



Application

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

140122 - Newell-Fonda/Albert City-Truesdale TLC

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 2:33 PM

Primary Contact

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Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name:

Newell-Fonda Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

www.newell-fonda.k12.ia.us

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Cover Sheet-General Information

Authorized Official

Name Rob Olsen
Title Superintendent
Organization Newell Fonda School District

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

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City State Zip

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Fiscal Officer/Agent

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

Name Marcia Johnson
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County(ies) Participating, Involved, or Affected by this Proposal	Buena Vista County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	5, 6
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	10, 11
<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.

Yes

If YES, describe the positive impact expected from this project

All students will benefit from the leadership positions held by staff members. The purpose is to improve the teaching and learning that occurs in all classrooms.

Indicate the group(s) positively impacted.

Women, Person/s with a Disability, Blacks, Latinos, Asians, Pacific Islanders, American Indians, Alaskan Native Americans, Other

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.

Rob Olsen

Title of Person Submitting Certification

Superintendent

Recipient Information

District

Newell-Fonda 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

Rob Olsen

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TLC Application Contact

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Mrs.

Name of TLC Contact

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50568

Demographic Profile

October 2014 Certified Enrollment

469

October 2014 Free/ Reduced Lunch %

54

AEA Number

8

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

Because of a shared superintendent and close proximity in location, Newell-Fonda CSD and Albert City - Truesdale CSD have combined resources for the purpose of this TLC grant. Newell-Fonda CSD is located in Newell, IA and maintains a steady enrollment of approximately 500 students in grades PK-12 (all in one building). Albert City - Truesdale's student population also remains constant at approximately 90 students in grades PK-6. Both districts also have an increasing number of at-risk, special education, English Language Learners, and low socioeconomic status students. N-F currently is on Year 3 of a SINA designation in reading for grades 6-8 and Year 1 for reading in grades 4-5. In 2013, the districts began sharing their Superintendent, their Business Manager, their Transportation Director and their Media Specialist. This partnership also includes sharing professional development initiatives.

Student achievement at AC-T is consistently above the state average, due in large to a committed staff and district initiatives that have been successful. Newell-Fonda has also seen above the state and national averages on the ACT and IOWA Assessments over the past several years. Teachers in both districts have worked collaboratively for the past three years developing conceptual units, and they have studied the work of McTighe and Wiggins (Understanding by Design) extensively during professional development days.

Even so, there is a sense of urgency for additional leadership roles and enhancements because of the following teacher support needs:

- Iowa Core Implementation
- Next Generation Science Standards Implementation
- SINA designation in reading
- Needs for differentiation due to changing demographics
- Continued development of conceptual units

This consortium's TLC committee set the following goals in the development of this TLC grant:

- To write a comprehensive TLC plan tied to N-F/AC-T's vision and goals that enhances the current collaborative PD system, aligns with the Iowa Professional Development Model, and improves the quality of instruction to increase student achievement
- To assure a minimum salary of \$33,500 for all N-F/AC-T teachers
- To collect information from all stakeholders in order to develop and prioritize a list of district needs, as well as measure the success of the program
- To utilize qualitative and quantitative data to establish differentiated, meaningful teacher leadership roles that meet teachers' professional needs at N-F/AC-T
- To provide a quality teacher leadership system enabling N-F/AC-T to recruit, retain, and promote excellent teachers
- To create a TLC system that would compensate teacher leaders extra responsibilities and extended contract days
- To create a rigorous selection process, streamlined renewal process, and accompanying evaluation system to monitor the implementation of the TLC plan
- To enhance current leadership roles and add additional teacher-leader positions

The TLC committee's efforts resulted in 22 N-F/AC-T new or enhanced teacher-leader roles: 2 Instructional Coaches, 6 Model Teachers, 4 Mentor Teachers and 10 PLC Leaders.

The 22 leadership positions will be offered to the consortium's 64 teachers. A TLC Committee will consider candidates based on past practice, leadership experience, and propensity for professional growth in a rigorous selection process. Teacher leader evaluations will be based on five essential leadership traits aligned to the Iowa Teaching Standards: content knowledge and pedagogy, facilitation skills, use of implementation data and analysis, dispositions and core beliefs, and reflective capacity.

Compensation for the teacher-leader roles will be commensurate with their responsibilities. The consortium's budget allots 2% for the salary increase of AC-T teachers on the lowest steps/lanes of the salary schedule (N-F already meets the minimum salary); 13% for salary teacher-leader supplements; 82% for full-time replacement staff compensation,

1% for related expenses; and 2% for PD opportunities aligned with annual teacher leadership goals.

The TLC Committee will determine the effectiveness of the TLC plan and make annual adjustments based on the qualitative and quantitative data collected, the current needs and initiatives of the districts, the impact of student achievement and feedback from stakeholders. This TLC grant is designed to promote collaboration through an interconnected teacher-leader structure. This TLC plan puts the structures in place for N-F/AC-T schools to attract and retain effective teachers, provide rewarding professional growth, develop internal leadership capacity, and improve instructional practice, ultimately leading to increased student achievement that supports individualized instruction and learning for all staff and students.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

Please include the following information in your narrative:

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

Newell-Fonda and Albert City - Truesdale's planning for the TLC grant began with guidance from Jaymie Randel of Prairie Lakes AEA. After administrators from both districts attended a workshop led by Prairie Lakes AEA, they reviewed teacher leadership systems throughout the state of Iowa and began writing the grant using planning documents and supports provided by Jaymie Randel. As a follow-up to this workshop, a district planning group of 3 administrators and 13 teachers from N-F and AC-T (6 elementary, 2 middle school, and 5 high school teachers) met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit input and feedback.

Initially administrators were somewhat concerned about the impact a teacher leadership system might have on the overall culture of the district. All administrators were excited at the prospect of having an on-going, built-in system for ensuring the continual development and growth of teachers and the positive impact this would have on student achievement. However, concern was expressed about the potentially negative effects of removing high-quality teachers from the classroom. After discussion, the design of the system was adjusted so that, at least in the first year, the amount of time teacher leaders would be out of the classroom would be minimized. Also, it was decided that teacher leaders release from instructional duties would be dependent on finding a suitable replacement. As a result, 100% of administrators are in support of implementing a teacher leadership system.

Teacher input was actively sought and incorporated into the plan. Sessions were held for all teachers to inform them about the TLC grant, its vision, its goals, as well as the potential leadership positions available. After this information was given to all teachers, a survey was conducted to determine their level of support for a teacher leadership system, the roles they felt would be most beneficial, the types of teacher leaders they would most likely utilize, and which roles they might be interested in pursuing.

Teachers were very supportive of the TLC grant. 92% stated they felt the TLC grant had potential to significantly improve student achievement. 96% expressed a willingness to collaborate with teacher leaders and 94% were interested in exploring at least one of the teacher leader positions. Some teachers did express concern for the longevity of the grant money and others expressed a concern for our small staffs and how challenging it may be to replace teacher leaders in the classroom.

Parents, school board, and community members were also involved in the process. Approximately 25 parents, school board and community members attended a meeting in which administrators informed them about the TLC system and how it would benefit the achievement of all students. Input on the potential strengths and weaknesses was solicited from this audience so the grant could be adjusted based on their feedback.

As a result of this meeting, a majority of the members of this group expressed support for a teacher leadership system. Parents, school board and community members believe that a teacher leadership program will improve instruction for students, allow for better support and retention of new teachers, create a more open environment for the sharing of expertise, improve professional development and growth, and increase accountability. One parent specifically stated that "having extra funding to help personalizing the learning environment for every student would have the greatest impact on achievement" in her opinion. Their concerns also closely mirrored those of administrators and teachers and related to the sustainability of such a system if the funding runs out, how to keep additional responsibilities from increasing teacher burnout, and a desire to ensure that the application and review process is rigorous.

Because of the research conducted, extensive outreach efforts, and the valuable feedback incorporated into the final design, we feel confident that N-F/AC-T has a strong plan for launching a teacher leadership program. Our program will support teacher growth, lead to higher student achievement, and allow the district to grow in ways that will meet the needs of our future.

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.

At Newell-Fonda and Albert City-Truesdale our mission is to prepare all students to become successful, well-educated contributors to society. Our vision is to improve learning through the development and implementation of the teacher leadership system that supports individualized instruction and learning for all staff and students. As we looked at data in both districts, it became clear that a need for increased emphasis on reading comprehension, science, and math at all levels is necessary.

Utilizing TLC funds is the only way we can compensate excellent teachers beyond the master contract. We firmly believe by increasing our base salary, improving our mentoring and induction program, and implementing a teacher instructional support structure that both districts will attract new teachers and retain effective teachers. Through frequent opportunities for teachers to collaborate about teaching and learning, our students will gain at least one year of growth on the Iowa Assessments in reading, math, and science.

The TLC planning committee aspires to develop, implement, and sustain a high quality teacher leadership structure that will achieve the following goals.

Goal #1: Improve learning experiences by personalizing teaching and learning for every student and staff member. Both districts are challenged by the changing demographics and increasing sub-populations (at-risk, special ed, low socio-economic, ELL). In order to continue to provide learning opportunities that meet the various needs of all students, the teachers' learning experiences must also be individualized. A major responsibility of the Instructional Coaches will be to build the capacity of all teachers to personalize learning for every student. To do this, the individual needs of teachers will have to be met through coaching, mentoring, differentiated professional development, and demonstration of evidence based instructional techniques. Evaluation of Goal: Evidence from IPDP plan discussion and reflection with Instructional Coach.

Goal #2: Reward professional growth and effective teaching by providing opportunities for collaboration. The TLC plan will allow both districts to provide more professional development opportunities. Currently, the district has been providing professional development for teachers to continue their conceptual unit writing led by Prairie Lakes AEA. With TLC funding, the districts will also provide further professional development for instructional coaches, mentors, and model teachers offered by the AEA (i.e. Jim Knight's coaching workshops). Professional development and opportunities for collaboration will also be provided to all teachers to improve CGI math strategies, to better understand the Next Generation Science Standards, and to continue to implement the Iowa Core. Evaluation of Goal: Analysis of coaching logs, interactions and surveys.

Goal #3: Attract and retain effective teachers by providing a strong system of support and opportunities for collaboration.

The minimum bases salary for all teachers will be raised to \$33,500 in both districts. An improved mentoring and induction program and increased opportunities for collaboration will provide a strong system of support for teachers. Evaluation of Goal: High Teacher Retention Rates

Goal #4: Provide aligned and differentiated professional development.

Teacher leaders will collaborate with teachers one-on-one, meet them in their zone of proximal development, and help them meet individual goals. Our system is designed to meet the individual needs of teachers through differentiated professional development. Evaluation of Goal: Analysis of Individual Teacher Professional Development Plans

Goal #5: Increase student achievement through improved instructional practices.

Newell-Fonda's grades 6-8 Year 3 reading SINA designation and Year 1 reading SINA designation for grades 4-5 is a priority for teacher leaders. With the TLC grant funding, leaders will be able to assist all staff with strengthening literacy and math instruction. Evaluation of Goal: Increased Reading Comprehension

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

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

The TLC plan developed jointly by the Newell-Fonda CSD and Albert City-Truesdale CSD connects to the following school improvement focuses and initiatives: literacy, math, data, Iowa Core/Next Generation Science Standards implementation, specialized student populations, and teacher mentoring.

One aspect of the plan addresses the literacy and math trends from 2011-2015. Proficiency scores have remained somewhat consistent on the Iowa Assessments for all students grades 3-11. Reading scores have increased from 70% proficient to 79% proficient over 4 years. In math the increase has been from 74% proficient to 78% proficient.

However, our Low SES students currently have a proficiency rate of 69% in reading and math, whereas our High SES proficiency rate jumps to 87%. Obviously, these numbers show room for improvement. Therefore, the TLC plan incorporates Instructional Coaches at the PK-6 level and the 7-12 level to analyze data and provide support to teachers to reverse any negative trends. We would also like to see the proficiency rate increase for all students. Currently, K-8 teachers meet monthly to identify trends, align curriculum, and discuss instructional practices to improve student learning. At the 9-12 level this information is discussed during bi-weekly PLC meetings. With little time for the in-depth research, collaboration, and peer observation necessary to improve instruction, individual teachers and grade-level teams are left to interpret best-practice research and district goals independently. This isolated approach of interpreting data and best-practice research could possibly impede student learning. With the TLC grant in place, Instructional Coaches, PLC Leaders, and Model Teachers can provide the proper modeling, observation feedback, data analysis, and collaborative planning necessary for improved student achievement.

Furthermore, without a formal system in place to help teachers analyze and make use of data to improve student learning, many N-F/AC-T staff are overwhelmed and frustrated by the volumes and complexity of both district's data. Available data includes, but is not limited to, EdInsight, FAST and Boulder Valley Math Assessment, and Iowa Assessment results. The TLC plans provides time for Instructional Coaches, PLC Leaders, and Model Teachers to work with the administrative team to efficiently collect, analyze and interpret all types of data.

The Instructional Coaches will also work with building administrators to create and implement a curriculum cycle focused on the Iowa Core and Next Generation Science Standards, best instructional practices, and targeted data analysis. Currently, content-specific teachers meet with building administrators to discuss curriculum and instructional needs, often without support from other teachers. The TLC plan will allow the Instructional Coaches to better facilitate these curriculum conversations because the plan provides release time for the coaches to attend conferences, gather resources, and model and observe best practices. Instructional Coaches will then have time to meet with teachers during RTI and PLC meetings to discuss curriculum needs. Coaches will also be able to facilitate time for teachers to collaborate with each other around curriculum challenges. The TLC plan also provides summer collaboration time with the administrative team to create focused PD time around curriculum needs.

Since the combined demographics of N-F/AC-T include rising sub-populations of At-Risk, ELL, and Low SES students, the TLC plan will help teachers address these changes in their classroom. Presently, teachers meet in grade-level groups to identify needs, but teachers indicated they would like more support with specific, research-based strategies targeted at differentiating for these growing student populations. Data also indicates that such support is necessary with Low SES only 69% proficient in reading and math in grades 3-11. Also, special education students only show proficiency numbers of 23% in reading and 33% in math in grades 3-11. The Instructional Coaches and Model Teachers will share and model research-based strategies to reverse these growing gaps and downward trends.

Ultimately, the Instructional Coaches and Model Teachers will work with the ELL and At-Risk Coordinators, as well as special education teachers, to create a culture where at-risk indicators, cultural differences, and economic statuses do not impede student progress.

Lastly, the TLC plan provides the opportunity for each district to create a mentoring program that better supports both first-year and experienced teachers new to the districts. To retain quality teachers and improve their overall effectiveness, the plan uses Mentor and Model teachers to facilitate mentor/mentee meeting focusing on the district's initiatives, expectations, and resources. It also continues the use of teacher mentors who meet with mentees on a regular basis and participate in classroom observations and discussions. In addition, the TLC plan includes a provision ensuring all teachers will be paid a minimum of \$33,500.

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)

An improvement to the current Mentoring and Induction program at Newell-Fonda and AC-T was needed to provide better support for both first-year and experienced teachers new to the districts. Ultimately, our goal for our Mentoring and Induction program is to retain teachers in both districts and help them effectively educate and enhance the learning of all the students who enter their classrooms.

After surveying our new teachers and discussing the effectiveness of our current Mentoring and Induction program with our current mentors, it has been determined that more collaboration time is needed throughout the school year.

Although much time is spent discussing classroom management strategies (Standard 6) and instructional planning (Standard 3), more time is needed to help new teachers deliver instruction that meets the multiple learning needs of students (Standard 4) and use a variety of methods to monitor student learning (Standard 5).

Because of the funding that is now available through the TLC grant, the following improvements will be made to our Mentoring and Induction program. When a beginning teacher starts his/her career at Newell-Fonda or AC-T, he/she will be assigned a well-trained and experienced mentor who will work directly with this teacher during his/her first two years of employment. In August, before the rest of the staff begins, the new teacher and the mentor will have 2 days to work together in planning the first days of school, assessing areas of strength and growth, and becoming familiar with on-going building and district professional development efforts. This collaborative relationship will also continue throughout the school year with the expectation of the mentors and mentees meeting at least every other week to discuss teaching and learning. Our TLC plan will not only provide the new teacher with opportunities to meet with his/her mentor, but he/she will also meet with our Instructional Coaches, participate in PLC meetings to gain insight on instructional strategies to better serve the multiple learning needs of students, and he/she will have access to model teachers' classrooms to see firsthand demonstrations of effective instructional practices and how to monitor student learning. This support is of tremendous value in helping the new teacher work through discipline issues, lesson planning, training opportunities for programs already implemented at Newell-Fonda and AC-T as well as new training initiatives of the district. Teachers new to the district, but not to the profession, will be assigned an informal mentor to assist with an induction process similar to that of the beginning teacher.

We believe with increased time for reflection about practices, the mentor will be able to more fully assess the needs of the new teacher and provide necessary support. Additional supports provided by Instructional Coaches and Model Teachers will go a long way in helping new teachers become successful.

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.

Newell-Fonda and AC-T formed a consortium TLC plan. The two districts share a superintendent and chose to create teacher leadership roles that will collaboratively benefit student learning in both districts. The District Leadership Team (DLT) from each district will work collaboratively to create a common vision for the instructional improvement strategies we will use to strengthen instruction and improve student achievement and learning. The DLT includes district and building administrators, the Instructional Coaches, the Mentors, the Model Teachers, and the Professional Learning Community (PLC) Leaders. This team will be responsible for the development, implementation, and evaluation of ongoing professional development throughout the school year. The building administrators and the Instructional Coaches will meet monthly to discuss progress on building and district goals.

Our teacher leadership systems creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. This system will create more rigorous teaching and learning in both districts.

The key to a successful coaching program is a trusting relationship between teachers and coaches, and training and support from administrators are vital as well. In our districts, our coaching will be confidential, non-evaluative, and supportive. This coaching will provide the teacher with constructive feedback and reflection, but will not be a part of any formal evaluation process. The work the Instructional Coaches, Model Teachers, and Mentors do will be one-on-one with individual teachers as well as small groups. They will also work with PLC Leaders on specific strategies or problems, focusing on practical changes they can make in their classrooms. This ongoing work will be supplemented by other professional development activities. It is critical that these support professionals create a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning so they can find solutions to identified issues.

Teacher leader roles were created based on district data, stakeholder input, and the identified need for improvement. Teachers are qualified to apply for the roles below if they have three years of teaching experience and have worked for either district for at least one year.

2 Instructional Coaches (Full Release - 1 Year Assignment) (Schedule A Base Salary & \$6,000 stipend with 7 Additional Days) (3% of Teachers)

An Instructional Coach is someone who is experienced, highly accomplished, and well-respected whose chief responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders.

Duties:

Oversee the TLC Plan

- Collaborate with district leaders to address TLC plan implementation issues as well as instructional issues
- Interpret data and share progress with the community and school board
- Meet with building principals once per week to:
 - Discuss building initiatives
 - Share best practice research
 - Analyze school data
 - Discuss effective implementation of technology
 - Monitor progress of classroom interventions
- Collaborate with teachers in the development of individual career plans
- Spend at least 30 hours per week collaborating with teachers
- Provide demonstrations and modeling of district initiatives
- Support teachers with implementing the Iowa Core through co-planning, co-teaching, modeling, observing, and reflecting with classroom teachers
- Provide PLC leadership training
- Collaborate with PLC Leaders to plan PLC meeting and periodically attend PLC meetings
- Assist PLC Leaders and teacher with implementing RTI
- Schedule Model Teachers for classroom observations and collaboration time with initial and career teachers

- Meet with all teachers twice a year
- Within first six weeks of school meet to review classroom teachers' career plans and discuss ways to utilize the Model Teachers
- Meet during the last quarter of the school year to review and discuss classroom teachers' career plans and progress made
- Collaborate with Mentor Teachers to plan and implement the Mentoring and Induction program
- Collaborate with all teacher leaders with organizing, planning and delivering professional development

4 Mentors (Teach Full Time - 1 Year Assignment) (\$2,000 stipend with 2 Additional Days) (7% of Teachers)

Mentor Teachers will successfully demonstrate competent teaching skills, continuous improvement in teaching, and possess the qualifications to assume a leadership role.

Duties:

- Attend In-District Mentor training provided by Instructional Coaches
- Mentor teachers new to the district
- Provide information and guidance about daily/administrative/organizational needs
- Provide differentiated learning based on teacher need and experience
- Provide expertise as needed to develop schedules, problem solve classroom issues, behavior issues, and other needs
- Assist the initial teacher in the collection and analysis of data
- Peer review to provide feedback on effectiveness of teaching
- Provide guidance on the Iowa Teaching Standards and Criteria
- Provide an understanding of becoming part of a Professional Learning Community
- Work with Instructional Coaches and Model Teachers to ensure alignment with the Iowa Core, MTSS/RTI, literacy, conceptual teaching and other evidence-based district initiatives
- Assist Instructional Coaches with the implementation and evaluation of the mentoring program

6 Model Teachers (Teach Full Time - 1 Year Assignment) (\$1,000 stipend with 1 Additional Day) (7% of Teachers)

Model teachers will successfully demonstrate past success in learning and implementing new strategies and methods in the classroom and demonstrate best practice in differentiation in small and large group instruction. They should have the ability to model research based strategies, have strong classroom management skills, and have the ability to use data to make classroom decisions on a daily basis.

Duties:

- Maintain exemplary level of teaching practices
- Provide and promote literacy strategies, technology integration, instructional strategies during non-instructional and professional development time
- Maintain a log of observations
- Be current on research-supported best practices
- Work with At-Risk and ELL Coordinator to better serve these students
- Provide opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the classroom.
- Provide professional development for staff when needed
- Collaborate with Instructional Coaches and Mentors to ensure opportunities for observation and reflection are happening at least once per month

10 PLC Leaders (Teach Full Time - 1 Year Assignment) (\$1,000 stipend with 1 Additional Day) (15% of Teachers)

PLC Leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide a channel for ongoing communication between PLC, teacher leaders, and administration.

They will focus on Richard DuFour's 4 Essential Questions: What do we expect students to learn?

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

Duties:

- Attend PLC Leadership training
- Guide collaboration of PLC members which will include:
 - Leading discussion of strengths and weaknesses of student performance
 - Supporting team in identifying student learning needs
 - Facilitating discussion about improving instructional practices
 - Supporting group collection and analysis of data
 - Organizing and supporting peer observations
 - Staying current on research-supported best practices
- Work with Instructional Coaches to determine the type of learning opportunities teachers need
- Collaborate with building principals and DLT to address instructional issues
- Communicate meeting agendas and notes with building principals and Instructional Coaches

The TLC grant will allow our DLT to support and strengthen teachers at all levels through ongoing professional development. They will work with teachers one-on-one, meet them in their zone of proximal development, and help them reflect and meet individual goals. They will lead Professional Learning Communities to allow teachers to collaborate and build best practices. They will plan, facilitate, and monitor professional development to ensure that instruction and curriculum is rigorous as well as vertically and horizontally aligned. And, they will mentor initial teachers and provide continual professional development to ensure high-quality instruction right from the start. Our teacher leadership program will coordinate professional development that is currently dispersed throughout the district and recognize and reward teachers for work they are currently doing pro bono.

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.

Working with peers is different than working with students. Even the best teacher is not automatically suited by temperament or skill to work collegially with adults. The TLC planning team has developed a rigorous selection process to hire the 2 Instructional Coaches, the 6 Model Teachers, the 4 Mentors and the 10 PLC Leaders that includes multiple measures for examining past effectiveness and professional growth that will assist and guide this important work.

RECRUITING PROCESS:

Meetings will be held in both Newell-Fonda and AC-T to address the opportunities and benefits of teacher leadership. Basic selection criteria would include holding a valid Iowa teaching license, having a minimum of three years teaching experience, and having a minimum of one year of employment in either district. Teacher leadership positions will be posted and the TLC planning team will encourage teachers to apply.

SELECTION COMMITTEE:

The selection committee will consist of teachers and administrators with representation from each district. Confidentiality will be maintained throughout the selection process.

The District's Steps to Selection and Hiring of Teacher Leaders:

1. Establish a Selection Committee
2. Review applications
3. Develop interview questions and scoring rubric
4. Conduct interviews in late spring/early summer to ensure candidate(s) have an opportunity to participate in summer training(s)
5. Identify and select candidate(s). The Selection Committee should evaluate all interviewed candidates based upon the scoring rubric.
8. The Selection Committee will make a recommendation to the superintendent
9. The Superintendent will notify candidate(s) and announce selections

SELECTION CRITERIA FOR INSTRUCTIONAL COACHES:

A TLC Committee will consider candidates for the Instructional Coach position based on their past practice, leadership experience, and propensity for professional growth through a rigorous selection process. The selection rubric will address the following criteria as determined by the TLC Committee to evaluate the Instructional Coach's capacity to work with adults and systematically implement the TLC grant:

- a. Demonstrates an understanding of the Iowa Core, subject content, pedagogical knowledge, and needs of students by providing relevant learning experiences
- b. Promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning
- c. Systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to teachers and students
- d. Demonstrates a commitment to professional ethics, the school's mission, and participates in professional growth opportunities
- g. Communicates effectively with students, parents or guardians, school & district personnel, and other stakeholders in ways that enhance student learning

Other criteria for consideration in the selection of the Instructional Coaches as well as the PLC Leaders, Mentors, and Model Teachers include these selection criteria to examine the teacher leader's classroom practices:

- a. Demonstrating proficiency in leading collaborative learning communities
- b. Exhibiting the capability to design and lead professional development
- c. Providing evidence of a commitment to personal professional growth
- d. Illustrating methods of promoting growth in others to impact student learning
- e. Providing evidence of their skill to coach peers
- f. Displaying evidence of skilled data analysis and the ability to use results of data analysis as a basis for instructional strategies that meet student needs

SELECTION PROCESS (INITIAL APPLICATION):

All applicants will be asked to write a letter of application explaining why they want the position and why they believe this position is important to the district. The Instructional Coach applicants must also submit a resume that shows

evidence of the above mentioned criteria.

The selection committee will review applications, conduct interviews, and make a recommendation to the Superintendent. The Instructional Coaches will be selected first and become part of the review committee for all other TLC hires.

YEARLY REVIEW AND RE-APPLICATION PROCESS:

Teacher Leader evaluations will be based on five essential leadership traits aligned to the Iowa Teaching Standards: content knowledge and pedagogy, facilitation skills, use of implementation data and analysis, dispositions and core beliefs, and reflective capacity. For the annual review of each Teacher Leadership role, the Administrative Team will examine the following evidence:

1. The Instructional Coaches will be continuously involved in self-improvement. During the school year, each Instructional Coach will use a self-assessment tool that will be shared with building principals. As part of this self-reflection, they will develop a professional development plan which will help to move them forward in their practice. Each Instructional Coach will write and measure personal learning targets at the beginning, mid year, and end of the year. The building principals will meet with each coach to go over these targets and SMART goals.
 2. Each Instructional Coach will submit video evidence of his/her work with peers. Along with this, he/she will be asked to include an analysis of strengths and areas for growth, along with a resulting plan for professional growth.
 3. Surveys will be collected for feedback from peers regarding their experiences with all Teacher Leaders.
- The N-F/AC-T selection process plan calls for considering multiple data points when hiring and evaluating the effectiveness and professional growth of Teacher Leader candidates. Considering candidates from multiple perspectives will help us hire teachers who are most appropriate for leadership positions and provide the skill set necessary to increase teacher effectiveness and student learning.

Narrative

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

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

The TLC plan will utilize teacher leaders to improve the current professional development program at N-F/AC-T. We will continue to collect and analyze student data through our RTI, PBIS, FAST, and the Iowa Assessments to determine staff and student need. However, our teacher leaders along with the administrative team will now be able to review the data on an ongoing basis to create professional development goals to meet the learning needs of our students. At Newell-Fonda and AC-T we have identified goal areas which include reading improvement (RTI-Process), Math improvement (CGI math in PK-3), PBIS (PK-8), and continued growth in our Iowa Assessment scores, with continued emphasis on certain sub-populations (ELL, AT-Risk, Low SES). Our data suggests that we continue these programs as well as continue work on the implementation of the Iowa Core/NGSS and the creation of Units by Design (conceptual teaching). Our leadership team will be able to monitor these goals and plan professional development accordingly.

The Role of the Teacher:

The Instructional Coach's primary role along with the principal is to analyze student data and create and institute an academic achievement plan for the school. Our Instructional Coaches will help lead our Professional Learning Communities and provide demonstration lessons, coaching and team teaching for all teachers. The Instructional Coaches will also collaborate to identify research-based instructional strategies to share with teachers during faculty meetings as well as small group meetings. They are partners with the principal in helping to determine additional professional development. Mentor Teachers will be actively involved in enhancing/supporting the teaching experience of the beginning teachers. They will engage new teachers in the ongoing cycles of data study, goal setting, professional learning, collaboration, and implementation. Model Teachers will provide support to the system by creating "model classrooms" that the Mentors and Instructional Coaches can use to demonstrate quality instructional practices. Model Teachers are not expected to spend additional time coaching their colleagues, but are expected to be actively engaged in learning ways to improve instruction to effectively reach students. Professional development at Newell-Fonda and AC-T will be provided by the District Leadership Team based on the data that is collected and analyzed.

Every other week PLC Leaders will facilitate PLC meetings that focus on instructional improvement for increasing student achievement. PLC's typically have five to eight members. Professional development will also extend into each classroom as Instructional Coaches model lessons, observe instruction, and support teachers to improve their practice. In this way the professional development not only will focus on instructional strategies as previously discussed, but it will also be tied to student assessment data.

These roles and structures will ensure that teachers experience professional development that is based on student and teacher need and is differentiated enough to meet the individual needs of all teachers.

Key Elements of the IPDM:

Collecting and Analyzing Student Data

Teacher Leaders will analyze data from multiple sources. Our Instructional Coaches will coordinate the assessment analysis process with teachers through PLC's and the RTI process. PLC Leaders will facilitate data study to guide the work of their individual PLC's. Mentors and beginning teachers will focus on increasing meaningful use of formative assessments and other data points.

Goal Setting

Teacher leaders and administrators will collaborate to determine PD goals, topics, and processes aligned to building and district goals during our District Leadership Team and SIAC meetings. Instructional Coaches will conduct coaching cycles to improving core instruction with all teachers. PLC Leaders will engage small groups of teachers who will study data and set goals. Mentors will work with new teachers to help them set goals based on student data.

Content Alignment

Once goals are established, administrators and Instructional Coaches will determine the professional development content for the district. Model Teachers will engage in early implementation and fine-tuning of methods and materials. PLC Leaders will help small groups determine appropriate and focused content and resources. Mentors will help new teachers connect the content focus to their classrooms.

Professional Development Design

Teachers will have opportunities to learn and engage in the ongoing cycle of professional development. Teachers will work in their Professional Learning Communities as they collaborate and implement new instructional strategies. This

is particularly relevant for teachers who are not meeting the criteria for effectiveness. Teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning assistance from an Instructional Coach or a Mentor Teacher modeling the strategy in a teacher's classroom. As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. Achievement data and implementation data from professional development will also be presented to the District Leadership Team and the SIAC Team so large group PD is planned to support these team needs as well. Feedback mechanisms will be embedded in all PD sessions as a way of monitoring effectiveness and gauging impact.

Formative and Summative Evaluation

Teacher Leaders in each role will synthesize information from formative (achievement and implementation) data and summative student achievement measures as part of a review process. This work will be done in each PLC and in the District Leadership Team meetings. In addition, Instructional Coaches and Model Teachers will engage in this work and so will the Mentors and their new teachers. This data will inform needs, adjustments, and new goals for the following year.

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.

Newell-Fonda CSD and Albert City-Truesdale will use multiple assessments to measure the impact and the effectiveness of our TLC goals. The proposed leadership roles (Instructional Coaches, Mentors, Model Teachers, and PLC Leaders) developed in this TLC plan will improve student achievement by strengthening literacy and math instruction, improve the integration of data to drive this instruction, and support the growth of all teachers, new or veteran, by improving professional development opportunities.

A system for collecting and analyzing student data will be utilized to measure the effective implementation of our TLC plan, and to determine whether this system is making a positive impact on student learning and student engagement. We will also use this data to determine the fidelity of the plan implementation, to drive all training and program improvement decisions, and to determine whether our short term and long term goals are being met.

TLC Goal	District Goal(s)	Short Term Measures	Long Term Measures
<p>Improve learning experiences by personalizing teaching and learning for every student and staff member.</p>	<p>-Provide challenging learning opportunities that meet the various needs of all students while maximizing the potential of each individual.</p> <p>-Create new leadership plan for teacher leaders that enhances the learning for all staff and students. This plan will include: written job descriptions with role functions and criteria evaluation, orientation and training for each teacher leadership role, self-assessment for all teachers that includes a growth plan, training for administrators to help support teacher leaders, and orientation to full staff about the Teacher Leadership System.</p>	<p>-PD feedback and reflection</p> <p>-Peer review feedback and reflection</p>	<p>-Individual Teacher Career Development Plans - reflection and discussion</p> <p>-Staff survey of TLC program effectiveness (pre and post)</p> <p>-Analysis of coaching logs and interactions</p> <p>-Utilize/analyze the Jim Knight Instructional Coaching Scale</p> <p>-PBIS data</p> <p>-Increased Student Achievement</p>
<p>Reward professional growth and effective teaching by providing opportunities for collaboration.</p>	<p>-Both districts have a minimum salary of \$33,500 for all teachers.</p> <p>-Include at least 25% of teachers in complementary leadership roles leading to increased achievement of both individual and building/district goals</p>	<p>-Review survey feedback regarding TLC services</p> <p>-PD feedback</p> <p>-Logs from coaches, mentors, and PLC leaders</p> <p>-Number of coaching interactions</p> <p>-Number of model teaching opportunities utilized</p> <p>- throughout the year</p>	<p>-Annual review of TLC role descriptions and responsibilities</p> <p>-Analysis of coaching logs, interactions and surveys</p> <p>-Exit interview data will be collected & analyzed from teachers leaving TLC roles</p>

<p>Attract and retain effective teachers with the compensation, support, professional development, distributive leadership and collaborative approach.</p>	<p>-Fill 100% of vacancies with highly qualified teachers. -100% of beginning teachers successfully complete requirements for gaining a Standard License -100% of teachers new to the district complete an effective mentoring program</p>	<p>-PD feedback -Walk-through data -Mentoring logs</p>	<p>-Annual survey of the mentoring program's effectiveness completed by mentors and mentees. -Teacher Evaluation and Licensure process -High Teacher Retention Rates</p>
<p>Provide effective professional development that supports and guides teachers in creating learning opportunities for everyone involved.</p>	<p>-Implement a Professional Development Plan that includes 100% of our staffs in collaborative learning opportunities</p>	<p>-Number of teachers involved in classroom observations and the frequency of these observations -Number of teachers and instructional coaches involved in co-teaching and frequency of this co-teaching -Number of teachers/instructional coaches/mentors involved in co-planning and the frequency of this co-planning -PLC notes/feedback</p>	<p>-End of the year PLC survey/data on PD effectiveness -Anecdotal sharing of data between teachers, instructional coaches, and administrators throughout the year -Peer review conversations on student achievement and increased teacher effectiveness throughout the year</p>
<p>Increase student achievement through instructional practices.</p>	<p>-Improve all student achievement in reading, math, science, and social studies, K-12. -Decrease percentage of students not proficient in all areas using IA Assessment data.</p>	<p>-Monthly review of MTSS student data -Intervention data analysis -FAST testing data -DIBELS testing data</p>	<p>-Iowa Assessment data -Universal Screeners -Successfully meeting C-Plan goals -PBIS data -Increased Reading Comprehension</p>

Our evaluation of the effectiveness of our TLC plan will be both formative and summative. Using both qualitative and quantitative data, we will monitor and adjust our TLC plan according to these measures. Formative data collection and analysis will allow us to immediately respond to changing needs. Summative conclusions will be communicated to our constituents at the end of the school year. This program analysis will also allow us to ascertain whether our TLC plan is being implemented with fidelity, and whether our goals are being met based on the strengthening of instructional strategies in the classroom and increased student achievement.

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)

Policy and Hiring:

The current starting salary at Newell-Fonda is \$34,093. The current starting salary for Albert City-Truesdale is \$31,757. Newell-Fonda and Albert City-Truesdale are committed to supporting a salary level that is competitive with other schools in the area to attract highly qualified teachers.

The TLC plan will provide continued implementation of selected initiatives including Response to Intervention, Units by Design, PBIS, and FAST Assessments for Reading as well as technology and curriculum mapping. Teacher leaders will receive compensation for increased responsibility and time. Detailed job descriptions are written for each teacher leadership position which provides stability and long term continuity to the TLC plan.

The Teacher Selection Committee will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

Training and Support:

The TLC plan will support current initiatives such as RTI, Units by Design, PBIS, and FAST Reading, 1 to 1 technology, and curriculum mapping/Iowa Core alignment by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

Teacher leaders will be supported by training from the AEA and the State, especially as it pertains to coaching and mentoring. Coaches from Newell-Fonda and Albert-City Truesdale will participate in training by the AEA on the Units by Design as well as continued training in RTI process and PBIS. They will also attend Jim Knight's Instructional Coaching workshops. The AEA and the state will continue to provide specific training on Early Literacy and Iowa Core/NGSS.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills. Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

Feedback and Reporting:

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders.

Teachers will collect and analyze data for RTI, PBIS, Iowa Assessments and FAST. With the TLC plan, teacher leaders will have the responsibility of ensuring that regular data is collected with fidelity. The coaches will take the lead in the analysis of the data within the PLC teams.

The Instructional Coaches will oversee the analysis of district wide student achievement data. The analysis will be done by teacher leaders, with the entire teaching staff. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Instructional Coaches will also meet regularly with the Leadership Team to analyze data from the RTI process, PBIS, FAST and Boulder Valley math assessments. Coaches will report back to the PLC teams for collaborative discussion about needed modifications to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback.

The Instructional Coaches will present data from the initiatives to the SIAC at their regular meetings. In addition to achievement data, annual surveys will be administered to initial and career teachers, mentors and mentees, administrators, and SIAC members for the purpose of collecting feedback on the success of the TLC plan.

The administrative team will annually review data to determine the productivity of each teacher leader before recommending teachers for leadership positions for the next year. This includes but is not limited to data from RTI, PBIS, FAST, Iowa Assessments, Clarity survey, mentor surveys, and trainings attended by teacher leaders.

Logs of PLC team meetings held, along with what was accomplished at each meeting, will be collected on a monthly basis. Curriculum maps and alignment reports, logs of teacher observations, one on one teacher collaboration, and modeling strategies in classrooms will also be monitored and reviewed.

Communication:

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper. Monthly articles from teacher leaders will be placed in the school newsletter. Teacher leaders will take turns reporting at SIAC and school board meetings. The Instructional Coaches will be responsible for communicating

any specific information on concerns or decisions to the teachers. The Instructional Coaches will also be responsible for communicating with their teams.

Current infrastructure that lends ongoing support to the TLC plan: (Total FTE for NF is 46.25. and 12.5 for AC-T. Total 58.75)

- 89% of the staff are career teachers.
- 90% percent of the staff expressed a desire to become a teacher leader.
- 41% of our staff has a Masters Degree, demonstrating a desire for continuous learning.
- Both district’s professional development for the past 3 years has included working with the AEA and other area districts studying the work of Grant Wiggins and creating Understanding by Design conceptual units.
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place leadership roles in the hands of the teachers.
- A Mentoring and Induction program is currently in place.
- PLC’s, RTI Teams, PBIS Teams, District Leadership Teams, and SIAC Committees are currently in place for collaborative learning.

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.	\$1,500.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$28,000.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$149,000.00
Amount used to provide professional development related to the leadership pathways.	\$3,664.00
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>	\$27,956.96
Totals	\$210,120.96

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	672.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$210,120.96
Total Allocation	\$210,120.96

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$210,120.96
<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	\$0.00

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)

Our total budget was based upon the 2014 certified enrollment. 469 students at Newell Fonda and 203 students at Albert City-Truesdale. When combined, the total number of students equals 672. When multiplied by \$312.68 the total budget equals \$210,120.96.

Newell-Fonda CSD already meets the minimum salary requirement of \$33,500, however, a portion of the TLC budget (Est. of \$1,500 depending on new staff and settlement for FY17) will be allocated to Albert City-Truesdale to meet with minimum requirement. Approximately \$26,000 will be sent to Sioux Central, Albert City-Truesdale's 7-12 Whole Grade Sharing partner, for the 7-12 shared students who attend Sioux Central. This amount is figured by multiplying 82.5% x \$312.68 x number of certified enrollment students attending Sioux Central.

Budget Development:

Newell-Fonda CSD and Albert City Truesdale have created a budget that is linked to accomplishing our TLC goals.

Our budget is aligned to achieving our goals of increasing student achievement through improved instruction.

Teachers, parents, and administrators participated in the development of this plan, including the budget, which increased support from all stakeholders. We have allocated approximately \$2,500 for any unforeseen costs including extra substitutes, more trainings, a change in FICA or IPERS, or health insurance costs. This remaining money will also take into account of a projected enrollment decline in the Albert City-Truesdale district for FY16.

Roles, Costs, and Goals:

N-F and AC-T's TLC plan includes 22 leadership positions available to 64 teachers allowing for over 30% of our teachers to hold leadership roles.

Role	Cost
INSTRUCTIONAL COACHES	
1 PK-6 Coach	
1 7-12 Coach	\$149,000
(Base salary + \$6,000, 7 additional contract days, 100% out of the classroom)	
MENTORS	
(3 at N-F/1 at AC-T, 2 additional contract days, 100% in classroom)	\$9,300
Supplement: \$2,000	
MODEL TEACHERS	
(4 at N-F/2 at AC-T, 1 additional contract day, 100% in classroom)	\$7,000
Supplement: \$1,000	
PLC LEADERS	
(8 at N-F/2 at AC-T, 1 additional contract day, 100% in classroom)	\$11,700
Supplement: \$1,000	
Substitutes	\$1,500
Professional Development	\$3,664
Shared Money to Sioux Central	\$26,456.96
AC-T Base salary Supplement	\$1,500
Total	\$210,120.96