



Application

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

137324 - Mount Ayr Community Schools TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 09/21/2015 7:16 PM

Primary Contact

AnA User Id	Brandie.Ruggles@iowaid		
First Name*	Brandie		Ruggles
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	brandie.ruggles@mtayrschools.org		
Address:	1001 E. Columbus St.		
City*	Mount Ayr	Iowa	50854
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	641-464-0512		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency			

Organization Information

Organization Name:	Mount Ayr Community School
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

Address: 1001 E. Columbus
Mount Ayr Iowa 50854
City State/Province Postal Code/Zip
Phone: 641-464-0500
Ext.
Fax:
Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Brandie Ruggles
Title Teacher
Organization Mount Ayr Community School District

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

Address 1001 E. Columbus St.

City/State/Zip* Mount Ayr Iowa 50854
City State Zip

Telephone Number 641-464-0512

E-Mail brandie.ruggles@mtayrschools.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 Brandie Ruggles

Title

Organization

Address

City/State/Zip Iowa
City State Zip

Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal **Ringgold County**
Congressional District(s) Involved or Affected by this Proposal **3rd - Rep David Young (R)**
Congressional Map
Iowa Senate District(s) Involved or Affected by this Proposal **12**
District Map
Iowa House District(s) Involved or Affected by this Proposal **24**
District Map

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. **Brandie Ruggles**

Title of Person Submitting Certification **Teacher**

Recipient Information

District **Mount Ayr Community School District**

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

County-District Number 52-3141

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 Joe Drake

Telephone Number 641-464-0512

E-mail Address joe.drake@mtayrschools.org

Street Address 1001 E. Columbus St.

City Mount Ayr

State Iowa

Use the drop-down menu to select the state.

Zip Code 50854

TLC Application Contact

Honorific

Name of TLC Contact Brandie Ruggles

Telephone Number 641-464-0512

E-mail Address brandie.ruggles@mtayrschools.org

Street Address 1001 E. Columbus St.

City Mount Ayr

State Iowa

Use the drop-down menu to select the state.

Zip Code 50854

Demographic Profile

October 2014 Certified Enrollment 647

October 2014 Free/ Reduced Lunch % 46

AEA Number 13

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)

Local Context

The Mount Ayr Community School district serves residents in Ringgold and Taylor Counties, including the towns of Redding, Delphos, Kellerton, Maloy, Benton, Tingley, Ellston, Beaconsfield, and Mount Ayr and enrolls approximately 650 students. The 405 square mile district is geographically the fourth largest in the state. Additionally students from Diagonal High School attend morning classes.

Proficiency on the Iowa Assessments 2014-2015 reflects the relative academic focus of the community.

Grades	Math	Reading	Science
3-6	86%	77%	89%
7-8	82%	81%	91%
9-11	91%	89%	89%

Local Goals

Goal 1: Attract able and promising new teachers by offering competitive salaries and offering short-term and long-term professional development and leadership opportunities.

Goal 2: Retain effective teachers by providing enhanced career opportunities.

Goal 3: Promote collaboration by developing and supporting opportunities for all teachers to learn from each other.

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Vision Statement

The vision of our plan is to create a teacher leadership program that improves the quality of teaching and learning so all students become productive and informed global citizens. The plan is aligned with the district vision of encouraging our students to be responsible, respectful, and productive citizens of the world, and providing a caring and creative environment where all students are encouraged to reach their full potential. The premise is that developed and supported teacher leadership will result in our ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, and strengthen instruction to ensure students are fully prepared to be global citizens.

Description of the Positions

The TLC plan includes three levels of teacher development.

An Initial teacher participates in the Teacher Mentoring and Induction Program and implements local initiatives.

A career teacher demonstrates competencies in collaboration, lifelong learning, and research-based instruction in implementing district initiatives.

An Instructional Coach coordinate professional development and teacher collaboration efforts in achieving local initiatives and compelling a data driven focus to help each student grow.

A model teacher demonstrates effective strategies and improved professional growth in collaborating with and modeling best practices for initial and career teachers.

A mentor teacher demonstrates effective strategies and improved professional growth and assists initial teachers in implementing and demonstrating local initiatives.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff	Percent of Time Dedicated to Teaching Students
Initial Teacher	\$33,500	N/A	1 day	N/A	100%
Career Teacher	0	N/A	0 days	N/A	100%
Model Teacher	\$2,500	12	6 days	21.4%	100%

Mentor Teachers	\$1,500	2	4 days	3.5%	95%
Instructional Coach	\$12,000	2	15 days	3.5%	25%

Initiatives

- AIW: Peer reviews of “bundles” of instructional tasks, student work, and scoring to improve the connection between outcome, assessment, teaching strategy, and student performance grades 7-12.
- MTSS: use research to alter strategies to help each child grow at expected levels grades K-6.

Improvement Structures

- The District Study team (School Improvement Advisory Council) composed of parents, teachers, administrators, and community members to advise district goals.
- Elementary and Middle/High “Lead Teams” design professional development to meet district learning goals and facilitate Professional Learning Communities.
- The Teacher Mentoring and Induction program assists and supports the successful integration of beginning educators into the profession.
- Instructional Coaches and Administrators will implement the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP) to coach and evaluate teacher improvement and implementation of lifelong learning.

Integrated State/Local Goals

1. The MAC School Board will adopt the local TLC plan, designating five levels of teacher participation to promote and reward over 28% of staff for effective teaching. The leadership positions will fulfill all state requirements, including a rigorous hiring process.
2. Teacher leaders will organize and implement district strategies of AIW and MTSS by providing designated hours for teacher leaders and faculty to collaborate, plan, and observe each other in classrooms.
3. The district will support all beginning educators with a Teacher Mentoring and Induction Program aimed at creating effective teachers.
4. Teacher leaders will assist in setting and evaluation of goals, planning for collaboration, data collection, and modeling best practices to improve student achievement.

The Selection Process

Each applicant will go through a rigorous selection process driven by a selection panel of administrators and teachers which requests candidate resumes, sample teaching lessons and videos that address skills needed for the position and demonstrate teacher effectiveness.

The selection panel will use a scoring rubric to evaluate the effectiveness and professional growth of candidates and make hiring recommendations to the school board.

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

TLC Model Number

Narrative

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

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

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Deciding to Apply

In January 2015, district administrators visited the East Union district to observe their Teacher Leadership Team and discuss the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP). In April, district administrators met with Deb Johnsen from the Green Hills AEA to discuss the TLC application process. Building principals, along with the current teacher leaders in both buildings, also visited the Central Decatur district to view their TLC teams and the TAP program in progress. The TLC process was also discussed with parents and students at the April District Study (SIAC) meeting.

In June, the district Teacher Leadership and Compensation team (TLC), composed of three administrators and four teachers, met to begin the process of applying for the TLC grant. Two community members (parents with children elementary through high school) and two high school students were chosen as stakeholders, and a meeting was held to discuss district needs, the application, and to study the three plan options. Parents and students provided valuable input that informed the application process. The team decided the comparable plan model was the best fit for our district.

Choosing a Vision

After looking at our district vision/mission statement and having meaningful conversations with our parents, community members, and student stakeholders, we came up with a vision for our TLC plan that aligned with our current district vision statement: *The vision of the Mount Ayr Community School (MACS) TLC plan is to create a teacher leadership system that results in improved quality of teaching and learning so each student becomes a productive and informed global citizen. The core of the plan is aligned with the district's vision of encouraging our students to be responsible, respectful and productive citizens of the world, and mission of providing a caring and creative environment where all students are encouraged to reach their full social, emotional, ethical, physical and intellectual potential. The premise is that developed and supported teacher leadership will result in our ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, and strengthen instruction to ensure students are fully prepared to be global citizens.*

Creating a Plan

Our district has several initiatives in place including: Multi-tiered System of Supports, Early Literacy Initiative, Iowa Core, Professional Learning Communities, Authentic Intellectual Work, and mentoring and induction. Although we have had limited opportunities for teacher leadership, they were not structured in a way that would impact and sustain instructional improvement for all teachers and students with consistency over the long term. We also wanted to improve our mentoring program to better develop Beginning Educators. Our visits to East Union and Central Decatur prompted our interest in the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP) which aligns directly with the statewide TLC system. The MACS TLC team met with Michael Derrick, TAP coordinator, to discuss the process and evaluate our staff using the TAP rubric. A decision was made to partner with NIET to develop teacher leader roles and a system of supports that ensure teacher leaders have a career pathway that enables them to be leaders among their colleagues and contribute to their profession in a powerful way.

Surveying and Educating Staff and Stakeholder Groups

After creation of the plan, the TLC team educated teaching staff. Administrators led initial explanations. In August, a survey of teacher support was conducted. Teachers on the committee then held one-on-one conversations with teachers to answer questions, gauge support, and allow teachers a voice in the leadership.

The Superintendent and District Principals discussed the plan with the September District Study Committee made up of community members, teachers, students, and parents. The group was educated about the MACS TLC plan and surveyed for input.

Writing the Grant Application

During the summer of 2015, four teachers and two principals spent 45 hours each creating the TLC plan. Grant planning funds were used to compensate the teachers, principals, parents, and students for the time spent writing the TLC grant in June and July. On April 16, 2015, lead team members from the elementary and middle/high school, observed a neighboring school district who has already implemented their plan. The team reviewed the draft on August 13 with all stakeholders present. Changes were suggested by parents, students, teachers, and administrators. This meeting solidified the plan's format and the school's implementation focus. The application was reviewed by Deb Johnsen in August.

Description of Support and Commitment

Teachers

Four teachers, including the education association vice-president, attended ten TLC planning meetings to formulate the plan. After presentation of the TLC plan to staff, 94% of the teachers expressed optimism that the plan could help improve student achievement. They also showed commitment when over 57% showed some interest in one or more of the teacher leadership positions.

Administrators

The district administration attended meetings to help organize the writing of the application process, determine stakeholder groups, and participate in the writing and revising of the TLC plan.

Stakeholder groups

Parents and students on the TLC team were supportive of the plan and helped make suggestions for improvement. Administrators discussed the TLC with the District Study Committee. These groups were then surveyed for support. Articles were put on the school website and in the local paper. All expressed optimism that the plan would help more students grow at expected or higher levels to become global citizens to improve our society.

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 MACS TLC plan is to create a teacher leadership system that results in improved quality of teaching and learning so each student becomes a productive and informed global citizen. The core of the plan is aligned with the district's vision of encouraging our students to be responsible, respectful, and productive citizens of the world, and the mission of providing a caring and creative environment where all students are encouraged to reach their full social, emotional, ethical, physical, and intellectual potential. The premise is that developed and supported teacher leadership will result in our ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, and strengthen instruction to ensure students are fully prepared to be global citizens.

The following goals will help us realize our vision:

Goal 1: Attract able and promising new teachers by offering competitive salaries, an effective induction program, and offering short-term and long-term professional development and leadership opportunities.

Local context: MACS has consistently offered competitive salaries. Providing able and promising new teachers with short-term and long-term professional development that leads to leadership opportunities will further entice Beginning Educators to join the MACS team.

Goal 2: Retain and reward effective teachers by providing enhanced career opportunities.

Local Context: MACS has low teacher turnover, with most vacancies created due to retirement. Average years of service in the district is 15. The increase in teacher leadership opportunities will improve retention by empowering teachers to assume leadership roles, sharing their expertise and knowledge in ways that will expand collaboration. Understanding that new teachers need to be supported in the classroom, our plan emphasizes the importance of strong mentoring for Beginning Educators.

Goal 3: Promote collaboration by developing and supporting opportunities for teachers both within our school and in collaboration with school districts statewide to learn from each other.

Local context: MACS teachers hold bi-weekly meetings to collaborate. The elementary grade-level teams discuss progress monitoring, data analysis, peer observations and effective teaching strategies. The middle/high school teams focus on AIW, progress monitoring, data analysis, and peer observations. Most collaboration occurs during early release professional development days. Peer observations are constrained by the ability to release teachers for observations in classrooms. Our TLC plan addresses the issue of needing more collaboration time to research, discuss, model and coach effective teaching strategies. The TLC program will enhance the impact of current professional development practices by providing additional compensation and resources to professional development leaders. Leaders can better design, monitor, and measure the success of the implementation of best practices. A Lead Team made up of an Instructional Coach and six Model Teachers will meet regularly to discuss assessment data, curriculum alignment, interventions, progress monitoring, enrichment ideas, explicit effective teaching strategies, and differentiated activities for the classroom.

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Local context: Both MACS elementary and middle/high schools have Lead Teams that meet monthly to analyze and discuss data, plan professional development based on student achievement and teacher survey data, and facilitate PLC's and the teacher learning of AIW components. Currently, MACS middle/high school collaborates with a nearby district to provide local coaching of AIW.

The TLC plan will enable the hiring of an Instructional Coach at each building to facilitate the research, discussion, modeling, coaching, and implementation of effective teaching strategies with fidelity. The Instructional Coach will model new and best classroom practices, monitor and instruct teachers in those practices, work to cultivate highly effective teachers in all classrooms, everyday to produce active and engaged students.

The Model Teachers will model new and best classroom practices, and in collaboration with Instructional Coaches, will cultivate highly effective teachers in classrooms. Additionally, they will work with the Instructional Coach to facilitate professional learning community meetings, gather and assess data, identify student needs and determine and implement best practices aimed at meeting those needs.

Mentor Teachers will work with Beginning Educators to ensure student engagement and highly effective teaching in all classrooms. They will help ensure that the growth of Beginning Educators is purposeful and aligned with the Iowa Professional Development Model. Mentor Teachers will observe the instruction of Beginning Educators and model instruction and facilitate follow-up discussion.

Goal 5: Improve student achievement by strengthening instruction.

Local context: By the spring of 2017 district-wide assessments will show an increase in student achievement due to the implementation of the TLC plan and the work of the Instructional Coaches, Model Teachers, and Mentor Teachers who have provided continued support and guidance in implementing district initiatives and research based teaching strategies.

Iowa Assessment Percent Proficient 2014-2105

Grades	Math	Reading	Science
3-6	86%	77%	89%
7-8	82%	81%	91%
9-11	91%	89%	89%

District Annual Goals:

The average standard score for each grade levels 4-11 in reading, math and science will increase sufficiently to close the gap between proficient and non-proficient students.

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)

Our TLC program will enhance existing school improvement initiatives.

MTSS - Our TLC leadership structure will improve implementation strategies for our Multi-Tiered System of Supports by helping teachers effectively use assessment information to plan differentiated instruction during core, supplemental, and intensive instruction. Instructional Coaches and model teachers will facilitate this process during team meetings and one-on-one conferences.

Early Literacy Initiative- TLC coaches and model teachers will support teachers by ensuring the implementation with fidelity of quality core instructional strategies for all students through professional development, observations and conferring during team meetings or one-on-one. They will also help determine interventions for students identified by FAST as at risk or substantially deficient and ensure that those interventions are implemented with fidelity.

Iowa Core - Our Instructional Coach and Model teachers will be able to coach individual instructional strategies to implement the Iowa Core, specifically focusing on the instructional shifts toward depth of knowledge that need to occur in our classrooms. After reviewing district-wide data, the Model teacher will meet with faculty members and discuss what changes may be initiated in co-teaching, co-planning and instruction to improve learning.

Professional Learning Communities (PLCs) - The TLC plan will build on our existing Professional Learning Communities by strengthening teaching practices and focusing on student achievement. Our Teacher Leaders will facilitate our PLCs and meet regularly to analyze data and discuss our focus areas and plans to implement them in the classrooms. Peer review will be an integral part of our professional learning communities.

Authentic Intellectual Work (AIW) - The TLC plan will continue the district's Authentic Intellectual Work effort, started in 2013. MACS teachers will continue to use the AIW aligned framework to design lessons and units. The AIW framework improves intellectual rigor and engages students by helping them learn to address complex real-world challenges in civic life, work, and the contemporary world. Our teachers are ready for the "bundling" stage in which lessons are filmed and evaluated in conversation with student work and Iowa Core theory. The Instructional Coach and model teachers will work with teachers in collaborative meetings to score lessons, instruction, and student work providing insight and coaching with the team, as well as guided practice to improve learning of all members.

Mentoring & Induction - MACS believes that successful teacher induction systems focus on student learning and teacher effectiveness. However, providing adequate release time for mentors to be in Beginning Educator classrooms has been a challenge. When the Beginning Educators were asked to reflect through Survey Monkey on how the MACS Journey to Excellence program could be improved, one respondent noted, "I felt that the district needed to provide more support and time for meeting with my mentor, for my mentor to spend time in my classroom, and time to observe or collaborate with other teachers to enlist support and prevent isolation". Strong programs include instructional mentoring by carefully selected, well prepared, released mentors, professional learning communities for mentors and teachers, engaged principals, and supportive school environments and district policies. The Mentor Teacher will provide effective strategies in instruction and classroom management and weekly collaboration to develop the effectiveness of new teachers. The additional funds provided by the TLC plan will help provide funding for this support to continue and improve.

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)

Mount Ayr Community School District has low teacher turnover, with 90% vacancies created due to retirement or moving closer to family. Average years of service in the district is 15. The increase in teacher leadership opportunities will improve retention by empowering teachers to assume leadership roles, sharing their expertise and knowledge in ways that will expand collaboration. Understanding that new teachers need to be supported in the classroom, our plan emphasizes the importance of strong mentoring for Beginning Educators.

Upon evaluation of our existing mentoring and induction program, the Teacher Leadership and Compensation (TLC) team determined that our program needs to be strengthened. The results of a questionnaire of our most recent Beginning Educators (last 5 years) conducted through Survey Monkey revealed that all (100%) had some feeling of dissatisfaction over the amount of time the Mentors spent in the classrooms observing as well as reflecting and feedback on those observations with the Beginning Educators. When asked what was the most beneficial part of the mentoring process, one responded, "Meetings with my mentor, although these became few and far between through the school year; it was nearly impossible to find a time to meet outside of the school day." This same sentiment was expressed by Mentors as well, with one stating, "Although administration would have allowed us to use our prep time or arrange for coverage of our own classrooms to be free to observe in our Beginning Educators' classrooms, there was no structured process or formal expectation for accountability." The Journey to Excellence training for teacher mentors is off-site and is offered by the AEA to teachers from multiple districts at one time. These sessions are more general in nature and are rarely designed to address specific on the job issues that most new teachers face. While our district assigns a mentor teacher to work with each new teacher for two years and attend training on how to assist most effectively, the lack of follow-up training and on-going coaching for the mentors causes this professional learning to be inadequate. This is problematic for new teachers and can cause our profession to lose quality educators.

Additional funding and resources from TLC will be used to ensure that all mentors receive support in coaching and observation techniques through TAP and Journey to Excellence. Current practice compensates Mentor Teachers \$1,000, but does not provide the required structure to ensure release time for Mentor Teachers to be in the classrooms of Beginning Educators. There is also a need to provide new teachers with time to observe in the classrooms of model teachers.

In addition to continuing the Journey to Excellence program, TLC funding will be used to train teacher leaders in the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP) process. TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating, and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impacts recruitment and retention of effective teachers. When we select highly qualified and skilled professionals to be teacher leaders who have the training they need to share more knowledge and coach their colleagues, we will be able to provide our new teachers with the support they need to be more competent and to gain new knowledge and confidence in their teaching and remain in the profession.

Efforts aimed at greater reflective practice time and a decreased sense of isolation are essential to an effective mentor and induction program. Access to curriculum advisors, time for collaboration with mentors, increased orientation for new staff to the district to minimize transition problems (an area that was cut due to lack of funding), and time to observe model teacher's implementation of best practices and explicit lessons are all areas that will be addressed with the new Mentoring program implemented through the Teacher Leadership Plan. Beginning Educators and teachers new to the district will also receive weekly instructional coaching from the building Instructional Coach. Mentors will also receive release time for coaching Beginning Educators.

Narrative

Using Part 5 application narrative from previous submission? No

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

Please include the following information in your narrative:

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

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

After conducting research with stakeholders, evaluating district needs and existing structures, and researching best practices in neighboring schools, the TLC team determined that a plan including three different leadership roles will be the best for our district.

Current structures in both the elementary and middle/high school buildings involve teacher leaders as Lead Team members planning and delivering professional development, facilitating professional learning communities, carrying out peer reviews, participating in weekly team meetings, reviewing data, setting building goals, planning and carrying out building initiatives to reach those goals and strengthen instruction, and mentoring Beginning Educators. These activities will continue within the new TLC plan, but will be more pervasive, consistent, and impactful with dedicated teacher leadership training and support provided for by the plan.

Our district will partner with the National Institute for Excellence in Teaching (NIET) to enhance teacher leader roles and a system of support to ensure that teacher leaders have the time, authority and resources to provide effective support. Equally important, we will create structures and a district culture around the concept that teacher leaders are a key part of our work, and the support they provide is fully supported by the district. Our plan allows teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities and accomplishments. As teachers move into leadership positions, their qualifications, roles and responsibilities increase along with their compensation. This allows effective teachers to advance professionally without the need to move into administrative roles. It also creates expert teacher leaders within each building to provide support to other teachers. The bi-weekly team meetings will provide a vehicle to ensure that every teacher benefits from the support of teacher leaders in a group, in addition to an individual setting.

Instructional Coach (2 per district, 1 for Elementary, 1 for Middle/High School)

The Instructional Coach will be selected from our current teaching staff. These individuals will be placed after a rigorous selection process at the end of the 2016 school year. The applicant must meet the requirements of a career teacher, have taught for three years, and have at least one year of experience in our district.

The Instructional Coach models new and best classroom practices and monitors and instructs other teachers in those practices. Instructional Coaches work to cultivate highly effective teachers in every classroom, everyday, which will in turn make for more active and engaged students. The Instructional Coach will help determine whether or not the instructional strategies are being implemented with fidelity.

The Instructional Coach will:

- be fully released from the classroom (100 percent) and spend their time meeting the needs of the teachers within the building.
- engage in team teaching, conduct classroom demonstration lessons, coach, give regular feedback on specific teaching and learning innovations and conduct observations and post-conferences.
- plan and implement cluster group training/professional development
- provide teachers with a system of professional development that is ongoing, job-embedded, collaborative and student centered.
- lead PLC collaboration (e.g. grade, subject-alike) for professional development that is focused on instructional practices as determined by student data.
- support teachers by providing follow-up support to put new learning into practice and provide opportunities for accountability.
- provide opportunities for professional growth through *individual* coaching and classroom-based support based on instructional issues that *specific teachers* face with *specific students*.
- work with administrators and Lead Team/model teachers to coordinate all professional development activities designed to improve instructional strategies.
- use data for data-based decision-making.
- plan, monitor, review, and implement best instructional practices that align with district initiatives.
- work with Mentor Teachers to design specific mentor experiences that all new teachers need to have and provide weekly observation and feedback.
- work with the Model Teachers to engage in the development, adoption, and implementation of research based instructional strategies and district initiatives.
- work with external coaches and Iowa Department of Education technical assistance personnel to coordinate

professional development, implementation and sustainability of programming, interventions and supports statewide.

- work with career teachers new to the district to ensure retention.

Model Teachers (12 per district, 6 for Elementary, 6 for Middle/High School)

Model Teachers will be selected from our current teaching staff. These individuals will be chosen after a rigorous selection process at the end of the 2016 school year. The applicant must meet the requirements of a career teacher, have taught for two years, and have at least one year of experience in our district.

Model teachers will:

- teach full time.
- demonstrate exemplary instruction and leadership as evidenced by the TAP rubric.
- serve on Lead Team, participate in analyzing data and school goal setting, monitor goal setting, classroom follow-up and goal attainment for PLCs and individual growth plans.
- work with the Instructional Coach to facilitate professional learning community meetings, gather and assess data.
- model new and best classroom practices including district initiatives: AIW, MTSS, and Early Literacy Initiative.
- work with the Instructional Coaches and the Mentor Teachers to identify student needs and determine and implement best practices aimed at meeting those needs.
- work with the Instructional Coach to provide aligned professional development for teachers for professional reflection of teaching practices to strengthen instruction and result in higher levels of achievement.
- in collaboration with Instructional Coach, provide modeling, feedback and reflection opportunities.
- work with Instructional Coaches to cultivate highly effective teachers in classrooms.

Mentor Teachers (2 per district, 1 for Elementary, 1 for Middle/High School)

As needed, Mentor Teachers will work with Beginning Educators to ensure student engagement and highly effective teaching in all classrooms. They will help ensure that the growth of Beginning Educators is purposeful and aligned with the Iowa Professional Development Model.

Mentor teachers will:

- have bi-weekly release time to observe and provide feedback to teachers who are new to the district.
- collaborate with Beginning Educators on a weekly basis to provide understanding about district processes and procedures, as well as district supported instructional programming, strategies and supports.
- coordinate differentiated learning by teacher need and experience.
- focus on the Iowa Teaching Standards and Criteria and implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.
- share the responsibility of developing, implementing and evaluating an effective mentoring program.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff	Percent of Time Dedicated to Teaching Students
Initial Teacher	\$33,500	N/A	1 day	N/A	100%
Career Teacher	0	N/A	0 days	N/A	100%
Model Teacher	\$2,500	12	6 days	21.4%	100%
Mentor Teachers	\$1,500	2	4 days	3.5%	95%
Instructional Coach	\$12,000	2	15 days	3.5%	25%

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.

SELECTION CRITERIA

Selection Panel (1 per building)

Each building will have a Review Committee, selected annually, composed of two administrators (principal and superintendent) and two teachers (not applying for teacher leader role) to review and select potential candidates. One member of the review committee will be selected by the principal, and one member will be selected by teachers. The principal will solicit volunteers and survey all teachers to determine the best candidates for the review committee.

Application

Interested applicants will submit resume, letter of interest, a copy of two most recent Professional Growth Plans, and letters of support from two colleagues.

Selection Process

The review committee will screen applications and interview applicants using a rubric created for evaluation of teacher leader candidates based on measures of teacher effectiveness and professional growth. Applicants will be provided with a copy of the selection rubric prior to their interview:

Selection of Teacher Leaders

The selection process begins with teacher applications for a TLC teacher leadership position.

The application will ask for the following information:

- Advanced degrees (resume)
- A deep understanding and evidence of utilization of the Iowa Core Curriculum Standards (a written lesson)
- A deep understanding and utilization of evidence based instructional strategies that engage students in the learning process (video tape of lesson)
- Experience in a previous teacher leadership position: Mentor teacher, AIW leader, Committee Head, Building Leadership Team member, and District Leadership Team member (resume)
- Participation and implementation of Professional Development (evidence of Involvement in PLCs)
- Recognized as skilled in the use of instructional technology (video)
- Advancing toward mastery of all the Iowa Teaching Standards (artifacts)
- * Experience working with adult learners (resume)

The site-based review committee of teachers and administrators from each building will accept and review applications/interview for each of the three teacher leadership roles. The selection committee will recommend teacher leader candidates to the superintendent. The superintendent will then make recommendations to the Board of Education for approval.

Measure of Effectiveness: (How effectiveness of the candidates will be determined)

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees:

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies.

Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

Deep Understanding of the Iowa Core Curriculum Standards:

Applicants will provide artifacts or examples to the committee showing the use of evidence based instructional strategies that align directly to the Iowa Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions:

Those who have served as a mentor teacher, Authentic Intellectual Work (AIW) leaders, committee heads, or building leadership team members will rate higher in the selection process than those who have not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development:

A greater emphasis in the selection process will be put toward teachers who show implementation of evidence-based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies:

Applicant is recognized as skilled in evidence-based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrate not just meeting all the Iowa Teaching Standards but moving toward mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

OTHER CRITERIA

- Three years teaching experience
- One year in district

ANNUAL REVIEW OF ASSIGNMENT, EXPERIENCE

Teacher leader effectiveness will be evaluated by the selection panel in the following ways:

- Documentation of compliance with job responsibilities
- Documentation of evidence data from implementation of district initiatives
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Each semester each leader will complete self-evaluation of their own effectiveness
- Administrators will observe and evaluate them in their instructional role

Every leader may maintain their leadership position if the evidence presented to the selection panel justifies reappointment, and if they desire to continue in the teacher leadership role. Otherwise, they may return to the classroom.

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 description of the role teacher leaders will play in the creation and delivery of professional development.**
- 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.](#)

All teacher leaders in the MACS District play a role on the district TLC team. They will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the reevaluation and ongoing assessment of data using the cycle of continuous improvement. This will include sharing out to the stakeholders. Planning for professional development may include working with area AEA staff to align topics; research, plan and deliver professional development sessions for staff, and documenting progress. Much work will be done to align and carry out the CORE standards into direct instructional practices in the classrooms. Teacher leaders will drive the process for PD, as the master and mentor teachers will lead the weekly team meetings centered on the 22 teaching strategies within the TAP system. Teacher leaders will pinpoint teaching strategies needing improvement in the classroom, then plan and carry out team group activities to focus on the improvement of these skills. Model teachers have possibly the most important teacher leader role, as they provide a strong, effective teaching model to be observed by other teachers.

MACS utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

1. Collecting and analyzing student data
2. Goal setting
3. Selecting content
4. Designing the process for improving instruction
5. Ongoing cycle continues
6. Evaluation

MACS Schools are constantly in an ongoing state of collecting and analyzing student data. Analyzing student data allows the district to see student needs and identify gaps in instruction. Teacher leaders determine where we need to focus instruction. It also allows the district to develop the professional development focus for each upcoming year. MACS Schools have, only recently, been concentrating more on using the student data to determine how to focus our instruction. We have always had a large number of assessments in place, but haven't used the data effectively to narrow our instructional focus. It is our goal to utilize the regular, weekly team group setting through the TAP system to become focused on student needs, studying and practicing solid teaching strategies, then develop a plan and carry it out to create greater student achievement.

Participative decision-making occurs when student data is pinpointed and grade-level instructors are able to point out needs and gaps. In the spring of each year, student data is assessed, then summaries are made of the results. All stakeholders are included in deciding what the focus should be for the upcoming year. These stakeholders include students, teachers, parents, community members, local businesses, and administration.

All teacher leaders involved in the teacher leadership compensation program at MACS Schools will attend initial meetings in the spring of the year selected, with the district TLC committee, to discuss student achievement data, the district's current professional development plan and its goals for the upcoming year. NIET will provide technical assistance. This will include teacher leaders from all levels and departments. TAP system components will be put into place as a professional development plan is developed for 2014-2015. Weekly team meetings will be designed around the 22 teaching strategies covered through the TAP system, along with aligning the Iowa Core standards to MACS student learning needs.

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

Collecting and analyzing student data – MACS teacher leaders along with the TLC team, will collect student data, analyze and design a plan for making instructional decisions. The TAP instructional strategies will then be aligned to those needs to create a plan for professional development and weekly team meetings in 2014-2015.

Goal Setting for Student Learning – MACS teacher leaders will use student data to determine goals for a focus during each weekly team meeting.

Each team meeting will also be designed around a TAP teaching strategy. The teaching strategy will then become the focus of instruction in the classroom during the upcoming week. Follow-up discussion on the strategy happens the following week.

Designing the PD – MACS Teacher Leaders will research and design appropriate topics for team meetings, aimed at ensuring students master lacking academic skills. These plans will be carried out at weekly team meetings, and

through collaboration by all teachers.

Collaboration – Grade level teams will be spent identifying the specific goals and learning how to attack deficit learning on certain skills. A plan will be put in place, and carried out during the next week in the classrooms.

Implementation – Teacher leaders 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 retaught, and realignment of instruction.

Program evaluation (Summative) – MACS’s Teacher Leaders will utilize all data collection, including student assessments, walk-throughs, teacher surveys, professional development implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at MACS each spring.

The professional development focus will be targeted at any student achievement areas not meeting goals for the year. For the MACS District to attain current student achievement goals, action steps include teacher leaders and administration members working together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. It is a cycle that does not stop.

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.

To realize our vision, we have prioritized the following goals:

Goal 1: Attract able and promising new teachers by offering competitive starting salaries, an effective induction program, and offering short-term and long-term professional development and leadership opportunities.

Short Term Measures of Impact/Effectiveness:

- Ensure all staff is at minimum salary
- Monthly feedback from all new teachers concerning professional development and mentoring programs
- Observational data to evaluate skills of initial teachers
- Review reflection sheets from leadership team meetings

Long Term Measures of Impact/Effectiveness

- Annually survey mentor/mentee teachers
- Annually review retention rates of initial teachers
- Annually review completion rates of the mentor and induction program
- Annually review number of applicants for open positions
- Annually survey teachers about effectiveness of the professional development program and the induction and mentoring program

Goal 2: Retain and reward effective teachers by providing enhanced career opportunities.

Short Term Measures

- Ensure at least 25% of teachers in the district have a teacher leader role
- Receive feedback concerning the rigorous process for selecting teachers for leadership positions

Long Term Measures

- Annually review retention rates of career teachers
- Annually survey teachers regarding job satisfaction and advancement opportunities

Goal 3: Promote collaboration by developing and supporting opportunities for teachers both within our school and in collaboration with school districts statewide to learn from each other.

Short Term Measures

- Monitor weekly collaboration time from master collaboration schedules
- Review implementation logs, observation records and/or walk through data to document effective practices in classrooms.

Long Term Measures

- Annually collect and review all data regarding time spent in collaboration

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Short Term Measures

- Number of coaching interactions
- Survey certified staff regarding teacher leadership services
- Review data from TAP rubric
- Feedback from professional development
- Logs from teacher leaders

Long Term Measures

- Review of data of applicants for teacher leadership positions
- Analysis of coaching logs, interactions and surveys
- Review of retention of teacher leaders in those positions vis-à-vis requests to return to full time teaching

Goal 5: Improve student achievement by strengthening instruction.

Short Term Measures

- Instructional Coach and Model Teachers will analyze formative student achievement data: teacher observation, exit slips, running records, student work, progress monitoring, quizzes, curriculum measures

Long Term Measures

- Instructional Coach and Model Teachers will analyze summative student achievement data and trends over time: MAP, ACT, Iowa Assessments, FAST

Monitoring and Adjusting

The MACS Teacher Leadership plan is an evolving plan that will provide the focus and direction for professional development. *Therefore, as student needs change, the plan will change.* The *Leadership Team* assists the building principal and teacher leaders in meeting the expectations of best practices in leadership, while providing a general timeline to develop, monitor and evaluate school plans and goals each year.

Student learning will be assessed throughout the year to monitor growth using classroom data and district wideassessments. Data will be reviewed at classroom, grade, building and district levels, allowing an additional measure of planeffectiveness. Teacher leaders will use this data to monitor results and adjust the focus of professional development asnecessary.

An Evaluation team consisting of building principals, Instructional Coaches, one model and one mentor teacher from each building will meet three times per year to analyze and use collected data (student achievement data and teacher effectiveness data) based on the short term and long term measures to inform decisions. A report will be compiled and presented to the district (school board and district study) following each evaluation meeting. The report will include short and long term goals, review of practices, and summary of data. Adjustments will be made to allow continuous improvement.

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)

Capacity to Implement

The school district's capacity to successfully implement TLC and see positive results in student achievement can be demonstrated by our current success in implementing new initiatives. Our district has successfully implemented AIW in grades 7-12, MTSS in grades K-6, and PLCs throughout the district.

Additionally, our choice to use the TAP program from the NIET supports our capacity for successful implementation, because they have extensive experience and success in offering teachers and administrators a learning environment with opportunities to excel in their profession *while* improving student achievement.

Past Successes:

PLCs

A recent and highly successful professional development initiative has been the implementation of our Professional Learning Communities (PLCs). The district has embraced the idea of PLCs and has fully engrained the concepts of continuous improvement, collaboration, and results orientation with a focus on learning. Our PLCs have been enhanced through our use of Edivation, a tool which enables teachers to digitally reflect on peer observations through group collaboration and to access professional development resources.

Teacher Leaders

A successful atmosphere of shared leadership currently exists throughout the Mount Ayr district. The Lead Team and PLCs successfully discuss, design, and implement district strategies. The district already utilizes teacher leaders to assist in the development, presentation, and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement.

Elementary staff have been trained in the implementation of FAST assessments and interventions. The middle and high school staff have been trained in AIW scoring. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs.

Student data has been regularly used throughout the years to drive professional development. Our district has pioneered digital student data record keeping and reporting to impact instructional decisions and student achievement. Our Pentaho student assessment data system has been utilized for over 12 years by administrators and teachers. While we also use EdInsight, our local system allows us to include and cross reference other local assessment data, such as MAP and Fountas and Pinnell Benchmark Assessment System. We believe instructional coaches will be able to utilize existing data processes to educate model teachers in making decisions and planning initiatives to support student learning.

Needed Systemic Infrastructure

While our district has successfully provided effective professional development for our teachers, we do not have any staff whose full time responsibility is dedicated to teacher improvement.

Currently our PLCs and building Lead Teams work during contract time. The Lead Team members receive an additional stipend of \$250 per year. Our building principals serve as our curriculum directors and our AIW coach is shared with another district.

The TLC will enhance and strengthen the existing structures, allowing teacher leaders to provide additional support and continuity to all existing initiatives, and provide additional teacher leadership and collaboration time during the contract day.

A rigorous selection process and on-going leadership training ensures that our teacher leaders are equipped to lead our faculty through the change process.

The district currently has a mentoring program in place. New teachers are provided contract days to attend the Journey to Excellence trainings offered by the AEA. The TLC plan will enhance our capacity to allow teachers to grow from each other by giving Beginning Educators additional time to collaborate with trained mentors and visit other classroom teachers to observe instructional practices.

Sustainability

Responsibilities for successful implementation of TLC initiatives will be shared by the following key staff:

The Superintendent will

- communicate progress to stakeholders
- review recommendations for teacher leader selections

- recruit and communicate with teacher preparation programs in anticipation of new teacher needs
- monitor and supervise use of TLC funds

Building Principals will

- provide an environment of shared leadership
- facilitate district study (SIAC)
- support alignment of curriculum, instruction, and assessment
- participate in selection, evaluation, and support of teacher leaders
- facilitate instructional support at the building level
- monitor instruction
- communicate teacher needs to ensure program success
- participate in Lead Team

Teacher Leaders will

- establish supportive environment
- set and support clear goals
- provide access to resources
- create meaningful PD opportunities
- participate in annual and ongoing evaluation of TLC implementation
- collaborate with other adult leaders
- build a professional culture
- support Beginning Educators and teachers new to the district

Ongoing Training

Our TLC plan utilizes the training, resources and support available through NIET. Administration and teacher leaders will work in partnership with NIET trainers throughout the implementation of the plan. This training and support will ensure a solid foundation for the TLC plan and allow us to build our capacity for the future. As more Iowa school districts adopt models for teacher leadership, there will be more opportunities to share expertise and training costs, making it more affordable and sustainable.

We will work with NIET to review our progress in a way that is ongoing, occurring throughout the school year. Regular feedback about the positive impact the TLC plan is producing will be shared with all stakeholders.

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.	\$66,405.00
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).	\$107,309.12
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>	\$10,000.00
Totals	\$193,714.12

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 **647.0**

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

District Enrollment-Based Allocation **\$202,303.96**

Total Allocation **\$202,303.96**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$193,714.12**

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 **\$8,589.84**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

The Budget aligns with state mandates.

Currently, no money is necessary to fund starting salaries. All teachers meet the state minimum of \$33,500 with the current salary schedule. To fulfill state mandates, MACS must fund 16 positions in order to use 25% staff in the leadership program. The district will advertise for 16 new positions: 2 Instructional Coaches, 12 model teachers, and 2 Mentor Teachers.

The cost of these 16 positions is \$66,405.

This table shows the budget salary supplements for teachers in leadership roles, replacement costs, and training and PD expenses.

Role	Number of Positions	Salary	Extra Days	Base Salary Total	FICA IPERS Total	Total Salary	Insurance	Package Total
Initial starting salary	0	\$33,500		\$0	\$0	\$0.00		\$0.00
Mentor Teachers	2	\$1,500	4	\$3,000	\$495	\$3,495.00		\$3,495.00
Model Teachers	12	\$2,500	6	\$30,000	\$4,950	\$34,950.00		\$34,950.00
Instructional Coaches	2	\$12,000	15	\$24,000	\$3,960	\$27,960.00		\$27,960.00
Teacher replacement for Inst. Coaches	2	\$40,000		\$80,000	\$13,200	\$93,200.00	\$14,109.12	\$107,309.12
TAP trainer				\$10,000				\$10,000.00
Substitutes for models and mentors				\$10,000				\$10,000.00
TOTAL								\$193,714.12

Goals 1 & 2: Attract and retain

The plan for these leadership positions will fulfill all state requirements and include a rigorous process of hiring and implementation. Our budget provides for classroom teacher replacements for Instructional Coaches. In order to accomplish goals 2, 3, 4, 5, current teachers must leave existing teacher duties. To replace them, the school will hire two full-time equivalent teachers with benefits. The expense of a new teacher is approximately \$54,000, including benefits. Additional leadership positions that will attract and retain individuals in the teaching profession include the Model Teacher and Mentor Teacher roles. These positions will be filled by current teaching staff who will be compensated with an additional \$2,500 and \$1,500 salary stipend.

The goals that are fulfilled by these positions include work on new professional development initiatives, mentoring and induction of new teachers, and integrated leadership roles in all levels of professional development.

Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

The teacher leaders will meet regularly to discuss assessment data, curriculum alignment, interventions, progress monitoring, enrichment ideas, explicit effective teaching strategies and techniques, and differentiated activities for the

classroom. Teacher leaders will facilitate learning team meetings for all teachers focused on planning and integrating strategies in order to ensure improved student achievement.

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

The district will support 100% of teachers entering the profession by providing access to a Teacher Induction System in order to retain and train effective teachers.

Goal 5: Improve student achievement by strengthening instruction.

Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

Budget supports teacher collaboration with leaders

To fulfill goals, the district will also need substitutes so teacher leaders can schedule collaboration times with teachers and students. When our teachers visited other schools, it became apparent that the work of a coach was most effective when it included a visit to the class, a demonstration lesson, and follow-up discussion. Our TLC plan allows for about 50 days of substitute teacher pay to accomplish this goal.

Budget supports professional development for teachers and staff

To ensure program success, the TLC plan uses the TAP program to provide training for teacher leaders. Our plan budgets 10 days for work with a TAP consultant.