



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139600 - Logan-Magnolia TLC Application

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/09/2015 12:43 PM

Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Logan-Magnolia Community Schools

Organization Type: K-12 Education

DUNS:

Organization Website: www.lomaschools.org

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Tom Ridder
Title Superintendent
Organization Logan-Magnolia Schools

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

Address 1200 N. 2nd Ave.

City/State/Zip* Logan Iowa 51546
City State Zip

Telephone Number 712-644-2250

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Fiscal Officer/Agent

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

Name Daniel Mikels
Title Business Manager/Board Secretary
Organization Logan-Magnolia Schools

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County(ies) Participating, Involved, or Affected by this Proposal	Harrison County
Congressional District(s) Involved or Affected by this Proposal	Statewide
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	Statewide
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	Statewide
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

Not Applicable

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification. **Tom Ridder**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Logan-Magnolia Community School District**

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

County-District Number 07-6536

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent Tom Ridder

Telephone Number 712-644-2250

E-mail Address tridder@lomaschools.org

Street Address 1200 N. 2nd Ave.

City Logan

State Iowa

Use the drop-down menu to select the state.

Zip Code 51546

TLC Application Contact

Honorific

Name of TLC Contact Tom Ridder

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Street Address 1200 N. 2nd Ave.

City Logan

State Iowa

Use the drop-down menu to select the state.

Zip Code 51546

Demographic Profile

October 2014 Certified Enrollment 563

October 2014 Free/ Reduced Lunch % 30

AEA Number 13

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

TLC Model Number Model 2 Instructional Coach Plan

Narrative

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

Logan-Magnolia TLC Summary Report

The Logan-Magnolia Community School District (LMCSD), located in Southwest Iowa, is comprised of two buildings, PK-6 and 7-12, serving 634 students. The district has created a teacher leadership model which provides differentiated roles to the district's vision to improve instruction and student learning. LMCSD has two Overarching Goals to guide the TLC plan: 1) to ensure all efforts have a positive impact on student achievement; 2) to relentlessly pursue Educational Excellence for Every Child, Every Day.

Acquiring the TLC grant will support the district's culture of learning and collaboration, a system that builds upon teacher strengths and improving student performance.

Logan-Magnolia's Teacher Leadership (TL) program has the following mission: each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences.

TLC Goals:

- 1) Develop and support opportunities for teachers to learn from each other
- 2) Develop and support opportunities for teachers to positively impact student achievement
- 3) Develop and support opportunities to increase staff morale and school culture
- 4) Ensure quality instruction in every classroom

The LMCSD TLC Plan meets the grant prerequisites:

- 1) Beginning educator salary greater than \$33,500
- 2) Multiple opportunities for coaching, mentoring, and observing instructional practice
- 3) Differentiated teacher leadership roles for 25% of the teaching staff
- 4) Rigorous selection process for leadership roles
- 5) Professional development aligned to the district's initiatives

LMCSD will place 14 teachers into differentiated leadership positions, making up 25% of the district's educators.

Those positions include: Elementary Literacy Coach (100% in coaching role, plus 10 days), Secondary Instructional Coach (100% in coaching role, plus 10 days), 10 District Leadership Team (DLT) members, divided between Elementary and Secondary (100% in classroom, plus 5 days), 2 Mentors for Beginning Educators (100% in classroom, plus 2 days).

LMCSD is dedicated to the following initiatives:

- Iowa Core Implementation
- Literacy
- Professional Development
- MTSS/RTI
- Mentoring and Induction

These five initiatives are essential to supporting the growth of both teachers and, ultimately, impacting student achievement.

Our efforts have served to create a more cohesive vision of personalization. This integration speaks to our need for additional teacher leadership. Our teachers are each in different places along their learning continuum, and our vision for teacher leadership would provide opportunities to meet them where they are. We have a sense of urgency and commitment to providing a more effective educational system for our students; and to do this, our teachers must have models, supports and resources. Our TLC Plan developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of supports for learners in our district.

Theory of Action

LMCSD's TL Program will ensure that the salary of \$33,500 or greater is a reality. We recruit excellent teachers through a rigorous application and interview practice that results in the offering of positions to highly qualified teachers whose standards of excellence are easily identifiable. As veteran staff retire, the need to recruit new, effective teachers will increase.

Mentors, who are identified as excellent leaders in the school, provide support to each new teacher and collaborate with them to ensure that the educational curriculum is rigorous and relevant and complies with the Iowa Common Core Standards.

All teachers, through Professional Development, gain support from colleagues as they collaborate and reflect upon their practice in order to refine their teaching strategies and the opportunities they offer to students.

LMCSD teachers are encouraged to be community as well as educational leaders. Professional development is designed with the individual teacher's Career Development Plan in mind.

Administrators are cognizant of the new research regarding educational design and educational theory and encourage teachers to embrace these new ideas.

Career Development Plans at LMCSD are designed by the teacher and supported by the IPDM. Through PLTs, teachers are able to share their experiences and expertise in meaningful ways to enhance the district as a whole. Purposeful research-based innovation in the classroom is encouraged.

Teachers will have purposeful and continuous opportunities to collaborate with others in our district, AEA personnel and contacts outside the district.

LMCSD follows the state-mandated Teacher Evaluation System and supports that through administrative effort and collaborative effort with colleagues.

Criteria and responsibilities of all positions are clearly described and articulated through the job descriptions for each position and sustained through the evaluation/observation process.

District-wide assessment results will be examined by the staff. The data is shared with stakeholders, including parents, students, the community and the State. The district goal for each student to show 1+ year growth in reading, math and science. Students are made aware of scores and set individual growth goals for improvement.

Using Bloom's Taxonomy (Revised) as a guide, rigor will increase, resulting in higher levels of creativity and problem-solving.

STEM skills prepare students for real world experiences. LMCSD monitors student achievement progress from PK through graduation. We monitor academic achievement and extracurricular activity. With the inclusion of AP curriculum and college level classes through Iowa Western Community College, students leave LMCSD with the skills to compete globally in the college environment and the workforce.

[Please select the TLC model number that most closely resembles your district plan.](#)

TLC Model Number

Model 2 Instructional Coach Plan

Narrative

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

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

Please include the following information in your narrative:

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

Logan Magnolia Community School District (LMCSD) spent a significant number of hours planning for and developing a Teacher Leadership and Compensation (TLC) program. The plan developed capitalizes on the strengths of the district and moves us towards meeting targeted staff development and student achievement goals. It also has 100% support from community members participating in the School Improvement Advisory Committee (SIAC), teachers, school board, and the administration.

The process for developing the TLC plan included:

- Three meetings held during the 2014/15 school year which was comprised of teachers, administrators, one board member, and community members that resulted in the decision to form a steering committee to explore a TLC program.
- A review of research and best practices in developing teacher leaders to improve instructional practice. The research we reviewed are
 - Diane R. Sweeney: Student-Centered Coaching at the Secondary Level
 - Mike Schmoker: Results Now
 - Ruby Payne: A Framework for Understanding Poverty
 - Eric Jensen: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement
 - Richard DuFour: Professional Learning Communities
 - James Spillane: Distributed Leadership
- Attendance at trainings and workshops:
 - Governor's Meeting, Grant Writing Trainings, Governor's Office request/teacher leadership symposium, Teacher Leadership Workshop
- We contacted the following school districts to learn about their TLC plans: Missouri Valley, Boyer Valley, Woodbine, West Harrison, Panorama, and Van Meter.

LMCSD received a planning grant for the 2014-2015 school year, which was used to:

- Send a team of teachers to the teacher leadership trainings and workshops mentioned above.
- Pay for substitutes when teachers attended teacher leadership training and planning meetings.
- Compensate steering committee members for their time and effort devoted to the development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process (\$4,702.15).

Feedback was sought utilizing small group conversations, large group meetings, electronic surveys, and an open review process. By continuously soliciting feedback, we ensured that the plan we developed reflected the goals and vision of the district.

The steering committee met three times over the course of three months to develop the TLC outline. In June a subgroup of steering committee members, made up of teachers, a parent, and administrators led the final writing efforts.

Parents/Community Members

Parents participated as active members of the steering committee. Other parents and students, participating in SIAC meetings, reviewed and provided input on the plan twice during its development. SIAC members include parents/community members, staff, and students. The public was made aware of efforts to pursue the TLC grant through an article published in the local newspaper and school board meetings. Overall, parents showed overwhelming support for a TLC program at LMCSD. When presented with the final plan, 100% of SIAC members expressed their support via consensus at a meeting.

Teachers

Teachers played an integral part in the plan's development through their involvement and leadership on the steering committee. A subgroup of the steering committee, including four teachers, led grant writing efforts. The entire teaching staff, including those not otherwise participating on the steering committee did the following:

- Took part in discussions at three staff meetings throughout the plan's development.
- Provided input via three electronic surveys
- Were invited to review the full grant and provide feedback before submission.
- One Survey asking teachers for their opinions regarding:
- Support of a TLC program at LMCS D.
- A review the current mentoring and induction program.
- Consideration on applying for a leadership position.

All teachers were invited to review the full grant and provide feedback before submission. During the development of the plan, teachers expressed some concerns. These concerns were discussed as needed. Some adjustments to the plan were made to address input and concerns, such as minimizing out-of classroom time for teachers who hold both leadership roles and teach in classrooms. After all teachers were surveyed:

- 100% supported the development of a TLC plan in LMCS D.
- 50% expressed interest in applying for one or more of the leadership positions.

Administration

The administration fully supports the plan and actively participated as steering committee members. Additionally, the school board was made aware of efforts to develop a TLC program and voted unanimously to support the plan. The proposed TLC plan supports a commitment previously made by the school board to make it a priority to pledge resources in a manner that reflects a collaborative culture.

Narrative

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

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

State Goals:

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

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
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- reward professional growth and effective teaching; and
- improve student achievement}

The vision of our TL program is to create a climate of trust and critical reflection throughout the district where TLs engage colleagues in challenging conversations to help all teachers improve their practice and impact student learning.

Overarching Goals:

LMCSD has two TLC goals: 1) to ensure all efforts have a positive impact on student achievement; 2) to relentlessly pursue Educational Excellence for Every Child, Every Day. One way to achieve healthy, knowledgeable students is to develop the skills of all staff through multiple training and coaching opportunities while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program allows teachers to fit their time, talents, and interests within various TL opportunities.

Existing LMCSD Goals

Promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring, job shadowing, and professional modeling.

Develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.

Implement MTSS/RTI and utilize every resource to maximize learning for all students.

Provides a two-year mentoring and induction program to support beginning educators.

2016-2017 LMCSD TLC Goals, as developed by Stakeholders

Collaborate through PLTs three times a month working on action research and Iowa Core. 100% of beginning educators will feel the mentoring process was meaningful and effective.

13+ teachers will be placed to fulfill leadership opportunities. 90% of the teaching staff will feel supported by TLs.

Teachers will augment their skills to improve student achievement through PD.

By utilizing the Literacy and Instructional coaches, our teachers will feel empowered to grow professionally. We will assess our teachers satisfaction with the coaching, and will adjust the teacher/coach relationship accordingly.

These goals support our District Long-term Goals of Student Growth in:

- Reading
- Math
- Science
- Feelings of safety and connectedness to school.
- Application of information processing skills and technology to solve problems for informed decisions in reading, math, and science.

Our data has recognized gaps between students identified as Low Socio-Economic students (SES) and students not identified as SES.

•30% of students district wide received free or reduced lunch, including 31% in elementary and 28% in secondary.

Iowa Assessment Proficiency Data for students in grades 4 - 11:

2013-14

- 90% proficient in math
- 87% proficient in reading comprehension
- 91% proficient in science

2014-15

- 90% proficient in math
- 86% proficient in reading comprehension
- 89% proficient in science

2014-15 FAST Assessment Proficiency Data

All students K-3

Total Proficient

Fall 2014

72.3%

Winter 2015

72.6%

Spring 2015

77.2%

LMCSD TL Goals

1) Develop and support opportunities for teachers to learn from each other;

Teachers at LMCSD will work together weekly with their TLs to work jointly across the two dimensions. Teachers will share successful interventions and practices along with student work samples. PLTs will analyze student data. Literacy and Instructional Coaches will work to create a safe environment for candid conversations along with presenting and modeling teaching strategies that are responsive to student needs.

2) Develop and support opportunities for teachers to positively impact student achievement;

The TL Program will foster a shared leadership approach for planning and facilitating district Professional Development (PD) and curriculum design. All teachers will design their individualized PD plan that is tied in with their Career Development Plan (CDP). This model will ensure that teachers are invested in their PD, ensure their CDPs are well supported by the district, and ensure that teacher involvement directly impacts student achievement. Teachers and Coaches will track their students' test scores as to how their targeted instruction has increased proficiency to document the TLC impact.

3) Develop and support opportunities to increase staff morale and school culture;

We will recruit and retain quality educators. Better compensation, paid leadership opportunities, and teacher empowerment will help us retain educators. An established, long-term educator base is what produces a successful learning environment for students.

4) Ensure quality instruction in every classroom.

The Literacy and Instructional Coaches will support teachers with research-proven strategies that will increase student achievement across the entire spectrum of student ability. Coaches, as well as teacher leaders and individual teachers, will be exposed to content-area conferences and trainings to ensure that the quality of instruction in every classroom is cutting-edge and up-to-date with the rest of the country.

LMCSD's TL Mission is: each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences. Our product is the success of students and the quality young adults they become upon graduation. From the moment a student steps foot at

LMCSD, they are taught in a rigorous, relevant, and meaningful way. They should leave prepared to: communicate effectively with others, implement a core base of knowledge, apply information processing skills and technology to solve problems for informed decisions, apply positive character traits to work collaboratively in a diverse society, and be inspired to be a lifelong learner, having acquired the knowledge and habits necessary to lead healthy, learned lives.

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

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

The Logan-Magnolia Community School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate and culture. District initiatives include a focus on the K-3 early literacy program, 4-6 literacy focus, 7-12 conceptual instruction, effective professional development based on data-driven decision-making, integrating the Iowa Core, and supporting and mentoring new teachers. The Logan-Magnolia School District developed the TLC plan based on a system of continuous improvement. Our plan connects directly to, and supports and strengthens our existing initiatives which are the following: Iowa Core implementation, Literacy, Professional Development, MTSS/RTI, and Mentoring and Induction.

Iowa Core Implementation

- The Instructional Coaches and District Leadership Team will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core.
- The Instructional Coaches will work with both individual and teams of teachers by grade level and department to evaluate current assessments and to create new assessments that measure student mastery of the Iowa Core Standards.
- Instructional Coaches will model the characteristics of effective instruction (teaching for understanding; rigor & relevance; teaching for learner differences; student-centered classroom; and formative assessment)
- Instructional Coaches will collaborate with teachers to fully articulate K-12 the curricular framework for each content area.
- Instructional Coaches will join forces with individual and small groups of teachers to develop learning targets for each ICC standard.
- Mentors will assist the mentees in implementing the relevant Iowa Core Standards.

Literacy

- The coach will focus on student learning in the area of reading, review assessment data and plan activities to improve teaching and learning.
- The instructional coaches will formulate an action plan to bring about improvement in instructional, in-class supervision and post-class discussion of strengths, weaknesses and strategies for improvement.
- The instructional coach in literacy will be responsible for and will oversee the implementation of the K-3 early literacy program.
- The instructional coach will guide the rest of the staff in the Formative Assessment System for Teachers (F.A.S.T.), which is being used to measure proficient readers in grades K-6.
- The District Leadership Team will review and assess literacy data to help the Instructional coaches implement district literacy initiatives through the content teams.

Professional Development

MTSS/RTI

- **Instructional Coaches will inform and model for teachers different MTSS and RTI instructional interventions.**
- **Instructional Coaches, the District Leadership Team, and Mentors will work with teachers to develop multiple formative assessments that drive supplemental and intensive instructional decisions for student achievement.**

Mentoring and Induction

- **The Instructional Coaches and the District Leadership Team will work with beginning educators and their Mentors to insure that the Iowa Core Curricular Framework is implemented with fidelity.**
- **The Instructional Coaches and Mentors will work with beginning educators in designing curriculum and instruction according to the Iowa Core framework.**
- **The Instructional Coaches and Mentors will work with the beginning educators to develop formative and summative assessments to insure student achievement.**
- **The Instructional Coaches and Mentors will work with the beginning educators in designing a response to interventions for students who are not succeeding.**

Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Our Current Program:

After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. After interviewing teachers new to the profession and teachers new to the district, we feel we could do more to strengthen the confidence, success, and retention rates of new teachers.

Our current model leans more in favor of initial teachers than it does for experienced teachers who are new to the district. We partner with Green Hills AEA and use the Journey to Excellence program as is recommended by the State of Iowa. At the present state, mentor teachers are trained for a two year period and no further training is required. An initial teacher is assigned a mentor within the building they teach, whether elementary, middle, or within the content area in the high school. Both mentor and initial teachers attend training sessions and continue to meet on a regular basis throughout a two year period. Mentors and mentees work together on Journey to Excellence. They use this time to discuss questions, concerns, struggles, and triumphs.

Formal administrative observations occur 2 times a year for the first two years. Administrators provide feedback following observations. Teachers produce electronic portfolios with artifacts showing implementation of the teaching standards, to be divided over the two year period.

The Gaps in our Mentoring Program are:

- Lack of follow-through after the two years of mentoring is completed;
- We do not have schedule times for mentors and mentees to meet on a regular basis
- Experienced teachers new to the district are currently offered no support structure other than added days of professional development.
- Lack of accountability
- Generic in focus

Changes to the Mentoring Program:

- The District Leadership Team will conduct surveys with mentor and mentees that pertain to program effectiveness
- The Mentors and Mentees will meet with District Leadership Team and Instructional Coaches for program recommendations and changes
- The District Leadership Team, Instructional Coaches, and Mentors will align program with current district goals

Timeline for Duties:

Year 1 Summer:

- Make initial contact with mentee.
- Be available (through email or phone) to answer any questions they may have before arriving.

Semester 1:

- All mentors, mentees, and administration will meet for one full day prior to the first contract day.
- Be with mentee during all staff meetings and debrief after each.
- Help prepare them for the first week with students.
- During the first two weeks of school, the mentor will have daily, informal contact with the mentee.
- One formal meeting will take place each week lasting 30-45 minutes each (before/after school, or during common

- Mentor and mentee must attend a school board meeting together.
- Mentor will observe mentee followed by a post-observation meeting using template provided by district.
- Mentee will observe mentor followed by a post-observation meeting. Coverage for these observations will be provided by the administration.
- Mentor and mentee must keep logs to document contact during the year.

Semester 2:

- Repeat requirements (formal meeting, observations, post-observation meetings, logs)
- Guide mentee on development of professional teaching portfolio.
- Assist in end of year wrap-up including inventory and requisition forms.

At the end of the first year, then again at the end of the second, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program, as well as recommended changes.

Year 2:

- Repeat requirements (formal meeting, observations, post-observation meetings, logs).
- Additional duties include the support the completion of the professional teaching portfolio by the mentee in April.

If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement one more year to ensure the proper support. Funding would offset the cost of a mentor needed for a third year teacher and beyond.

The TL funding would also help compensate teachers who plan and lead full day trainings to staff. Any subs brought into the building to cover for teachers who are planning Professional Development, mentoring or following through on Instructional Coaching requirements will also be covered with the TL funds.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Instructional Coach: 2 Full time equivalent (FTE) positions -- 0% Classroom

- Structure opportunities for teachers to observe peers and engage in peer coaching
- Model effective research based practices
- Conduct coaching cycles across the grades or content
- Lead instructional meetings
- Meet weekly with building principal(s) to communicate on instructional meetings
- Increase the instructional capacity of teachers in content areas, student engagement, classroom management and other areas of need
- Coach teachers to become mentors for other teachers
- Coordinate the instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria
- Provide resources as needed throughout the year to the teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Facilitate collaborative meetings and keep records
- Support instruction and learning through the use of technology
- Collaborate with district leadership team and administration to develop and implement school wide PD
- This position will require an additional 10 contract days outside of the normal contract to include planning and on-going professional learning

District Leadership Team: 100% Classroom

- 10 members
- 5 Elementary teachers from a variety of grade levels served and content area specialties;
- 5 Secondary teacher from a variety of grade levels served and content areas;
- Engage in professional development planning and implementation
- Share resource materials and expertise
- Creative problem solver, reliable team member, and has knowledge of grade level/content area curriculum, instruction, and assessment
- Guiding the work of PLTs and ensuring coordination of district vision, mission, and goals.
- Conduct effective data-based inquiry, guide colleagues to make research based instructional decisions, support effective instructional practice, and cultivate a professional culture of shared student success.
- This position will require an additional 5 contract days outside of the normal contract to include planning and on-going professional learning

Mentors: 100% Classroom

- Mentor new-to-the-profession teachers for two years
- Mentor new-to-the-district teachers for one year
- Support new teachers in learning the practices, policies, and procedures of the building/district
- Assist the beginning educator with the collection and analysis of student data
- Guidance with schedules and classroom management
- Plan collaborative observations with mentee
- Facilitate learning conversations
- Collaborate, discuss and reflect on Iowa Teaching Standards including district expectations including the development of an electronic portfolio
- Attend one school board meeting
- Meet with mentee weekly for at least 30 minutes
- This position will require an additional 2 contract days outside of the normal contract

Logan-Magnolia Community School District views the teacher leadership system first and foremost as a capacity

building tool. Research indicates that a teacher's knowledge and skills grow as a result of working in a teacher leadership role.

Additionally, research suggests that teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues. Our teacher leadership system creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. Additionally, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. This rotation will be managed to ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way we will sustain the system over time and build the strength of the entire district. These roles work to create a coherent instructional improvement strategy by ensuring that teachers receive professional learning that is in their zone of proximal development. Recognizing that not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings.

The Instructional Coach will provide opportunities for one-on-one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom. Other teacher leaders will also provide individual support:

- Lead Teachers will provide content area expertise and support based on individual needs and goals.
- Mentor teachers will work individually with new teachers as they navigate their first two years.
- Model teachers will provide opportunities for teachers to observe practices they are working to implement in their own classrooms

Small group professional learning will also be provided. The Instructional Coach and District Leadership Team will be available to work with grade levels content-based groups. Instructional Coaches and District Leadership Team Leaders will facilitate Professional Learning Teams as they discuss and evaluate student growth and teachers' use of instructional strategies.

Finally, all teacher leaders will support district-wide professional learning. The Instructional Coach will work with administrators and other teacher leaders to evaluate teacher data and plan professional learning opportunities. The teacher leadership team will facilitate these sessions. All sessions will include feedback opportunities for staff to evaluate the perceived relevance and effectiveness of the professional development. Learning from whole-staff professional development can then be tailored, reinforced, and followed-up on in small-group and individual settings. District leaders will then monitor implementation to provide additional data for planning future professional learning. To ensure the quality and coherence of the learning opportunities provided by teacher leaders, the Instructional Coach and administration will organize the professional learning of teacher leaders. This will occur during monthly meetings and during teacher leaders' additional contract days. Time will be used for collaboration, data analysis, reflection, planning, and professional development targeted at classroom practice, adult learning theory, and leadership skills.

When brought together these roles create a coherent improvement strategy that empowers teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and learning throughout the district.

The Instructional Coach will provide opportunities for one-on-one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom. Other teacher leaders will also provide individual support:

- Teacher Leaders will provide content area expertise and support based on individual needs and goals.

- Mentor teachers will work individually with new teachers as they navigate their first two years.
- Teacher Leaders will provide opportunities for teachers to observe practices they are working to implement in their own classrooms.

Using Part 6 application narrative from previous submission? **No**

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

LMCSD has identified teacher leadership roles that will require assignment through a selection committee comprised of 4 teacher representatives (2 elementary and 2 secondary) and two administrators. The selection committee will be chosen from those not applying for a leadership position and entrusted by their peers by nomination. TL Team roles recommended through the selection committee:

- Literacy Coach
- Instructional Coach
- District Leadership Team Members (DLT)
- Mentors

TL Team positions will be selected through a performance-based process. These teacher leaders will have a one-year term, renewable based on positive formative and summative evaluations.

Initial Application:

1. Prospective TL Team members will have taught for three years, be teachers at LMCSD for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and two letters of reference. The selection committee will review the initial applications.

Literacy and Instructional Coaches:

After approval of initial application, prospective teacher leaders will:

- be interviewed by the selection committee
- review and provide feedback in regards to lesson plans as to the intended, enacted, and assessed learning in relation to the Iowa Core Curriculum;
- review and provide feedback from a video of a classroom teacher
- present a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards and Criteria:
 - samples of student work
 - data collection that demonstrates student growth
 - artifacts that demonstrate adherence to the district's goals
 - evidence of effective lesson planning
 - documentation of the prospective teacher-leader's previous attention to professional learning

District Leadership Team Member:

After approval of initial application, prospective DLT Members will:

- be interviewed by the the Instructional Coaches and Administration
- provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards

Mentors:

The committee will use rubrics to score the prospective teacher leaders':

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

Leadership effectiveness and growth will be measured by focus on the prospective teacher leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders. Applicants will be measured through the prospective leader's demonstration of the applicable Iowa Teaching Standards.

Shared Vision will be measured through the leader's active participation in the district-wide and building initiatives, such as: CLT, 1:1 technology, curriculum and/or textbook selection, Iowa Common Core Curriculum alignment and professional development preparation and presentation.

Culture of Learning Prospective leaders will 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 Prospective teacher leaders will 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 will be measured through the prospective leader's participation in school-related functions held outside of the school day. Professional Responsibilities pertains to this area of leadership. Prospective teacher leaders will submit artifacts that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.

Ethics Prospective teacher-leaders will 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 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. Prospective teacher leaders will 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.

Assurances:

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.

Applicability: The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

Annual Review: The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

Narrative

Using Part 7 application narrative from previous submission? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be effective. Our design takes this principle to heart by making TLs the backbone of our PD system.

Literacy and Instructional coaches, the DLT, and administrators are responsible for planning and implementing PD. Although not all TLs will deliver PD, their input and expertise will be sought and utilized. The IPDM Cycle of PD is utilized in their planning and as a guide for their work with teachers.

TLs collect and analyze data on the current state of instructional practices in the district through teacher observations, walk-throughs, feedback from teachers, and student achievement. These data are used to set explicit goals for PD. Content for PD is selected while adhering to the requirements of the district's guiding principles of professional learning:

- Operates on the belief that all students can and will learn
- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our district
- Includes multiple, diverse perspectives to strengthen the organization and improve decision-making
- Plans, implements, and evaluates collaboratively
- Differentiates where appropriate on an embedded, ongoing, and sustainable way
- Utilizes best available research and data

Not all teachers learn in the same way. Our TLs will provide differentiated levels of PD including one-on-one, small group, and whole group opportunities. The state's cycle of PD will guide the work TLs do in all settings.

The Literacy and Instructional Coaches provide support at two levels.

- Guiding the PD of TLs and, with the support of the DLT, will lead the planning, facilitation, and monitoring of professional development
- Providing one-on-one and small group coaching for teachers focusing on classroom practice, instructional dialogue, and reflection.

DLT Members will provide leadership during Professional Learning Team (PLT) meetings. During PLTs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLTs focus on the areas of teaching and learning, student engagement, technology, and assessment. Four critical questions will be examined:

- What do we expect students to learn?
- How will we know when they've learned it?
- How will we respond when they don't?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

Literacy and Instructional Coaches will provide a venue where teachers can observe and/or receive feedback regarding high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

All PD opportunities will be evaluated to measure their effectiveness through observations and direct feedback from staff.

We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid- and end-course adjustments to our PD delivery. Another vital role for TL is related to the IPDM's operating principle of simultaneity.

It has traditionally been a challenge for the district to maintain previous initiatives while implementing new ones. The

result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo.

The TL system will provide a venue for screening both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another.

Finally, tTLs will work to ensure that past strategies and initiatives are maintained and strengthened over time. Using TLs will enable the district to provide coherent, coordinated, high-quality PD in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the IPDM.

The IPDM steps and LMCS D's academic alignment to them include:

Collecting and analyzing student data – TLs (includes the Instructional Coaches, District Leadership Team, and Mentors) and Administrators will collect student data, analyze and design a plan for making instructional decisions. The instructional strategies will then be aligned to those needs to create a plan for PD and PLT meetings in 2016-2017.

Goal Setting for Student Learning – TLs and Administrators will use student data to determine goals for a focus during each PLT meeting.

Designing the PD – TLs and Administrators will research appropriate topics for PLT meetings and professional development, aimed at ensuring students master lacking academic skills. These plans will be carried out at team meetings and PD days, and through collaboration by all teachers.

Collaboration – PLTs will identify the specific goals and learning how to attack deficit learning on certain skills.

Implementation – TLs will support Initial and Career teachers in implementing refined teaching strategies.

Formative Evaluation – Formative data will be collected to document student growth and determine future student needs. This data helps refine student grouping, pinpoint skill areas needing re-taught or a refocus, and re-alignment of instruction.

Summative Program Evaluation – TLs will utilize all data collection to create a summative program evaluation to show the overall results of the TLC system at LMCS D each spring.

The PD focus will be targeted at any student achievement areas not meeting goals for the year. TLs and administration members will work together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. It is a non-stop cycle.

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

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

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

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

State Goals:

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

Under the leadership of the Literacy Coach and the Instructional Coach, the District Leadership Team will monitor the short-term and long-term data in order to determine what needs to be monitored and adjusted in regards to the State and District TLC Program Goals. Upon review of the data (including surveys and interviews), the TL Team will report to administration for dissemination to district stakeholders.

State and District TLC Program Goals	Short-Term Measure	Long-Term Measure	Monitor/Adjust:
<p>State Goal: Attract able/promising new teachers</p> <p>District Goal: In the 2016-2017 school year, LMCS D will collaborate through PLTs three times a month working on action research and Iowa Core. Annually, 100% of participating teachers will feel the mentor/mentee process was meaningful and effective.</p>	<p>Annual Mentor and Induction Survey given to teachers</p> <p>Semester collection of Mentor and Mentee Logs</p> <p>Ensure that all staff is at the minimum salary (currently we are below the minimum requirement of \$33,500.00)</p>	<p>Annual review of retention rates</p>	<p>Annual report to the Superintendent and the school board of education regarding minimum salary and retention.</p>
<p>State Goal: Retain effective teachers; reward professional growth and effective teaching</p> <p>District Goal: For the 2016-2017 school year, 13 building leaders will be put into place to fulfill leadership opportunities. Each year, 90% of the teaching staff will feel supported by teacher leaders.</p>	<p>Track the percentage of teachers who feel supported by the Instructional Coaches, District Leadership Team members and Teacher Mentors through Annual surveys.</p>	<p>Measure Teacher Effectiveness through Evaluation System</p> <p>Career Development Plans reflect leadership role opportunities</p> <p>Exit interviews on why teachers are leaving.</p>	<p>Report a summary of exit interviews to Leadership Teams (District & Community) Superintendent and School Board</p> <p>Report to Superintendent and School Board the number of teachers applying and moving into leadership roles</p>

State Goal:
Promote collaboration among teachers

District Goal:
By utilizing an instructional coach and a literacy coach, our teachers will feel empowered to grow professionally. Upon surveying teachers, we will assess our teachers satisfaction with the coaching, and will adjust the teacher/coach relationship accordingly.

Monitor collaboration time using PLT Logs

Survey of effectiveness of PLT collaboration

Annual survey of effectiveness of PLT collaboration

Adjust PLT collaboration as needed based on survey feedback

State Goal:
Improve student achievement

District Goal:
By means of professional development (PD) and leadership opportunities, teachers will augment their skills to improve student achievement.

Analyze student achievement on district formative and summative assessments
***FAST**
***Fountas & Pinnell Benchmarking**
***NWEA MAP test**

Evaluation of alignment of ICC with teacher lesson plans

Analyze student achievement on Statewide Assessments
***Iowa Assessments**
***ACT**
***Graduation Rates**

Evaluation of annual implementation of ICC

Report student achievement data to Superintendent, School Board, Leadership Teams (District & Community), State Reports

Adjust professional development based on student data

Using Part 9 application narrative from previous submission? **No**

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The Logan Magnolia Community School District (LMCSD) has a strong infrastructure in place to support the TLC plan. The District Leadership Team (DLT) follows the Iowa Professional Development Model. Data is used to determine the areas of focus to improve student achievement. The DLT is made up of teachers and administrators who, on a daily basis, interact with students and curriculum. One gap that the TLC plan would remediate is providing additional time for staff members and the Instructional Coaches to focus on professional learning both inside and outside the regular contract day. Currently, LMCSD has at least once-per-week collaboration time built into their schedules. NCLB legislation stipulates that every student be proficient at each grade level. The TLC program would allow time for staff to collaborate on strategies and implementation with an Instructional Coach to achieve this goal.

Current initiatives:

1:1

LMCSD has had much success implementing unique initiatives. In 2014, we adopted a 1:1 iPad initiative for our students in grades 6-12. This initiative proved to be positive for our district as it allowed staff to receive rigorous training on incorporating technology into the classroom and provided students a chance to expand their learning beyond the classroom doors. This initiative is being expanded to include students in grade 5 for the 2015-2016 school year.

Professional Learning Teams:

A recent and highly successful professional development initiative has been the implementation of our Professional Learning Teams (PLT). The entire staff has continued to work in collaborative teams within PLTs, focused on instruction for the past two years. Teachers enjoy the time to collaborate and work on their craft as a small group. Teachers complete feedback forms at the conclusion of each session that is reviewed by the District Leadership Team. Weekly staff meetings provide opportunities for continued reflection and clarification.

Mentoring & Induction:

Mentor Teachers: We will continue to use veteran teachers to fill the role of mentors to new teachers in our district. These teachers will be the support for new teachers and meet regularly with them to ensure building and district initiatives are being met.

Sustainability

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC committee, district administrators, and Board of Education to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities to allow them to be achieved with fidelity. Being careful to avoid adding increased responsibilities beyond the defined scope of the position will prevent the erosion of the intended responsibilities for the teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Process and Sustainability Management:

The Superintendent, building administration, Instructional Coaches, Mentors and the District Leadership Team members will be responsible for the following tasks to assure sustainability of our plan:

- Plan and implement training for the new leadership positions during the summer of 2016;
- Hiring internal leadership and external replacement teachers in a timely manner;
- Receive and communicate stakeholder feedback using surveys and face-to-face forums;
- Organize collaborative leadership meetings for instructional coaches;
- Regularly convene with PLT leaders and Lead Content Specialists to provide training;
- Oversee and allocate funds for leadership positions;
- Monitor the evaluation process of leadership positions.

Sustainability Concerns

- If an Instructional Coach decides to return to the classroom, all efforts will be made to honor the desire within the parameters of the Master Contract.
- The district has been fairly successful in providing training and support for certain levels of teacher leadership in the district (i.e. Mentors, building leaders), but may struggle in finding professional development opportunities for instructional coaches and the District Leadership Team. The District will work closely with the AEA and State Department of Education to provide this necessary support.

Responsibility for the Success of the Plan

Several key staff will be responsible for the success of this plan. Training and support provided by the DE and AEA are necessary for teacher leaders. The Board of Education, in partnership with the administration, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation. The Instructional Coaches, along with district administrators, will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The TL team members selected to participate in the selection and evaluation process will ensure that quality candidates are selected for these positions, rigorously evaluated, and the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success. Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leaders positions to continue the district focus on results and a collaborative culture.



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**

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.	\$155,097.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$17,000.00
Amount used to provide professional development related to the leadership pathways.	\$3,768.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$175,865.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number **563.2**

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

District Enrollment-Based Allocation **\$176,101.38**

Total Allocation \$176,101.38

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$175,865.00

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 \$236.38

Budget Alignment

Using Part 10 application narrative from previous application? No

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

Part 10

Budget Details: Please provide an estimated budget for the use of the Teacher Leadership Supplement (TLS) Funds to support the TLC plan:

1. Amount used to raise the minimum salary to \$33,500.
2. Approximate amount designated to fund the salary supplements for teachers in leadership roles.
3. Amount used 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).
4. Amount used to provide professional development related to the leadership pathways.
5. Amount used to cover other costs associated with the approved teacher leadership and compensation plan. Please list and describe all additional costs anticipated in the development of your teacher leadership plan. These costs must be approved by the Iowa Department of Education prior to the implementation of your plan.

Budget Narrative: Describe how the TLC Budget is aligned to the school district's goals for the proposed teacher leadership and compensation system. The budget narrative should make clear connections between the costs, roles and goals.

Amount of Funds available through Teacher Leadership Compensation Grant

Logan-Magnolia's Certified Enrollment for 2014-15 is 563

**The District enrollment-based allocation is equal to the certified enrollment number x \$308.82
District Enrollment-Based Allocation (563 X \$308.82) \$173,865.66**

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 instructional coaches. (2 full time positions) \$135,097.00

Additional stipend of \$10,000.00 each 20,000.00

Total \$155,097.00

Amount designated to fund leadership team. (10 members)

Stipend to be paid by hour.

Estimated stipend. (\$20.00 per hour, 8 hours a day, 5 days) \$8,000.00

Substitute Pay for Leadership team workdays.

10 substitutes X \$120.00 per day X 4 days \$4,800.00

Amount used to fund mentor program. (Estimated).

5 Stipends of \$1000.00 each \$5,000.00

Anticipated professional development costs for leadership personal \$3,768.00

Totals \$173,865.00

Budget Alignment

Logan-Magnolia school district will have a minimum salary at or above \$33,500.00.

Logan-Magnolia will hire two teachers to fill the vacancies of the two teachers who will become our Instructional Coaches. We will also be granting a \$10,000.00 to each of the two leadership coaches.

Logan-Magnolia will have 5 leadership team members at both the elementary and the high school. These individuals will be compensated for working 5 extra days outside of their normal contract. They will also be involved in 4 days of inservice planning during the course of the year, one day during each quarter. The team will not be compensated for these days. However funds from the TLC grant will be used to pay for substitute teachers.

Logan-Magnolia will provide a \$1000.00 stipend for each mentor. The mentors will work two additional contract days to attend professional development focused on mentoring and induction. This will enable mentor teachers time to collaborate with instructional interventionist regarding mentoring and induction. We have replaced 5 teachers in each of the last two years so 5 is the number of mentors we used for our calculations.

Logan-Magnolia is committed to make the TLC grant application a success. To that end we will use the remaining funds from the grant for professional development. We do not believe that we will have enough funds to cover all of the professional development as provided by the TLC grant. We will use teacher quality funds to supplement professional development.

Budget Summary

Logan-Magnolia's budget reflects a comprehensive approach to teacher leadership. We will have up to 33% of our teachers in leadership roles, depending on the number of teacher mentors we have each year. To encourage more leadership opportunities, we plan to rotate teachers on and off the leadership teams every 3 years. By doing this we will giving all of our teachers in leaderships within 3 years.