



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!  
137527 - Laurens-Marathon Teacher Leadership Compensation Grant Application  
Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/14/2015 1:15 PM

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### Primary Contact

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Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency** Administrative Services, Iowa Department of

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### Organization Information

**Organization Name:** Laurens-Marathon CSD

**Organization Type:** K-12 Education

**DUNS:** 04-644-2711

**Organization Website:** <http://www.laurens-marathon.k12.ia.us>

**Address:** 300 West Garfield Street  
  
Laurens Iowa 50554  
City State/Province Postal Code/Zip  
**Phone:** 712-841-5000  
Ext.  
**Fax:** 712-841-5010  
**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Jeff Kruse  
**Title** Superintendent  
**Organization** Laurens-Marathon Community School District

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

**Address** 300 West Garfield

**City/State/Zip\*** Laurens Iowa 50554  
City State Zip

**Telephone Number** 712-841-5000

**E-Mail** jkruse@scc.k12.ia.us

### Fiscal Officer/Agent

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

**Name** Carol Collins  
**Title** Business Manager  
**Organization** Laurens-Marathon Community School District

**Address** 300 West Garfield

**City/State/Zip** Laurens Iowa 50554  
City State Zip

**Telephone Number** 712-841-5000

**E-Mail** ccollins@scc.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	<b>Pocahontas County</b>
Congressional District(s) Involved or Affected by this Proposal	<b>4th - Rep Steve King (R)</b>
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	<b>5</b>
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	<b>10</b>
<i>District Map</i>	

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## Minority Impact Statement

### Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **No**

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. **Jeff Kruse**

Title of Person Submitting Certification **Superintendent**

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## Recipient Information

District **Laurens-Marathon Community School District**

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

County-District Number 76-3537

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 Jeff Kruse  
Telephone Number 712-841-5000  
E-mail Address jkruse@scc.k12.ia.us  
Street Address 300 West Garfield  
City Laurens  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 50554

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## TLC Application Contact

Honorific Mrs.  
Name of TLC Contact Shirley Johnson  
Telephone Number 712-841-5000  
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Street Address 300 West Garfield  
City Laurens  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 50554

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## Demographic Profile

October 2014 Certified Enrollment 321  
October 2014 Free/ Reduced Lunch % 65  
AEA Number 8

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

TLC Model Number Model 3 Comparable Plan

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## Narrative

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



Laurens-Marathon Community is comprised of approximately 300 students and located in a rural setting. We have a student population with approximately 65% of students who qualify for free and reduced lunch rates. The district has a difficult time finding quality applicants for open teaching positions. L-M's goal is to provide support to initial and seasoned teachers, alike, to help welcome them to the district and provide training on district initiatives, resources, policies, as well as career opportunities.

#### Process

A small committee began learning about the Teacher Leadership Compensation program. They contacted other districts, read sample plans, discussed the various models attended workshops, and shared their learning with their building staff. After polling the staff, the majority (90%) was in agreement to continue the TLC application process, and 80% showed interest in holding a leadership position in some capacity. The district decided to pursue the Comparable Model.

#### District TLC goals

1. Provide effective mentoring and induction for teachers new to the profession and new to the district.
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district, and with surrounding districts.
4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for these efforts.
5. Equip teacher leaders with the skills to help all teachers:
  - align district curriculum and instruction with Common Core, enhanced by the integration of technology
  - implement a multi-tier system of support
  - use data to make instructional decisions
  - create a positive learning culture
  - engage the community in our school

#### Connection to Existing Initiatives

L-M CSD has 6 existing initiatives: Core Curriculum, Concept-Based Instruction, Cognitive Complexity, Positive Behavior Interventions System, Multi-Tier System of Supports, and Early Literacy Initiative. The TLC plan will support the continued efforts of initiatives that are in process and help support new initiatives that are needed to improve student achievement.

#### Plan for New Teachers

The goal of the L-M district's Mentoring and Induction plan is to provide effective mentoring and induction for teachers new to the profession and new to the district. This goal aligns with the state TLC goal: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

#### Teacher Leadership Roles

The district will have an Instructional Coach who will oversee implementation of the TLC system and serve as the liaison between teacher leaders and the administrative team, support teachers in the implementation of effective instructional practices, and coordinate the work of team leaders and mentor responsibilities. The district will also have 4 team leaders and up to 3 team members per team. The Core Curriculum team will ensure the district curriculum is aligned with core and help plan professional development. The Community Connection Celebration team will be intentional about engaging the communities and the school in a positive relationship. The Climate Culture Conduct Character team will promote a positive learning atmosphere by attending to the culture among adults and behavior of students and ensure students have appropriate learning supports. The Assessment for Learning team gathers student assessment data and ensures students are supported through MTSS. The Mentoring and Induction team will mentor and support teachers new to the profession and the district.

#### Rigorous Selection Process

A selection committee composed of administrators and teachers, will accept applications, screen for potential candidates, conduct interviews, and make recommendations for assignment and reassignment of teacher leadership roles to the superintendent regarding the final selection of candidates. Teachers applying for all leadership positions must have at least 3 years of experience and one year of experience in the district. L-M leadership positions include:

an Instructional Coach, 4 Team Leaders, and team members and mentors as needed annually.

**Professional Development (PD)**

L-M CSD has designed teacher leadership positions that will improve the district’s current professional development program and align with the Iowa Professional Development Model.

**Evaluation Plan**

The TLC plan identifies both short and long-term measures of effectiveness. The full time Instructional Coach, the building administrator, and curriculum director will collect and analyze data from the short and long term measures, at a minimum, quarterly. The analysis of the data will be used to monitor the implementation and effectiveness of the TLC plan in order to make necessary adjustments and revisions.

**Capacity and Sustainability**

Many factors will contribute to the sustainability of the TLC plan. Teachers chose to wait until partial day sharing plans were complete to contribute sufficient time and effort to the application. With a systematic plan, the TLC implementation will support a cohesive effort to improve teaching and learning. L-M has a high percentage of support from staff with 90% of staff expressing a belief that the TLC plan would improve student learning, and 80% of staff indicated that they intend to participate in a leadership position.

**Budget**

The TLC plan can help L-M reach the goals by creating a clear and quality framework to guide staff in improving teaching and learning. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals will be met. Funds will be used to compensate teachers who fill those leadership roles that are created in the plan.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

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

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

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

### Deciding to Apply

Because of financial issues and potential sharing, it was decided to wait until year 3 to submit an application so that adequate time and work could be given to the creation of a high-quality plan that would receive the support and commitment of all stakeholders.

In the spring of 2015, the District Leadership Team, DLT, began the process learning more about the theory, goals, and effective practices of teacher leadership by reading sample plans and discussing the various models. In March, the superintendent also gave a presentation during professional development. The staff was unable to give a decisive answer on whether to continue the TLC process. They requested more information and wanted to see what the plan would look like in the Laurens-Marathon District. The staff did seem to agree on creating a plan specific to the district, rather than using a generic plan.

### Educating Staff, Choosing a Vision, and Creating a Plan

The DLT appointed a TLC Planning Team, comprised of two administrators, the curriculum director, and three staff members. The superintendent attended a technical assistance workshop at the AEA in April of 2015. The AEA disseminated the information, provided groups with planning documents, and supported us as we began discussions about how we might be able to make this process work for our district. We started with brainstorming ideas and ways we could improve our schools' work. Through feedback from AEA, and talking with other school leaders and our own group, we came up with a general structure of how we could create a system that might work for Laurens-Marathon.

### More Staff Education

From that point, the TLC planning team felt more confident about how the process would be successful for our school. The description about instructional Coach, team leaders, and team members were all outlined to staff. The staff then was polled of asking opinions and possible participation the plans development. The majority of the staff (90%) was in agreement to continue the TLC application process, and 80% of the staff showed interest in holding a leadership position in some capacity.

### Writing the Grant

The team met during the fall to work collaboratively on each part of the plan. Teachers who engaged in development of the plan were paid for their time with Planning Grant funds. Being able to do this work after school contributed to the quality of the plan.

### Stakeholder Groups

The draft was presented to stakeholder groups for their input. The TLC Leadership Committee presented information about TLC as well as the district's plan to a group of parents, community members, and Board members at a school board meeting in September. The response was very positive as those present were supportive both of improving teaching and of better compensation for teachers. Brett Johnson, teacher, stated the plan seemed like a great way to get staff involved in leadership roles.

Next, the draft was presented to the School Improvement Advisory Committee at their annual meeting in October.

Based on their input, the TLC Leadership Committee revised the plan for clarity to better define the connection between TLC and CSIP goals.

The revised draft was then presented to all teachers for question, comment, and feedback at a professional development day in mid October. A follow-up poll was given to ensure that the teaching staff as a whole understood and was supportive of the district's TLC plan. Based on the poll, the Teacher Leadership Committee felt confident in submitting the application on behalf of the district.

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## **Narrative**

Using Part 2 application narrative from previous submission? **No**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The mission of the Laurens-Marathon School District is: *The Laurens-Marathon School is a community learning center that enhances the development of knowledge, skills, attitudes, and the belief statements that maximize the success of the individual and community. The district provides the leadership to implement the school's mission, beliefs, and essential learning's. This task is completed by the employment of quality staff and their continual development. The district provides appropriate instruction, time, materials, technology, equipment and facilities for individuals to successfully compete in society. The learner demonstrates the defined essential learning's prior to graduation from high school. The mastery of these essential learning's is necessary to develop skilled, inquisitive, creative, self-confident, self-directed, contributing, and quality individuals prepared to lead America.*

The goals of the Laurens-Marathon School District are as follows:

1. All K – 12 students will be proficient in reading to be prepared for success beyond high school.
2. All K – 12 students will be proficient in mathematics to be prepared for success beyond high school.
3. All K – 12 students will be proficient in science to be prepared for success beyond high school.
4. All K – 12 students will be proficient in social studies to be prepared for success beyond high school.
5. All K – 12 students will have the opportunity to learn and experience the 21<sup>st</sup> Century skills to be prepared for success beyond high school.
6. All K – 12 students will use technology to increase achievement in all content areas.
7. All K – 12 students will feel safe and connected to school.

The TLC can help us reach our goals by creating a clear and quality framework to guide our staff in using best instructional practices. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals will be met.

#### **State TLC Goals**

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

#### **District TLC Goals**

1. Provide effective mentoring and induction for teachers new to the profession and new to the district.
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district and cooperating with surrounding districts.
4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for their efforts.
5. Equip teacher leaders with the skills to help all teachers:
  - align district curriculum and instruction with Common Core, enhanced by the integration of technology
  - implement a multi-level system of support
  - use data to make instructional decisions
  - create a positive learning culture
  - engage the community in our school

*The following are explanations of the district goals as they are related to the state TLC goals.*

1. The Laurens-Marathon School District is comprised of approximately 300 students and located in a rural setting. We have a student population with approximately 65% of students who qualify for the free and reduced lunch rates. The district has a difficult time finding quality applicants for open teaching positions. The district currently has a mentoring program for initial teachers; however, we do not have a program for seasoned teachers who are new to the district. Our goal is to provide support to initial and seasoned teachers, alike, to help welcome them to the district and provide training on district initiatives, resources, policies, as well as career opportunities.
2. We have a mixed staff of veteran and inexperienced teachers with service to the district. There is currently no opportunity for advancement within the district, so teachers wishing to further their careers are more difficult to retain. The TLC framework that we have created is designed to provide multiple and varied roles by which teachers can advance within the district.
3. Being a smaller district, grade-level and content-area collaboration is limited because there are only one to two teachers within a group. The TLC plan created will facilitate both horizontal and vertical collaboration and communication.
4. We believe all teachers have an investment in the district and in their students. Our TLC model will allow more teachers to become involved in the progression and enhancement of our district. Teachers may utilize their strengths and passions by having the opportunity to participate in multiple leadership teams when their skill sets are needed.
5. Our achievement data indicates that many students are achieving at moderate levels. Our TLC plan, however, is designed to make these efforts more systematic. It provides mechanisms by which teachers can share expertise for the benefit of all students, PK-12.

Using Part 3 application narrative from previous submission?      **No**

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the state, we determined that six teacher leadership roles would be a part of our plan. The roles are 1) Instructional Coach, 2) Core Curriculum Team (C2), 3) Community Connection Celebration Team (C3), 4) Climate Culture Conduct Character Team (C4), 5) Assessment for Learning Team, and 6) Mentoring and Induction Team.

The six teacher leader roles will support the following Laurens-Marathon CSD initiatives:

- **Core Curriculum--** Teachers have been trained on Core Curriculum standards and worked to meet those expectations. Staff participated in a consortium with area districts unpacking the ELA and Mathematics standards. To make certain the teachers are teaching to the Core, the plan is to create a team that will develop a framework to collect and analyze data on how teaching practices currently align with the core. After collecting data, the Core Curriculum Team along with the Instructional Coach will evaluate the intended and taught curriculum to help make decisions on future instructional practices. Dissemination of data will help fill the gaps in the curriculum.
- **Concept-Based Instruction--** Teachers have attended training and have been writing units of instruction that are based on Core Curriculum standards. With the help of AEA, teachers have written at least two units and have been evaluated on those units from administration or AEA leaders. The Core Curriculum Team and Instructional Coach will be able to assist teachers in collaborating, brainstorming, and gathering resources to utilize either during the unit writing or implementation stage.
- **Cognitive Complexity—**As part of the consortium with the AEA and neighboring school districts, staff is learning to connect instruction to higher levels of Bloom’s Taxonomy. The Instructional Coach will help teachers sustain implementation with fidelity. The Assessment team will monitor student achievement data. Mentors will support teachers new to the building who are not trained in Cognitive Complexity.
- **MTSS--**The Assessment for Learning Team will gather and analyze building-wide assessment data, assign students to interventions within the MTSS, and provide resources to the classroom teachers for interventions within the MTSS. The Assessment for Learning Team and Instructional Coach will support all teachers in the delivery and progress monitoring.
- **ELI (Early Literacy Initiative)--**The Assessment for Learning Team, Core Curriculum Team, and the Instructional Coach will ensure that the requirements of ELI (Early Literacy Initiative) are met with fidelity, resulting in positive results for students. Through their leadership, teachers will gain fresh ideas and suggestions to improve instruction based on current FAST/IGDI assessment data. One of our district goals is that all students will read at high levels, and this type of teacher collaboration will help strengthen core instruction. For example, common practices around comprehension or fluency strategies can maximize learning for all students, no matter where they fall along the achievement spectrum.

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)**

The goal of the Laurens-Marathon district's Mentoring and Induction plan is to provide effective mentoring and induction for teachers new to the profession and new to the district. This goal aligns with the state TLC goal: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

The short term measures for monitoring progress of the plan:

- \* creation of application for mentor teacher
- \* hiring of mentors
- \* log of weekly meetings with mentee
- \* list of suggested topics for discussion for use by mentors and mentees

The long term measures for monitoring impact of the plan:

- \* annual mentor/mentee survey
- \* teacher retention data
- \* license conversion within two years data
- \* annual evaluation of mentor by administrators

Mentors will be selected based on their understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to mentoring. Mentors must show evidence of a willingness to engage in ongoing learning and ability to lead others.

The district's Mentoring and Induction plan will support staff who are new to the profession and new to the district by providing a mentor to help disseminate information regarding current school initiatives, policies, housekeeping tasks, and teacher leadership opportunities. Mentors will demonstrate effective classroom instruction for mentees, facilitate learning conversations, and assist initial teachers with planning.

#### Current Mentoring Plan

Teachers are generally approached to be mentors rather than going through an intentional application process.

Mentors meet with new teachers weekly within the contract day. The principal will meet with new teachers and their mentors each semester to have discussions, provide support, coach teachers toward mastery of the Iowa Teaching Standards, and help overcome obstacles if issues arise. New teachers are required to observe other teachers to be exposed to a variety of teaching styles and strategies. Mentor teachers observe their new teacher, at a minimum, once a semester to discuss teaching practices and provide feedback. The new teachers are also observed by the principal and follow the guidelines as identified in the master contract with pre-observation and post-observation discussions. At the end of the second year, teachers on an initial license are required to demonstrate mastery of the eight teaching standards.

#### Problems with the Current Plan

Through interviews the following concerns were identified:

- No orientation of tenured teachers new to the district or building: in the past, new staff members had to be proactive in learning the systems and policies of the building and district
- No guideline for scheduling observations and conversations
- No guideline for focusing the conversations between mentors and mentees
- No consistency in implementation
- No evaluations of the effectiveness of the program

#### Mentoring Plan

The TLC plan includes a Mentoring and Induction Team with assistance from the Instructional Coach. The Team is responsible for implementing the improvements to the program, evaluating its effectiveness, and making adjustments to the plan. Implementing an application process will ensure that mentors will be a good fit for mentees.

This Team will also provide a structure of execution of the Mentoring program, including talking points between the mentor and mentee during their weekly meetings. With a structure in place, teachers will be proactive and prepare appropriately for important tasks or dates, like conferences, midterms, or submitting end of quarter or semester grades. This will create an atmosphere of a support to mentees and create a reflective environment in pursuit of excellence in the classroom.

Including experienced teachers new to the district, the mentoring plan will provide a systematic approach to welcoming them and supporting them as they complete the new school year.

Mentor Teacher Leaders will mentor and support teachers new to the profession and the district. The following are the duties and responsibilities of the team leader and Mentoring and Induction Team:

- Create new staff welcome wagon
- Demonstrate effective classroom instruction
- Facilitate learning conversations
- Assist initial teachers with planning
- Collaborate with school administrators and Instructional Coach to address instructional issues and ensure alignment of the Mentoring Program throughout the district
- Evaluate and make revisions to district mentoring plan

Mentor positions will be posted as needed with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment.

The TLC Committee will accept written applications. Application questions will be designed to gain insight into the teacher's depth of understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to mentoring. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to lead others. The Mentor will be evaluated annually based on mentee/peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.

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## 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.

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the state, Laurens-Marathon determined that six teacher leadership roles would be a part of our plan.

**Instructional Coach (one for the district)  
3 years experience and 1 year in district**

- 100% Instructional Coach
- 8 days extended contract, \$2000 yearly stipend<sup>1</sup>

**Role Summary**

**Duties/Responsibilities**

**The IC will oversee implementation of the teacher leadership system and serve as the liaison between teacher leaders and the administrative team**

**The IC will support teachers in the implementation of effective instructional practices  
The IC will coordinate the work of team leaders and mentor responsibilities**

- Analyze data
- Communicate with team leaders about the data
- Use a systematic approach to improve teaching and learning which may include finding MTSS resources
- Find research based teaching strategies
- Promote effective instruction
- Collaborate with administration and team leaders to promote communication
- Support technology integration into teaching and learning
- Provide resources for teachers as needed
- Assist teachers in planning and implementing Career Development Plans
- Help create Peer Review groups
- Facilitate peer observation
- Enhance collaboration among teachers by attending grade-level/department meetings and TLC team meetings
- Coordinate team leader responsibilities
- Ensure and enhance communication with school leaders by attending administrative meetings
- Oversee building mentoring program
- Review district mentoring plan

**C2: Core Curriculum**

**1 Leadership Role, one for district,  
3 team members for district  
3 years experience and 1 year in district**

- 1 leader for district, 4 days extended contract, \$1,000 stipend
- 3 team members for district, 2 days extended contract, \$500 stipend<sup>1</sup>

**Role Summary**

**Duties/Responsibilities**

**This team will ensure the district curriculum is aligned with core**

**Team Leader: Meet with IC to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings**

- Help make decisions on Professional Development
- Help with implementation of PD
- Receive feedback from teachers regarding PD
- Review the Core/Align curriculum with Core
- Work on C-Plan with Administrators
- Create a framework to collect data and evaluate the intended, taught, and assessed curriculum
- Disseminate data to teachers to fill the gaps
- Ensure implementation of Concept-Based Instruction (CBI) with fidelity
- Ensure implementation of Cognitive Complexity with fidelity

**C3: Community, Connection, Celebration**

1 Leadership Role, one for district,

3 team members for district

3 years experience and 1 year in district

- 1 leader for district, 4 days extended contract, \$1,000 stipend
- 3 team members for district, 2 days extended contract, \$500 stipend<sup>1</sup>

**Role Summary**

**Duties/Responsibilities**

This team will be intentional about engaging the communities and the school in a positive relationship

**Team Leader:** Meet with IC to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings

- Prepare and write articles to share with the local media outlets
- Monitor and utilize social media, ie. the school facebook page, to promote the community and school interactions
- Organize assemblies relating to community and home involvement at school
- Organize community night at the school
- Organize community involvement activities and field trips
- Create ambassador program in each building for teachers and/or new to the district

**C4: Climate, Culture, Conduct, Character**

1 Leadership Role, one for district,

3 team members for district

3 years experience and 1 year in district

- 1 leader for district, 4 days extended contract, \$1,000 stipend
- 3 team members for district, 2 days extended contract, \$500 stipend<sup>1</sup>

**Role Summary**

**Duties/Responsibilities**

This team will promote a positive learning atmosphere by attending to the culture among adults and behavior of students. They will ensure that students have appropriate learning supports

**Team Leader:** Meet with IC to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings

- Monitor student attendance, office referral, extra-curricular/co-curricular participation
- Organize staff social gatherings
- Help administrators with dropout prevention plan
- Help identify and develop a plan to address any climate, culture, conduct, and character issues that arise
- Monitor implementation of PBIS

**Assessment for Learning**

**1 Leadership Role, one for district,**

**3 team members for district**

**3 years experience and 1 year in district**

- 1 leader for district, 4 days extended contract, \$1,000 stipend
- 3 team members for district, 2 days extended contract, \$500 stipend<sup>1</sup>

**Role Summary**

**Duties/Responsibilities**

**This team gathers student assessment data and ensures that students are supported through MTSS**

**Team Leader: Meet with IC to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings**

- Gather and analyze building-wide assessments
- Create MTSS for learners of all abilities
- Assign students to interventions within the MTSS
- Provide resources to the classroom teacher for MTSS
- Review progress monitoring data

**Mentoring and Induction**

- As needed
- New to the district with initial license requires two-six semesters
- New to the district with standard license requires one semester
- 2 days extended contract, \$500 per semester<sup>1</sup>

**Role Summary**

**Duties/Responsibilities**

**Mentor Teachers will mentor and support teachers new to the profession and the district**

- Create new staff welcome wagon
- Demonstrate effective classroom instruction.
- Facilitate learning conversations.
- Assist initial teachers with planning.
- Collaborate with school administrators and colleagues to address instructional issues.
- Evaluate and make revisions to district mentoring plan

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.**

**A selection committee composed of administrators and teachers, will accept applications, screen for potential candidates, conduct interviews, and make recommendations for assignment and reassignment of teacher leadership roles to the superintendent regarding the final selection of candidates. Teachers applying for all leadership positions must have at least three years of experience and one year of experience in the district. Laurens-Marathon leadership positions include: one Instructional Coach, 4 Team Leaders, and team members and mentors as needed annually.**

### **Instructional Coach**

**For the teacher leadership program to be successful, it is of primary importance to fill the Instructional Coach position with a teacher who demonstrate strong teaching practices and habits of reflection, deep understanding of the Core Curriculum, commitment to ongoing professional growth, desire to serve as a leader, and willingness to learn the habits and practices of teacher leaders – even if they do not currently possess them.**

**The Instructional Coach position will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment.**

**Candidates will be asked to submit a resume. Resumes will be screened for evidence that individuals have continued their growth as professionals and sought out leadership opportunities in the past. The selection committee will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.**

**The candidates will also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication skills and understand their philosophy as educators and leaders. The aim is to ensure that they have a strong teaching pedagogy, are reflective practitioners, and understand the essential skills of teacher leaders, including collaboration, relationship building, and being positive voices for change while working with resistance to that change.**

**Candidates will either submit a video of their teaching practices or select a time to be observed by a member of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, the selection committee will look to see that**

**candidates can create a well-crafted lesson plan, effectively engage students, differentiate instruction, flexibly use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning.**

**The candidates will also be asked to submit letters of reference from two colleagues with whom he/she has worked. Here, the selection committee will look for evidence of how the candidates have collaborated with other professionals to improve teaching practices, give and accept feedback, and communicate effectively.**

**Finally, candidates will be asked to attend an interview. The purpose of the interview will be to meet and discuss the candidate's teaching practices, how the teacher has sought to grow as an educator, and understand the candidate as a leader.**

**Following this process, the selection committee will chose one teacher for the district to serve in the capacity of Instructional Coach. The Instructional Coach will be evaluated annually by a team of administrators and will be based on peer feedback on the effectiveness of the Instructional Coach duties and fulfillment of responsibilities as listed in the job description.**

#### **Team Leader**

**The Team Leader positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. The selection committee will accept written applications. Application questions will be designed to gain insight into the teacher's depth of understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to the Team for which the teacher is applying. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to lead others. The Team Leader will be evaluated annually based on peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.**

#### **Team Member**

**The Team Member positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. The selection committee will accept written applications. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to collaborate with others. The Team Member will**

be evaluated annually based on peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.

### **Mentors**

**Mentor positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. The selection committee will accept written applications. Application questions will be designed to gain insight into the teacher's depth of understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to mentoring. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to lead others. The Mentor will be evaluated annually based on mentee/peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.**

**All positions require annual application.**

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### **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.*

Laurens-Marathon School District has designed teacher leadership positions that will improve the district's current professional development program and align with the Iowa Professional Development Model. L-M leadership positions include: one Instructional Coach, 4 Team Leaders, and team members and mentors as needed annually. The teams are 1) Instructional Coach, 2) Core Curriculum Team (C2), 3) Community Connection Celebration Team (C3), 4) Climate Culture Conduct Character Team (C4), 5) Assessment for Learning Team, and 6) Mentoring and Induction Team.

<p>Iowa Professional Development Model Component Establish a Professional Development Leadership Team</p>	<p>TLC Plan Instructional Coach and the Team Leaders, along with the administrators, will serve as the district's PD Leadership Team. The Coach and leaders will solicit input and feedback from teachers concerning professional development.</p>
<p>Collect and Analyze Student Data</p>	<p>The Assessment for Learning and C4 Team will monitor student achievement data at the building and district levels. Input will be given to the PD Leadership Team.</p>
<p>Goal Setting and Student Learning</p>	<p>The PD Leadership Team will set measurable goals for professional development that reflect improved teacher practices and student learning.</p>
<p>Selecting Content</p>	<p>As part of the PD Leadership Team, the C2 Team Leaders will ensure that the content selected is supportive of Iowa Core and reflects evidence-based practices.</p>
<p>Designing Processes</p>	<p>The PD Leadership Team will formulate plans for the delivery of the training, the practice of new teaching techniques, and the provision of coaching and feedback.</p>
<p>Providing Training and Learning Opportunities</p>	<p>The PD Leadership Team will access appropriate resources, including AEA consultants, digital sources, community resources, and in-house experts, for the delivery of content.</p>
<p>Collaboration Implementation</p>	<p>Instructional Coach and administrators will ensure that time is allocated for collaboration and implementation so that new training and learning is translated to classroom practices. Instructional Coach will provide additional demonstration, feedback, and resources as needed.</p>
<p>Formal Evaluation</p>	<p>The PD Leadership Team will evaluate the effectiveness of each professional development event through the collection of implementation data (provided by teachers) and observation data (provided by Instructional Coach).</p>
<p>Summative Program Evaluation</p>	<p>The PD Leadership Team will evaluate the effectiveness of the district's annual PD program by reviewing student achievement data to determine if changes in teaching practices translated into improved learning. The leaders of the building Assessment for Learning Team will provide and help analyze this data.</p>
<p>Developing Individual Teacher Professional Development Plans</p>	<p>Instructional Coach will assist teachers in the development of individual plans that reflect the goals of the district plan. They will support teachers in executing their plans by helping teachers access resources and providing feedback as appropriate.</p>

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 mission of the Laurens-Marathon School District is: *The Laurens-Marathon School is a community learning center that enhances the development of knowledge, skills, attitudes, and the belief statements that maximize the success of the individual and community. The district provides the leadership to implement the school's mission, beliefs, and essential learnings. This task is completed by the employment of quality staff and their continual development. The district provides appropriate instruction, time, materials, technology, equipment and facilities for individuals to successfully compete in society. The learner demonstrates the defined essential learnings prior to graduation from high school. The mastery of these essential learnings is necessary to develop skilled, inquisitive, creative, self-confident, self-directed, contributing, and quality individuals prepared to lead America.*

The goals of the Laurens-Marathon School District are as follows:

1. All K - 12 students will be proficient in reading to be prepared for success beyond high school.
2. All K – 12 students will be proficient in mathematics to be prepared for success beyond high school.
3. All K – 12 students will be proficient in science to be prepared for success beyond high school.
4. All K – 12 students will be proficient in social studies to be prepared for success beyond high school.
5. All K – 12 students will have the opportunity to learn and experience the 21<sup>st</sup> Century skills to be prepared for success beyond high school.
6. All K – 12 students will use technology to increase achievement in all content areas.
7. All K – 12 students will feel safe and connected to school.

The TLC plan can help us reach our goals by creating a clear and quality framework to guide our staff in using best instructional practices. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals will be met.

The Instructional Coach and the building administrators will collect and analyze data from the short and long term measures, at a minimum, quarterly. The analysis of the data will be used to monitor the implementation and effectiveness of the TLC plan in order to make necessary adjustments and revisions.

District TLC Goal	Short Term Measure	Long Term Measure
1. Provide effective mentoring and induction for teachers new to the profession and new to the district.	<ul style="list-style-type: none"> <li>* creation of application for each leadership position</li> <li>* hiring of mentors</li> <li>* log of weekly meetings with mentee</li> <li>* list of suggested topics for discussion for use by mentors and mentees</li> </ul>	<ul style="list-style-type: none"> <li>* annual mentor/mentee survey</li> <li>* teacher retention data</li> <li>* license conversion within two years data</li> <li>*annual evaluation of mentor by administrators</li> </ul>
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.	<ul style="list-style-type: none"> <li>*development of application and implementation of selection process</li> <li>*ensure at least 25% of staff at each building are holding a leadership position</li> </ul>	<ul style="list-style-type: none"> <li>*annual application process for all positions</li> <li>* annual evaluation of Team Leaders and Instructional Coach by administrators</li> </ul>
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district.	<ul style="list-style-type: none"> <li>* district Team Leaders, Instructional Coach, and administrators meet at the beginning of each semester</li> <li>* district Team Leaders, Instructional Coach, and administrators meet at the beginning of each semester</li> <li>* teacher feedback following each PD event</li> </ul>	<ul style="list-style-type: none"> <li>* teacher survey on the effectiveness of enhanced communication and collaboration</li> <li>* data compiled by the instructional coach on collaborative classroom activities</li> <li>* data compiled by the instructional coach and/or principal on PD effectiveness and sustainability</li> </ul>

<p>4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for these efforts.</p>	<p>*advertise the leadership opportunities *implement the application for leadership positions</p>	<p>*number of teachers serving in a leadership role will be at least 25% *number of teacher applicants</p>
<p>5. Equip teacher leaders with the skills to help all teachers:</p>	<p>a. Instructional Coach along with Core Curriculum Team support teachers in implementation of the Common Core standards including the 21st Century Skills</p>	<p>a. Iowa Assessment and MAP data analyzed to find “gaps” in meeting Core Curriculum standards</p>
<p>b. implement a multi-level system of support</p>	<p>b. create and utilize MTSS structure with students</p>	<p>b. track proficiency percentages and have reflective conversations about needed improvements in the MTSS process</p>
<p>c. use data to make instructional decisions</p>	<p>c. analyze screening data to determine effective teaching practices (K-12 MAPS, FAST)</p>	<p>c. analyze students data to determine annual trends (ACT, graduation rates, Iowa Assessment trends)</p>
<p>d. create a positive learning culture</p>	<p>d. identification of positive things that are going well and things to improve using staff and student input</p>	<p>d. survey students annually using the Safe and Connected Survey</p>
<p>e. engage the community in our school</p>	<p>e. Community, Connection, Celebration Team notes would track community engagement</p>	<p>e. collect data on community participation in student activities</p>

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)

Many factors will contribute to the sustainability of Laurens-Marathon TLC.

- **Timing:** The decision to wait to apply until year three was strategic. The leadership felt that it was important to wait until budget and sharing plans were complete so staff could engage in the TLC process as a unified group with sufficient time and effort.
- **High percentage of staff support and commitment:** 90% of staff expressed a belief that the TLC plan would improve student learning, and 80% of staff indicated that they intend to participate in a leadership position. This broad base of teacher support will help ensure that TLC is sustained into the future.
- **Create structures that promote teacher leadership opportunities at the district level, including C2, C3, C4, and Assessment Teams.** The plan creates structures for leadership roles.
- **History of successful implementation of initiatives:** Our district has taken the approach of focusing on one or two initiatives at a time, sustaining the focus over multiple years and across buildings. The staff committed to the process of becoming trained in Cognitive Complexity. The middle and high school staff have been implementing Concept-Based Instruction, using a backward design process to create units connected to Core Curriculum standards. Finally, the district has established procedures for peer review, and this has helped lay the foundation for the culture of shared leadership and collaboration that will propel TLC into the future.
- **Incorporation into CSIP process:** TLC goals will be aligned with CSIP goals on an annual basis, and the CSIP Committee will have input into the TLC process.
- **Data collection:** Data will be collected and analyzed to evaluate the effectiveness of the TLC plan. This will include student achievement data as our ultimate purpose is to increase student achievement. Using all this data will help monitor the TLC plan and make necessary changes for sustainability.
- **Training:** All leaders participating in the TLC plan have appropriate professional development regarding coaching and leadership strategies. This will be done with the help of the AEA as well as staff already employed who may be of assistance in helping to share their knowledge.
- **Job duties and responsibilities:** A viable, working system will be created by ensuring that all members know exactly what is expected of them. Responsibilities for sustaining the TLC plan will be formalized and shared among the Board, superintendent, CSIP Committee, teacher leaders, and principals. There will be written job descriptions for each leadership position in order to ensure continuity. These job descriptions, along with all TLC policies and procedures, will be Board approved and become part of the staff handbook.

#### **Laurens-Marathon School Board**

- Make ultimate decisions regarding the TLC program**
- Ask questions to all TLC stakeholders to ensure accountability of all involved**
- Provide feedback to improve the TLC system**

#### **SIAC Committee**

- Ensure alignment between TLC and School Improvement goals**
- Ask questions to all TLC stakeholders to ensure accountability of TLC program**
- Provide feedback to improve the TLC system**

#### **TLC Leadership**

**Provide vision for the Teacher Leadership Program.**

**Communicate with stakeholders about the program's success or changes that need to be addressed**

- Work with teacher leaders regularly for communication and decision making**
- Provide assistance to all teachers as needed**
- Dialogue with all staff to gather feedback**
- Make decisions on what changes may need to be implemented to create a better system**
- Annually review the TLC plan and make adjustments as needed**

#### **Superintendent, Principal, and Curriculum Director**

- Set and maintain vision for the TLC plan**
- Provide oversight and accountability for the implementation of the TLC plan**

Monitor and oversee the TLC budget  
Evaluate Teacher Leadership roles

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### 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**

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### Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$16,321.20

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).	\$67,644.28
Amount used to provide professional development related to the leadership pathways.	\$2,561.00
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>	\$13,750.00
<b>Totals</b>	<b>\$100,276.48</b>

## 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	320.7
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$100,276.48
Total Allocation	\$100,276.48

## Other Budgeted Uses - Description

Item description	Amount budgeted
Estimated Open Enrollment Out Costs to other districts	\$13,750.00
	\$13,750.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$100,276.48
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
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 TLC plan can help Laurens-Marathon reach our goals by creating a clear and quality framework to guide our staff in using best instructional practices. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals will be met.

**State TLC Goals**

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

**District TLC Goals**

1. Provide effective mentoring and induction for teachers new to the profession and new to the district.
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district, and with surrounding districts.
4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for these efforts.
5. Equip teacher leaders with the skills to help all teachers:
  - align district curriculum and instruction with Common Core, enhanced by the integration of technology
  - implement a multi-level system of support
  - use data to make instructional decisions
  - create a positive learning culture
  - engage the community in our school

L-M CSD already meets the minimum salary requirement of \$33,500.

L-M CSD will use the TLC funds to pay for one Instructional Coach position. Funds needed to hire this position are estimated at \$67,644.28 for a full-time teacher salary and benefits. L-M budgeted a \$2,331.60 stipend including FICA and IPERS (eight extended contract days) for the Instructional Coach for additional time to complete job responsibilities and attend meetings. One of the job responsibilities of the Instructional Coach will be to cover classrooms to allow teachers time to observe and collaborate with other teachers in the building. No substitute teacher costs are necessary.

\$11,658 will be used to compensate other teachers holding leadership positions. Of that, \$4,663.20 will go to team leaders, which include four extended contract days, and \$6,994.80 will go to team members, which include two extended contract days. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities and attend meetings.

We are budgeting \$4,663.20 for fulfilling the needs of the Mentoring program.

It is necessary to account for differences in Open-Enrollment in and out of our district which may cause amendments to the budget plan. The estimated difference of students enrolling out is 44 which would be a reduction of approximately \$13,750 to the district's TLC funds.

The remaining funds will be available for staff Professional Development and training for Instructional Coach. This balance will be about \$2,561.

Distributing compensation in this manner will allow L-M CSD to develop leadership opportunities for exemplary educators, improve instructional practices and ultimately increase student achievement.

Teacher Leader Roles	Number of teachers and stipend amounts	Est. funding \$100,000 (costs include FICA, IPERS, and Insurance)
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<b>Instructional Coach</b>	<b>1 Employee @ \$65,312.68</b>	<b>\$67,644.28</b>
The Instructional Coach will oversee implementation of the teacher leadership system and serve as the liaison between teacher leaders and the administrative team. The IC will support teachers in the implementation of effective instructional practices. The IC will coordinate the work of team leaders and mentor responsibilities	<b>Extra Days @ \$2,331.60</b>	
<b>Core Curriculum Team (C2)</b>	<b>1 lead per district x 1,000</b>	<b>1 = 1,165.80</b>
This team will ensure the district curriculum is aligned with core.	<b>3 team per district x 500</b>	<b>3 = 1,748.70</b>
		<u><b>2,914.50</b></u>
<b>Community Connection Celebration (C3)</b>	<b>1 lead per district x 1,000</b>	<b>1 = 1,165.80</b>
This team will be intentional about engaging the communities and the school in a positive relationship.	<b>3 team per district x 500</b>	<b>3 = 1,748.70</b>
		<u><b>2,914.50</b></u>
<b>Culture Climate Conduct Character (C4)</b>	<b>1 lead per district x 1,000</b>	<b>1 = 1,165.80</b>
This team will promote a positive learning atmosphere by attending to the culture among adults and behavior of students. They will ensure that students have appropriate learning supports.	<b>3 team per district x 500</b>	<b>3 = 1,748.70</b>
		<u><b>2,914.50</b></u>
<b>Assessment for Learning Team</b>	<b>1 lead per district x 1,000</b>	<b>1 = 1,165.80</b>
This team gathers student assessment data and ensures that students are supported through MTSS	<b>3 team per district x 500</b>	<b>3 = 1,748.70</b>
		<u><b>2,914.50</b></u>
<b>Mentoring and Induction Team</b>	<b>as needed but are budgeting for 4</b>	<b>\$500 per semester</b>
Teachers will mentor and support teachers new to the profession and the district	<b>mentors as an average for a year</b>	<b>Estimating \$4,663.20 for the first year</b>
		<b>Total of \$82,380.80</b>
		<u><b>+\$13,750.00 (Open enroll out)</b></u>
		<b>\$100,276.28</b>
		<b>Remain budget for PD estimated @ \$2,561</b>