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Application

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88360 - Teacher Leadership and Compensation (TLC) System FY 2016

93333 - Teacher Leadership and Compensation Grant for Lawton-Bronson Community School

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-29 06:00:17
Signature:	Jeffrey D. Thelander	Submitted By:	Jeffrey David Thelander

Applicant Information

Project Officer

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Program Area of Interest*	Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
Fax:	
Agency	

Organization Information

Organization Name:*	Lawton-Bronson Community School
Organization Type:*	K-12 Education
Tax ID:	
DUNS:	
Organization Website:	www.lawton-bronson.k12.ia.us
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Benefactor Vendor Number	

Recipient Information

District*	Lawton-Bronson Community School District Use the drop-down menu to select the district name.
County-District Number*	97-3555 This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.
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Zip Code*	51030

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)

Executive Summary

Lawton-Bronson Community School has reached a critical juncture in the direction of our school district. The vision for student learning that has been cast by our board, administration, staff, and community stakeholders will be greatly empowered by our participation in the Teacher Leadership and Compensation (TLC) plan.

In August, 2014, the Lawton-Bronson Community School Board held a retreat to conduct long-range planning to best prepare our students for the 21st century world of work. With input from our School Improvement Advisory Committee, community and regional surveys, and with feedback from community and school stakeholders, the board identified these learning goals for the district:

1.) **Guaranteeing** that the Iowa Core Literacy and Math Curriculums are implemented and taught with complete vertical and horizontal alignment. Our goal for literacy and math is that each student will read and demonstrate core math skills at or above grade level before they leave our school system and we will pay particular attention to the checkpoint years of 3rd- 11th grades. In 2013-2014, Lawton-Bronson implemented the Iowa Core Math curriculum K-12 and we are implementing the Iowa Core Literacy curriculum in 2014-2015.

2.) **Insuring** that problem solving and critical thinking skills are imbedded in our core curriculum subject areas and all STEM-related courses. Problem solving and critical thinking skills will be a by-product of our STEM-related courses, but these types of skills are not exclusive to our STEM courses.

3.) **Creating** more opportunities for teachers and students to access and utilize technology in day-to-day teaching and learning. Our district transitioned to a 1:1 initiative in the secondary building, and we have made significant investments in our K-8 classrooms to provide additional technology platforms and support.

4.) **Promoting** opportunities for students to develop leadership skills through extra-curricular involvement.

The Teacher Leadership Plan proposed by Lawton-Bronson will be critically important to helping the district's beginning and career teachers meet our student achievement goals. Specifically, Lawton-Bronson is currently implementing the following initiatives to support our learning goals:

1.) Implementation of the Iowa Core Curriculum in Literacy and Math district-wide.

2.) Implementation of Daily 5 literacy strategies in the elementary and reading informational text strategies in the secondary building. Our district's goal for all students includes checkpoints in 3rd, 8th, and 11th grade to assess that each student is reading at or above grade level based on our Iowa Assessment and NWEA MAP tests.

3.) Implementation of the Authentic Intellectual Work (AIW) framework in the secondary building.

4.) Initiation of a 1:1 technology plan in the secondary building and increased use of instructional technology in the elementary building.

5.) Implementation of STEM initiatives throughout the district, including the piloting of STEM-based courses in our first, fourth, sixth, seventh, and eighth grades and within our science and industrial technologies curriculum. We continue to make strides toward imbedding STEM-focused learning objectives throughout our district science and math curriculums.

6.) Construction of an MTSS system district-wide that helps our teachers identify the students needing extra support or who are at risk of falling behind academically.

Lawton-Bronson serves 623 students in grades TK-12. Our elementary building is home to our PK-6th grade students, while our secondary building houses grades 7-12. Our TLC plan will add two full-time strategy leaders (one each in our elementary and secondary buildings). In alignment with those two strategy leaders, we will fill an additional ten teacher leader positions.

The strategy leaders in each building will be well-versed in vertical and horizontal alignment of the core curriculum within our district, the MTSS process, and effective strategies for instruction in literacy and STEM. These positions will also coordinate our formative and summative assessments and will work with our building principals and curriculum director to disaggregate and analyze the learning data that is collected through our assessments.

The teacher leaders in each building will serve as guides for beginning teachers and teachers new to the district, and they will be well-versed in our policies, guidelines, and expectations. Teacher leaders will aid in lesson planning and offer strategies in classroom management. They will work diligently to assist the strategy leaders in aligning curriculum, and they will perform these duties without relinquishing their teaching obligations. These ten positions will be funded with supplemental pay from the grant with the expectation that the positions will work extended contracts. In each building, teacher leaders will be divided in grade-level sections with emphasis on literacy, math, and science/technology. These ten teacher leaders will teach a regular full-time load of courses but will be paid a supplementary stipend to compensate the extra time spent assisting beginning teachers and the strategy leaders.

Within our plan, 25% of our teaching staff will assume leadership roles that will directly impact our ability to achieve our proposed student learning goals. These positions will provide support for our building administrators and leadership for the rest of our teaching staff. These positions are going to greatly impact student achievement in the Lawton-Bronson School District and we look forward to the opportunity to implement our plan.

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 Year 1?* 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).

Part I

The TLC planning grant was primarily used to compensate members of the Teacher Leadership and Compensation Planning Committee stipends. Each member of the Lawton-Bronson planning committee worked hours outside of the regular contract day in preparation for last year's grant application and is doing so again for this year's application. We also used a portion of the grant to pay for substitute teachers to cover the "writing days" that we used to formally prepare our responses to the grant questions. We also used a small portion of the grant for food and refreshments during the course of our work.

On December 3rd, 2013, our committee met to begin preparations for our grant writing. We spent time after school reviewing the TLC program, including the planning grant, the timeline for preparation and completion, the five key components of the grant application, and the model we would ultimately decide to choose.

On December 10th, 2013, our entire committee attended a Teacher Leadership and Compensation Grant seminar in conjunction with School Administrators of Iowa and the Iowa State Education Association in Des Moines. While at this conference, we chose to pursue Model 3 and we discussed our plan for this model.

Our initial application developed throughout the month of January, 2014 with extensive writing sessions and meetings during four designated school days. The topics discussed included how to build the Instructional Coach Model and how this model could best serve the needs of Lawton-Bronson students. We also considered how instruction, Iowa Core Standards, data interpretation, technology integration, mentoring, and teacher leadership roles could be synchronized under our model.

On January 3rd, 2014, our committee presented our initial proposal to our entire teaching staff, and we used an entire morning of professional development time that day to answer questions and consider staff input. On January 13th the committee presented that proposal to the Lawton-Bronson School Board. Several days of writing and re-writing took place through January, 2014 until our final draft was ready for submission the last week of January. Our process last year included input from parents in our community, some of whom are also members of our School Improvement Advisory Committee (SIAC).

In preparation for the 2014-2015 application, the district submitted a communication to all shareholders in the Lawton-Bronson School District in late September that detailed the purpose for our Teacher Leadership Grant application. We communicated this with our community e-mail list serve and through our local newspaper, *The Moville Record*. In these communications the district highlighted the following:

A.) Our Teacher Leadership plan would benefit the achievement of all students.

B.) Our Teacher Leadership plan would empower more teachers to become instructional leaders.

C.) Our Teacher Leadership plan would create more opportunities for Lawton-Bronson to use student learning data to improve instructional practices.

D.) Our Teacher Leadership plan would provide more professional collaboration throughout our PK-12 school system.

Our TLC committee members began a full day of re-writing and revising last year's application on September 30th. Members of our committee used days leading up to the 30th to review last year's application and review the scores we received on each question, so we could improve on any questions that scored below eight. Our curriculum director, superintendent, building principals, and committee teachers also attended various workshops, trainings, and meetings throughout July, August, and September to gather information on improving our application for this year's grant.

Our group met for three full school days to discuss, write, gather information, and revise our proposal. We met September 30, October 1, and October 15th as a group. In between that time, we shared our revised plan with staff on Friday, October 10th, and we met with our parent committee, which this year included parent members from last year along with our entire School Improvement Advisory Committee on October 22nd. Our parents on this committee were given the goals of the program, and presented leadership positions within it. They were then shown how a rigorous selection process for filling new leadership positions would work, how the program will be evaluated each year, and lastly how Lawton-Bronson will use our new TLC system to increase the capacity of our professional development for teachers. Ultimately, this will lead to improved student achievement, which is the biggest "Why?" question we have for implementing an Instructional Coach Model system.

Narrative

Using Part 2 application narrative from Year 1?* 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.

Lawton-Bronson's vision for student learning is to prepare all students to contribute productively to the global world of work and community. Our plan is tailor-made for this by focusing on literacy and STEM while including opportunities for students to find meaning and significance in areas outside of school. In addition to literacy and STEM, students participate in the arts, physical education, and career and technical learning to help our district accomplish this mission.

Our specific student learning goals are as follows:

- In the area of literacy, all students will read at or above grade level.
- In the area of STEM, all students will apply and communicate science, math, engineering, and technology core competencies to real-world situations.
- In the area of the arts, physical education, and career and technical learning, all students will build knowledge, skills, and attitudes that will support the other core competencies.

Lawton-Bronson's long range CSIP (Comprehensive School Improvement Plan) goals are as follows: The district will increase in the achievement of students scoring below the proficiency level as determined by the results of the Iowa Assessments in Reading, Math, and Science. The district follows student progress in 4th, 5th, 6th, 7th, 8th, and 11th grades. Comparisons will be made by using cohort data (i.e. 3rd grade the prior year to 4th grade report, then 5th, etc.) In addition to this baseline CSIP goal, Lawton-Bronson also utilizes the following assessments to monitor student achievement and progress:

- FAST: K-3 reading
- Math PROBES: 1st-6th grade
- NWEA MAP testing: 2nd-11th grade literacy, writing, math, and science
- ACT: 11th grade English, reading, math, and science

We are looking for an increase in the number of students considered career and college ready based upon ACT scores. Our data goal is to have 50% of our tested students achieve designation as college and career ready.

Our students showed growth last year in seventh and eighth grade reading on the Iowa Assessments; however, the five year trend has been stagnant at those grade levels. This is an area of concern that can be addressed through the hiring of our strategy leaders.

We have a recent increase in freshman literacy. We are also experiencing a strong growth in math scores from the spring of 2013 to last year's testing in 2014. In response to the 2013 data, our elementary school placed an emphasis on Iowa Core implementation of math last year and into this year. According to our NWEA MAP testing, all classes, third through eleventh grade, are at or above national norms in reading and science.

In order to sustain our current progress and improve areas of focus, Lawton-Bronson proposes, with this teacher-leadership grant, to create two full-time strategy leaders, one each for our elementary and high school buildings along with our curriculum director. The full job descriptions of these two positions are described in question five, but for the sake of explanation here, each position's general responsibilities include curriculum, professional development, MTSS leadership, and data coordination and analysis. The strategy leader in each building will assist five teacher leaders. Together they will observe, assess, and collaborate to not only reach but surpass our goals.

How will this meet state-wide goals? Because we have added positions we will be able to:

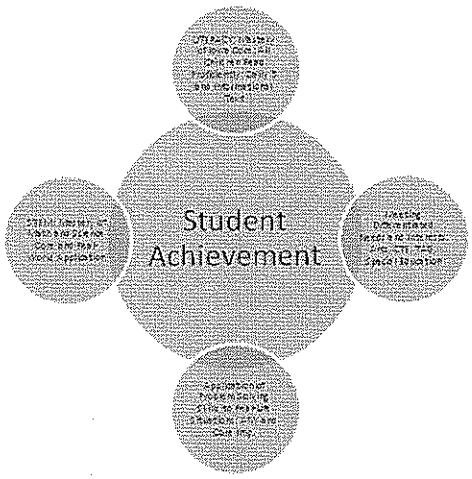
1. Attract and retain new teachers by analyzing our mentoring program to provide additional support. Points of emphasis will be implementation, alignment, and assessment of the Iowa Core, classroom management strategies, and a strong foundation in the AIW instructional framework.

2. Support highly qualified teachers by increasing their capacity to monitor and assess student learning and demonstrate exemplary instructional practices. This will be accomplished through targeted and intensive professional development.

3. Promote collaboration by creating an "open-door" policy where instructors observe and share, thus establishing PLC's and a system-wide learning organization.

4. Reward professional growth by offering opportunities for effective teachers to lead other teachers new to our district. While there will also be monetary compensation, the biggest reward will be the satisfaction of leadership, sharing knowledge in a measurable way, and a more respectful working environment.

5. Improve student achievement through data-driven decision making.



Using Part 3 application narrative from Year 1?* No

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

Setting instructional goals and reaching them is the top priority for our district, but if a strategic plan is not in place our attempts will be fruitless. The administration, curriculum director, strategy leaders, and this plan we have produced will greatly enhance what we teach, how we teach, and how we measure the results. The Lawton-Bronson TLC plan will connect to several key student initiative learnings in the district through the following ways:

- Iowa Core Implementation: We are currently employing core implementation in reading and math. The curriculum director and strategy leaders of each building in our district will be directly involved with aligning our curriculum both horizontally and vertically and collaborating with each other. This collaboration will use a systemic approach creating a coherent body of ideas and principles. Both strategy leaders will work in unison to achieve high levels of reliability.
- MTSS: Our strategy leader will be able to identify the students needing extra support or who are at risk. They can address the needs of students through means of intervention and instruction while monitoring student progress. The strategy leader, in terms of MTSS, will also assess educational programs, use research-based interventions, and subscribe to data-driven decision making.
- K-3 Literacy: Our strategy leader in our elementary building will assist in continued success of Daily Five. He or she will evaluate the FAST results and communicate strategies to maintain or improve competencies. The addition of a strategy leader will better allow us to offer assistance early and prevent the occurrence of later reading difficulties. With our recent addition of a reading strategist in our elementary building, more time and focus can be spent on supporting the reading needs of every student. With the assistance of this grant, we will also be able to utilize a new strategy leader in the elementary building.
- Secondary Literacy: Our strategy leader will work with content teachers to better understand the relevance of reading in their discipline, how to use text books effectively, both printed and electronic, and how to implement effective literacy strategies. The outcome will be students who are motivated, strategic, and independent readers who will be able to meet the numerous challenges of life in a global economy.
- STEM: Our strategy leader will help nurture high-quality teaching. This will provide advanced learning opportunities that encourage students to set ambitious goals in the areas of computer science, physics, engineering, math, and technology. The strategy leader and the content teacher will ensure that these areas are not taught in isolation but in an integrated curriculum. With the recent addition of a new math instructor in our secondary building, coupled with a future strategy leader in the secondary building, more time and focus can be spent on the math needs of every student. Our 1:1 initiative implemented this year will lend the technology component that will support the needs of every student.
- Authentic Intellectual Work (AIW): One of the Strategy Leaders will be identified to attend AIW leadership training. He or she will help lead the district's AIW efforts, which has begun in the 2014-15 school year. Lawton-Bronson teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core. AIW equips students to address the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world. The Strategy Leader will assist in the development of a long-term plan which will sustain the AIW efforts in the Lawton-Bronson Community School District.

Using Part 4 application narrative from Year 1?* 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)

Currently we partner with AEA to provide the majority of the explicit mentoring and induction program for the teachers new to the profession. The first two years teachers do attend four meetings annually as part of the mentoring and induction program provided by AEA. The purpose of the AEA program is to help new teachers transition into the occupation successfully, retain new teachers in the field of education, and provide mastery of the Iowa Teaching Standards that is grounded in high expectations for new teachers and their students. While the current framework for mentoring is sufficient in many ways, the AEA mentoring training alone does not meet all the needs of the new teachers to our district. A limitation of using the AEA to provide programming is the lack of opportunities to understand district-specific initiatives. Finding time for our

mentors to support our mentees is a challenge as well. With our current system, we do not have a formal support system for experienced teachers new to our district. With the TLC plan we are proposing, we will develop a highly effective mentoring program for all new teachers in our district.

The Lawton-Bronson TLC plan that will address the above concerns will utilize ten teacher leaders in our elementary and secondary buildings. There will be five placed in each building. In our elementary building we will have two teacher leaders focusing on math, two focusing on literary, and one focusing on science and technology. We will apply this same formula to our high school building. The implementation of these ten vital leaders will assist the Lawton-Bronson Community School District in accomplishing and maintaining its CSIP goals and its other aforementioned educational aspirations. The execution plan and teacher leader job qualifications are as follows:

Beneath each building strategy leader will be five teacher leaders. The role of this teacher leader will be to facilitate induction and orientation of new teachers. This will help acclimate and welcome our new teachers to the district. Beginning teachers, and teachers new to the district, can often feel overwhelmed in their new surroundings. This will ease them into the district, invite them into a PLC, and ensure them that they are not an island. The areas in which they will be assisting new teachers are: policies, guidelines and expectations, lesson planning, curriculum alignment, and classroom management.

- Policies, guidelines, expectations: The teacher leader, in conjunction with the strategy leader and administration, will conduct an orientation for the beginning teacher or teacher that is new to the district that explains district policies, guidelines, and expectations related to the teaching staff. This will remove the "guess-work" that comes with a position in a new district and allow the new staff member to focus on the planning and instruction.
- Lesson Planning: The teacher leader will guide the beginning teacher through the lesson plan writing process. He or she will collaborate with the beginning teacher, observe instruction, and assess success of planning. New strategies will be explored and shared, and the experience of the teacher leader will benefit the first year experience of the new teacher. The teacher leader will serve as a mentor and a model to guide the beginning teacher through the first year of instruction and beyond.
- Curriculum alignment: The teacher leader will assist the beginning teacher in curriculum alignment to the Iowa Core as well as connecting that curriculum with proven instructional methods. Teacher leaders will help the new teacher and teacher new to the district improve student achievement by implementing powerful instructional practices for teaching high content standards. They will collaborate to create opportunities for students to exhibit what they know and what they can do in regards to content standards.
- Classroom Management: The teacher leader will offer strategies to the beginning teacher to help maintain positive classroom management. He or she will observe the classroom and introduce opportunities and research to endow the beginning teacher with effective techniques in classroom supervision. They will work to maintain an effective classroom environment, reach all students, and establish discipline with dignity.

Narrative

Using Part 5 application narrative from Year 1?* No

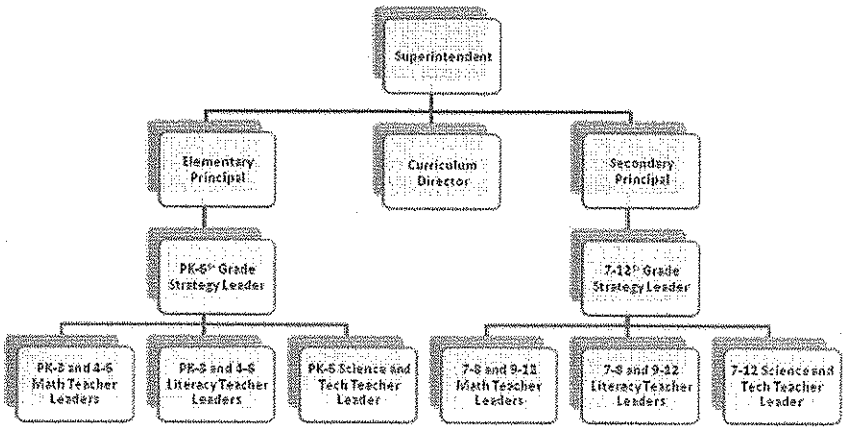
Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

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

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

The following list of planned job responsibilities is quite lengthy and well-considered. While overlap in responsibilities may occur, so does the opportunity for collaboration. The data gathered and outcomes produced by these detailed and thorough responsibilities will validate the introduction of our TLC plan. This list may seem daunting, but our strategy leaders and our teacher leaders will be utilized for their experience and expertise to complete them.



Our curriculum director is responsible for:

- Providing and demonstrating teaching on an ongoing basis.
- Routinely working strategically in planning, monitoring, reviewing, and implementing best instructional practice.
- Observing and coaching teachers in effective instructional practices.

- Supporting teacher growth and reflective practices.
- Working with and training classroom teachers to provide interventions aligned by subject area.
- Supporting instruction and learning through the use of technology.
- Participating in collaborative problem solving and reflective practices which include, but are not limited to, professional study groups, peer-observations, grade-level planning, and weekly team meetings.
- Planning and delivering professional development activities designed to improve instructional strategies.
- Engaging in the development, adoption, and implementation of curriculum material.

Our elementary strategy leader will be responsible for:

- Coordinating the MTSS Process and serving as interventionist where needed.
- Offering leadership on strategies and direct involvement in the classrooms such as the literacy task "Daily 5."
- Continuing the successful transition from DIBELS to FAST.
- Mentoring beginning teachers, guiding teachers new to the district, and supporting current teachers transitioning to a new grade or position.
- Attending core meetings to ensure distribution of information to the staff.
- Collecting, analyzing, and connecting district data.
- Reporting to our school board as needed.
- Conducting grade-level meetings and keeping records.
- Maintaining consistent horizontal alignment with Iowa Core Curriculum and instructional strategies supported within the Iowa teaching standards.
- Implementing and sustaining viability of targeted instructional strategies.
- Collaborating with secondary strategy leader for vertical alignment.
- Modeling lessons and co-teaching.
- Researching lessons and strategies.
- Serving as a reference for classroom management strategies.
- Writing grants.
- Conferencing with the curriculum director, administration, and professional development team to plan professional development.
- Developing curriculum maps for all grades.
- Orchestrating both state and district-level assessments.
- Applying the Iowa Professional Development Model to determine effectiveness for continuation of improvement process.

Our secondary strategy leader will be responsible for:

- Coordinating the MTSS Process and serving as interventionist where needed.
- Offering leadership on strategies and direct involvement in the classrooms.
- Continuing implementation of Authentic Intellectual Work (AIW).
- Mentoring beginning teachers, guiding teachers new to the district, and supporting current teachers transitioning to a new grade or position.
- Attending core meetings to ensure distribution of information to the staff.
- Collecting, analyzing, and connecting district data.
- Reporting to our school board as needed.
- Conducting content-level meetings and keeping records.
- Maintaining consistent horizontal alignment with Iowa Core Curriculum and instructional strategies supported within the Iowa teaching standards.
- Implementing and sustaining viability of district targeted instructional strategies.
- Collaborating with elementary strategy leader for vertical alignment.
- Modeling lessons and co-teaching.
- Researching lessons and strategies.
- Serving as a reference for classroom management strategies.
- Writing grants.
- Collaborating with administration and professional development team to plan professional development.
- Developing curriculum map for all grades.
- Orchestrating both state and district-level assessments.
- Applying the Iowa Professional Development Model to determine effectiveness for continuation of improvement process.

Our teacher leaders, with assistance from administration and strategy leaders, will plan, build, and present Lawton-Bronson's professional development. They will be accountable for the following responsibilities:

- Determining professional development goals by establishing weekly agenda and "front-loading" teachers before weekly meetings.
- Planning and delivering activities designed to improve instructional strategies.
- Recording and reporting the completion of the agenda to the staff, strategy leaders, and administration ensuring involvement by all present and communicating with those not present.
- Assisting in coordination of our testing programs.
- Mentoring teachers new to the district.
- Vertical teaming between secondary and elementary staff during full days of professional development.
- Allowing other instructors to observe their teaching to build ideas and share strategies.
- Observing other instructors to build ideas, share strategies, and collaborate.

Lawton-Bronson has determined, through building and district-level discussions and past practices, that increased student achievement is founded upon high-quality teachers implementing research-proven instructional strategies that benefit every student. A consistent, coherent system of formative assessments will then measure the degree of success to which those strategies are implemented as well as how each student responds to them. Every student at Lawton-Bronson benefits when quality instruction is presented within a core curriculum that is measured by consistent formative assessment.

The 2014-2015 Professional Development Calendar sets aside eight days of professional development time as part of our 1080-hour calendar. The district calendar also builds in an additional 36 hours of collaboration time through a one-hour early release for students every Wednesday throughout the school year. During each one-hour release time, teachers will participate in the following activities to improve instructional practice and develop formative assessments to measure those practices.

The Lawton-Bronson 7-12 building will be implementing the instructional framework Authentic Intellectual Work (AIW) in 2014-2015. This framework has four main components:

1.) Authentic pedagogy that advances both equity and excellence in student learning.

2.) All students improve when their teachers offer more authentic pedagogy.

3.) Teachers want to improve their craft.

4.) Improvements are sustained if Lawton-Bronson builds local capacity for the AIW work so that over time, less and less external support is necessary.

The Lawton-Bronson elementary has been and will continue to be focused on Literacy and STEM.

When Lawton-Bronson receives a TLC grant, district administrators, the curriculum director, strategy leaders, and teacher leaders will coordinate the 36-hour early release PD calendar for each upcoming school year. During this process the team will:

- Determine learning outcomes for all teachers through this collaboration time.
- Ensure 100% participation by all teachers in implementing the instructional frameworks of AIW, Literacy, and STEM.
- Coordinate collaborative efforts to measure if learning targets are being met through our designated instructional frameworks.
- Provide on-going support for teachers as they implement and assess instructional strategies within the building-level learning frameworks.

Using Part 6 application narrative from Year 1?* 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 committee will be formed to select the elementary and secondary strategy leaders. This committee will be comprised of an equal number of administrators and teachers (not applying for any of the leadership positions.) Together they will select the two strategy leaders based on the following criteria:

To begin the application process, prospective **strategy leaders**:

- Will hold a valid teaching license.
- Will submit record of license and endorsements
- Will have taught for three years with one year teaching in the Lawton-Bronson CSD
- Will submit two letters, minimum, of recommendation from colleagues within the district.
- Will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position.

The selection committee will review the initial applications.

After approval of initial application, prospective **strategy leaders**:

- Will be interviewed by the selection committee
- Will submit a video of a teaching demonstration or arrange a time for the selection committee to observe his or her teaching for up to 30 minutes.
- Will provide evidence of a deep understanding of the Iowa Core.
- Will provide artifacts that demonstrate adherence to the district's goals.
- Will produce documentation of the prospective teacher-leader's previous attention to professional learning.
- Will offer and explain specific data collection that demonstrates student growth.

A strong and specific set of skills will be needed to effectively fulfill these two new positions. The skill set is as follows:

- The drive to assist other educators to become better learners and teachers.
- The ability to interpret data and make effective instructional decisions.
- The proven ability to work productively with administration and colleagues.
- The proficient use of technology that will include, but is not limited, to interactive white boards, Google Docs, and Microsoft Office.

Once the strategy leaders are hired, a committee will then be formed to select ten teacher leaders. Five of these leaders will serve in our elementary building while the other five will serve in our secondary building. This committee will be comprised of two administrators the curriculum director, and the two strategy leaders previously hired. Together they will select the ten teacher leaders.

To begin the application process, the prospective **teacher leaders**:

- Will hold a valid teaching license.
- Will have taught for three years with one year in the Lawton-Bronson CSD.
- Will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position.

The selection committee will review the initial applications.

After approval of initial application, the prospective **teacher leaders**:

- Will be interviewed by the newly-formed committee including strategy leaders.
- Will provide artifacts that demonstrate adherence to the district's goals.
- Will provide evidence of a deep understanding of the Iowa Core.
- Will show documentation in previous teacher leadership positions... Mentor Teachers, AIW Leaders, Building Leadership Teams.

A strong and specific set of skills will be needed to effectively fulfill these ten new positions. The skill set is as follows:

- The drive to assist other educators to become better learners and teachers.

- The ability to understand data.
- The proven ability to work collaboratively with administration and colleagues.
- The progressive use of technology in their respective classrooms.

Narrative

Using Part 7 application narrative from Year 1?* No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

In collaboration with the building administrators, our teacher leaders will play a vital role in creating and delivering our professional development. Our goal for the 2014-15 school year is to move to weekly PD collaboration utilizing an hour from each Wednesday. To promote a smooth transition and promise powerful professional development, the teacher leaders will occupy the following roles:

- Assisting in the transition from monthly PD meetings to one-hour weekly meetings
- Planning and implementing PD
- Setting the agenda for meetings
- Creating outcome-based PD
- Using innovative means to share PD information
- Delivering new research-based strategies to enhance learning and classroom management
- Keeping staff current of changing laws and policies
- Answering questions and fielding concerns regarding curriculum
- Offering literary works which may enrich classroom instruction
- Communicating information gained by attending common core deeper investigations
- Guiding PD with teachers using the IPDM Cycle of Professional Development

Lawton-Bronson anticipates that our TLC plan will transition smoothly with our district's professional development model; therefore, incorporating key elements of the Iowa Professional Development Model. From professional development team planning meetings this year, Lawton-Bronson has set the following objectives to continue for district-wide and individual staff development for the next three school years.

1.) We will guarantee that the Iowa Core Literacy Curriculum is implemented and taught with complete vertical and horizontal alignment. Many of our teachers will continue to connect their individual career development plans to this implementation by delivering research-based instructional strategies (such as the Daily 5) to their students. We will analyze our Iowa Assessments, MAP tests, and our formative assessments at each grade level to determine literacy growth for every student in our K-12 system. Our continued goal for literacy is that each student will read at or above grade level before they leave our school system, paying particular attention to the checkpoint years of 3rd, 8th and 11th grades.

2.) We will insure that problem-solving and critical thinking skills are embedded in our core math curriculum, especially in STEM-related courses. Throughout our math and science curriculums, we want to support our teachers as they implement more learning opportunities for students to practice problem solving skills. In the secondary building a pilot group implementing the Authentic Intellectual Framework was adopted to build an instructional framework to sustain these types of student learning objectives. Problem solving and critical thinking skills will be a desired outcome but not exclusive to our STEM-related courses.

3.) We will create more opportunities for teachers and students to access and utilize technology in addition to our current 1:1 teaching and learning.

Our TLC plan will utilize our strategy leaders and teacher leaders to assist in:

A. coordinating and disaggregating our district literacy data (Iowa Assessments, FAST, and MAP testing) and working with teachers to continuously develop formative assessments for tracking student and grade-level growth in literacy. Our model for professional development begins with data.

B. assisting teachers and implementing research-based strategies for improving student literacy throughout the district. We are currently invested in Daily 5 strategies at the elementary level, while our secondary is focused on strategies for reading informational text. These are key initiatives that we want to continue, but we also know that other valuable strategies can tie into the work we are already doing. Our strategy leaders and teacher leaders will play critical roles in coordinating the effective decision-making and implementation of new teaching strategies for developing literacy skills in all students.

C. introducing professional development training to assist teachers in implementing more directed opportunities to demonstrate problem solving skills, especially in math, science, and other STEM-related courses. For example, in our secondary building, the strategy leader and at least two teacher leaders will provide key resources and expertise for our building principal as we launch AIW.

D. working with our technology coordinator to assist in providing our teachers with more tools and skills to use in our 1:1 program.

As teachers revisit their focus on specific individual career plans within the district professional development initiatives, it is clear to us that the proposed strategy and teacher leaders in this plan will play critical roles in assuring that our teachers have the necessary support and resources to effectively implement the district's professional development model in their classrooms.

In a school our size, it is a great challenge to build and sustain momentum with our professional development because there is a tremendous amount of work involved in planning, preparing, and implementing meaningful initiatives that are sustainable. Part of that sustainability comes from accountability and having a strategy leader and five teacher leaders in each building who are responsible for helping our building principals and curriculum director execute and evaluate effective, sustainable professional development. Their work will provide a great service for our entire teaching staff. This, in turn, will greatly benefit our students.

Using Part 8 application narrative from Year 1?* 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.

In order for any educational program to be effective, short-term and long-term measures must be in place. It is from these measures that data must be consistently gathered and scrutinized. The short-term and the long-term effectiveness of the Lawton-Bronson TLC plan will be purposeful, effective, and measured by the following:

- improved student learning
  - measurements will include:
- standardized test scores: Iowa Assessments and MAP
- ACT and PLAN
- FAST Early Literacy Assessment
- dropout/ graduation rates
- post-high school plans
- the number of initial teachers meeting the eight Iowa Teaching Standards
  - measurements will include:
    - teacher evaluation process
- the number of teachers recommended for full licensure as determined by their Comprehensive Evaluation
  - measurements will include:
    - teacher evaluation process
- higher retention rate of qualified teachers
  - measurements will include:
    - teacher evaluation process
- success in meeting the district's CSIP short-term goals
  - measurements will include:
    - APR (Annual Progress Report) Data
    - AYP (Adequate Yearly Progress) Data
    - annual CSIP (Comprehensive School Improvement Plan) assurances update
- success in meeting the district's CSIP long-term goals
  - measurements will include:
    - CSIP data
    - Iowa State Accreditation Visit Findings
- increased community involvement with the school
  - measurements will include:
    - SIAC (School Improvement Committee)
    - CTE (Career and Technical Evaluation) Committee
    - participation records for Volunteer Program
    - parent/ teacher conference attendance trend data
- decrease in students open enrolling out of the district
  - measurements will include:
    - student enrollment trend data
    - open enrollment trend data
- decrease in teacher turnover
  - measurements will include:
    - employment longevity trend data
- increased number of applicants for leadership positions
  - measurements will include:
    - application trends

The TLC plan will be monitored by the following components:

- exit survey/ interview for mentoring
  - effectiveness of training provided for mentors
  - additional training needed for mentors
  - adequacy of time for mentee collaboration and observation
  - resources available for mentors/ mentees
- evaluations of Strategy Leaders by administrators
  - effectively communicated Teacher Leader's needs and progress to the district
  - maintained focus on district goals
  - planned and presented relevant professional development for the district

- reflections by teachers in leadership roles
  - accomplishments
  - areas for improvement
  - goals for the future
  - adequacy of training provided
- district self-reflection of fidelity of implementation of TLC plan
  - identification of methods that went well
  - identification of methods that need improvement
  - creation of an improvement plan for upcoming school year
- data analysis following the Iowa Professional Development Model
  - monitoring our efforts to increase student achievement
  - determining next steps based on student achievement data

Using Part 9 application narrative from Year 1?* Yes

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 district's 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)

Disclaimer note for #9:

Lawton-Bronson is choosing to use our "Part 9" application narrative and the score we received from last year. We would like to note that we are changing from eight teacher leaders to ten.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 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* 607.0

The district enrollment-based allocation is equal to the certified enrollment number x $308.82.

District Enrollment-Based Allocation $187,453.74

Total Allocation $187,453.74

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.	$58,099.41
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).	$115,538.00
Amount used to provide professional development related to the leadership pathways.	$13,816.33
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*	$0.00
Totals	**$187,453.74**

Other Budgeted Uses - Description

Item description	Amount budgeted
	$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended $187,453.74

*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 Year 1?* No

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

TLC Part 10: Proposed Budget

Below is an itemized listing of Lawton-Bronson's proposed budget, followed by explanations of each investment of funds.

TOTAL TLC BUDGET

TLC Allocation		**$187,453.74**
Personnel Costs		
Estimated Salary/Benefit Costs to replace 2 strategy leaders	$110,000	
Teacher Leaders (10 total, five in each building)=$2500 each + FICA/IPERS	$29,145	
Strategy Leaders (One in each building) $7,500 each plus FIC/IPERS	$17,487	
Shared Curriculum Director	$11,467.41	
Other costs not including salaries:		
Costs to cover time teacher leaders are not in the classroom (Substitutes)	$5,538	
Professional development related to the leadership pathways		
Extra Days' Compensation for Beginning Teachers	$4,634.59	
Registration Fee/Presenters for PD	$5,000	
Subs	$2,000	
Travel	$2,181.74	
Total Obligations		**$187,453.74**

Lawton-Bronson Community School already meets the minimum salary requirement of $33,500, so none of the funds will be allocated for this qualification. Here is further explanation of each itemized expenditure:

Salary/Benefit Costs of two teachers to replace the current teachers who would move to Strategy Leader positions. All job desriptions and responsibilities for our Strategy Leaders, Teacher Leaders, and Curriculum Director are listed in various parts of this grant application.

We estimate that each teaching position will cost approximately $55,000 in salary and benefits. This is based on our current salary schedule for a person with four years experience coming in. If we offer one or both of the teaching positions to candidates with more experience, we will either adjust the PD portion of our budget or backfill the difference with current general fund dollars. This estimates to **$110,000 TOTAL.**

Teacher Leaders (10 positions, five in each building)

$2,500 per Teacher Leader plus .1658 FICA/IPERS Cost= $2914.50 per Teacher Leader and **$29,145 TOTAL.**

Strategy Leaders (One in PK-6 building and one in 7-12 building)

$7,500 per Strategy Leader plus .1658 FICA/IPERS Cost= $8,743.50 per Strategy Leader and **$17,487 TOTAL.**

Curriculum Director (1 FTE-shared between three districts).

This position currently exists in the Lawton-Bronson Disctrict and is a shared position with which we wikll receive operational sharing incentives. This budget accounts for the total salary and benefit portion subtracted from the shared costs and operational sharing incentives. This equals **$11,467.41 TOTAL.**

Other costs not including salaries:

Costs to cover time teacher leaders are not in the classroom (Substitutes) $5,538

Professional development related to the leadership pathways

Extra Days' Compensation for Beginning Teachers $4,634.59

Registration Fee/Presenters for PD	$5,000	
Subs	$2,000	
Travel	$2,181.74	
Total Obligations		**$187,453.74**

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 district's 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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