



Application

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

91940 - Lenox TLC -2

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

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Agency

Organization Information

Organization Name:

Lenox Community School District

Organization Type:

K-12 Education

Tax ID:

42-6037857

DUNS: 00-176-2152
Organization Website:
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Phone: 641-333-2244 Ext.
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Benefactor
Vendor Number

Recipient Information

District Lenox Community School District
Use the drop-down menu to select the district name.
County-District Number 87-3609
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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City	Lenox
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50851

Narrative

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

The vision of the Lenox Community School District's Teacher Leadership and Compensation system is to restructure and revitalize the teaching profession and provide opportunities for teachers to become teacher leaders. Goals for the system are to provide career advancement and leadership opportunities for our teaching staff, develop and provide relevant and meaningful professional development to improve instruction, and provide new teachers with support to make their transition into the classroom more successful.

The Lenox Community School District's Teacher Leadership and Compensation system is made up of model/mentor teacher and instructional coach positions. This plan will provide nine model/mentor teachers and two instructional coaches for the Lenox District. The model/mentor teachers will model effective instruction for our new teachers. The plan will provide new teachers more time to observe model/mentor teachers in the classroom. New teachers will gain knowledge about effective instructional practices that will help them in their classroom. Model/mentor teachers will work with new teachers to ensure the Iowa Core Curriculum is used to guide instruction and provide support in other job duties as needed.

Instructional coaches would spend a majority of their time in classrooms working with teachers to improve teaching strategies.

The coaches' focus would be on current or past initiatives including the following: RTI, sheltered instruction, rigor, and technology. The duties would include observations and working with classroom teachers to identify specific teaching strategies that need improvement. The classroom teacher and instructional coach would then work as a team to improve instruction and learning by focusing efforts on improving the identified strategy. The district's instructional coaches will be in classrooms observing and gathering data, so our school has a better idea of where improvements in instruction and learning need to be made.

The model/mentor teachers, instructional coaches, and building administrators will form leadership teams that will tie all levels of the Lenox District together. These teams will work together to develop and deliver professional development for the district. Data will be collected from all parties to determine what professional development will best meet the needs of the district. The Lenox Community School District believes these new roles will help the district reach our goals in all curricular areas.

The teacher leadership and compensation planning grant committee has developed a plan that will make Lenox Community School District a school where teacher leaders will work with all staff to improve instruction and increase student achievement. The committee worked hard to develop a comparable model that would improve the district and is fiscally responsible. All stakeholders are excited to begin a new journey to improve our district. The Lenox District will continually examine our plan and make any changes that will better serve our students. These changes will be data driven with a laser focus on improved instruction and increasing student achievement.

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 Year 1?	Yes
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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).

Upon receiving the planning grant for the Teacher Leadership and Compensation System, the Lenox Community School District (LCSD) put together a planning committee, consisting of three administrators, two elementary teachers, two secondary teachers, two parents, and two students. Two of the teachers on the committee were also union members. The committee met every other week for one and one-half hours beginning in October through January.

The planning committee was given background information on House File 215 and the intended goals of the Teacher Leadership and Compensation System as well as the how the funding for the planning grant was awarded. The application process was also explained along with the timeline for completion. The planning committee first reviewed and explored the Career Pathways and the three possible models created by legislation including the five "Must-Haves" for local plans. During this step, the committee dissected the roles and responsibilities of the teacher leadership roles. The strengths and concerns specific to Lenox were examined to work toward a vision of the system that would be right for the LCSD. We also examined the current staff needs to determine how each of the three possible models could impact district operations.

Several key factors were discussed at length. The TLC committee discussed how much money per child the district would be receiving in order to see what would be financially feasible for our school district to consider. Costs considered were salaries for leadership roles, subs costs for teachers who might be out of their classrooms, purchasing resources, and trainings or workshops. The committee also determined the number of staff eligible to serve in the leadership positions to ensure there would be enough to cover the needed positions (25%) and whether there would be enough staff that would be willing to take on the roles. The master contract was analyzed for wording for staff evaluation and RIF procedures. The team also discussed evaluation/RIF procedures with LEA members. Staff buy-in was also considered including time, commitment, and willingness to change.

Throughout the planning process the TLC planning committee has been the central core for gathering information. Input from many sources as well as concerns from various stakeholders were taken into consideration to ensure an instructional leadership plan would be developed that would truly benefit the the educational learning of the students of LCSD. The administration looked at the benefits of improving student learning and teacher instruction as well as the money that would be needed to make the grant work in our district. After much consideration, the committee felt that a modified Instructional Coach Model was best suited for our district's needs.

The next step for the committee was to present a draft of the plan to the K-12 staff. They were asked for their opinion of the model, how they felt the district could benefit from teacher leadership roles, and if anyone would be interested in applying for said roles. The plan was then presented to the board to seek board approval both financially and educationally. Following staff and board approval, the committee then began to develop specific details of the plan.

Throughout the planning process, the committee felt commitment and support for the teacher leadership system by all stakeholders was imperative in order for it to make a positive impact on the district. Student members stated they thought the teacher leadership roles would help improve the consistency in the flow of curriculum between teachers in a department.

Parents expressed that the teacher leadership roles could also assist teachers in improving the transition for students between grade levels, especially from upper elementary to jr. high, and jr. high to high school. In conclusion, the committee stakeholders felt the goals (of the teacher leadership roles) are to improve instructional practices, to assist in getting curriculum aligned and ensure the written curriculum is also the taught curriculum.

All stakeholders involved feel communication is key to the success to any major change. The committee plans to use multiple methods for providing information to the various stakeholders. These would include the LCSD website, Lenox Community facebook page, individual teacher websites/blogs, parent/teacher conferences, and attending various community meetings. All committee members will promote the TLC's long-term goals by word-of-mouth through district and community activities. Building and district staff meetings will be held explaining the teacher leadership roles as well as being presented to the Lenox Education Association. Teachers will be given input on how they feel the teacher leaderships roles can best help them in improving instructional practices in their classrooms.

As with any new change, there will be some resistance. A survey was developed to assess the commitment of staff. Based on the survey, the majority of the staff feels this would be a positive step for the district. To follow up, a document such as Padlet or a google document will be set up for teachers to voice concerns, give suggestions, or ask questions. This can give the teachers a sense of ownership and help create a sense of trust that will help overcome resistance. A similar document will also be set up and put on the LCSD website to provide information to community stakeholders as well as provide an outlet for questions, answers and concerns.

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.

The vision of the Lenox Community School District's Teacher Leadership and Compensation system is to restructure and revitalize the teaching profession. Our goals for the system are to provide career advancement and leadership opportunities to our current teachers, and develop and provide relevant and meaningful professional development to our teaching staff to increase their teaching skills. This will positively impact student achievement, staff morale, school culture and will ensure quality instruction.

The district's TLC Committee formulated these goals after many hours of research, discussion and input from stakeholders.

The TLC Committee consists of representatives from the administration, teachers (some are LEA union members), parents, and students. Prior to the submission of the district's plan, a draft of the plan was shared and approved by the Lenox Board of Education. We believe the TLC system has great potential with assisting the students and staff of our district to reach our student achievement goals.

The goals are based on a number of data sources.

Iowa Assessments- (1-11)

Formative Assessment System for Teachers (FAST) (K-4)

Measures of Academic Progress (MAPS) (4-12)

Phonological Awareness Test (K-2)

IELDA- (K-12) English Language Learners

Each year, ITBS/Iowa Assessment data is analyzed to determine if the district's goals are being met. District leaders are responsible for the collection and analysis of the data related to the district. Starting with the 2013-2014 school year, the district established building level collaboration teams that examine ITBS/Iowa Assessment information. Progress toward meeting the goals are reported to the SIAC/CTE, Board of Education, and community via the Annual Progress Report. Based upon the analysis of student data and the constant conversations with stakeholders, the following annual student achievement goals have been established. This year 2014-2015, the district has implemented FAST for grades K-4 and MAPS for grades 4-12.

This will also allow the district to analyze data in the areas of reading and math. The student's progress is reported to the state and analyzed at the district and classroom level to increase reading and math in the classroom.

The district's goals are to increase the number of all students who achieve at or above proficient levels in reading comprehension, mathematics and science. The following is a summary of our district's most recent student achievement data that relates to our annual goals. The percentage of students in grades 8 and 11 scoring at or above proficient levels in reading comprehension based on the 2012-13 Iowa Assessment increased; while the percentage of students in grade 4 scoring at or above proficient levels decreased. The percentage of students in grades 4, 8 and 11 scoring at or above proficient levels in mathematics based on the 2012-13 Iowa Assessment increased in all three grades. The overall percentage of students in grades 4, 8, and 11 who achieved at or above proficient levels in science based on the 2012-2013 Iowa Assessment increased from 73% to 86%.

The district continues to pursue the use of scientifically based practices. Through a stronger emphasis on using student achievement data as an evaluation tool, establishing clear indicators to measure improvement, "leaving no teacher behind" in staff development and training opportunities, and a more completed articulation of identified needs and goals; teachers in the district are enabled to have the tools and skills to reach all learners in the district. The implementation of the TLC system will allow the district to employ both instructional coaches and model/mentor teachers to better meet the needs of our teachers; resulting in increased student achievement. Through the utilization of these new teacher leadership positions, more collaboration among teachers will occur. This will enhance the district's existing peer review and collaboration process. The instructional coach and/or mentor teacher will share ideas and instructional strategies that have worked for them in the past. As a result, they will use their own knowledge to learn from each other. The instructional coach can devote more time, energy, and resources to each individual teacher in need.

The LCSD has existing goals that involve the utilization of professional development plans to support all teachers and leaders.

The district plans to endorse research-based instructional strategies and practices in the classroom as much as possible. The guiding principle of "continuous improvement" sets the course toward the effective use of practices within the district. Through programs, such as the district's professional development plan, teacher evaluation system, the curriculum development process and building action plans, researched-based practices are continuously pursued, learned, practiced and evaluated in the district. In addition, the district utilizes AEA curriculum experts, teacher trainers, AEA content area experts, PD360 and teacher leaders to review and model practices.

In addition to the peer review and collaboration initiatives, the new teacher leadership roles will also support the teacher mentor

initiative. All PK-12 grade new teachers to the district are placed into a mentoring program. The district's mentoring program gives these teachers a structured opportunity to collaborate with an experienced teacher. It proves to be a satisfying way or both teachers to build, clarify, and refine new and innovative teaching practices. This process provides countless opportunities for both experienced and novice teachers to grow through conversations about students and teaching. Through the TLC system, the district will be able to offer at least a portion of our teaching staff financial incentives should encourage them to either become or to continue being a teacher within our district.

Using Part 3 application narrative from Year 1?

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)

The LCSD plans to hire two instructional coaches and nine model/mentor teachers for grades K -12. With these new positions and additional duties for teachers, the Lenox Community School District teacher leadership team's primary focus will be to strengthen and support the priorities set by the School Improvement Advisory Council (SIAC), Superintendent Advisory Committee (SAC), technology committee, and school board. **These priorities include the following three key initiatives: (1) Multi-Tiered System of Supports (MTSS formerly known as RTI), (2) Iowa Core implementation, alignment, assessment, and rigor, and (3) teacher professional development and growth.**

(1) Multi-Tiered System of Supports

The fundamental component of the MTSS plan is providing high-quality, multi-tier instruction and interventions matched to students' needs, monitoring student progress frequently, and evaluating data on student progress. Both buildings use MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. Each building identifies students at risk, alters teaching strategies, and collects data on improvement. The instructional coach, model teachers, and building administration will form a Teacher Leadership Team (TLT) to analyze data to make decisions that will benefit student achievement. Instructional coaches will organize a more comprehensive collection of data on students who aren't improving at expected levels. The data team will work with and train teachers to analyze, use, and evaluate data such as FAST (Formative Assessment System for Teachers) data, MAP data, and curriculum-based measurement results to make instructional decisions to improve student learning. Through this process, they will identify student achievement needs and set goals with the teachers according to data findings. Model/mentor teachers will work with teachers to model strategies such as SIOP (Sheltered Instruction Observation Protocol) and content literacy in all content areas. The TLT will oversee the intervention period already in place for jr-sr high students and the Excel after school program at the elementary level to identify and place those students who need assistance in the TIS (teacher intervention schedule). The TLT will also provide input for students needing tiered algebra intervention or credit recovery through Odesseyware.

(2) Iowa Core implementation, alignment, assessment, and rigor

The TLT will strengthen the district's work with Iowa Core implementation by structuring the alignment, gathering resources, and evaluating taught curriculum to ensure full implementation of the Iowa Core. Our district has mapped the Iowa Core using Curriculum Mapper; however, the curriculum has not been aligned through K-12. One of the instructional coaches' duties will be to work together to use Curriculum Mapper to align the curriculum for K-12 and use the tools available through the Curriculum Mapper to identify gaps in the continuum of standards and locate standards that are being overlooked. Instructional coaches along with the model/mentor teachers will perform peer reviews that can assist teachers in ensuring that the written curriculum is also their taught curriculum and help gather resources that will aid in their implementation of the Iowa Core. The model/mentor teachers' duties will be to introduce new staff to the Iowa Core. They will also have monthly meetings in which planning and preparing will take place. With the instructional coaches, and a more structured mentoring program by the model/mentor teachers, we feel that the Iowa Core will be implemented with a much higher fidelity and rigor. The gaps and over-instruction in content and skills will be greatly reduced and have a positive impact on student achievement.

(3) Teacher professional development and growth

LCSD has invested in Edviation (PD 360), an on-demand professional learning resource consisting of videos made by master teachers, to provide a personalized learning experience for all teachers. Teachers can focus on the areas they feel they need to improve on rather than a one-size-fits-all professional development that may not meet their needs. Instruction coaches will spend time in classrooms observing and gathering data and overseeing peer review/collaborations groups. The classroom teacher and instruction coach would then work as a team to improve instruction and learning by focusing efforts on improving the identified strategies through their personalized professional development plan supported through Edviation. Model/mentor teachers will report progress from peer review/collaboration to the instructional coach and work with new staff to integrate Edviation into their professional growth plan. The use of Edviation in strengthening teachers' professional growth plans through personalized professional development will aid in helping teachers improve their instruction and, in turn raise student achievement.

The additional funds provided by the Teacher Leadership Supplement will provide for additional contract days at the beginning of the school year for TLT members.

For Instructional coaches', ten additional contract days shall be used before school to mentor initial teachers, prepare for before school professional development, and strengthen instructional leadership of mentor/model teachers. Model/mentor teachers' will have two extra contract days at the beginning of the year to orientate new staff to current policies, procedures, and initiatives of the LCSD. Model/mentor teachers will also be part of the district leadership team and help with professional

development implementation.

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)

This document will address part four of the teacher leadership and compensation plan grant application. Our plan is designed to improve the teaching experience for new teachers employed by Lenox Community School District. Lenox Community School District will use model/mentor teachers to improve instruction for new teachers in the district. Model/mentor teachers will open up their classroom to allow new teachers the ability to observe effective teaching methods and instructional strategies. New teachers will be required to observe model/mentor teachers a minimum of four times a year. Model/mentor teachers will be required to observe the new teacher a minimum of four times a year. Model/mentor teachers and new teachers will have two additional days at the beginning of the school year to collaborate together. These two days will be used to provide new teachers knowledge about current professional development practices in the district, examine Iowa Core Curriculum to determine what should be taught in specific classes, develop a positive working relationship with the new teacher, answer any questions, and cover logistical issues dealing with job duties. Model/mentor teachers will meet formally with new teachers on a monthly basis. These meetings will be designed for communication to take place around effective instructional practices that will improve instruction and implementation of the Iowa Core Curriculum. The new teacher may have other areas of concern that will need addressed during these monthly meetings. Model/mentor teachers will communicate informally with new teachers on an as needed basis.

Data was collected from current staff about the effectiveness of our current mentoring program. While a few staff members stated the program was ineffective, the majority of staff stated the program helped them in their position. Our findings are inline with our predictions that our current mentoring program provides initial support for the new staff members. Data shows that our current mentoring program does not get to the deeper understanding of addressing instructional practices. Data was also collected from staff members who have left our district the last three years. We surveyed former staff to see if our current mentoring program contributed to them leaving our district. Of the former staff surveyed, no one indicated that our current mentoring program was a factor for leaving the district.

The goals of our current program are to: promote excellence in teaching to improve student performance, increase the retention of promising beginning teachers, promote the personal and professional well-being of teachers, transmit the culture of the school system within the context of school improvement, build a supportive environment throughout the district for beginning educators, and improve the transition of beginning teachers into the educational system. Lenox Community School District's current mentoring program offers many opportunities, but some gaps do exist as mentioned above. These gaps exist in the area of new teachers observing effective instruction from model/mentor teachers. The current plan provides some opportunity for this to occur but in a limited way. Lenox Community School District will put more of an emphasis on new teachers observing model/mentor teachers in the classroom. The current plan also does not address the implementation of the Iowa Core Curriculum.

The teacher leadership and compensation plan will be used to build on our current mentoring program and address the current gaps in the plan. Lenox Community School District will use resources from this plan to utilize our model/mentor teachers to model effective instruction for our new teachers. The plan will provide new teachers more time to observe model/mentor teachers in the classroom. New teachers will gain knowledge about effective instructional practices that will help them in their classroom. Model/mentor teachers will work with new teachers to help with Iowa Core implementation. Iowa Core Curriculum should be used to guide our instruction in the classroom. Lenox Community School District uses Curriculum Mapper to ensure all skills are taught in specific classes. Model/mentor teachers will work with new teachers to examine current maps and make any changes that need to take place.

As with any new initiative, changes have to be made after the program has been implemented. The above information addresses how the Lenox Community School District plans to use the teacher leadership compensation plan to improve the experience for new teachers and how Lenox Community School District will build on our current mentoring program. The grant planning committee believes these ideas will improve instruction and help new teachers be successful in the Lenox District.

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 vision of the Lenox School district is to restructure and revitalize the teaching profession. Throughout the planning process the TLC planning committee has been the central core for gathering information. The planning committee first analyzed the district's needs to gain a better understanding of what kind of leadership roles would best benefit the district's goals to attain high quality instruction that will improve student achievement. After intense study of the three teacher leadership models and much consideration from input from various factions interested in the education of the Lenox Community students including parents, students, LEA members, school board members, etc., the TLC planning committee developed a design of differentiated teacher leadership roles and duties for the Lenox Community School District. These leadership roles include instructional coaches and model/mentor teachers. There will be two instructional coaches. One coach for preschool through 6th grade and one coach for grades 7-12. There will be 9 model/mentor teachers. Given the fact that our district has forty-three teachers on staff, the ten leadership positions ensure 25.6% of the teacher workforce will participate in leadership roles beyond the initial and career teacher levels.

The first of these roles is the Instructional Coach. To qualify as an instructional coach a person should have a minimum of 3 years teaching experience with at least 1 year in the Lenox School District. The assignment of an instructional coach will be based on either a request from a principal or from an individual teacher. In addition, the applicant must go through a rigorous selection process involving a selection committee. This committee will include teachers and administrators that will review applications for assignment or reassignment and make recommendations regarding the applications with the principal making the final decision. The length of assignment should be based on a 1 year contract. Placement as an instructional coach will be subject to an annual review by the school's administration and site review committee. The review will include peer feedback on the effectiveness of the teacher's performance of the duties specific to the instructional coach role. Instructional coaches' contracts will be 10 days longer than career teachers' contract. The 10 additional contract days shall be used before school to mentor initial teachers, prepare for before school professional development, and strengthen instructional leadership of mentor/model teachers. Instructional coaches will have no classroom load and will be engaged 100% of their time performing instructional coaching and professional development leadership duties. Instructional coaches duties will be to provide additional guidance in one or more aspects of the teaching profession to teachers.

These duties will include but not be limited to the following:

- Engage in research and attend workshops to learn about new instructional strategies
- Provide and demonstrate teaching strategies on an ongoing basis
- Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practices.
- Instructional coaching include detailed preliminary discussions as to areas in which the teachers being coached desire to improve, support teacher growth and reflective practices
- Classroom observations
- Post-class discussion of strengths, weaknesses, and strategies for improvement
- Support instruction and learning through the use of technology
- Work with and train classroom teachers to provide interventions aligned by subject area
- Coordinate instructional coaching activities relating to training and professional development
- Plan and deliver professional development activities designed to improve instructional strategies along with mentor/model teachers and administration
- Engage in the development, adoption, and implementation of curriculum and curricular materials
- Develop a professional development plan

The second leadership role developed for the Lenox Community School District is the model/mentor role. Lenox CSD will use model/mentor teachers to improve instruction for new teachers in the district. To qualify as an model/mentor a person should have a minimum of 3 years teaching experience with at least 1 year in the Lenox School District. The assignment of an model/mentor teacher will be based on either a request from a principal or from an individual teacher. In addition, the applicant must go through a rigorous selection process involving a selection committee. The length of assignment should be based on a 1 year contract. Placement as a model/mentor teacher will be subject to an annual review by the school's administration and site review committee. Model/mentor teachers' contracts will be 3 days longer than career teachers' contract. The 3 additional contract days shall be used before school to mentor initial teachers and prepare for before school professional development. Model/mentor teachers will be 100% in the classroom. Model/mentor teachers will open up their classroom to allow new teachers the ability to observe effective teaching methods and instructional strategies. Model/mentor teachers will be required

to observe the new teacher a minimum of four times a year. Model/mentor teachers will meet formally with new teachers on a monthly basis. These meetings will be designed for communication to take place around effective instructional practices that will improve instruction and implementation of the Iowa Core Curriculum, develop a positive working relationship with the new teacher, answer any questions, and cover logistical issues dealing with job duties. Model/Mentor teachers would assist new staff in implementing new initiatives into their classroom and help to ensure that they are met fidelity. Model/Mentor teachers would provide on going support throughout the year to new teachers in career planning process. Model/mentor teachers will assist in the design of and presentation of professional development as part of the lead team.

The TLC system has existing goals that involve the utilization of mentors for new teachers, scheduled peer reviews and peer collaboration, a mapped curriculum, and various lead teams geared toward school improvement and student achievement. All teachers and leaders have professional development plans are tied to the district's goals or initiatives to challenge individual growth. Our goals for the Teacher Leadership and Compensation system are to provide career advancement and leadership opportunities to our current teachers, develop and provide relevant and meaningful professional development to our teaching staff to increase their teaching skills, increase instructional focused accountability by increasing the number of classroom observations, and provide the teachers with meaningful feedback and increase student achievement by strengthening instruction. Through the TLC system, the peer review and peer collaboration currently in place can be expanded with more one-on-one and in-depth accountability for improved instruction. The instructional coach and model/mentor teachers will provide more classroom observations and feedback as well as opportunities for new teachers to observe effective teaching methods and instructional strategies. As a result, they will use their own knowledge to learn from each other. As a district we will utilize the collaboration provided by the TLC system, so that each teacher can better identify his/her individual professional needs. These needs will then be included within his/her individual professional development plans to improve personal growth. All individual professional development plans are approved, reviewed and evaluated each year by the building principal. Therefore, the effectiveness of individual professional development plans for the purposes of increasing teaching skills, will be evaluated by the building principal as a culmination of the entire TLC system. This in turn can be discussed at the TLC lead team meetings. The guiding principle of continuous improvement sets the course towards the effective use of practices within the district. If and when this data shows goals are not being met, professional development can be fine-tuned and aligned to meet the goals based on what is needed not necessarily a one-size-fits-all scenario. This can be a through a district-wide professional development or based on a more non-traditional form where teachers pursue professional development based on their individual needs. With the addition of instructional coaches, it will also allow for more continuity in the mapped curriculum that is already in place. The Lenox Community District also endeavors to endorse research-based instructional strategies and practices in the classroom as much as possible. Through more classroom observations, fidelity to the Iowa Core and instructional gaps in curriculum alignment will be improved as well as the use of researched-based strategies. Through various programs and support systems such as the district's professional development plan, teacher evaluation system (based upon the Iowa Teaching Standards), the curriculum development process, and building action plans, researched-based practices are continuously pursued, learned, practiced and evaluated in the district. In addition, the district utilizes AEA curriculum experts, teacher trainers, AEA content areas experts and teacher leaders to review and model practices supported by scientifically-based research. The district will continue to assist students and staff to reach our achievement goals that are evaluated each year. It is our goal we as a district increase the number of students who achieve at or above proficient levels in reading comprehension, mathematics and science.

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.

The Lenox Community Schools has identified teacher leadership roles that will require assignment through a selection committee comprised of three teacher representatives and three administrators. There are two leadership roles that will be recommended through the selection committee: Instructional Coaches and Mentor teachers.

The instructional coaches and mentor teachers will be selected through a performance-based selection process. These teacher-leaders will have a one-year term, renewable based on positive formative and summative evaluations.

1. To begin the application process, prospective instructional coaches and model teachers

- will have taught for three years and be members of the Lenox Community School District for at least one year
- 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.

2. After approval of initial application, prospective teacher-leaders:

- will be interviewed by the selection committee

The committee will rate each applicant in following criteria:

- excellent communication skills
- understanding of how to facilitate growth in adults
- expertise in content
- expertise in curriculum development
- instructional expertise
- commitment to professional growth
- disposition to be an effective leader

Leadership effectiveness and growth will be measured by the selection committee members' focus on the prospective teacher-leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders.

Shared Vision (Leadership Standard 1) will be measured through the teacher (passive) participation in the district-wide and building initiatives, such as: collaboration teams, 1:1 technology, learning teams, Iowa Common Core Curriculum alignment and professional development preparation and presentation.

Culture of Learning (Leadership Standard 2) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: evidence of student learning and/or student achievement data; the creation of a positive learning environment and/or contribution to the whole school culture; constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice.

Management (Leadership Standard 3) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that focuses on student learning.

Family and Community (Leadership Standard 4) will be measured through the prospective teacher-leader's participation in school-related functions held outside of the school day (for example: Family Fun Night, student activities, academic recognition). This area of leadership will also be measured by demonstration of the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standard. Professional responsibilities (Teaching Standard 8) pertains to this area of leadership. Prospective teacher-leaders should submit artifacts that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.

Ethics (Leadership Standard 5) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: Creates an environment of mutual respect, rapport, and fairness; demonstrates professional and ethical conduct as defined by state law and individual district policy; and demonstrates an understanding of and respect for all learners and staff.

Societal Context (Leadership Standard 6) will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: membership on leadership teams and committees, submission of articles to the newsletter, and attendance and/or participation in IEPs.

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the

prospective teacher-leader.

Narrative

Using Part 7 application narrative from Year 1?

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.

An instructional lead team will be formed to design and deliver professional development, collect and analyze student data, establish goals based on the student data, select content that aligns to the teachers' and students' needs and examine summative data. This is a cycle that is ongoing, as the district goals will continue to strive for high expectations for students and for those who are providing the instruction.

The district's TLC plan will integrate numerous elements of the Iowa Professional Development Model. Teacher leadership positions will analyze data, assist in setting individual and district goals, assist in planning, designing, and delivering professional development. This will be an ongoing process to better our school and our district.

Data will be collected from the Iowa Assessments, FAST, MAPS and from other alternative assessments. This data will help to drive the content for individual career plans and for district wide professional development. The district lead team will set goals for the district based upon the assessment data. The lead team will then select topic(s) to be covered during professional development. The teacher leadership positions will assist in designing, delivering, and evaluating the effectiveness of professional development and its impact on the learning environment.

The instructional coach will collaborate with individual teachers on teacher career plans. The instructional coach and teacher will work as a team to analyze classroom data and to set goals based off this data. They will also work together to reach this goal and improve instruction in the classroom. The instructional coach can provide demonstration lessons, team teach, collaborate to identify research-based instruction strategies to share with all staff members, and provide and facilitate professional development.

The Model teachers will provide support by providing model classrooms for staff members to observe. Model teachers will be expected to actively engage in learning new ways to improve instruction to effectively increase student achievement.

Using Part 8 application narrative from Year 1?

Yes

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

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

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

The vision of the Lenox CSD's Teacher Leadership and Compensation system is to restructure and revitalize the teaching profession. Keeping the vision in mind, the goals for our system are to:

1. Provide career advancement and leadership opportunities to our current teachers.
2. Develop and provide relevant and meaningful professional development to our teaching staff to increase their teaching skill.
3. Increase instructional focused accountability by increasing the number of classroom observations and providing the teachers with meaningful feedback.
4. Increase student achievement by strengthening instruction.

The district will evaluate the goals of the system in the following ways.

First, one aspect of teaching work force in relation to the TLC plan is the district's ability to recruit and retain teachers. Our district often loses or cannot successfully recruit high quality teachers due to our lower salary scale when compared to other districts in our area or state. Through the TLC system, the district will be able to offer at least a portion of our teaching staff financial incentives that should encourage them to either become or to continue being a teacher within our district. This ability to recruit and retain teachers will be evaluated by using the years prior to the implementation of the TLC plan as the baseline in terms of teacher longevity to the district. This baseline will then be compared to the length of teacher tenure after the start of the TLC plan.

Next, by combining the TLC elements with the district's needs in a rigorous and effective strategy for reform, the Lenox Community School District believes it can better ensure that all teachers possess the skills and knowledge to be successful and that the teaching profession is a highly rewarding career choice. If and when this data shows goals are not being met, professional development will be developed and aligned to that goal. The IPDM includes the goal of professional development as professional learning through collective efforts among educators when experienced as a part of the day-to-day work of teaching and learning. "Practitioner Collaboration" is intended broadly and is inclusive of teachers and administrators working to improve instruction and ultimately, student learning. It is expected that there is an authentic interaction among educators focused on instructional matter. The professional learning intended is self, peer, team in nature. This is professional development but it is not "traditional", where educators receive professional learning in a "one-to-many" setting. Through the utilization of collaboration provided by the TLC system, each teacher can better identify his/her individual professional development needs. These needs will then be included within his/her individual professional development plans. Thus, the effectiveness of this professional development for the purposes of increasing their teaching skill, will be evaluated by the building principal as culmination of the entire TLC system.

In terms of evaluating instructional focused accountability through the utilization of the new teacher leadership positions, more collaboration among teachers should occur. The instructional coach and / or mentor teacher will share ideas and instructional strategies that have worked for them in the past. As a result, they will use their own knowledge to learn from each other. The amount of one-on-one instructional coaching should also increase. Conversely, the instructional coach can devote more time, energy, and resources to each individual teacher in need. The amount of time spent performing classroom observations and coaching activities will be evaluated by a review of time logs and classroom observation forms completed by the instructional coaches and model/mentor teachers.

Finally in terms of TLC system evaluation, we believe the TLC system has great potential with assisting the students and staff of our district to reach our student achievement goals. The district will continue to utilize delineated local data to assess progress toward student achievement goals. Each year, ITBS / Iowa Assessment data will be analyzed to determine if the district's goals are being met. The district is also exploring the possibility of implementing MAP testing to help monitor and track individual student achievement. The following are the district's annual student achievement goals that will be evaluated.

- Increase the number of all students who achieve at or above proficient levels in reading comprehension.
- Increase the number of all students who achieve at or above proficient levels in mathematics.
- Increase the number of all students who achieve at or above proficient levels in science

The system will be consistently monitored and adjustments will be made based upon the results of the evaluation measures listed above. With that being said, the Lenox Community School District is committed to continuous improvement. Through a stronger emphasis on using student achievement data as an evaluation tool, establishing clear indicators to measure improvement, "leaving no teacher behind" in staff development and training opportunities, and a more completed articulation of identified needs and goals; teachers in the district are enabled to have the tools and skills to reach all learners in the district. The Lenox Community District has existing goals that involve the utilization of professional development plans to support all teachers and leaders. The district endeavors to endorse research-based instructional strategies and practices in the classroom

as much as possible. The guiding principle of “continuous improvement” sets the course toward the effective use of practices within the district. Through various programs and support systems such as the district’s professional development plan, teacher evaluation system (based upon the Iowa Teaching Standards), the curriculum development process, and building action plans, researched-based practices are continuously pursued, learned, practiced and evaluated in the district.

Using Part 9 application narrative from Year 1?

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)

The Lenox Community School District (LCSD) is fully committed to use the teacher leadership roles to improve instruction to raise student achievement and has spent countless hours developing a plan that will meet the needs of the district both now and in the future. The current starting salary at Lenox is the \$34,896.16 which exceeds the minimum state requirement of \$33,500. The Lenox CSD is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers. The plan will take advantage of the great teachers we have and allow them to truly be teacher leaders for our district. Multiple teachers in each building expressed interest in these roles and it is our hope that they will find success in these positions and make the long-term commitment to spend several years in a particular position to move our district forward.

The TLC plan will provide enhanced implementation of selected initiatives – Multi-Tiered System of Supports (MTSS formerly known as RTI), Iowa Core implementation, alignment, assessment, and rigor, and teacher professional development and growth.

Our TLC plan calls for two instructional coaches, one for K-6 and one for 7-12, and nine model/mentor teachers throughout grades K-12. The teachers in these positions will work together along with district administration to build effective leadership teams in both buildings. The district has engaged in the MTSS to ensure that every student succeeds and as result, have made major changes to the daily schedule for high school to allow room for a tiered algebra class and a daily intervention period in which students that are struggling can get extra help from core teachers. The elementary has had Excel, an after school program where students can get extra help, for over 12 years now. The instructional coaches will research ways in which the MTSS at both buildings can enhance their intervention systems through data analysis of the Iowa Assessments and MAP and FAST testing. The model/mentor teachers will work with and train teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning.

Our high school principal also serves as curriculum coordinator, and Lenox has used Curriculum Mapper for 10 years. Maps are updated every year, but the district has not yet done a K-12 alignment of the Common Core. Instructional coaches will work with the curriculum coordinator to get the K-12 curriculum aligned and find the gaps and over teaching of standards. We have a strong teacher mentor system already in place in which new and veteran teachers can collaborate and learn from each other. Hispanic's represent 23% of our student population, and the district has committed the last three years to using the SIOP (Sheltered Instruction Observation Protocol) as an instructional strategies for implementation of the Common Core, not just for our Hispanic population, but for all students. Model/mentor teachers will focus on improving instruction for new teachers in the district and serving as exemplars for veteran teachers. Model/mentor teachers will open up their classroom to allow teachers the ability to observe effective teaching methods and instructional strategies of the Iowa Core. LCSD has invested in Edviation (PD 360) for individualized professional development. The administration and leadership teams will work together to provide improved professional development for the district that will expand and refine the understanding about researched-base instruction for effective implementation of the Iowa Core.. Professional development will be more effective when teacher leaders help with the delivery and content geared to the individual.

The Lenox district has developed new policies for the teacher leadership roles, and these policies have been approved by the school board. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leaders with stipends. The committee also developed a letter of understanding with the Lenox Education Association (LEA) to address these roles and how these positions would be handled according to master contract. A rigorous selection process has been developed to fulfill these roles. Job descriptions and evaluations for the instructional coach and model/mentor teachers have also been developed. If gaps are found in these policies in the future, Lenox CSD will address these gaps through the TLC team, School Improvement Advisory Council (SIAC), Superintendent Advisory Committee (SAC), LEA, and school board and make changes that will help sustain these roles over time. Each of these groups meets monthly and will work collaboratively to address issues that may arise and to determine appropriate professional development that will support the TLC plan.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The stakeholders of the Lenox district will continue to be informed of new information about this plan through the local newspaper, school district website and Facebook page, staff meetings, and parent meetings as needed. School district administration and TLC team will gather data throughout the year to determine ongoing progress and results and determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. These findings will be shared with staff and the community. The instructional coaches and model/mentor teachers will attend professional development to help them prepare for these new roles.

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	452.4
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$139,710.17
Total Allocation	\$139,710.17

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.	\$44,300.40
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).	\$91,741.37
Amount used to provide professional development related to the leadership pathways.	\$3,668.40
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$139,710.17

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$139,710.17
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? 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)

We believe that implementing the Teacher Leadership Compensation Plan at the Lenox Community School District will open the door to many more leadership opportunities for teachers and ultimately make a positive difference for our students. Our district is excited about this possible grant opportunity and believe that our Teacher Leadership Grant budget reflects our current priorities of building capacity within our teaching staff and increasing student achievement.

The Lenox Community School District's TLC plan includes adding the leadership roles of two (2) instructional coaches and nine (9) model / mentor teachers. The salary supplement for the instructional coaches is \$10,000 each and \$2,000 for each model / mentor teacher. The FICA/IPERS costs for these leadership roles is \$6,300.40. Thus, the total cost of salary supplements for teachers in leadership roles is \$44,300.40.

Of the new leadership roles, the instructional coaches will not continue to provide direct instruction to students in a classroom. Therefore, two (2) teachers will be hired to replace their classroom duties. The exact costs of the replacement teachers cannot be determined until the replacement teachers are hired since their experience and educational level is not known. Thus, we have built our estimated budget on the assumption these teachers will be first year teachers. The district's cost for hiring a replacement teacher is \$41,990.59. This is based upon the current salary of a first year teacher (\$29,328.00) plus FICA / IPERS (\$4,862.59) plus health insurance benefits (\$7,800). We realize that if a replacement teacher is hired that is not a first year teacher, the district's General Fund will have to be used to pay for the remainder of the teacher's salary. It should be noted that the beginning salary does not include the TSS supplement that all of the district's teachers get. However, the TSS supplement is appropriated directly by the Iowa Department of Education and therefore is not an additional cost to the district. Also, it should be noted that when the TSS supplement is added to the district's base salary, the minimum salary of \$33,500 is achieved. Therefore, the total cost to replace the teaching time "lost" for teachers in new leadership roles is \$83,981.18. An additional \$7,760.19 will be used to cover the costs of substitute teachers when teachers are out of their classrooms to observe and/or co-teach with other teachers.

As a part of their salary supplement, instructional coaches' contracts will be 10 days longer than career teachers' contract. The 10 additional contract days shall be used to mentor initial teachers, prepare for professional development, and strengthen instructional leadership of mentor/model teachers. Instructional coaches will be engaged 100% of their time performing instructional coaching and professional development leadership duties.

As a part of their salary supplement, model/mentor teachers' contracts will be 3 days longer than career teachers' contract. The 3 additional contract days shall be used before school to mentor initial teachers and prepare professional development. Model/mentor teachers will open up their classroom to allow new teachers the ability to observe effective teaching methods and instructional strategies. Model/mentor teachers will be required to observe the new teacher a minimum of four times a year. Model/mentor teachers will meet formally with new teachers on a monthly basis. These meetings will be designed for communication to take place around effective instructional practices that will improve instruction and implementation of the Iowa Core Curriculum, develop a positive working relationship with the new teacher, answer any questions, and cover logistical issues dealing with job duties. Model/Mentor teachers would assist new staff in implementing new initiatives into their classroom and help to ensure that they are met fidelity. Model/Mentor teachers would provide on going support throughout the year to new teachers in career planning process. Model/mentor teachers will assist in the design of and presentation of professional development as part of the lead team.

The remaining TLC funds (\$3,668.40) will be used for professional development related to the leadership pathways. The exact breakdown of the use of the professional funds are not known due to the following. The Green Hills AEA is currently in the process of exploring professional development opportunities to both instructional coaches and model / mentor teachers. There are three other important parts of the Lenox Community School District's TLC Plan that relates to budgeting considerations. First, the minimum salary, including TSS funds, for teachers at the Lenox Community School District is currently \$33,624.10. Thus, none of the funds allocated to support the TLC will be needed to ensure the minimum teaching salary is \$33,500. Next, all teachers that assume new leadership roles will remain on the teachers' salary scale. They will continue to receive their teaching salary and benefits; in addition to the TLC salary supplement. Thus, they will not be receiving less compensation than they did in the previous year. Finally, the other portion of the TLC Plan that relates to budgeting consideration is the teacher leader percentage. The number of compensated leadership positions within our plan is two (2) instructional coaches and eight (9) model / mentor teachers. Given the fact that our district has forty-three (43) teachers on staff, the eleven (11) leadership positions ensures 25.6% of our teacher workforce will participate in leadership roles beyond the initial and career teacher levels.

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