



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

150368 - Murray TLC

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/10/2016 5:45 PM

Primary Contact

| | | | |
|---------------------------------|---|-------------------------------|--------------------------------|
| AnA User Id | ALAN.MILLER@IOWAID | | |
| First Name* | Alan | R | Miller |
| | <small>First Name</small> | <small>Middle Name</small> | <small>Last Name</small> |
| Title: | Superintendent | | |
| Email: | amiller@murraycsd.org | | |
| Address: | 216 Sherman | | |
| City* | Murray | Iowa | 50174 |
| | <small>City</small> | <small>State/Province</small> | <small>Postal Code/Zip</small> |
| Phone:* | 641-447-2517 | | |
| | <small>Phone</small> | <small>Ext.</small> | |
| Program Area of Interest | Teacher Leadership and Compensation System | | |
| Fax: | | | |
| Agency | Administrative Services, Iowa Department of | | |

Organization Information

| | |
|------------------------------|-------------------------|
| Organization Name: | Murray Community School |
| Organization Type: | K-12 Education |
| DUNS: | |
| Organization Website: | |

Address:

Murray Iowa 50174
City State/Province Postal Code/Zip

Phone:

641-447-2517
Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Alan Miller
Title Superintendent
Organization Murray CSD

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

Address 216 Sherman

City/State/Zip* Murray Iowa 50174
City State Zip

Telephone Number 641-447-2517

E-Mail amiller@murraycsd.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 Liz Justice
Title Business Manager
Organization Murray CSD

Address 216 Sherman

City/State/Zip Murray Iowa 50174
City State Zip

Telephone Number 641-447-2517

E-Mail ljustice@murraycsd.org

| | |
|---|-------------------------------|
| County(ies) Participating, Involved, or Affected by this Proposal | Clarke 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 | 2 |
| <i>District Map</i> | |
| Iowa House District(s) Involved or Affected by this Proposal | 27 |
| <i>District Map</i> | |

Minority Impact Statement

Question # 1

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

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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.

will have a positive impact on all students.

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.

Alan Miller

Title of Person Submitting Certification

Superintendent

Recipient Information

District **Murray Community School District**

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

County-District Number **20-4572**

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

Honorific

Name of Superintendent **Alan Miller**

Telephone Number **641-447-2517**

E-mail Address **amiller@murraycsd.org**

Street Address **216 Sherman**

City **Murray**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50174**

TLC Application Contact

Honorific

Name of TLC Contact **Alan Miller**

Telephone Number **641-447-2517**

E-mail Address **amiller@murraycsd.org**

Street Address **216 Sherman**

City **Murray**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50174**

Demographic Profile

October 2014 Certified Enrollment **255**

October 2014 Free/ Reduced Lunch % **50**

AEA Number **14**

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 Murray Community School District TLC planning committee examined our current practice and developed a vision that will enhance and improve our staff learning as it also aligns with the state's vision and action goals. "It is the mission of Murray Community School District is to provide a safe and orderly learning environment in which all students work toward achievement of their full potential through the cooperation of home, school and community. It is the vision of the Murray School District that every student will develop the skills and work ethic to become a responsible and productive member of the community." The TLC will help provide the students with the opportunity to gain the skills and knowledge needed to succeed beyond the structure of our school system by employing and retaining quality staff.

Murray's Comprehensive School Improvement Plan (CSIP) Goals are:

Goal 1: Improve all K-12 students achievement scores on Reading Comprehension, preparing for success beyond high school.

Goal 2: Improve all K-12 students achievement scores in Mathematics, preparing for success beyond high school.

Goal 3: Improve all K-12 students achievement scores in Science, preparing for success beyond high school.

Goal 4: All students will feel safe and connected at school.

Goals for TLC:

Goal 1: Increase student achievement across the curriculum through best practices, collaboration, and teacher leadership.

- Using District Wide Assessments student achievement will be measured and monitored
- Teacher leader will collect and use District Wide Assessments to work collaboratively to assess student performance and needs

Goal 2: Hire and retain quality teachers through support and mentoring using TLC plan.

- 1 Full time instructional coach will meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students.
- Model/Mentor teachers for both K-6 & 7-12 observe, demonstrate, collaborate, and support best practices to enhance student learning.

Goal 3: Teacher leaders and model teachers will enhance professional development and collaboration with district staff.

- Our current collaboration team will be restructured to include administrators, instructional coach, and Model/Mentor teachers.

Murray Community School District's TLC plan will closely align to the district's current improvement initiatives. The district vision is to improve student learning and achievement in reading, math, and science. In order to accomplish this we have devoted a lot of time to developing our teachers expertise in the areas of literacy, math, and MTSS (Multi-Tiered System of Support), to continue student academic growth. The initiatives we are implementing will help the team determine which students are at risk and improve the instruction the students receive. The TLC plan along with what we are currently doing will help us identify and support practices to ensure every student is successful in school and beyond.

We see our programs and initiatives as extremely valuable to our staff and students. These initiatives will help our school system to be a student centered learning institute, and prepare them for life beyond high school. Our TLC plan will allow us to be more focused with a student learning goal in mind. It will help guide us towards one goal, which is student achievement. Our instructional coach will create time, find resources, help analyze data, observe/model, discuss/collaborate with all staff ensuring our students are receiving instructional strategies in alignment with district goals and the Iowa Core. Model/Mentor Teachers will be paired with both new teachers to the profession and new teachers to the district, and veteran teachers, as needed. These teacher leaders will be asked to serve on the professional development team. They may also be asked to lead staff trainings and model best educational practices

Administrators and the Professional Development team will work closely together to monitor the works of the teacher

leaders through observations. Teacher leaders and mentors will be required to collect data and submit it to the instructional coach periodically. All teachers will do periodic reflections in their professional development notebooks about the TLC program. The district will use and analyze the data from artifacts, reflections, logs, discussions, and observations to adjust the content and practice of the plan in an on-going basis.

The Murray Community School District considers the TLC plan to be an improvement of what we are already doing to improve teacher instruction and student achievement. The administration is committed to creating a plan that works for Murray School, is aligned to state standards, and is sustainable for the district.

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).

a.
In order to facilitate the writing of the TLC plan, the administrative team participated in the Heartland AEA workshops.

We introduced the TLC to our faculty at a Collaboration meeting on December 11, 2013. We discussed the legislation and presented an overview of TLC to the faculty.

Murray Community School District started conversations about the Planning Grant on December 19, 2013 with the SIAC members.

b.
TLC committee members are made of a group of diverse backgrounds, experiences, and expertise. Our committee consists of our SIAC (School Improvement Advisory Committee) team. The team includes the superintendent, jr/sr high principal, elementary principal, curriculum coordinator, guidance counselor, cte/tag teacher, teacher associate, nurse, jh/hs teacher, elementary teacher, 2 school board members, 9 parents, 4 community members, and students from each grades 9-12.

After analyzing student learning data and discussing the effectiveness of our current system, the team put together a plan that is sustainable financially over time, both in appropriately funding the leadership positions and in fiscally maintaining the plan as a district, while maintaining high quality instruction and leadership. We spent time looking at what it would be like to have a full time instructional coach and model/mentor teachers. Our goal is to have a minimum of 25% of our FTE teachers in leadership positions.

c.
Teachers indicated that implementing the TLC plan is an opportunity for all teachers to grow in their profession and reward those teachers who seek leadership responsibilities while maintaining a close connection with the classroom. Teachers will learn best practices and become better prepared to deliver content in the classroom. The relationships between mentors and teachers will grow and allow teachers to become a successful member of our team. Students will benefit from receiving the improved instruction and will become more productive in the classroom.

Community members and parents on the planning committee were passionate that the plan utilize teachers in a way that is best for the children. Parents said they want to make sure their children have the best possible educational experience by making all teachers better.

Administrators and School Board Members believe in and support the TLC plan because it is in the best interest of students and teachers. Through the coaching process, the teachers will learn new techniques for presenting lessons. The students will become more engaged in their learning and will experience more success in their studies.

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 Murray Community School District TLC planning committee examined our current practice and developed a vision that will enhance and improve our staff learning as it also aligns with the state's vision and action goals. "It is the mission of Murray Community School District is to provide a safe and orderly learning environment in which all students work toward achievement of their full potential through the cooperation of home, school and community. It is the vision of the Murray School District that every student will develop the skills and work ethic to become a responsible and productive member of the community." The TLC will help provide the students with the opportunity to gain the skills and knowledge needed to succeed beyond the structure of our school system by employing and retaining quality staff.

Murray's Comprehensive School Improvement Plan (CSIP) Goals are:

Goal 1: Improve all K-12 students achievement scores on Reading Comprehension, preparing for success beyond high school.

Goal 2: Improve all K-12 students achievement scores in Mathematics, preparing for success beyond high school.

Goal 3: Improve all K-12 students achievement scores in Science, preparing for success beyond high school.

Goal 4: All students will feel safe and connected at school.

Goals for TLC:

Goal 1: Increase student achievement across the curriculum through best practices, collaboration, and teacher leadership.

- Using District Wide Assessments student achievement will be measured and monitored
- Teacher leader will collect and use District Wide Assessments to work collaboratively to assess student performance and needs

Goal 2: Hire and retain quality teachers through support and mentoring using TLC plan.

- 1 Full time instructional coach will meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students.
- Model/Mentor teachers for both K-6 & 7-12 observe, demonstrate, collaborate, and support best practices to enhance student learning.

Goal 3: Teacher leaders and model teachers will enhance professional development and collaboration with district staff.

- Our current collaboration team will be restructured to include administrators, instructional coach, and Model/Mentor teachers.

Through the creation of the TLC plan the team will create leadership roles to assist all teachers by providing them with the support to implement instructional strategies that are proven to be the most effective to meet the individual needs of their students. The TLC plan will foster an environment where teachers can freely collaborate and reflect with one another for the purpose of improving student achievement.

State goals:

- Competitive salaries: Use \$12,660.00 of TLC money to raise teacher salaries to the state minimum of \$33,500.00.
- Retain effective teachers: It is the state goal to attract and retain new teachers. Using the TLC plan will help attract and retain new teachers to our district by providing supports to them.
- Promote collaboration: Feedback provided by teachers demonstrated their overwhelming desire to increase opportunities and time for collaboration.
- Reward professional growth: All teacher leaders will have the opportunity to measure their professional growth every year through reflection, input from administration, and feedback from peers. This system will allow teachers the opportunity to hold leadership roles, which will be re-evaluated annually. Instructional Coach and Model/Mentor teachers selected to serve in leadership roles will receive additional compensation.
- Improve student achievement: All teachers will be engaged in analyzing and using student data to improve instruction. Teachers will also participate in peer collaboration and review and will have instructional coaches, technology support, and mentoring opportunities that will increase their instructional strategies and further develop

their teaching skills.

Through the creation of the TLC plan the team will create leadership roles to assist all teachers by providing them with the support to implement instructional strategies that are proven to be the most effective to meet the individual needs of their students. The TLC plan will foster an environment where teachers can freely collaborate and reflect with one another for the purpose of improving student achievement.

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)

Murray Community School District's TLC plan will closely align to the district's current improvement initiatives. The district vision is to improve student learning and achievement in reading, math, and science. In order to accomplish this we have devoted a lot of time to developing our teachers expertise in the areas of literacy, math, and MTSS (Multi-Tiered System of Support), to continue student academic growth. The initiatives we are currently involved in support these goals: Summer School, ELI, Corrective Reading, Developmental Studies, Daily 5, Guided Reading, Multi-tiered Support System, and Grade Level Academy. These initiatives will help the team determine which students are at risk and improve the instruction the students receive. The TLC plan along with what we are currently doing will help us identify and support practices to ensure every student is successful in school and beyond.

One of our focuses, is K-5 literacy to meet Early Literacy implementation standards. Our TLC plan will help give our teacher time to collaborate, plan, model, analyze data, observe, and reflect together on the new curriculum we are implementing. Our instructional coach will lead these teachers in a variety of approaches at the universal and targeted levels of instruction. The instructional coach and model/mentor teachers will model, observe, and collaborate with teachers about instructional strategies in the classroom. We have adopted the Developmental Studies which includes Reading, Writing, Phonics, Spelling, and Handwriting, and the interventions for all academic levels. This series also includes a technology feature that involves using interactive whiteboards, IPADS, and Chromebooks. Currently, we are using a 120 minute block of time to teach the 5 components listed above. Additionally, we have scheduled 30 minutes into our day for interventions (MTSS) for all students K-5.

Another one of our focuses, is improving our K-5 Math scores. Murray's TLC plan will help give model/mentor teachers time to collaborate, plan, model, analyze data, observe, and reflect together on the new curriculum we are implementing. Our instructional coach will lead these teachers in a variety of approaches at the universal and targeted levels of instruction. The instructional coach and model/mentor teachers will model, observe, and collaborate with teachers about instructional strategies in the classroom. We have adopted the Grade Level Academy for K-3 and grades 4 and 5 will be added next summer. The instructional coach and model/mentor teachers will be a team to analyze and disaggregate data to provide individual academic plans for each child attending. Currently, we are using a 60 minute block of time in the classroom for math instruction, and an additional 30 minutes for Math intervention at individual levels.

At the junior high/high school level, we are implementing the Iowa Core throughout the curriculum. The district purchased new electronic English and Math curriculums in 2014 to ensure that we are teaching the Iowa Core. We also implemented a 1:1 Chromebook initiative for all 7-12 grade students. The TLC plan will be that our instructional coach will help teacher implement and locate resources needed to teach these new curriculums. The instructional coach will also observe and model teaching the Iowa Core in these classrooms. Model/Mentor teachers will be used as a resource for other teachers.

We see our programs and initiatives as extremely valuable to our staff and students. These initiatives will help our school system to be a student centered learning institute, and prepare them for life beyond high school. Our TLC plan will allow us to be more focused with a student learning goal in mind. It will help guide us towards one goal, which is student achievement. Our instructional coach will create time, find resources, help analyze data, observe/model, discuss/collaborate with all staff ensuring our students are receiving instructional strategies in alignment with district goals and the Iowa Core.

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)

Murray Community School District has a history of keeping teachers for a long period of time. An example of longevity of staff, was last year we had 4 teachers retire with a combined number of years of service at Murray of 115 years. As we are replacing retiring teachers, the TLC plan will better utilize our teacher leaders as model/mentors and the additional funding will provide a greater capacity to induct and retain teachers in the teaching profession.

The Murray Community School District feels that the mentoring program has been successful at inducting and retaining new teachers in our district. We have very little turnover, but the few teachers we have hired recently have continued to stay. Many of these “newer” teachers indicate the mentoring program has been successful and has provided support for them. These teachers state they feel successful because of the support system both emotionally and educationally from relationships built with the staff at Murray. Timely feedback, discussions, collaboration, and observations between mentees and mentors often occur outside of the scheduled day. These informal conversations provide the new staff with valuable opportunities to build relationships with experienced staff members.

Current Plan:

Within the current plan, the need for more qualified mentors has been demonstrated as some teachers have had multiple mentees. The district has been fortunate to utilize highly effective people but needs a more valid and reliable system for tracking and reporting mentor success. Data also show a need for more regular collaboration time throughout the year to provide support for beginning teachers, as well as a need for a more structured approach to how we successfully induct new teachers into the profession. By retaining teachers, the district will capitalize on its investment of training and mentoring teachers new to the profession.

Improved Mentoring and Induction Program:

The district will improve the mentor/model selection process using specific guidelines. Eligible staff members will be informed of the mentor vacancies. Interested and qualified teachers should submit a letter of application to the principal. Whenever possible, the principal will place beginning teachers with mentors who serve in the same building. A mentor shall have no more than one beginning teacher assigned to him/her at a time unless there are no other alternatives. Teachers will go through an application and interview process with the principal. Teachers under consideration will be required to demonstrate the following:

- A minimum of three years of exemplary classroom teaching
- Evidence of commitment to students’ academic success
- A commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to work with other adults
- Effective coaching skills
- Behaviors of a positive role model
- Adherence to the practices of the Iowa Teaching Standards

Working along with the building and district administrators, the mentors and mentees will engage in discussions and implementation of the current district initiatives: PBIS, MTSS, technology integration, and teacher leadership. The mentors and mentees will also meet and discuss curriculum, instruction, special education procedures, and assessment processes in the district.

Newly hired teachers will have immediate support from our district. Through the TLC plan, mentoring and induction efforts will be enhanced by giving them time to collaborate, attend meetings together, and have conversations that will further enhance the education of our children. The fact that the Journey to Excellence program takes a lot of time away from our students because teachers are required to attend meetings outside of the district, Murray will adopt our own mentor program. We encourage our new and veteran teachers to take advantage of the many opportunities the mentoring program offers them. The Model/Mentor teacher can work with veteran teachers where and when appropriate.

The Model/Mentor teacher will be responsible for modeling best practices, analyze data, support teacher growth and reflective practices. They will also provide relevant and meaningful learning opportunities that enable teachers to successfully implement instructional practices, They will facilitate collaboration, observations, modeling, and feedback for the purpose of improving instruction

The TLC plan is that the instructional coach will oversee the mentoring program at Murray Community School. The instructional coach will make sure that there is time for the teachers to meet, collaborate, observe, analyze, plan, and reflect. New teachers will have the ability to observe veteran teachers, discuss and reflect upon what was observed, and create lessons implementing the strategies they observed. This will help enhance the new teacher's growth and experience, but it will also enrich the entire learning environment for all. This will ultimately lead to improving student learning and achievement which is the main focus of our district's goals.

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.

When the TLC committee sat down to plan a system that would work for Murray Community School, it was decided that since we are such a small school district we didn't need many instructional coaches. We wanted a plan that would enhance what we are already doing in professional development, enhance classroom instruction, and continue to follow the goals of the district and the legislature. We wanted to design a program that provided leadership opportunities for staff and create the best learning environment for our students. Since we are a small district our plan may be considerably different than other school districts, however, it is, in our opinion, what will work best for us in meeting our district goals and needs, and also meets state guidelines and goals.

The new TLC job descriptions are listed below. They have been aligned by our planning team with the additional responsibilities, corresponding stipends, and contract days associated with them. The Murray Community School District will meet the 25% requirement set forth by the TLC grant.

Full Time Instructional Coach (0% classroom time)

- *Plan and organize professional development activities designed to improve instructional strategies with input from the administrative team
- *Facilitate/lead professional development team in developing and implementing school-wide professional development sessions related to instruction, curriculum planning, and assessment
- *Support teacher growth and reflective practice
- *Support teachers in gathering resources and supports needed to implement the curriculum
- *Engage in development and implementation of curricular materials
- *Coordinate coaches/observations
- *Research and participate in professional growth activities to keep current on trends
- *Document data and report to administration/district
- *Assist with Iowa Department of Education reporting
- *Discuss district goals and expectations with teachers to ensure student achievement
- *Provide one on one support to teachers when needed
- *Facilitate teacher observations, modeling, and collaboration
- *Advocate for district or building developed school improvement

Model/Mentor Classroom Teachers (100% of time engaged in student instruction)

- *Model effective teaching that demonstrates best practices
- *Implement professional development focus
- *Provide relevant and meaningful learning opportunities that enable teachers to successfully implement instructional practices
- *Accept visitors in the classroom during instructional and non-instructional times
- *Work with and accept coaching/suggestions from the instructional coach, as needed
- *Facilitate collaboration, observations, modeling, and feedback for the purpose of improving instruction
- *Analyze data for the purpose of improving instruction
- *Support teacher growth and reflective practices
- *Provide classroom feedback and modeling for the purpose of improving instruction
- *Instruct and coach during professional development time or other shared opportunities
- *Provide staff leadership to ensure understanding of and promote the educational goals of the school district
- *Document and report to the instructional leader and building principals
- *Research and participate in professional growth activities to keep abreast of current and future trends
- *Be knowledgeable with Iowa's teaching standards
- *Assist beginning educator in goal setting, finding resources, problem-solving
- *Counsel and collaborate with the beginning teacher

These roles have been designed to provide teacher leaders the opportunities to work collaboratively and coherently following our TLC plan, while providing informative feedback and reflection to strengthen the instructional needs of our staff and to increase student achievement throughout our district.

The Murray School District will have 1 full time Instructional Coach. Responsibilities of the instructional coach will be observing, assisting, teaching, coaching. They also could lead instruction/practice during professional development sessions. Other responsibilities could be researching best practices, planning curriculum or professional developments, working with the Iowa Core, attending trainings, and/or acquiring materials teachers need to best implement the curriculum. The instructional coach will have 10 extra contract days beyond the normal 190. The instructional coach will spend 0% of their time as classroom instructor.

Model/Mentor teachers will be included as part of the our TLC plan. Model/Mentor teachers will spend up to 2 hours per week collaborating with other staff members, and will spend 100% of their time in the classroom. We will have model/mentor teachers in both the K-6 and 7-12, depending on the need of the district. These individuals will be available to be used as models for other teachers to observe instructional practices. They will collaborate, analyze data, and attend professional developments. The instructional coach will work collaboratively with these Model/Mentor teachers, and use them as a tool for the improvement of all staff. We plan to utilize the assets our staff members have to fill these roles. Teachers with less than 2 years of experience will have a Model/Mentor teacher assigned to them. Veteran teachers will also be given the opportunity to work with a Model/Mentor teachers as needed. These individuals will follow the Murray Community School District's mentoring plan, already established. Their role will be to provide insight and support to new staff members.

All FTE numbers are approximations. With the current staff, our estimations are that we will need 1 full time PK-12 instructional coach, and 5 Model/Mentor teachers. Our intent is to hire staff to fill these roles from within our current staff and to use a mix of release time and school time to the FTEs. Leadership positions are a one year appointment, teachers may apply for assignment in a new leadership role, or for reassignment to that role.

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.

Murray Community School District has identified teacher leadership roles that will require assignment through a selection committee comprised of 4 teachers and two administrators. Two leadership roles will be recommended through the selection committee:

- Instructional Coach
- Model/Mentor teachers

These positions will be selected through a performance -based selection process. Individuals will have a one -year term, renewable based on peer reviews, and positive formative and summative evaluations.

Instructional Coach:

1. Prospective instructional coaches will have taught for three years, be members of the Murray Community School District for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and two letters of reference. The selection committee will review the applications.

2. After approval of initial application, prospective candidates will:

- be interviewed by the selection committee
- review and provide feedback in regards to lesson plans as to the intended, enacted, and assessed learning in relation to the Iowa Core Curriculum
- review and provide feedback from a video of a classroom teacher
- provide evidence of the Iowa Teaching Standards and Criteria. Included in this will be:
 - samples of student work
 - data collection that demonstrates student growth
 - artifacts that demonstrate adherence to the district's goals
 - evidence of effective lesson planning
 - documentation of the prospective candidate's previous attention to professional learning

Model/Mentor Teacher:

1. Prospective Model/Mentor Teachers will have taught for three years, be members of the Murray Community School District for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and one letter of reference. The Instructional Coaches and administration will review the applications.

2. After approval of initial application, prospective Model/Mentor Teachers will:

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

Selection Process:

The Instructional Coach and Administration will review the applications. The committee will use rubrics to score the prospective candidates:

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

Leadership effectiveness and growth will be measured by focusing on the prospective candidate's acquisition and

demonstration of the applicable Iowa Standards for School Leaders.

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

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

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

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

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

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

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

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.](#)

Murray Community School District's Professional Development Team will be restructured to include model/mentor teachers, PK-12 principal, instructional coach, and superintendent. The instructional coach and administrative team will be plan and facilitate PD team meetings. This team is responsible for planning and implementing the district's professional development plan. Professional development has focused on improving classroom instruction to improve student achievement. The TLC plan will to enhance the PD team by involving the Model/Mentor teachers and instructional coach.

Each of these positions will help the district to work towards the goal of improving instruction to improve academic achievement. The TLC plan will further enhance data-based decision-making, demonstrate, practice, collaborate, and coach to continue to enhance our student's education.

Model/Mentor Teachers will be paired with both new and experienced teachers as needed. These teacher leaders will serve on the PD team. They may also lead staff trainings and model best educational practices.

Instructional Coach will observe, teach, coach, lead instruction, and provide resources to staff members. The instructional coach will lead instruction during professional development and during conversations with staff members. The instructional coach will support aligning and implementing staff development towards district and state goals. They will observe, provide feedback, offer suggestions, and provide resources. Instructional coaches will assist with analyzing data, goal setting/implementation, curriculum development, collaboration, and program/strategy evaluation. This person will also seek out training opportunities for staff to continue to grow as professionals and will communicate with the administration.

Murray Community School District has followed the Iowa Professional Development Model (IPDM) by collecting, disaggregating, and analyzing data to establish student goals and ongoing professional development. We collect student data from MAP, FAST, ITBS tests, ITEDS. We use this information to identify students strengths and weaknesses. We then plan curriculum and PD based on data collected. Our restructured PD team will align professional development with the IPDM.

(Part B)

Collecting and Analyzing Student Data

- Teacher leaders will support the analysis of student data. The Instructional Coach will provide the training associated with this analysis.
- Instructional Coach will work with teachers in analyzing formative and summative results to determine appropriate instructional responses.
- Model/Mentor teachers will support new teachers with data collection and analysis methods used in the district.

Goal Setting and Student Learning

- All teacher leaders will work with administrators to identify building goals and align PD activities.
- The Instructional Coach will assist with setting goals in response to formative assessment data.
- All teacher leaders will work with principal and teachers to assure alignment of teacher career plans with building and PD initiatives.

Selecting Content

- All teacher leaders will work with principals and building leadership teams in selecting research-based instructional strategies based on student performance data.
- All teacher leaders will work with the Multi-Tiered Support System (MTSS) team to select appropriate instructional responses/strategies when students are not successful in universal tier instruction.

Designing Process

- The district professional development team will develop sustainable PD activities specific to areas of need as identified by analysis of student performance and instructional audit data.
- The instructional coach and administration will facilitate the identification, planning and providing of building and grade/content specific PD training that incorporates all phases of the IPDM.

- All PD activities will align district initiatives.

Training/Learning Opportunities

- All teacher leaders will deliver PD training.
- Model/Mentor teachers will model/demonstrate strategies and provide feedback to teachers throughout implementation.
- Model/Mentor and Instructional Coach will support PD activities and provide feedback to peers related to the PD topics.

Collaboration and Implementation

- Model/Mentor Teachers and Instructional Coach will be ensure that PD is implemented with fidelity as they model, observe, and provide feedback to teachers.
- All teacher leaders will work to create a safe environment to build effective professional relationships with teachers.

Formative Student Evaluation

- The administrators, Instructional Coach, and Model/Mentor teachers will review student performance data on an ongoing basis. Data will guide instructional practice as well as identify professional development needs.
- Based on data analysis, principals will work collaboratively with teacher leaders to recommend adjustments to district PD

Program Evaluation

(Summative)

- Administrators and teacher leaders will meet annually to analyze achievement data, MTSS data, and teacher survey results to determine effectiveness of current initiatives and to identify future needs.
- A summary of progress will be created and provided to the board of education as well as school and community stakeholders.

Developing an Individual Teacher Professional Development Plan

- All teacher leaders will provide support for teachers in the creation and implementation of their individual professional development plans.

Through this collaborative process and the use of the IPDM, the most relevant topics will be identified based on the focus provided to all teachers by teacher leaders. Teacher leaders will develop and lead focused conversations based on data and the strategies necessary to improve student achievement.

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.

Goals for TLC:

Goal 1: Increase student achievement across the curriculum through best practices, collaboration, and teacher leadership.

- Using District Wide Assessments student achievement will be measured and monitored
- Teacher leader will collect and use District Wide Assessments to work collaboratively to assess student performance and needs

Monitor: Instructional coach will provide student data pre and post teacher leadership.

Goal 2: Hire and retain quality teachers through support and mentoring using TLC plan.

- 1 Full time instructional coach will meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students.
- Model/Mentor teachers observe, demonstrate, collaborate, and support best practices to enhance student learning.

Monitor: Instructional coach will meet weekly with administrative team, and will provide evidence of classroom observations, conversations, and celebrations.

Goal 3: Teacher leaders will enhance professional development and collaboration with district staff.

- Our current collaboration team will be restructured to include administrators, and Model/Mentor teachers.

Monitor: Monthly meetings with administrative team and teacher leaders

The TLC plan will be monitored and adjusted by looking at student achievement scores, including both summative and formative. Student achievement will be measured by monitoring achievement trends over time, on various assessments. Murray's teacher leaders will look to this data to determining growth and need. The professional development goals will be realigned as needed.

Administrators and the Professional Development team will work together to monitor the works of the teacher leaders through observations. Teacher leaders and mentors will be required to collect data and submit it to the Instructional coach periodically. Informal walk throughs will also help determine the effectiveness of the TLC plan, and adjustments will be made as necessary. All teachers will do periodic reflections in their professional development notebooks about the TLC program. The district will use and analyze the data from artifacts, reflections, logs, discussions, and observations adjust the content and practice of the plan in an on-going basis.

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

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

The Murray Community School District considers the TLC plan to be an improvement of what we are already doing to improve teacher instruction and student achievement. The administration is committed to creating a plan that works for Murray School, is aligned to state standards, and is sustainable for the district.

The Instructional Coach will monitor the daily facets of the plan, while at the same time developing the working structure of the plan. This individual will meet with the administration weekly and the professional development team monthly to communicate and collaborate in regards to the processes that we implement.

Administration will work closely with all of the groups to assist the process as much as needed. With the guidance of the administration and the PD team our planning committee feels we will take our current program and enhance it to make it great. The Instructional coach and Model/Mentor teachers will provide our school with structured tools and resources to make improvements. Each of these positions will help the district to work towards the goal of improving instruction to improve academic achievement. The TLC plan is to further enhance data-based decision-making, demonstrate, practice, collaborate, and coach to continue to enhance our student's education.

The instructional coach will be responsible for planning and facilitating the team meetings. This team is responsible for planning and implementing the district's professional development. PD has focused specifically on improving classroom instruction to improve student achievement. The TLC plan is to continue to enhance the PD team by involving the Model/Mentor teachers and instructional coach.

Model/Mentor Teachers will be paired with new teachers and veteran teachers, as needed. These teacher leaders will serve on the PD team. They may also lead staff trainings and model best practices.

Instructional Coach will observe, teach, coach, lead instruction, and provide resources to staff. The instructional coach will lead instruction during PD and during conversations with staff members. The instructional coach will support aligning and implementing our staff development towards district and state goals. They will observe, provide feedback, offer suggestions, and provide resources for teachers. Instructional coaches will assist with analyzing data, goal setting/implementation, curriculum development, collaboration, and program/strategy evaluation. They will also seek out training opportunities for staff to continue to grow as professionals and communicate with the administration.

Murray Community School District has followed the Iowa Professional Development Model by collecting, disaggregating, and analyzing data to establish student goals and ongoing PD. We collect student data from MAP, FAST, ITBS tests, ITEDS. We use this information to identify students' strengths and weaknesses. We then plan curriculum, professional development based on data collected. Our restructured PD team will align professional development with the IPDM.

Trainings for teacher leaders will be offered through AEA's and the state, leadership teams will have access to strengthen leadership skills and develop a leadership network. We are committed to implementing the best TLC plan possible.

Murray District has successfully implemented one-to-one Chromebooks, integration of electronic textbooks for grades 7-12 in English and Math, restructuring of staff and schedule for MTSS, and use of collaboration time.

Application for the state TLC grant allows Murray Community School District to access additional revenue to invest in its most critical resource, human capital. Investing in a system to develop teacher leadership will help achieve the three goals and vision for Murray's TLC Plan:

Goal 1: Increase student achievement across the curriculum through best practices, collaboration, and teacher leadership.

•District Wide Assessments and student achievement will be measured and monitored

•Teacher leaders will collect and use District Wide Assessments to work collaboratively to assess student performance and needs

Monitor: Instructional coach will provide student data pre and post teacher leadership.

Aligns with state TLC goal of student achievement

Goal 2: Hire and retain quality teachers through support and mentoring using TLC plan.

•1 Full time instructional coach will meet our district’s needs without disrupting valuable classroom time for highly effective teachers and their students.

•Model/Mentor teachers observe, demonstrate, collaborate, and support best practices to enhance student learning.

Monitor: Instructional coach will meet weekly with administrative team, and will provide evidence of classroom observations, conversations, and celebrations

Aligns with state TLC goal of attract and retain teachers and state TLC of increased teacher collaboration.

Goal 3: Teacher leaders will enhance professional development and collaboration with district staff.

• Our collaboration team will be restructured to include administrators, and Model/Mentor teachers.

Monitor: Monthly meetings with administrative team and teacher leaders.

Aligns with state TLC goal of rewarding professional development and state TLC of increased teacher collaboration.

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. | \$12,660.00 |
| Amount designated to fund the salary supplements for teachers in leadership roles. | \$60,031.00 |

| | |
|---|--------------------|
| 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). | \$5,829.00 |
| Amount used to provide professional development related to the leadership pathways. | \$1,213.00 |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i> | \$0.00 |
| Totals | \$79,733.00 |

Grant Allocation

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

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

| | |
|---|-------------|
| Certified Enrollment Number | 255.0 |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i> | |
| District Enrollment-Based Allocation | \$79,733.40 |
| Total Allocation | \$79,733.40 |

Other Budgeted Uses - Description

| | |
|------------------|-----------------|
| Item description | Amount budgeted |
| | \$0.00 |

Total Allocation Budgeted

| | |
|---|-------------|
| Total Projected Amount to be Expended | \$79,733.00 |
| <i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i> | |
| Remaining Allocation to be Budgeted | \$0.40 |

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)

Total Allocation \$79,733.40 Certified enrollment number 255

Amount used to raise the minimum salary to \$33,500. \$12,660.00

Amount designated to fund the salary supplements for teachers in leadership roles. \$60,031.00

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). \$5,829.00

Amount used to provide professional development related to the leadership pathways. \$1,213.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.* \$0.00

Totals \$79,733.00

\$12,660 to raise all minimum salaries to \$33,500

The Murray School District will have 1 full time Instructional Coach. Responsibilities of the instructional coach will be observing, assisting, teaching, coaching. They also could lead instruction/practice during professional development sessions. Other responsibilities could be researching best practices, planning curriculum or professional developments, working with the Iowa Core, attending trainings, and/or acquiring materials teachers need to best implement the curriculum. The instructional coach will have 10 extra contract days beyond the normal 190 (\$2200). The instructional coach (new position) will receive \$48,000 (based on salary schedule) which includes FICA, IPERS and insurance. The instructional coach will spend 0% of their time as classroom instructor.

Model/Mentor teachers will be included as part of the our TLC plan. Model/Mentor teachers will spend up to 2 hours per week collaborating with other staff members, and will spend 100% of their time in the classroom. We will have model/mentor teachers in both the K-6 and 7-12, depending on the need of the district. These individuals will be available to be used as models for other teachers to observe instructional practices. They will collaborate, analyze data, and attend professional developments. The instructional coach will work collaboratively with these Model/Mentor teachers, and use them as a tool for the improvement of all staff. We plan to utilize the assets our staff members have to fill these roles. Teachers with less than 2 years of experience will have a Model/Mentor teacher assigned to them. Veteran teachers will also be given the opportunity to work with a Model/Mentor teachers as needed. These individuals will follow the Murray Community School District's mentoring plan, already established. Their role will be to provide insight and support to new staff members. The Model/Mentor teachers will receive \$2914.50 which includes FICA and IPERS.

Sub teacher cost for 50 days for a total of \$5829.

Goals for TLC:

Goal 1: Increase student achievement across the curriculum through best practices, collaboration, and teacher leadership.

- Using District Wide Assessments student achievement will be measured and monitored
- Teacher leader will collect and use District Wide Assessments to work collaboratively to assess student performance and needs

Goal 2: Hire and retain quality teachers through support and mentoring using TLC plan.

- 1 Full time instructional coach will meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students.
- Model/Mentor teachers for both K-6 & 7-12 observe, demonstrate, collaborate, and support best practices to enhance student learning.

Goal 3: Teacher leaders and model teachers will enhance professional development and collaboration with district staff.

- Our current collaboration team will be restructured to include administrators, instructional coach, and **Model/Mentor teachers.**