant is primarily directed at covering the costs for teacher leaders to be out of the classroom, releasing teachers to collaborate, providing salary supplements to teachers taking on leadership roles, and supporting professional development.

Lake Mills Community School District is making great progress toward empowering all learners to achieve their full potential. Implementation of teacher leadership will enable us to consolidate and coordinate multiple initiatives and continue to strengthen our district.

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) 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).

Lake Mills' planning for the Teacher Leadership and Compensation (TLC) Grant was guided by a team consisting of equal parts administrators and teachers along with the addition of two parents/community members. In these sessions we reviewed the three teacher leadership models. As a team, we decided that Model 3 best fit the needs of our district. The team reviewed several approved TLC grant applications and utilized the Department of Education Rubrics as a resource while writing our plan. As a follow up to these meetings, a district planning group met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit their input and feedback. The committee met with the AEA 267 consultant to gain more insight as well as contacted other schools via local AEA267 TLC workshops.

All TLC grant team members had an equal role in the development of the teacher leadership plan. They provided input and feedback throughout the grant writing process, including how best to solicit input from teachers and community members, which leadership roles would be a best fit for their building levels and the district, and in determining the most appropriate duties and responsibilities for teacher leaders.

Initially administrators and staff were hesitant in their support for a teacher leadership system. Many had concerns about how the implementation of the Teacher Leadership System would affect the current culture and climate due to the structure of our district. Concern was expressed about the potentially negative effects of removing high-quality teachers from the classroom. After discussion, the design of the system was adjusted so that the amount of time teacher leaders would be out of the classroom would be minimized.

Teachers' input was actively sought and incorporated into the plan. Time during staff meetings was utilized to inform teachers about the TLC Grant, its foundations, vision, and goals as well as the range of potential leadership roles. Teachers participated in a survey to measure their support for a teacher leadership system, the roles they felt would be most beneficial, the types of teacher leaders they would be most likely to utilize, and which roles they might be interested in pursuing. This information was then used to design a system that would meet the needs of Lake Mills. After these discussions, more teachers saw the benefit of having a teacher leadership system. The questions and concerns generated from our survey drove our research and subsequent plan. They felt that such a system would enable them to broaden career path, grow professionally, allow them to share best practices, improve teacher instruction and collaboration, utilize the multiple teacher talents that exist, and provide better support for new teachers, all of which would lead to increased student achievement. Some concern was expressed about teachers taking on more responsibilities and the possible effect of removing effective teachers from the classroom. Based on this input, duties and responsibilities were adjusted to avoid overloading.

The third stakeholder group in the process was parents/community members. Key people in our community agreed to sit on the committee and provided input as requested throughout the process.

As a result of this meeting our community members expressed support for a teacher leadership system. According to the notes from the various groups and the minutes of the meeting, community members believe that a teacher leadership program will improve instruction for students, allow for better support and retention of new teachers, support vertical alignment of the curriculum, create a more open environment and the sharing of expertise, improve professional development and growth, and increase accountability. Their concerns closely mirrored those of administrators and teachers and related to the sustainability of such a system if funding runs out, how to keep additional responsibilities from increasing teacher burnout, and a desire to ensure that the application and review process is rigorous.

The grant funds allowed for a significant amount of time and research to develop a plan that all of the stakeholders could agree upon and move forward with. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions and supporting rubrics were established to create consistency and sustainability.

Parents, teachers, and administrators completed the following during the development of the plan:

1. Reviewed the TLC guidance and the goals set by the task force
2. Developed the district vision of what TLC would look like
3. Researched a number of districts already implementing TLC and also districts just getting started
4. Determined what our district needs were based off of staff survey and committee information
5. Set the goals for the TLC and how it flows with current and future initiatives
6. Finalized the model for our district

7. Created a grant writing committee

The grant writing committee completed the following tasks to finalize the grant:

1. Finalized the timeline to complete the rough draft and have proof read by AEA TLC consultant
2. Collaborated with the stakeholders throughout the application process
3. Reviewed and rewrote application narratives per AEA TLC consultant feedback

The important piece to moving forward with the grant process was the collaboration amongst the groups and the willingness to make compromises and build consensus that everyone could agree upon. Because of the research conducted and the valuable stakeholder feedback incorporated into the final design, we feel confident that Lake Mills has a strong plan for a teacher leadership program. We are anticipating that our TLC program will support teacher growth, lead to higher student achievement, and meet our mission statement: Lake Mills Community School is committed to teaching and learning for all.

Narrative

Using Part 2 application narrative from previous submission? **Yes**

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.

Lake Mills Community School District vision for TLC is to inspire and challenge students through a high performing system of support where teachers support teachers and lead through professional growth and development. A system where teachers continuously look to implement current theories of best practice. Our district has a structure that can coordinate the diverse elements necessary to recruit and retain highly effective teachers, promote collaboration and high-quality instruction, and increase student achievement. We believe full implementation of a teacher leadership system will enhance the initiatives currently in place.

We have developed the following theory of action for our teacher leadership program.

When we actively engage teachers in leadership roles; fully support new teachers as they enter the profession; improve individual and collective practice; provide coordinated professional development; and monitor performance; then we will complement the overall quality of instruction; increase student achievement, and all learners will be empowered to achieve their full potential.

Lake Mills is a rural district with 742 students and 51 teaching staff. In the 2014-2015 school year, 38.5 % of students received free or reduced lunch, 9.4% were minority students, 12% of students were identified with disabilities, and there were 13 ELL students.

Long Range Goals

- All LMCS K-12 students will achieve at proficient levels in reading comprehension.
- All LMCS K-12 students will achieve at proficient levels in mathematics.
- All LMCS K-12 students will achieve at proficient levels in science.
- All LMCS K-12 students will use technology in developing proficiency in reading, math, and science.

Assessment data show a need to increase levels of proficiency. Both our elementary and secondary buildings are on the AYP watch list in the area of reading. Iowa Assessment data reinforce the need to accelerate growth, especially when disaggregated by subgroup.

Lake Mills Percent of Proficient Students in Grades 3-11

	All Students	Students with Disabilities
Free or Reduced Lunch	Minority Students	Reading
81.51%	40.54%	74.44%
57.14%	Math	86.55
51.35%	77.27%	60.71%
Science	85.75%	54.05%

Lake Mills has committees to help plan professional development. We are working towards each Professional Learning Community having a teacher who facilitates meetings and attends monthly facilitator sessions to ensure that PLC work is aligned throughout the district. Additionally, mentor teachers support new teachers in the district. Recognizing both the need to increase levels of proficiency and the positive potential of teacher leaders, the committee sees the value of hiring teacher leaders through the TLC grant. The teacher leaders will support teachers one-on-one and in small groups, assist in planning and facilitating professional development, and lead the district’s staff development initiatives.

Implementing a teacher leadership system will enable us to:

- build the capacity of the teachers to act as leaders
- support initial teachers
- enhance instructional practices throughout the district
- promote full implementation of district initiatives
- support our collaborative culture
- positively impact student achievement

Our instructional coaches, mentor/model teachers, and lead teachers will support and strengthen teachers at all levels. Instructional coaches will work with teachers one-on-one and help them reflect and meet individual goals.

They will plan, facilitate, and monitor professional development to ensure that instruction and curriculum is rigorous

as well as vertically and horizontally aligned. Mentor/model teachers will mentor initial teachers to ensure high-quality instruction right from the start. The lead teachers will assist Professional Learning Communities and allow teachers to collaborate and build best practices. Our teacher leadership program will coordinate work that is currently dispersed throughout the district and recognize and reward teachers for work they are currently doing.

To accomplish this we have established the following Lake Mills TLC goals:

1. Improve recruitment and retention of high-quality teachers.
2. Fully support initial teachers as they enter the profession.
3. Provide aligned and differentiated professional development.
4. Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of teachers in these positions.
5. Improve student achievement in all subject areas.

Our district's mission is teaching and learning for all. Staff works hard every day to make this a reality. Implementing a teacher leadership program will complement our current practices. To improve achievement, the instructional coaches role will be to build around our measurable areas for growth and needed support that includes literacy, math, special ed, and technology. The instructional coach will enable us to strengthen the connection between all of our school improvement initiatives and will improve the implementation of strategies into classroom practice. The coach will also play a role in communicating throughout our PLCs to provide teachers with MTSS ideas and strategies. Our lead teachers will engage in our PLC teams to help developing and committing to norms of collaboration, support the development of formative assessments around Iowa Core standards, analyze data to identify students in need, and reflective dialogue as a means to improve student learning. The lead teacher then facilitates the review, writing, and implementation of curriculum aligned with the Iowa core to ensure guaranteed and viable curriculum. The mentor/model teacher will have designated time to collaborate around improving instruction and student learning. We will engage in the AEA 267 mentoring and induction two year process. We will provide resources and PD for the mentor/model teacher to ensure they are trained in highly effective mentoring and coaching strategies and routines.

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)

Lake Mills Community School District has several structures and initiatives that will be strengthened through the implementation of a teacher leadership system. Teacher leaders will support each initiative. This support will differentiate based on teacher leader roles and existing teacher needs.

Implementing the Iowa Core is a district priority. AEA 267 has provided professional development on understanding and unpacking the core and has supported teachers with initial implementation. Our instructional coach will collaborate with teachers to provide additional professional learning. Coaches will support this initiative by collaborating with peers, developing teacher skill at linking the Iowa Core to instruction, and strengthening practices that meet the rigorous standards outlined in the core. Additionally, they will provide professional development and model how to use district-provided resources to fully implement and integrate the Iowa Core. The instructional coach will have some focus on the alignment of the Iowa Core in our curriculum, instruction, and assessment.

Lake Mills district has instituted Professional Learning Communities (PLCs). PLCs focus on teaching and learning, student engagement, technology, and assessment. One lead teacher leads each group and attends monthly facilitator meetings to coordinate the content and direction of each group's work. PLCs serve as an engine for spreading positive practices, provide feedback about the current state of instruction, and collect data about district needs. Lead teachers will facilitate PLCs to identify student learning needs, determine teachers' current knowledge and skills, and identify future learning opportunities. They will also be responsible for guiding collaboration, the discussion of student strengths and weaknesses, and group collection and analysis of data. The lead teacher will act as the liaison between the groups and assist our MTSS process to ensure cohesive and fluid communication on current practices that are proven to be effective with our students.

In an effort to support new teachers, we participate in a two-year mentoring and induction program sponsored by AEA 267. The course builds new teachers' professional knowledge and guides them through their first year. Mentor/model teachers and mentees jointly attend the second year where they collaboratively study teaching and learning. Mentor pairs meet weekly and keep a log of their work. Mentor/model teacher leaders will support and strengthen this work by fostering reflective collaboration, encouraging change and growth, and supporting initial teachers' use of data. Release time will also be provided for observations and reflective dialogue. Finally, mentor/model leaders will work together to develop a local mentoring curriculum and continue to build their own knowledge of adult learning theory. The model portion of this position will be utilized as exemplary examples in the areas of instruction, classroom management, MTSS, and differentiation of instruction. These teachers will model instructional techniques aligned with the Iowa Core and open their classrooms to all staff. Our model teachers will support our teaching staff through quality instructional modeling, increase the opportunities for staff to observe instructional strategies and be available for consultation.

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)

Recent studies estimate that 40% to 50% of new teachers leave within their first five years. This fact is well known to most educators. Lake Mills Community School District must contend with this reality and the further reality that as a small, rural district we have limited resources. We strive to have increased visibility in the job market, but we still do not receive the same number of applicants as larger districts. For this reason, improving entry into the teaching profession through a coordinated and supportive mentoring and induction program, while encouraging and assisting teachers in their long-term professional growth, is vital to a successful future for Lake Mills.

Analysis of current mentoring and induction program at Lake Mills

Currently, AEA 267 provides our mentoring and induction program. During the first year, new teachers receive support in building relationships and improving communication, classroom organization, best practices in teaching, effective use of data, differentiation, and the importance of being a reflective practitioner.

In year-two, mentors and mentees attend together, and they collaboratively study teaching and learning. The focus of these sessions includes ensuring that all students achieve at high levels, standards-based unit design, assessment strategies and data analysis, and how to design effective and engaging learning experiences. In addition, the district requires mentors and mentees to meet weekly and document their work.

For career teachers new to Lake Mills, they are currently provided a half-day paid orientation on his/her first day of employment in the district. No mentor is assigned to these staff members. These teachers are not given extra time nor is substitute coverage specifically allocated during the school year for professional learning or induction into the LM system.

Improving mentoring and induction at Lake Mills CSD

Prior to the start of the school year, the mentor teachers will attend training at the AEA through the TLC Professional learning series on mentoring and induction. These mentors will continue to attend with the AEA Mentoring program by attending monthly meetings with the new teachers. Our mentors will work with the administrative team and instructional coaches to create a local mentoring and induction curriculum including topics to be addressed during monthly mentoring meetings that will occur during the two year induction process. In addition, the mentor teachers will work with administrators to create and monitor expectations for both mentors and new teachers, including regular weekly check-ins/meetings to monitor work and identify support to be provided. These monthly and weekly meetings will provide coherence and coordination and ensure mentees are receiving consistent information. This, combined with the local curriculum, will ensure that new teachers receive consistent, relevant, and timely support. Additionally, mentors and new teachers will be provided with substitutes to cover their classrooms to allow for extended meetings, co-planning, observations, and reflective learning conversations during the school year.

During year one, two additional contract days for the mentor teacher will be used during the summer/August to help the mentor orient the new teacher to the district and building.

This time will be used for the following:

- reviewing policies, procedures, and handbooks
- familiarizing new teachers with teaching materials and curriculum maps
- assisting new teachers with problem-solving and planning lessons
- planning collaboration strategies to use with parents and staff
- preparing a portfolio
- leading parent/teacher/student conferences
- understanding the evaluation process

Another support strategy identified was the need for more classrooms where new teachers could observe high-quality instruction. Mentor teachers in the system will facilitate this and provide additional observation sites (lead teachers) where new teachers can observe, ask questions, and receive support on their implementation of instructional strategies.

During year two, the mentor and new teacher will continue both the monthly and weekly meetings. The mentor will also assist the mentee with the completion of his/her teaching portfolio.

At the end of the second year, the mentor and new teacher will meet with the building administrator to reflect on the mentoring process and discuss whether additional mentoring or support is needed.

Improving induction of career teachers at Lake Mills CSD

The Lake Mills proposal also provides support for teachers new to the district through targeted assistance by mentor teachers. Teachers, not new to the profession, but in their first year in the LMCS District will be supported by building level mentors. Additionally, these new teachers will be provided with two days of coverage by a substitute teacher that will allow the new teacher and his/her mentor the opportunity to observe other teachers' classrooms (lead teachers) and reflect together on those observations. Teachers serving as leaders in the mentor positions will be responsible for providing immediate support and guidance related to:

- Building processes and procedures
- Grade level or department procedures
- Day-to-day questions
- Common curriculum and assessment practices
- Iowa Core implementation
- Assessment expectations
- PBIS, MTSS
- Professional Learning Community structure at Lake Mills
- Technology Integration, including instruction utilizing Mimeo Boards, iPads in the elementary and laptops at the secondary

The Lake Mills teacher leadership system will build on the strong foundation provided by AEA 267 and create district infrastructure that supports initial and new to the district teachers as they learn and grow in their positions. This will improve entry into the profession and allow the district to recruit and retain a high-quality teaching force.

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.

Description of Lake Mill's Differentiated Teacher Leader Roles

The Lake Mills CSD TLC plan specifies leadership positions designed to support teachers and learning teams, provide professional partnerships for both initial and new to the district teachers, and deliver differentiated professional learning in an effort to meet individual and district-wide goals related to improved student achievement.

The LMCS Differentiated Teacher Leader Roles include the following positions:

Instructional Coach/TLC Coordinator (2 positions)

Two Instructional Coaches/TLC Coordinators:

One for K-5 (elementary) and one for 6-12 (secondary)

- Engages 100% in instructional coaching and TLC duties
- 15 additional contract days
- \$6,000 supplement (for both additional days and hours)

The TLC Coordinator/Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional learning to bring about improvement in teacher skill and student achievement.

To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.

- Lead the planning, facilitation, and monitoring of district-wide professional learning
- Collect, disaggregate, and disseminate assessment data
- Coordinate meetings with lead teacher teams and mentors
- Assist with professional growth plans
- Provide in-class support through demonstrations, co-planning, co-teaching, and observations
- Facilitate reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps.
- Assist colleagues in advancing their instructional skills by providing resources and coordinating intervention/enrichment activities
- Promote and support technology integration
- Attend AEA 267's Professional Learning for Instructional Coaches

Lead Teacher (8 positions)

Two Lead Teachers for each of the following four grade spans:

(K-2) (3-5) (6-8) (9-12)

- 5 additional contract days
- Sub coverage as needed during the school year
- \$3,000 supplement (for both additional days and hours)

Role Summary

Duties/Responsibilities

Lead Teachers will enhance professional growth in the district through their support of teachers in the classroom and during professional learning. They will serve as the liaison between classroom teachers and instructional coaches and district leaders to ensure decisions are informed by open communication.

Lead Teachers are responsible for guiding the implementation of district work in literacy, math, science, and technology. To this end, they will lead data-based inquiry, guide colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration.

- Assist in planning, facilitating, and monitoring professional learning
- Support implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching
- Facilitate discussions about improving instructional practices
- Assist colleagues in advancing their instructional skills by providing resources and feedback
- Provide leadership in the collection and analysis of data
- Model and support the integration of technology
- Support the mapping and alignment of curriculum
- Be current on research-supported best practices
- Collaborate with instructional coaches and school leaders to address instructional issues
- Attend AEA 267's Professional Learning for Lead (Model) Teachers.

Mentor Teacher (6 positions)

- Remains 100% in the classroom
- 2 additional contract days
- Sub coverage as needed during the school year
- \$1,500 supplement (for both additional days and hours)

Role Summary

Duties/Responsibilities

Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers and/or teachers new to the district.

Mentor Teachers are responsible for supporting improved entry into the profession. To this end, they will act as a critical friend, listening and supporting the initial/new teacher and also ensuring focus is on the teaching and learning cycle. They are responsible for maintaining a high-level of instructional practice implementing district initiatives.

A Coherent Instructional Improvement Strategy to Improve Teaching and Learning

Lake Mills views the teacher leadership system first and foremost as a capacity building tool. Research indicates that a teacher's knowledge and skills grow as a result of working in a teacher leadership role. Additionally, research suggests that teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by colleagues who are effective at raising student achievement.

Our teacher leadership system provides opportunities for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers the choice to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. In addition, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. This rotation will be managed to ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way, LMCS will sustain the system over time and build the strength of the entire district.

These leadership roles work together to create a coherent instructional improvement strategy by ensuring that teachers receive professional learning that is appropriate to their needs. Recognizing that not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings.

After conducting extensive outreach with various stakeholders, current TLC schools, and evaluating the needs of the district, we determined that three teacher leadership roles would be a part of our program design. The district leadership team (DLT) worked to map out which duties and responsibilities would be best suited to each role.

The Instructional Coaches/TLC Co-Coordinators will lead a process of collaborative inquiry with teachers and administrators to improve student learning at Lake Mills. They will use multiple sources of information to analyze student learning and teacher practice to improve instruction and increase student achievement, focusing on systemic improvement. This role will be integral in leading a system of change and supporting the district's efforts to meet its TLC goals.

The Coaches will give direction to the Lead Teachers during monthly collaborative meetings. These Lead Teachers will provide content area expertise and support based on individual needs and goals. The Coaches will also work to ensure the Lead Teachers' instruction reflects best practice and is focused on the Iowa Core Standards. The Coach/Coordinator will also meet and collaborate with Mentors to provide additional support for initial and new to the district teachers. Mentor teachers will work individually with initial and/or new teachers as they navigate their first two years.

Professional learning will be coordinated, organized, and planned during monthly meetings by the District Leadership Team, which will include the Instructional Coaches/Co-Coordinators, administrative team, and teacher representatives. The monthly DLT meetings will incorporate feedback/reflection opportunities for staff to evaluate the perceived relevance and effectiveness of the current professional learning. It can then be adjusted, reinforced, and followed-up on in small-group and individual settings. The Instructional Coach will work with the administrative team to monitor implementation and evaluate data, which will be shared with the DLT to provide additional direction for planning future professional learning. Lead Teachers will serve as a point of contact and support at each building level and be available to work with grade levels or small interest/needs-based groups. They provide an additional layer of support between teachers and Instructional Coaches to make certain teachers' needs are identified and supported through the teacher leadership system. Additionally, Mentors will work flexibly with Instructional Coaches/TLC Co-

Coordinators and Lead Teachers to ensure both beginning and new to the district teachers have access to sufficient professional learning based on their needs and the needs of the students.

When brought together, these roles create a coherent improvement strategy, which empowers teachers to take on new levels of leadership and responsibility. This system will strengthen instruction and improve student learning throughout the Lake Mills 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.

The process for selecting teacher leaders at Lake Mills will be comprised of an application and self-assessment tool, a letter of recommendation, and an interview with the selection committee. This process closely mirrors the current hiring practices in the district.

The selection committee will be the team charged with screening and selecting potential teacher leaders (like an interview team). The selection team membership will include administrators, teachers, and other staff as needed. The teachers and other staff on the selection committee members will be:

- **Allowed to serve for no more than two consecutive years.**
- **Comprised of a balanced representation of building levels as possible.**
- **Asked to serve by the building administrators, if there are too few or too many volunteers.**
- **Having met the Iowa Teaching Standards as demonstrated by the district evaluation tool.**

The first phase of the selection process will be the presentation of the leadership positions to the teaching staff and provide them with a self-assessment tool to help each staff member decide if this is a role that he/she wants to pursue. The self-assessment tool will ask candidates to rank themselves based on desirable coaching characteristics. This self-assessment tool will be a survey type questionnaire where the applicant can score oneself against a scale that would show the potential compatibility for the position.

The second phase is an application form where applicants will be given a set of questions to be submitted. An applicant may provide documentation that he or she meets the eight Iowa Teaching Standards by giving an example how each standard is met. Included in this application process will be a letter of recommendation from a peer. The letter of recommendation should highlight the applicant's leadership qualities and ability to perform the duties of the teacher leader role. A rubric-based approach will be utilized to determine which applicants will be invited to participate in face-to-face interviews. (prior demonstrated effectiveness)

The third phase will consist of a face-to-face interview with the selection committee. Following completion of the application process, the applicants will be rated by the selection committee based on the rubric. Scoring will be based upon rubric criterion; including but not limited to:

- **a minimum of standard license**
 - **a minimum of two years in the district**
 - **evidence of professional growth including, but not limited to the following: additional coursework in the content area, additional certifications, degrees, training, teacher evaluation, career development plan (prior demonstrated growth)**
- Additionally, teacher leaders will be selected based upon potential for the greatest impact on student achievement and the best skill set match for meeting the academic needs of students.**

The effectiveness of the candidates will be measured by the information gathered during the multiple selection process steps including answers on the initial application, answers to interview questions around teaching strategies, leadership experiences, and professional growth.

Professional growth will be a critical component in the criteria for selecting teacher leaders. As a district, we encourage teachers to obtain additional training, which AEA 267 has a learning series to attain certification that is specific to the leadership positions. The courses are designed to improve their craft of teaching and to share that knowledge with team members. Through the application process the selection committee will score the applicants' professional growth based on rubric criteria. Participation in recent district professional development initiatives and attendance at regional conferences on related topics will be scored on the rubric. Enrollment in training provided through the AEA course offerings such as mentoring, EdInsight, PLC, technology, RTI, PBIS, and MTSS trainings would also show a commitment to professional growth. Applicants' in-district evaluations and professional growth plans will be used to show evidence of the ability to use student learning data, designing action steps to reach that goal, analyzing data on achievement of the goal, and reflection throughout the entire process.

Teacher leaders will remain in these roles without reapplying with positive evaluation results and evidence of continuous improvement. The professional development plan may include opportunities for additional training in strategies needed in a leadership or coaching role. In order for each position to be successful, teachers serving in those roles will remain up-to-date with current best-practice instructional strategies through available PD resources of which the district will provide time and resources for training. The teacher leaders will meet and will provide monthly assessments to the administration.

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 professional development at Lake Mills Community School will be aligned with the teacher leadership system and will incorporate the key elements of the Iowa Professional Development Model. The descriptions below are organized by the key elements of the IPDM.

Establish PD Leadership Team

Lake Mills' Instructional Coaches/TLC Coordinators will be members of the Lake Mills Districtwide Leadership Team (DLT). The Lake Mills DLT is responsible for leading the professional learning of all teachers in the district. The Lead Teachers and Mentor Teachers will lead and facilitate the PLCs.

Collect and Analyze Data

Instructional Coaches/TLC Coordinators will

- Coordinate the completion of a districtwide needs assessment
- Lead a review of the district's Adequate Yearly Progress (AYP) , Annual Progress Report (APR), and Comprehensive School Improvement Plan
- Facilitate the review of student achievement data (Iowa Assessments, MAP Assessments, Formative Assessments, Grade Level Assessment, FAST Assessments, ACT Scores)
- Analyze all available district wide data and identify areas of strength and areas of concern

Lead Teachers and Mentor Teacher will

- Assist all teachers in creating and implementing classroom formative assessments
- Assist teachers in correctly administering standardized assessments
- Facilitate the analysis of formative assessment data and the necessary instructional changes to meet universal and tier instruction.

Goal Setting & Student Learning

Instructional Coaches/TLC Coordinators and Lead Teachers will

- Facilitate the PLC format and Professional Growth Plan
- Demonstrate classroom instruction aligned with the district's student achievement goals
- Support all teachers in curriculum mapping and instructional planning.
- Provide professional resources in best practice and demonstrations of effective classroom instruction.

Mentor Teacher will

- Attend AEA 267 training with initial teachers
- Facilitate learning conversations
- Plan lessons with teachers
- Provide feedback on classroom instruction

Selecting Content

Instructional Coaches/TLC Coordinators will ensure that professional learning and the instructional content chosen for classrooms are aligned with the Iowa Core Curriculum and the district's student achievement goals. They insure content is research based best practice and aligned with the Iowa Core. Lead Teachers will assist teachers in the selection of content that meets the specific needs of students in their classrooms and at their grade level. Mentor Teachers will assist initial and new to the district teachers by providing guidance specific to their subject area or grade level.

Designing Process

Lake Mills will deliver professional learning using the current early release calendar and PLC format. Instructional Coaches/TLC Coordinators will design PL to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. Lead Teachers and Mentor Teachers will differentiate learning needs of each teachers.

Training and Learning Opportunities: All teacher leaders in the district will take advantage of the Professional Learning provided by AEA 267. The newly created Professional Learning Series specific to the TLC implementation will be utilized. In addition, professional resources will assist with the implementation of Iowa Core, Summative and Formative Assessment, MTSS, K-12 Literacy, Math, and Science, and PBIS.

Collaboration

Instructional Coaches/TLC Coordinators, Lead Teacher, and Mentor Teachers will

- Work to promote and evaluate a climate and culture based on the Lake Mills SOCCER Matrix (Safe to Risk, Ownership, Collaboration, Choice, Engagement, and Real World)
- Utilize current PLC structures to facilitate collaborative professional learning
- Observe instruction and provide feedback through peer review

Implementation

All Teacher Leaders will support the implementation of the district TLC Plan by:

- Attending AEA 267 trainings on how to best fulfill their responsibilities and growth in their leadership roles
- Completing implementation and PLC logs and sharing progress on a regular basis
- Being active problem solvers
- Meeting the professional and ethical expectations set by the Iowa Teaching Standards
- Completing the TLC Evaluation process with fidelity

Formative Evaluation

Instructional Coaches/TLC Coordinators will collect and analyze the following data

- Professional learning survey
- Student formative achievement data.

Lead and Mentor Teachers will monitor progress by

- Conducting reflective professional learning conversations
- Completing classroom observations and peer reviews
- Surveying students
- Reviewing formative student achievement data

Program Evaluation: Instructional Coaches/TLC Coordinators will assist in the TLC Program evaluation annually. The mandatory state TLC reports will be completed and additional student achievement data will be analyzed. Any improvements/changes made to the TLC system will be submitted to the Department of Education.

Developing Teacher Career Plans: Instruction Coaches/TLC Coordinators will assist teachers in the completion of the Lake Mills Professional Growth Plan according to the contract. They will insure that all Professional Growth Plans are aligned with the districts student achievement goals and the implementation of the Iowa Core Curriculum. Lead and Mentor Teachers will assist all staff in the setting of professional growth goals, collecting of assessment data, and evaluating of the Professional Growth Plan.

Using Part 8 application narrative from previous submission? **No**

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Lake Mills site based review committee will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures on the following goals:

Goal 1: Improve recruitment and retention of high-quality teachers. We will monitor current recruitment efforts to determine which yield the largest number of high-quality candidates. Based on this data we will decide if we need to continue with current efforts or expand into other areas. Second, we will survey student teachers and interns to determine the likelihood they will seek future employment in the district. Third, we will conduct annual staff climate surveys to determine which components most affect teacher satisfaction. Fourth, we will conduct exit interview with teachers leaving the district and create a system to track overall retention rates. Implementation of these measures will create a more complete picture of factors impacting retention and allow us to make necessary adjustments.

Goal 2: Fully support initial teachers as they enter the profession. We will monitor the support being given to initial teachers by auditing mentoring logs to ensure required topics are being addressed. Second, we will conduct monthly meetings to monitor implementation progress and collect feedback to determine which supports are proving effective and which need to be adjusted or reinforced. Third, we will analyze bi-annual survey results to decide which program elements are most effective, which need adjustment, and which need to be replaced. Finally, we will review initial teacher observations and portfolios for evidence of the impact of mentoring. Based on this evidence we will adjust the system to alter the levels and types of support being provided to new teachers.

Goal 3: Provide aligned and differentiated professional development. We will conduct biannual staff surveys to collect feedback on the effectiveness of professional learning opportunities. Second, we will conduct learning walks to monitor implementation of the knowledge and skills acquired in professional development, coaching sessions, classroom observations, and PLCs. This information will be linked back to the specific professional development contexts to measure their effectiveness.

Goal 4: Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of these teachers. Teacher leaders and administrators will complete a teacher leadership rubric to monitor the quality of instruction in teacher leaders' classrooms, their ability to coach other staff, their skill at facilitating professional learning, and their developing leadership abilities. Using this rubric we will determine how the teacher leader is growing professionally and be able to determine the impact they are having on instruction. Data from this rubric will also be used to plan professional development for teacher leaders. Second, we will conduct biannual staff surveys to collect feedback on the effectiveness of teacher leaders. These surveys will tell us who is utilizing teacher leaders and their perceived strengths and weaknesses. This feedback will be used to determine what professional development teacher leaders need and what adjustments the system needs. Teacher leaders will also receive survey results so they can make modifications to their practice. Teacher leaders will also provide feedback on the system through monthly meetings. In order to avoid frustration or burnout we need to know if too much responsibility is being placed on any teacher leader position. Once data has been collected we can adjust either the number of positions or responsibilities of the positions.

Goal 5: Improve student achievement in all subject areas. A 2010 report concluded that research documenting the impact of teacher leaders on classroom practices is still emerging. Therefore, gains in student achievement will be correlated with data about our teacher leadership system and considered in determining the impact and effectiveness of our system, but will not be the most heavily weighted method. The report also concluded that the length of time a teacher leadership system was in place was related to higher reading test scores. This suggests that the benefits of a teacher leadership system should accrue over time. Consequently, we would anticipate student achievement gains related to our teacher leadership program to increase over time. By creating a system with a multifaceted feedback loop, we can use the information garnered to provide us with an understanding of the current state of our TLC program, weaknesses we need to mitigate, and strengths we can build upon.

As a school we engage in formative pieces to be able to evaluate, re teach and/or adjust the delivery of instruction.

For that purpose, our site based review committee of no less than three teachers and three administrators will monitor and adjust the TLC plan based on the results of the following measures.

- Teacher, parent, student surveys
- Feedback by the faculty on the effectiveness of teacher-leaders
- MISIC Curriculum documents
- Iowa Assessments, MAP Assessments, FAST Assessments, discipline referrals, etc.
- Records of administrators and teachers documenting the amount and type of teacher collaboration
- Instructional Coaches' records showing when and how often learning strategies are being used.
- Records of teacher hires and retention
- Each teacher leader position will participate in a self reflection paper annually on the positives and negatives of their work, experience, and learning

Principals will work collaboratively with the site based review committee to collect and analyze data and report to the staff and board. Throughout the year, we will also seek input and feedback from teachers, students and parents bi annually. The purpose would be to create a baseline and then a final survey to determine trends, strengths, and areas for growth. Administrators and TLC participants will also provide regular updates to the school board and District Leadership Team on the measures above.

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)

Lake Mills school district's capacity to implement the TLC plan is focused on the following principles.

1. To promote teaching excellence, enhance student achievement, to build a supportive environment of growth and continuous improvement of the beginning/new to district teacher, to increase the retention of the promising educators new to the district, and to promote the personal and professional well-being of classroom teachers

Lake Mills has successfully implemented several initiatives. The pre-kindergarten through fifth grades began implementing the Everyday Math Revised edition in 2015-16. Currently, the 6-12 grades began implementing the Big Ideas Math curriculum.

In 2014-15 Lake Mills became a Positive Behavior and Supports (PBIS) school. This has been a district-wide initiative in which all staff have taken an active role in the development and implementation of the program. PBIS is a multi-tiered system and an important aspect of this program is having all stakeholders play an important role. Staff members serve on various committees in data collection and review, advisory team to name a few.

The roles and responsibilities of personnel responsible for ensuring the success of the plan are as follows:

Instructional Coach/TLC Coordinator (2 positions)

One for K-5 (elementary) and one for 6-12 (secondary)

- Engages 100% in instructional coaching and TLC duties
- 15 additional contract days
- \$6,000 supplement

The Instructional Coach/Coordinator will contribute to district-wide growth by engaging teachers in a cycle of reflective PL to bring about improvement in teacher skill. To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.

Lead the planning, facilitation, and monitoring of district-wide PL

Collect, disaggregate, and disseminate assessment data

Coordinate meetings with lead teacher teams and mentors

Assist with professional growth plans

Provide in-class support through demonstrations, co-planning, co-teaching, and observations

Facilitate reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps.

Assist colleagues in advancing their instructional skills by providing resources and coordinating intervention/enrichment activities

Promote and support technology integration

Attend AEA 267's PL for Instructional Coaches

Lead Teacher (8 positions)

Two Lead Teachers for each of the following four grade spans:

(K-2)(3-5)(6-8)(9-12)

- Remains 100% in the classroom
- 5 additional contract days
- \$3,000 supplement

Role Summary

Duties/Responsibilities

Lead Teachers will enhance professional growth in the district. They will serve as the liaison between classroom teachers and instructional coaches and district leaders.

Lead Teachers are responsible for guiding the implementation of district work in literacy, math, science, and technology. They will lead data-based inquiry, guide colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration.

Assist in planning, facilitating, and monitoring professional learning
 Support implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching.
 Facilitate discussions about improving instructional practices
 Assist colleagues in advancing their instructional skills by providing resources and feedback
 Provide leadership in the collection and analysis of data
 Model and support the integration of technology
 Support the mapping and alignment of curriculum
 Be current on research-supported best practices
 Collaborate with instructional coaches and school leaders to address instructional issues
 Attend AEA 267's PL for Lead (Model) Teachers.

Mentor Teacher (6 positions)
<ul style="list-style-type: none"> • Remains 100% in the classroom • 2 additional contract days • \$1,500 supplement
Role Summary
Duties/Responsibilities
<p>Mentor Teachers are responsible for supporting improved entry into the profession. They will act as a critical friend, listening and supporting the initial/new teacher, and also ensuring focus is on the teaching and learning cycle. They are responsible for maintaining a high-level of instructional practice implementing district initiatives.</p> <p>Facilitate weekly learning conversations with teachers Assist initial teachers with planning Provide constructive feedback to initial/new teachers Facilitate initial/new teacher's reflection on the feedback he/she receives Demonstrate effective classroom instruction Assist the initial/new teacher in the collection and analysis of data Support the initial/new teacher in making data-based decisions and planning for differentiation Be current on research-supported best practices Serve as a collaborative partner solving challenges, applying ideas, and learning together Participate in classroom observations of other teachers' classrooms with initial teacher and complete reflection Host student teachers and interns Attend AEA 267's PL for Mentors</p>

The district will continue to rise to the challenge of being effective lifelong learners. We also recognize that we cannot do it all alone. One area where our AEA partner will be critical is in the support and professional development of our teacher leaders. AEA 267 has phase one, two, and three to assist in the launching of the TLC system. Phase one is to identify, establish and communicate a vision through school improvement that follows the Iowa Professional Development model, determine/revisit the goals and identify indicators of success. Phase two is to engage in training and coaching cultivating collaboration monitoring progress through indicators. Phase three is to evaluate the impact and effect and make adjustments. We will need AEA's expertise and support in developing the capacity of teacher leaders and utilize the AEA learning series that are specific to our different positions. The PL series will allow our teacher leaders to attain certification in the area that relates to their position.

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.	\$42,000.00
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).	\$125,000.00
Amount used to provide professional development related to the leadership pathways.	\$26,236.24
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	\$193,236.24

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 **618.0**

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

District Enrollment-Based Allocation **\$193,236.24**

Total Allocation **\$193,236.24**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$193,236.24**

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**

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)

The connections between costs, roles and goals for Lake Mills are broken down into three different position areas. They are two instructional coaches/ TLC coordinators, eight lead teachers, and six mentor teachers.

Instructional Coach/TLC Coordinator (2 positions)

- One for K-5 (elementary) and one for 6-12 (secondary)
- Engages 100% in instructional coaching and TLC duties
- 15 additional contract days
- \$6,000 supplement

The Instructional Coach/Coordinator will contribute to district-wide growth by engaging teachers in a cycle of reflective PL to bring about improvement in teacher skill. To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.

- Lead the planning, facilitation, and monitoring of district-wide PL
- Collect, disaggregate, and disseminate assessment data
- Coordinate meetings with lead teacher teams and mentors
- Assist with professional growth plans
- Provide in-class support through demonstrations, co-planning, co-teaching, and observations
- Facilitate reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps.
- Assist colleagues in advancing their instructional skills by providing resources and coordinating intervention/enrichment activities
- Promote and support technology integration
- Attend AEA 267's PL for Instructional Coaches

Lead Teacher (8 positions)

- Two Lead Teachers for each of the following four grade spans:
(K-2)(3-5)(6-8)(9-12)
- Remains 100% in the classroom
- 5 additional contract days
- \$3,000 supplement

Role Summary

Duties/Responsibilities

Lead Teachers will enhance professional growth in the district. They will serve as the liaison between classroom teachers and instructional coaches and district leaders.

Lead Teachers are responsible for guiding the implementation of district work in literacy, math, science, and technology. They will lead data-based inquiry, guide colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration.

- Assist in planning, facilitating, and monitoring professional learning
- Support implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching.
- Facilitate discussions about improving instructional practices
- Assist colleagues in advancing their instructional skills by providing resources and feedback
- Provide leadership in the collection and analysis of data
- Model and support the integration of technology
- Support the mapping and alignment of curriculum
- Be current on research-supported best practices
- Collaborate with instructional coaches and school leaders to address instructional issues
- Attend AEA 267's PL for Lead (Model) Teachers.

Mentor Teacher (6 positions)
<ul style="list-style-type: none"> •Remains 100% in the classroom •2 additional contract days •\$1,500 supplement
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Duties/Responsibilities
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The proposed TLC budget for Lake Mills Community School District outlines how the Teacher Leader Supplement funds will be used to support the TLC plan. The budget will fund instructional coaches, lead teachers, and model teachers to achieve the following goals:

1. Improve student learning and close the achievement gap in all areas through high quality instruction.
2. Recruit and retain highly qualified teachers through competitive salaries.
3. Promote professional growth through teacher led professional development, modeling, and collaboration.
4. Provide opportunities for professional growth and career opportunities through increased responsibilities, collaborative decision making, and increased compensation.

We understand that these opportunities will require the right professional development. The professional development days approximate amount will be used to provide learning opportunities related to leadership pathways in a variety of methods through AEA 267 and the department of education training and TLC workshops. AEA 267 is providing professional learning series that will allow our teacher leaders specific training on their leadership role. instructional coaches the opportunity to get certification in the area of coaching closely with their role and facilitating school improvement.

The amount detailed below will award 16 of our teachers into leadership positions and will allow Lake Mills CSD to compensate additional time and supports needed to make sustainable change.

Revenue	Certified Enrollment	\$ Per-Pupil	Total Revenue
Lake Mills CSD	622	\$312.68	\$194,486.96
Expense	Amount	Estimated Total Expense	Remaining Budget
Professional Development- Substitutes-Travel- Supplies- Other	12% of total budget	\$24,486.96	\$167,000.00
Instructional Coach/TLC Coordinator (2)	Salary/benefits plus \$6,000 stipend	\$137,000	\$30,000
Lead Teacher (8)	\$3,000 stipend	\$24,000	\$18,000

Mentor (6)

\$1,500 stipend

\$9,000

\$0