



Application

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

140452 - Teacher Leadership and Compensation: Louisa-Muscatine CSD

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/16/2015 1:21 PM

Primary Contact

AnA User Id: AMY.LANTIGUA@IOWAID
First Name\*: Amy Rene Lantigua
Title:
Email: alantigua@lmcscd.org
Address: 3410 Steamboat Way #1
City\*: Muscatine Iowa 52761
Phone\*: 319-726-3541 354
Program Area of Interest: Teacher Leadership and Compensation System
Fax: 319-726-3334
Agency: Administrative Services, Iowa Department of

Organization Information

Organization Name: Louisa-Muscatine CSD
Organization Type: K-12 Education
DUNS:
Organization Website: louisa-muscatine.k12.ia.us

**Address:** 14534 170th Street

Letts Iowa 52754  
City State/Province Postal Code/Zip

**Phone:** 319-726-3421  
Ext.

**Fax:**

**Benefactor**

**Vendor Number**

---

## Cover Sheet-General Information

### Authorized Official

**Name** Mike Van Sickle  
**Title** Superintendent  
**Organization** Louisa-Muscatine Community School District

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

**Address** 14478 170th Street

City/State/Zip\* Letts Iowa 52754  
City State Zip

**Telephone Number** 319-726-3541

**E-Mail** mvansickle@lmcsd.org

### Fiscal Officer/Agent

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

**Name** Charles Domer  
**Title** Business Manager  
**Organization** Louisa-Muscatine Community School District

**Address** 14478 170th Street

City/State/Zip Letts Iowa 52754  
City State Zip

**Telephone Number** 319-726-3541

**E-Mail** cdomer@lmcsd.org

County(ies) Participating, Involved, or Affected by this Proposal	Louisa County, Muscatine County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	44
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	88
<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. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

If YES, present the rationale for determining no impact.

**The proposed grant will not have a disproportionate or unique impact on minority persons, as its effects will be felt equally among all students, staff, and community members of the Louisa-Muscatine CSD, regardless of race, ethnicity, gender or other minority classifications.**

### 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.

Amy Lantigua

Title of Person Submitting Certification

Curriculum Director

---

## Recipient Information

District

Louisa-Muscatine Community School District

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

County-District Number

58-3841

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

Honorific

Mr.

Name of Superintendent

Mike Van Sickle

Telephone Number

319-726-3541

E-mail Address

mvansickle@lmcsd.org

Street Address

14478 170th St.

City

Letts

State

Iowa

*Use the drop-down menu to select the state.*

Zip Code

52754

---

## TLC Application Contact

Honorific

Mrs.

Name of TLC Contact

Amy Lantigua

Telephone Number

319-726-3541

E-mail Address

alantigua@lmcsd.org

Street Address

14478 170th St.

City

Letts

State

Iowa

*Use the drop-down menu to select the state.*

Zip Code

52754

---

## Demographic Profile

October 2014 Certified Enrollment

765

October 2014 Free/ Reduced Lunch %

43

AEA Number

9

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

TLC Model Number

Model 3 Comparable Plan

---

## Narrative

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

The vision of the Louisa-Muscatine Teacher Leadership Program is to enhance student achievement by positively impacting the learning culture through collaboration and professional growth.

Louisa-Muscatine Teacher Leadership goals are simple, yet powerful. We will raise student achievement by improving teacher effectiveness. This will be accomplished as teachers collaborate with coaches to implement research-based teaching strategies, technology integration, and proven management strategies. We will promote collaboration by increasing opportunities for teachers to learn together, taking place both during the school day during observations and conferencing, and after school in trainings and further networking. We will retain effective teachers by offering career opportunities that increase compensation for increased leadership participation and create a feeling of teamwork and an increased sense of collegiality. We will attract new teachers who desire to be a part of that collaborative, successful learning community, knowing they will be encouraged and supported to try new ideas and research-based strategies and curriculum.

Leadership Roles will fall into three categories: Instructional Coordinators, Instructional Coaches, and PLC Coordinators. To meet the specific needs of the district, and to better align with services provided by Mississippi Bend Area Education Agency, Instructional Coordinators will spend 100% of their time engaged in leadership duties in the areas of Literacy, Numeracy and Student Engagement/Multi-Tiered System Supports. Instructional Coaches will spend 100% of their time teaching in model classrooms, and will be compensated for time spent *outside* of the instructional day coaching on a one to one basis. Professional Learning Community Coordinators will be primarily responsible for group leadership responsibilities, which includes connecting professional development into PLC meetings.

A rigorous selection process will be in place to attract and ultimately, select those candidates who have demonstrated professional growth, expertise in leadership, and coaching in a collegial setting, and a willingness to open their classrooms and share their expertise. Candidates will be selected by a team consisting of administrators and teachers. A completed application form will be required for consideration.

Candidates selected for these positions will participate in self-reflection and evaluation activities through journaling, reviewed by the teacher leader selection committee. Peer feedback and evaluation data will be gathered throughout the year in the form of effectiveness surveys. Administrators will provide written evaluations of program employee performance. Increased student achievement data will also be an indicator of program success.

Instructional Coordinators, Instructional Coaches, and PLC Coordinators will play a critical role in the implementation of district and building wide professional development. They will facilitate opportunities for teachers to observe colleagues, analyze data, brainstorm, plan and provide feedback of implementation of professional development strategies. They will be an additional support to the current mentoring program established at Louisa-Muscatine as they provide additional resources and focus to help new teachers begin their professional journeys. As a result, teacher retention and employee satisfaction will be high.

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

TLC Model Number

Model 3 Comparable Plan

---

## Narrative

Using Part 1 application narrative from previous application? **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).

The Louisa-Muscatine Community School District applied for and received \$7,819.97 for the purpose of planning for a Teacher Leadership and Compensation program. The committee met on a weekly basis to discuss a vision and the goals for teacher leadership at Louisa-Muscatine. Teachers on the committee and those helping to write the plan have been compensated at a rate of \$25.00 per hour. In addition to these meetings, various members of the committee also attended conferences that were held in Des Moines and Ankeny in October and December 2013. These workshops were sponsored by School Administrators of Iowa and were presented by the Center for Teaching Quality. Conference fees and substitute teachers were paid for by the grant money as well.

After the original application was not funded, the TLC team worked together to refine our vision and re-design a plan that more closely aligns to the structure and work of our local Area Education Agency. During the 2014 school year, members of the committee attended additional trainings to gather information about design of the teacher leadership program we want to implement at Louisa-Muscatine. These trainings were provided by the Mississippi Bend Education Agency.

In the summer of 2015 interested teachers and administrators met together to begin drafting the revised TLC plan. The committee was made up of Jill Cochran, Elementary teacher, Stacy Peterson, High School teacher, Amy Underbakke, Junior High teacher, Kelley Emke High School teacher, and Amanda Key, High School teacher. All teachers are members of the Louisa-Muscatine Education Association. Mr. Chris Parkhurst, 7-12 Principal, Mr. Doug McBride, PK-6 Principal, Mrs. Amy Lantigua, District Curriculum Director, and Mr. Mike Van Sickle, Superintendent attended these meetings to offer guidance, support and input into the plan.

Mr. Van Sickle, Superintendent, has shared the plan in it's various stages with the School Improvement Advisory Committee, which is made up of parents, community members, and educators. The plan has also been presented at District School Board Meetings. Feedback and input has been solicited from these meetings.

Parents and community members have been supportive of changes and encouraged our plan. At a recent School Improvement Advisory Committee Meeting, one parent noted, "I think this is great! I think it has the potential to really reduce our teacher turnover rate at the high school." Motions to approve the plan have been supported unanimously in both School Improvement Advisory Committee and School Board Meetings.

Additionally, the staff was surveyed as part of our data collection process. When asked if they felt the plan was viable and would be supported at Louisa-Muscatine CSD, teachers supported the plan with an 84% "Yes" vote. The staff was also asked to indicate their interest in applying for the various positions. Each position had more than enough interest to fill all positions listed for each tier. When asked if they (the teachers) personally supported the plan, the "Yes" vote was carried by a 90% majority.

The time is right, the community is supportive, and the staff are ready to implement a systems change towards Teacher Leadership and Compensation.

---

## **Narrative**

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

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

**State Goals:**

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

The vision of the Louisa-Muscatine Community School District is to value, challenge, and prepare each and every student.

The vision of the Louisa-Muscatine Teacher Leadership Program is to enhance student achievement by positively impacting the learning culture through collaboration and professional development and subsequent skill growth.

**District Goals:**

1. Increase the number of students performing in the Proficient and Advanced levels on the Iowa Assessments by integrating the Iowa Core standards into reading, math, and science curriculum.

**Goal of TLC:** We will raise student achievement by improving teacher effectiveness. This will be accomplished as teachers meet with coaches to implement high yield teaching strategies, technological integration and proven management routines.

**Rationale**

1. Louisa-Muscatine student achievement data indicates that our elementary building is improving in reading achievement by moving to SINA-Delay status during the 2014-2015 school year. This is a result of our teaching staff, which determined the most impactful professional development needed to increase their effectiveness and provide high quality staff development. Much of the planning for this training was accomplished outside of contracted work time. The Leadership plan will allow for the compensation of these types of leadership responsibilities, and create a structured framework that will continue to encourage and support teachers in leadership roles. Additionally, the adoption of a new math series has presented a series of challenges. As teachers have taken the time to research and explore the components of the new curriculum, natural leaders have emerged to provide ongoing support and guidance during implementation of the curriculum.

- 2) Enhance student achievement by providing students a consistent, safe and nurturing environment by actively teaching, modeling, and reinforcing appropriate social/emotional skills.

**Goal of TLC:** Cultivate a safe learning environment through PBIS district-wide and building initiatives and effective student engagement strategies modeled and facilitated by instructional coordinators and instructional coaches specializing in student engagement.

**Rationale:**

1. The 2014 Iowa Youth Survey data (most recent data) indicated that 40% of grades 6 - 11 students experience three or more disruptions to class time in a thirty day period due to student behavior issues.
  2. 51% of students in grades 6 - 11 experienced feelings of worthlessness in the thirty days prior to taking the survey.
  3. End of the year 2015 data for the elementary indicated a decrease of office referrals in high targeted areas from beginning of year until the end of the year; however, with staff turnover of both certified and noncertified staff, training needs to continue and support the initiatives of the PBIS building goals.
  4. Teacher leaders will be able to consistently support and mentor new and veteran staff members to provide a positive, safe environment.
- 3) Increase school, family, and community relationships with the common focus of improving student learning by providing information and opportunities for connecting students, families, and the school.

**Goal of TLC:** Teacher leaders will help facilitate positive communication between the school, parents, and community through increased collaboration with all stakeholders in community event planning. Teacher leaders will also work to increase positive communication to parents about student academic performance and behaviors.

**Rationale:**

1. According to the Iowa Youth Survey results, 25% of all students in grades 6-11 disagree with the idea that the school notifies parents or guardians when students are doing a good job, but 92% of the same students say that the school notifies parents/guardians when students are doing something wrong.
2. In the state site visit in April 2015, high school students indicated a desire for more community involvement activities such as community service days, homecoming activities, and activities to bring communities together.
3. In the state site visit in April 2015 it was noted that communication with important stakeholders was inconsistent with expectations of students, parents, and other stakeholders.

- 4) Integrate Iowa 21st century technology skills into daily curriculum, preparing students for technological competence in their lives.

**Goal of TLC:** Teacher leaders will provide research based, quality strategies for technology in the classroom.

Teacher leaders will also serve as models for these research based practices within the classroom.

Rationale:

1. With increased resources available, a refined plan to integrate technology district wide needs to be developed and aligned to support curriculum.
2. According to the Bright Bytes survey administered in 2014, 63% of teachers indicated that they seldom discuss technology use during department or grade level meetings.
3. According to the Bright Bytes survey administered in 2014, 50% of teachers indicated that they feel very little to no support when it comes to technology issues.
4. According to the Bright Bytes survey administered in 2014, students identify struggles with advanced technology applications.

The District and TLC goals support the State vision through data collection, input from all stakeholders including community, a commitment to improved teacher morale through the ability to effect change and impact student learning on a greater level, and interconnectedness and support between buildings.

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 plan’s proposed teacher leader roles will provide teacher leader “experts” in the areas of Iowa Core, educational technology, and response to intervention. These “experts” will hold structured conferences between other teacher leaders, instructional coaches, Professional Learning Coordinators, and teachers desiring to improve their craft to discuss and model the planning and implementation of lessons utilizing the Iowa Core, best practice strategies, classroom management, as well as opportunities for observation of effective classroom instruction with structured feedback provided. Instructional Coordinators and Instructional Coaches will provide one-on-one and small group support to enhance teachers’ skill in unpacking Iowa standards, including 21<sup>st</sup> Century skills; developing meaningful and rigorous performance tasks; incorporating current technology listed below; and creating positive classroom environments.

At present, our professional development time and resources allow for only intermittent opportunities for the above mentioned collaboration experiences. The addition of the proposed leadership positions will provide the time, personnel, and structure for these experiences to occur system-wide on a consistent basis. As our teachers become more proficient in these strategies and delivery systems, our student population will increase their comprehension of content, which will increase demonstration of student proficiency on the Iowa Assessments, the ACT, FAST/Tier, and other district measures of achievement. The Teacher Leadership and Compensation grant would allow us a more robust and thorough approach to each of our district initiatives.

**Initiative 1: Continue full implementation of K-12 Iowa Core Standards.**

<p><b>Current actions:</b></p> <ul style="list-style-type: none"> <li>•Planning lessons</li> <li>•Incorporating best practices</li> <li>•Developing pacing guides that demonstrate how each standard is assessed</li> <li>•Attending current K-12 Iowa CORE Math trainings through the AEA</li> <li>•Grades 6-8 CORE Literacy trainings</li> <li>•Grades 7-12 Social Studies CORE Literacy Standards training at AEA</li> <li>•Grades 7-12 Science and Social Studies training on Understanding By Design, a standards driven unit planning system</li> </ul>	<p><b>Additional abilities with TLC grant:</b></p> <ul style="list-style-type: none"> <li>•Instructional Coordinators will cover classes to allow teachers time to observe instructional coaches delivering/modeling Core-aligned strategies.</li> <li>•Instructional Coordinators will research effective strategies &amp; work with instructional coaches and PLC coordinators to implement strategies in classrooms.</li> <li>•Instructional Coordinators will plan &amp; deliver PD focused on Iowa Core implementation &amp; planning/unit development.</li> <li>•Instructional Coaches will deliver &amp; model strategies for teachers.</li> <li>•Instructional Coaches will facilitate the unpacking of standards, setting priority standards, and developing meaningful rigorous &amp; relevant performance tasks that provide evidence of student learning.</li> <li>•Professional Learning Community (PLC) Coordinators will ensure departments complete, update, &amp; reflect on pacing guides for each course &amp; ensure that what is offered is what is assessed.</li> <li>•PLC Coordinators will gather department data of summative unit assessments to reflect on pacing &amp; planning for future instruction.</li> </ul>
---	--

**Initiative 2: Increase elementary reading scores with the implementation of a school-wide screener.**

<p><b>Current actions:</b></p> <ul style="list-style-type: none"> <li>•FAST/Tier program</li> <li>•IA Assessments</li> <li>•Data Teams comprised of Title I, Special Education &amp; classroom teachers</li> </ul>	<p><b>Additional abilities with TLC grant:</b></p> <ul style="list-style-type: none"> <li>•Instructional Coordinators will implement research based strategies &amp; help align instruction based on data.</li> <li>•Instructional Coaches will guide &amp; support Iowa TIER (Tools for Innovation and Educational Results) implementation &amp; curriculum-based measurements for the district.</li> <li>•Professional Learning Community (PLC) Coordinators will assist grade level PLC teams in developing individualized student-centered interventions.</li> <li>•PLC Coordinators will ensure that grade level teachers are aligning instruction to the standards as interventions are planned &amp; implemented.</li> </ul>
--	---

**Initiative 3: Appropriate response to intervention.**

<p><b>Current actions:</b></p> <ul style="list-style-type: none"> <li>•MTSS (RTI)</li> <li>•PBIS</li> <li>•Iowa Safe &amp; Supportive Schools</li> </ul>	<p><b>Additional abilities with TLC grant:</b></p> <ul style="list-style-type: none"> <li>•Instructional Coordinators will undergo extensive training in MTSS (RTI) in order to be the district experts in implementation of the process.</li> <li>•Instructional Coordinators &amp; Coaches will support the district's efforts in MTSS through collaboration with teachers on FAST data and curriculum-based measurement results that are part of the Iowa TIER System.</li> <li>•Instructional Coordinators will monitor the process in each of their respective specialty areas (Literacy, Numeracy, and PBIS/Student Engagement).</li> <li>•Instructional Coordinators will guide teachers in implementing each stage &amp; decision-making based on the collected data.</li> <li>•Instructional Coordinators will identify &amp; communicate MTSS resources &amp; additional research-based strategies that will help teachers be successful in developing interventions.</li> <li>•Instructional Coaches will assist teachers in implementing the MTSS process.</li> <li>•Professional Learning Community (PLC) Coordinators will ensure that teachers set rigorous &amp; relevant goals related to district and curriculum goals.</li> <li>•PLC Coordinators will ensure that teachers share their MTSS process within their PLC teams and the resulting decisions.</li> <li>•PLC Coordinators will ensure that teachers reflect on the MTSS process &amp; continue to set new goals.</li> </ul>
--	--

**Initiative 4: Increasing the effectiveness of educational technology and software district-wide.**

<p><b>Current actions:</b></p> <ul style="list-style-type: none"> <li>• iPads</li> <li>• Apple TVs</li> <li>• Online curriculum content components</li> <li>• Smartboards</li> <li>• Laptop Labs</li> <li>• Secondary teachers attend the Iowa 1:1 Initiative conference</li> </ul>	<p><b>Additional abilities with TLC grant:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coordinators will plan sessions focusing on technology and resources for teachers, &amp; provide time for practice &amp; reflection for teachers.</li> <li>• Instructional Coaches will model strategies for student engagement using technology in the classroom.</li> <li>• PLC Coordinators will include discussions on effective technology use in the classroom.</li> </ul>
---	--

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)**

Presently, first and second year teachers are assigned a mentor. The curriculum director conducts monthly collaborative meetings where mentors and mentees discuss celebrations and struggles, and suggest areas of improvement needed in their current programs. Currently, teacher mentoring and induction is a successful program at Louisa-Muscatine, modeled after the Journey to Excellence program activities and protocols created by Iowa State Education Association and recommended by the Iowa Department of Education. Successful completion of the two-year mentoring program involves weekly meetings between the new teacher and the experienced teacher, informal observations and reflections, and a focus on each of the Iowa Teaching Standards and Criteria. Teachers have indicated through exit interviews with the curriculum director that they felt supported in their transitional years. The current new teacher mentoring program has several shortfalls, even with the best of intentions of the mentor teachers. First, our current structure limits the amount of time that mentors and new teachers have together to collaborate. Second, due to scheduling conflicts, it is sometimes difficult for a mentor to observe a new teacher's teaching in order to guide reflection and a new teacher to observe experienced teachers as model teachers. Third, the mentor teacher is limited in their areas of expertise and each new teacher is only assigned one mentor. Fourth, experienced teachers who are new to the district will also be able to have mentoring and guidance from many experts.

With additional funding available through the Teacher Leadership and Compensation grant, we will be able to address the shortfalls of our current new teacher mentoring program. New teachers will be formally mentored by an Instructional Coach. The Instructional Coach will guide the new teacher through the Journey to Excellence program activities and protocols that are currently in place. The Instructional Coach will have additional resources compared to the existing mentors: the knowledge and expertise of the Instructional Coordinators will be available; there will be six Instructional Coaches in each building who will be set up as model teachers which the new teacher can be directed to observe as needed; and the Instructional Coordinators will be able to cover classes in order to afford schedule flexibility in observations between the new teacher and the mentoring teacher.

In addition, new teachers will have new opportunities for direct observation, coaching, and reflection with any of the newly created Teacher Leader positions. These leaders will offer the opportunity to create professional learning environments guided by norms of collaboration, high expectations, equity, ongoing inquiry, and reflection. At Louisa-Muscatine, our teacher leaders will advocate for new ways to introduce beginning teachers to the profession and provide professional development that supports beginning teacher growth.

As we increase collaboration and leadership through the Teacher Leadership Program, opportunities for creating collegial relationships will be strengthened. A goal for the teacher leaders strengthening the mentoring process will be to instill professional norms and a professional culture in which new and veteran teachers welcome another set of eyes in the classroom and are comfortable with the observation data collected by an instructional coordinator, coach, or another colleague. These observation data can become invaluable stimuli for teacher learning and development. New teachers will be able to access formal and informal resources as they begin to develop their expertise. As struggles arise, new teachers will be given access to additional and more specialized resources in response to various concerns.

---

## **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.

Our school district has many goals as we develop our plan for our future. We have chosen to identify three new tiers of leadership roles: district-wide Instructional Coordinators (Tier 1); building-specific Instructional Coaches (Tier 2); and PLC coordinators (Tier 3). Our vision is that these roles will build cohesiveness within our district, foster collaboration within and between our existing PLC teams as well as building and district committees, act as liaisons between teachers and outside resources such as the AEA, and increase student achievement and engagement by specializing in literacy, numeracy, MTSS, and student engagement. Projected for the 2015-2016 school year, Louisa-Muscatine will have 64.5 full-time teachers. This plan will include between 25% and 43% of staff in leadership positions. While our plan includes 28 teacher leader positions, we anticipate that some Tier 2 and Tier 3 positions may overlap with personnel.

There will be three Instructional Coordinators that will spend 100% of the time in teacher leadership duties. They will be compensated according to the negotiated salary schedule and will each be compensated \$4000 for extended days. Each of the Instructional Coordinators will work K-12 and will be responsible for one of these specialized areas: literacy, numeracy, MTSS, and PBIS/Student Engagement. These areas align with the existing organization in the Mississippi Bend AEA. The responsibilities of the Instructional Coordinators may include:

- Support instruction by meeting with PLCs/individual teachers to set and review goals
- Gather and analyze assessment, performance, and/or attendance data
- Organize instruction based on best practices to improve student learning
- Supply resources and support by providing opportunities for
  - Modeling
  - Co-teaching
  - Lesson planning
  - Observing lessons
  - Timely feedback
- Work with administration, curriculum director, and AEA to plan and implement professional development based on identified district needs and goals in the areas of
  - Curriculum
  - Learning strategies
  - Classroom and behavior management
  - Technology
- Work collaboratively with one another to ensure needs are being met for all teachers
- Serve as coordinators for the instructional coaches and PLC coordinators and support them in their general duties
- Complete reflective journals of their experiences to provide information to be used in their collaborative meetings to continually evaluate and make necessary program revisions as necessary to meet teachers' needs
- Continue professional growth by attending leadership trainings
- Assist with mentoring
- Three Instructional Coordinators:
  - The numeracy coordinator will partner with teachers and instructional coaches to bring out mathematical potential in every student and course to help foster critical thinking skills in students and oversee MTSS. Numeracy will focus on
    - lowa Core
    - best practices
    - implementation of habits of mind and interaction
  - The literacy coordinator will partner with teachers and instructional coaches to enhance reading competence and provide meaningful reading strategies to students across the curriculum and oversee MTSS. Literacy will focus on
    - lowa Core
    - reduction in learning gaps
    - subject/content area literacy goals and strategies
    - Accelerated Reader (AR)
  - The PBIS/Student Engagement coordinator will partner with teachers and instructional coaches to provide support and focus on

integration of technology  
implementation of positive behavioral interactions  
fostering a healthy school climate  
be a member of the District Technology Team  
be a member of the secondary PBIS Team  
be a member of the elementary PBIS Team

There will be 12 Instructional Coaches that will spend 100% of the school day teaching in the classroom. They will be compensated according to the negotiated salary schedule and will each be compensated \$2000 for work outside of the contract day and during plan times. They will be model classrooms during the instructional day and provide support to teachers outside of the contracted day on a one-to-one basis, or during their planning time. Responsibilities of coaches are to:

- Assist with Professional Learning Communities
- Plan and support the implementation of professional development aligned with the Iowa Professional Development Model
- Cover and observe classes in order to allow Career Classroom Teachers and Initial Teachers to observe model classrooms
- Provide a model classroom for in-person observation and/or recording
- Support Iowa Core alignment within areas of content expertise
- Complete reflective journals of their experiences to be shared with Instructional Coordinators for program evaluation and revision
- Continue professional growth in their area of expertise
- Partner with district coaches and AEA supports to evaluate effectiveness of program
- Collaborate with building teachers to plan effective lessons and interventions and evaluate their effectiveness
- Assist with mentoring
- Support instructional coordinators in their area of expertise

There will be six (6) instructional coach positions at the elementary building and six (6) instructional coach positions at the secondary building.

The six elementary Instructional Coaches will be divided this way:

- Grades PK-3 Numeracy Instructional Coach
- Grades PK-3 Literacy Instructional Coach
- Grades 4-6 Numeracy Instructional Coach
- Grades 4-6 Literacy Instructional Coach
- Grades PK-3 Engagement Instructional Coach
- Grades 4-6 Engagement Instructional Coach

The six secondary Instructional Coaches will be divided this way:

- Two literacy coaches
- Two numeracy coaches
- Two engagement coaches

There will be thirteen Professional Learning Community (PLC) coordinators that will spend 100% of the school day teaching in the classroom. They will be compensated according to the negotiated salary schedule and will each be compensated \$500 for extra duties outside the contract day. They will facilitate PLC meetings, communicate district and building initiatives outlined in committees, provide support to their PLC members, assist with mentoring, and collect/archive/report department data to administrators, curriculum director, and instructional coordinators.

There will be thirteen (13) PLC coordinators including 6 elementary, 5 secondary, and 2 PK-12.

- One PLC chairperson at each grade level (K-6)
- The five secondary PLC coordinators will be:
  - English/foreign language
  - social studies
  - math
  - science
  - special education
- The two PK-12 PLC coordinators will be:
  - PK - 12 special ed
  - PK - 12 art/music/PE

All three tiers will be represented in building and district leadership committees. Instructional Coordinators and Instructional Coaches will serve on District Leadership monthly meetings while PLC coordinators will serve on Building Leadership committees which meet at least monthly. Serving on these committees will accomplish cohesiveness among buildings, leadership positions, and administration. All three teacher leadership tiers will act as models and guides to help new teachers, and career teachers, develop competency and improve practice. This will provide more opportunities for new teachers to observe, discuss, and practice quality instruction.

We anticipate that there will be (64.5 FTE minus 28 teacher leader positions) 36.5 Career Classroom Teachers in our district next year which includes four (4) initial teachers.

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.

Qualified leadership candidates will exemplify the following characteristics:

- Minimum of three years teaching experience with at least one year of experience at Louisa-Muscatine
- Knowledgeable in area of expertise
- History of building or district leadership experiences
- Willingness to lead a transparent classroom of their own
- Actively participate in other classrooms
- History of ongoing professional development

Interested candidates will complete an application to be reviewed by the Teacher Leadership Selection Committee. The TLSC will include the Superintendent, the Curriculum Director, one secondary administrator, one elementary administrator, members from the Teacher Leadership team, and other members of the staff. Top candidates will be interviewed by the TLSC. The process is outlined below:

### Selection Process

1. Clear and detailed job descriptions of the leadership roles with responsibilities and duties will be posted in each building and sent electronically to inform Louisa-Muscatine teachers of available positions for all three tiers.

Interested candidates must have:

- a minimum of three years of effective teaching experience
- one year of service with Louisa-Muscatine

2. For all three tier positions, the Teacher Leadership Selection Committee will:

- accept and review applications
- consider the needs of the building and district goals
- review applicants' measures of effectiveness and professional growth
- make recommendations regarding the applications to the Superintendent of the school district

3. For all three tier positions, the Teacher Leadership Selection Committee (TLSC) will review and, using a rubric, measure the effectiveness of the applications based on demonstration of:

- effective classroom management techniques
- positive collaboration skills
- effective teacher leadership experiences
- successful integration of technology
- ability to work with adult learners in a trusting and professional manner
- effective communication skills
- knowledge of research-based best practices

4. For all three tier positions, the TLSC will conduct interviews with top candidates based on their written applications. During the interview process committee members will look for strong evidence in professional growth in the following areas:

- content areas pertinent to position
- Common Core
- PBIS
- MTSS
- Literacy
- Numeracy
- Technology
- teacher instructional knowledge
- student engagement
- previous leadership responsibilities

- building committees
- district committees
- building and district initiatives
- Professional development design
- data-driven decision making processes that positively impact student performance
- professional interpersonal skills

### Annual Review of Assignment

Teacher leadership performance will be reviewed annually prior to the end of the school year. Pending a successful review, a teacher completing the time period of assignment may continue in that role, apply for a new leadership role, or return to the classroom. After three years in a leadership role, positions may be re-opened for new applicants. With the selection committee, and teacher leaders in all positions, effectiveness will be measured quarterly through planning and reflection meetings, review of staff survey feedback, and progression towards individual and district goals. Formal, annual reviews will be conducted in the spring of each year and will include:

- peer review and feedback from staff surveys
- review of teacher interactions and leadership responsibilities
- review log of activities and time allocation
- administrative review and evaluation
- teacher leader (all three tiers) self-evaluation

---

## Narrative

Using Part 7 application narrative from previous submission? **No**

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

**Please include the following information in your narrative:**

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

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

*Click here To access the Iowa Professional Development Model page.*

The existing Professional Development practice at Louisa-Muscataine is driven by the Iowa Professional Development Model which consists of six parts. Under this model, the grant will be incorporated in the following ways:

**1) Collecting and analyzing student data**

At appropriate times during the school year, teachers, administrators, instructional coordinators, and instructional coaches will analyze data from the Iowa Assessments, multiple district assessments (FAST/Tier, Stanford Diagnostic Reading Assessment, Curriculum Based Measures, etc.), course completion and graduation rate, ACT results, and end-of-course assessments to determine strengths and areas in need of improvement. This report will be used to determine areas of focus throughout the school year.

**2) Goal setting**

Working with the principals, the instructional coordinators' primary role is to analyze student data, as well as to create and institute an academic achievement plan for each building. It is currently anticipated that PD at the elementary level will include foundational reading skills and strategies, increase curricular rigor, focus on MTSS, technology integration, and continued data analysis of school wide performance on universal screening tools. At the secondary level, we will continue focus on technology integration, professional collaboration on cross-curricular learning opportunities and teaching reading strategies in ALL content areas.

**3) Selecting content**

Instructional Coordinators will use student data in addition to teacher needs assessment data and work collaboratively to plan research-based PD based on the completed needs assessment. Instructional Coaches and PLC Coordinators will provide input when selecting and planning the content of PD. Consultants from the AEA will provide insight and information into various options and may make recommendations for the best content to provide during PD in order to respond to the goals for our district.

**4) Designing the process for improving instruction**

Once the content has been selected to best meet the goals for PD, the Instructional Coordinators will develop a systemic roll-out plan to deliver the content to Instructional Coaches, PLC Coordinators, teachers and consequently, students. This plan will be presented to the administrators, District Leadership Team, staff, and school board for approval prior to implementation.

**5) Ongoing cycle continues**

Throughout the school year, Instructional Coordinators will assist the Curriculum Director in conducting classroom observations and planning peer reviews. Additionally, Instructional Coordinators will be available to cover classes to allow teachers to observe a model teacher's classroom. Instructional coaches will be accountable for learning, implementing, and modeling new strategies. This data will be used to refine PD delivery and focus. This will facilitate further skill growth and improve student instruction for all classrooms district-wide. This process is ongoing and cyclical on an annual basis.

**6) Evaluation**

The following spring, Iowa Assessment and multiple district assessment data, office referral data, credit completion rates, and other measures will be analyzed to determine the effectiveness of PD at effecting change in the goal areas. Teachers will be surveyed to determine the strengths and weaknesses of the PD program and teachers' needs for ongoing PD.

**The Role of Instructional Coordinators in PD**

One example of the K-12 Literacy Instructional Coordinator's focus during PD will be developing, implementing, and evaluating content area reading strategies, aligning curriculum to the Common Core, using MTSS protocol for student interventions, and administering the Accelerated Reader program. Another role for the Literacy Instructional Coordinators would be to train and develop cross-curricular literacy and teaching reading strategies in ALL content areas.

One example of the K-12 Numeracy Instructional Coordinator's focus during PD will be driven by the 2014-2015 Iowa Assessment data that determined that the elementary building is a School in Need of Assistance. While the existing AEA coordinators, the elementary principal, and the curriculum director will be working together to develop PD, this effort will be enhanced and more focused with a Numeracy Instructional Coordinator.

One example of how the K-12 PBIS/Student Engagement Instructional Coordinator will be involved in professional development is regarding the systemic implementation of Tier 2 and 3 interventions for disruptive behavior, poor

attendance, and poor academic habits. The specialization and flexibility of having this Instructional Coordinator is imperative to this type of professional development.

#### **The Role of Instructional Coaches in PD**

Instructional Coaches will be accountable for learning, implementing, and modeling new strategies. This will involve providing demonstration lessons, coaching, and team teaching that follows the initiatives and plans of the PD.

Instructional Coaches will also observe classroom teachers trying out new strategies and give feedback. Instructional Coaches will be model and mentor teachers to classroom teachers with PD initiatives, providing support, feedback, and collaboration.

#### **The Role of PLC Coordinators in PD**

PLC Coordinators will be accountable for planning and running PLC team meetings during PD time. PLC Coordinators will collect, organize, and report PLC team data. They will model implementation of district and building PD goals and ensure members of their team have the resources from Instructional Coordinators in order to implement the district and building PD goals.

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

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

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

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

The goals of the Louisa-Muscatine TLC plan as identified in Part 2 of this plan are to:

1. Increase the number of students performing in the Proficient and Advanced levels on the Iowa Assessments by integrating the Iowa Core standards into reading, math, and science curriculum.

1. Evaluation Questions:

1. Are more students (or a higher percentage of students) proficient in Reading, Math, and Science than in the previous year?
2. Are more students scoring in the Advanced Proficiency category in Reading, Math and Science than in the previous year?
3. To what source can we attribute student growth? Increased use of strategies, increased data analysis, increased alignment to Iowa Core Standards?

2. Metrics:

1. Student achievement data from the Iowa Assessments (each Spring)
2. Multiple district assessments (FAST/Tier, Stanford Diagnostic Reading Assessment, Curriculum Based Measures, etc.) (ongoing timeline)
3. Course completion (each semester)
4. Graduation rate (each May)
5. ACT results (various through the year)
6. End-of-course assessments (each May)
7. Course Pacing Guides showing alignment to the CORE
8. Unit Planners showing alignment to the CORE

Evaluation Questions:

1. Do students feel safer at school than they have in previous years?
2. What does the data from the Iowa Youth Survey indicate?
3. To what do we attribute the change? Increased teaching, modeling, and reinforcing of social/emotional skills?

Metrics:

1. Student achievement data from the Iowa Assessments (each Spring)
2. Multiple district assessments (FAST/Tier, Stanford Diagnostic Reading Assessment, Curriculum Based Measures, etc.) (ongoing)
3. Course completion (each semester)
4. Graduation rate (each May)
5. ACT results (various throughout the year)
6. End-of-course assessments (each May)
7. Iowa Youth Survey results (each Fall)

3. Increase school, family, and community relationships with the common focus of improving student learning by providing information and opportunities for connecting students, families, and the school.

Evaluation Questions:

1. Has attendance increased at school sponsored events, such as parent teacher conferences, grade level teacher meetings, and back to school night?

2. Have we offered more opportunities for parents and families to be involved in school activities?

Metrics:

1. Iowa Youth Survey results (each Fall)
  2. Parent surveys (biannually)
  3. Teacher surveys (November, February, May)
  4. Conference attendance data (fall and spring)
  5. Teacher-reported data regarding positive communication with parents and families (monthly)
  6. District calendar record of family and community events (ongoing)
4. Integrate Iowa 21st century technology skills into daily curriculum, preparing students for technological competence in their lives.

Evaluation Questions:

1. Do more than 50% of teachers now feel supported in technology usage?

2. Are students more confident in advanced technology skills/applications?
3. Are students meeting their technology goals with Skills Iowa?
4. Are teachers incorporating technology into daily instruction and whenever appropriate?

Metrics:

1. Bright Byte Survey results (students and teachers) (fall)
2. PLC minutes and reports (weekly)
3. Student goal sheets/progress monitoring (weekly)
4. Skills Iowa (weekly)

Additional measures will be used to determine the overall impact and effectiveness of the Louisa-Muscatine Teacher Leadership Plan. These will include:

- Teacher surveys will include questions that reveal how often coaching and leadership services are being utilized, participants' perceptions of how effective those experiences are, and whether or not leadership and coaching services are having an impact on the implementation of district and building professional development goals.
- Reflective journals of the teacher leader positions will be reviewed monthly. Journals will provide data on the successes and challenges of the Leadership program. They will be used to determine further trainings and support needed by the team. PLC Coordinators will complete PLC minutes that will be turned in to and reviewed by Curriculum Director, building principal, and Instructional Coordinators.
- Student achievement data from the Iowa Assessments and multiple district assessments, course completion and graduation rate, ACT results, and end-of-course assessments will be collected and analyzed annually to determine if growth is being made.
- Teacher retention data will also demonstrate the effectiveness of the Leadership program. Data will be compared annually. Data will consist of tracking the number of years of service at Louisa-Muscatine, as well as reasons for leaving the district.
- Teacher leadership positions will be observed by the building administrator, superintendent, and curriculum director annually, and formally evaluated by building administrator as dictated by the teacher contract.

The measures listed above will be critical to determining success and will dictate change that needs to occur to maintain an effective program. This data will be shared with staff, building and district leadership teams, the school board and community. If progress is not being made toward our goals, or if our additional measures determine a lack of impact, then the Teacher Leadership Selection Committee will re-evaluate and make changes to the Plan with approval of the District Leadership Team and school board. We do anticipate, as years pass, a declining enrollment in our district. Therefore, the number of leadership positions may decrease to reflect 25% of the staff.

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)**

Louisa-Muscatine has great capacity to implement the Teacher Leadership and Compensation plan. The current climate at L-M is conducive to increased professional growth because we have administrative and school board support for teachers interested in implementing the latest educational practices. We currently have common grade level and department planning time in place. This plan will further enhance opportunities for increased collaboration among staff members. The mentoring and induction program at Louisa-Muscatine is strong and will be enhanced by increased opportunities for modeling and observation of best practices.

Louisa-Muscatine employs a full-time curriculum director who will oversee the Teacher Leadership and Compensation program by facilitating the organizational aspects (such as meeting scheduling, acquisition of professional development materials, maintaining contact with teacher leaders, reviewing reflection journals, etc.). Building administrators will collaborate with the curriculum director in analyzing staff surveys, performing observations, and writing the evaluation of leadership program positions. The superintendent will be highly involved in the selection of leadership candidates and the hiring of leadership positions.

Louisa-Muscatine has a good working relationship with Mississippi Bend AEA and plans to take advantage of teacher leadership skill building opportunities provided by them. In addition our plan aligns with the Mississippi Bend service delivery model (See Attached). The focused areas of the Mississippi Bend AEA are TLC, MTSS, Student Engagement, Special Education, Math, Literacy, and Early Childhood. The superintendent of L-M is currently the special education coordinator for the district and will continue in that capacity. L-M has a pre-school director who is our main resource for Early Childhood. As indicated in this grant our curriculum director will oversee the TLC implantation and growth. This grant will provide a district coordinator for Literacy, Numerous (Math & STEM) and Student Engagement (Technology, PBIS & MTSS). We have a direct match in focus areas with our local AEA. This will provide a seamless line of support and communication that will ultimately result in better instruction and student achievement.

Other sources of leadership professional development provided by Iowa Department of Education, Iowa State Education Association, School Administrators of Iowa, and the Center for Teaching Quality, along with shared input from other school districts will also be utilized.

It has been indicated that this section does not need to approach funding in describing sustainability. But, it is important to know that there are unpredictable variables that greatly affect the TLC cost. The funding of the TLC Grant is directly effected by student head count, which changes every year. It is difficult to predict the instructional coordinator cost, because we do not know where the future coordinators will fall on the negotiated contract salary schedule. It is not clear if increases to the TLC student base amount will keep up with increases in salary, insurance, PD costs and miscellaneous expenditures. These unknowns have been discussed within multiple L-M planning groups during the TLC Grant writing process.

The Louisa Muscatine School Community has a strong desire for the TLC movement to be successful and incorporated as defined within this grant. Giving action to this commitment, the L-M Teacher Quality (TQ) Committee met and agreed to use excess TQ funds to support appropriate shortcomings that the TLC grant may encounter. In doing this we have increased the probability of financial sustainability.

---

## 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.	\$31,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$192,000.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
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>	\$6,200.00
<b>Totals</b>	<b>\$239,200.00</b>

---

## Grant Allocation

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

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

Certified Enrollment Number **765.0**

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

District Enrollment-Based Allocation **\$239,200.20**

Total Allocation **\$239,200.20**

---

### Other Budgeted Uses - Description

Item description	Amount budgeted
Mentor/Mentee Collaboration outside of contracted time	\$3,000.00
Unforeseen miscellaneous expenses associated with TLC plan	\$3,200.00
	\$6,200.00

---

### Total Allocation Budgeted

Total Projected Amount to be Expended **\$239,200.00**

*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 **\$0.20**

---

### 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)

**Definition of Positions**

**Instructional Coordinators: (Tier 1)** A teacher who works all of the work day implementing, supporting, and leading towards the successful incorporation of the Louisa-Muscatine (L-M) Teacher Leadership and Compensation Plan. Three district positions are specifically identified, one PK-12 Literacy Coordinator, one PK-12 Numeracy/STEM Coordinator, and one PK-12 Student Engagement Coordinator (Tech, PBIS & MTSS).

**Instructional Coach: (Tier 2)** A teacher who instructs students the majority of the day, but works with staff members before school, during collaborative time in the day, after school and/or in the summer with specific teaching strategies designed for student success. There are 12 designated positions, divided into the Literacy, Numeracy and Student Engagement structure but broken down into focused age groups of primary (PK-3), intermediate (4-6), and secondary (9-12).

**Professional Learning Community (PLC) Chairperson (Tier 3):** A teacher who instructs students during the contracted day, but chairs a PLC group and works with tier 1 and 2 personnel to implement TLC, professional development, and instructional initiatives. L-M Schools has identified 14 PLCs, seven grade level PLCs for grades K-6, five subject matter PLCs for the secondary building, and two K-12 PLCs for specials/electives and special education. There will be a total of fourteen PLC Chairs in the Louisa-Muscatine School District to represent all fourteen professional learning communities.

Proposed funding is ~\$313 per student based on 765 students would be ~\$239,200

Line Items: Amount Budgeted:

Amount used to raise the minimum salary to \$33,500: \$0

L-M's starting teacher pay is \$33,651-above the minimum starting requirement. This will allow L-M to use the entire estimated amount of \$237,150 to fund the remaining line items.

**TIER 1**

Amount to cover the costs for the Instructional Coordinators who are full time, district wide employees, who will in addition to their coordinator duties periodically provide direct instruction in the classroom and cover classes when teachers are out of their classroom to observe or co-teach with another teacher. \$192,000

- 1.0 Instructional Coordinator of Literacy: \$60,000
- 1.0 Instructional Coordinator of Numeracy: \$60,000
- 1.0 Instr. Coordinator of Student Engagement: \$60,000
- 1.0 Instr. Coordinator of Literacy Stipend for Extended Time: \$4,000
- 1.0 Instr. Coordinator of Numeracy Stipend for Extended Time: \$4,000
- 1.0 Instr. Coordinator of Student Eng. Stipend for Extended Time: \$4,000
- Total: \$192,000

**TIER 2**

Amount designated to fund the salary supplements for teachers in coaching roles. \$24,000

- 6.0 Instructional Coaches @ LM Elem. @ \$2,000 \$12,000
- 6.0 Instructional Coaches @ LM JH/SH @ \$2,000 \$12,000
- Total: \$24,000

**TIER 3**

Amount to be used to fund stipends for PLC Chairs who are responsible for running PLC meetings and working coordinators and coaches with PLC implementation. \$7,000

•7.0 Grade level elementary teacher PLC chairs @ \$500:	\$3,500
• 5.0 Subject matter secondary teacher PLC chairs @ \$500:	\$2,500
• 1.0 K-12 specials/elective PLC chair @ \$500:	\$500
• 1.0 K-12 special education PLC chair @ \$500:	\$500
Total:	\$7,000

Other Expenses

Amount used to provide PD related to the leadership pathways: \$10,000

• Coordinators & Coaches PD Registrations/Presenters:	\$2,000
• Mileage, Meals & Lodging for PD if Needed:	\$1,000
• Substitute Teacher Costs for Coaches/Chairs when Attending PD:	\$5,000
• Summer Compensation for Summer PD if Applicable (\$25.00/HR):	\$2,000
Total:	\$10,000

Amount used to cover other costs: \$6,200

•Mentor Mentee Collaboration Outside Contracted Time:	\$3,000
•Unforeseen Miscellaneous Expenses Associated with TLC Plans:	\$3,200
Total:	\$6,200