



Application

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

153386 - Olin TLC Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest	Teacher Leadership and Compensation System		
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Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Olin CSD
Organization Type:	Public
DUNS:	
Organization Website:	Olin.k12.ia.us

Address: 212 Trilby St.
Olin Iowa 52320
City State/Province Postal Code/Zip

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Sharon Dickman
Title Supt
Organization OLin CSD

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

Address 212 Tribly St

City/State/Zip* Olin Iowa 52320
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 Carrie Fortin
Title Business manager
Organization Olin CSD

Address 212 Trilby St

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City State Zip

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County(ies) Participating, Involved, or Affected by this Proposal	Jones County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	34
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	96
<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

Increased student achievement in the area of literacy,

Indicate the group(s) positively impacted.

Person/s with a Disability, Blacks

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.

Person w/disabilities and blacks will be taught by teachers with enhanced literacy knowledge.

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.

Sharon Dickman

Title of Person Submitting Certification

Superintendent

Recipient Information

District	Olin Consolidated School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	53-4905
<i>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.</i>	
Honorific	Mrs.
Name of Superintendent	Sharon Dickman
Telephone Number	319-484-2170
E-mail Address	sdickman@olin.k12.ia.us
Street Address	212 Trilby St
City	Olin
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52320

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Sharon Dickman
Telephone Number	319-484-2170
E-mail Address	sdickman@olin.k12.ia.us
Street Address	212 Trilby St
City	Olin
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52320

Demographic Profile

October 2014 Certified Enrollment	243
October 2014 Free/ Reduced Lunch %	66
AEA Number	10
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)

Olin Community School, located in the northeast section of Grant Wood Area Education service area, is a small rural elementary (PK-6th grade) building that coordinates with neighboring district, Anamosa Community Schools, to serve students in grades 7-12.

Olin is a “little district that could” and did! On September 16, 2014, the Iowa Department of Education’s list of Schools/Districts in Need of Assistance (SINA/DINA) said the following:

SINA: Olin Elementary REMOVED

At Olin, we...

- Celebrate success!
- Involve students in goal setting.
- Fully engage in the work of our school.

Teachers at Olin are diligent in their efforts to provide all students with quality core instruction and additional support and enrichment. Their efforts are resulting in student achievement scores at and above grade level. Commitment to full implementation of Positive Behavior Intervention Supports (PBIS) is resulting in improved student behaviors in school and increasing academic success. Positive results are being recognized by community members within and outside of the school setting.

In a climate of shared responsibility and respect, Olin teachers collaborate and try new strategies and instructional techniques to improve their practices. Engaging learning activities are enhanced by technology integration made possible through 1:1 student to computer ratio in the intermediate grades.

Continuous improvement and achievement gains are made possible by the efforts of teachers working alongside the administrator to study current realities, identify needs, and plan steps to reach goals. Olin’s Teacher Leadership and Compensation (TLC) plan will provide resources for teachers to serve in leadership roles where they can improve their skills in effective pedagogy, learn about meeting the needs of adult learners, and supporting transfer of workshop learning to classroom practices. As new learning, strategies, and materials are introduced, collaboration and practice opportunities are critical for teachers to transfer new learning into their practice (Joyce and Showers, 1987). School staff and the leaders who support them deserve the time, training, and resources to support on-site and job-embedded professional development. The TLC plan will provide needed resources and will directly impact efforts to improve student learning by increasing the effectiveness of teachers in every classroom.

Teacher leadership roles have been delineated in Olin’s TLC plan. Roles include: Building Leadership Team (BLT) members, Positive Behavior Intervention Supports (PBIS) lead team members, and Early Literacy Implementation (ELI) leaders. Grant planning occurred concurrently with preparations for Olin’s Iowa Department of Education 5 Year District Site Visit which provided for deep study of the current system and identification of areas of strength and areas in need of improvement. TLC positions align with district improvement goals and have potential to strengthen and improve teaching and learning. Olin’s teacher leadership needs will be best met with Model 3, the comparable model that allows for local design. Input regarding needs and improvements were integrated into existing leadership structures to design leadership positions and job descriptions in the TLC plan.

Kotter, in *Leading Change*, (1996) said that “No one individual...is ever able to develop the right vision, communicate it to large numbers of people, eliminate all the key obstacles, generate short-term wins, lead and manage...change projects, and anchor new approaches deep in the organization’s culture.” In a climate of shared responsibility and trust and supported by TLC, Olin teachers will enhance current efforts. They will be able to improve student learning, have greater clarity of purpose, action-orientation, and collaboration. Olin teachers already have a “do with others” attitude. As an Olin teacher stated, “Everyone does everything and helps out equally. We are the leads for the school.”

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? **Yes**

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).

Olin's process for developing the Teacher Leadership and Compensation (TLC) plan took place over a seven month period from April to October, 2014. The following stakeholders provided input and guidance to develop Olin's plan:

- Sharon Dickman, Olin Superintendent and Elementary Principal
- Myra Hall, Grant Wood Area Education Agency, School Improvement
- Keith Stamp, Grant Wood Area Education Agency, Regional Administrator
- Jill Tjaden, Olin Kindergarten Teacher
- Amanda Armstrong, Olin 5th/6th Grade Teacher
- Mike Marsden, Olin PE Teacher
- Roger Kisler, Olin Community and School Improvement Advisory Committee (SIAC) Member
- George Vaughn, Olin Community and SIAC Member, Public Library Director

Communication is critical, and Olin leaders developed a communication plan to share information about the Iowa's TLC legislation and Olin's intention to develop a plan and seek grant dollars with implementation to occur as soon as 2015.

In March, 2014, building leaders read about and discussed potential impact of the TLC grant. The additional financial resources provided by the grant would raise starting teacher salaries to \$33,500.00, compensate new teacher mentors and induction coaches and encourage teachers to accept leadership responsibilities that require additional time and work beyond contractual obligations. Olin's TLC leaders identified stakeholders to support plan development and Olin's school improvement consultant from Grant Wood AEA provided on-site support.

Work occurred during and after school hours, and grant planning money was used for teachers' compensation, materials, and refreshments. Sharon Dickman, Olin administrator, and Myra Hall, GWAEA, organized work sessions and used resources provided by the Iowa DE, GWAEA, and TLC support person, James Pedersen.

Plan development included the following tasks:

- Reviewing district's vision for TLC and alignment with goals
- Compiling and sharing community input
- Identifying and integrating improvement priorities and ideas into the TLC plan
- Reviewing teacher leadership goals
- Identifying foundational learning
- Planning and developing infrastructure for TLC
- Confirming alignment between needs, roles, selection criteria, hiring, and evaluation processes

After initial work in the spring, grant development began in earnest during the summer of 2014. Sharon Dickman (administrator) and Myra Hall (AEA) established a collaboration plan and timeline. The use of electronic documents provided TLC reviewers access to "real time" drafts of the plan making reviews, revisions, and editing easier.

Olin's TLC plan follows outcomes outlined by the TLC commission. Contributions from the community and alignment with Olin's continuous improvement foci ensured connectedness and utilization of local talents and expertise.

Processes used to communicate and collect stakeholder input included the following: surveys, formal and informal discussions, posts on the school website, and articles in Olin Lion Tales.

Survey data from community and staff were used to improve the plan. Data were presented to staff on March 13, 2014, SIAC on April 30, 2014, and School Board on August 18, 2014. Additional information for TLC was collected during September and October, 2014. Olin leaders analyzed the information, revised the plan and shared it with staff on October 13, 2014. Olin's SIAC reviewed the plan, expressed agreement and shared ideas at their October 22, 2014 meeting. Revisions and edits were completed and the final draft was submitted by Superintendent, Sharon Dickman.

SIAC's role was to review and ensure that the TLC plan aligned with and furthered Olin's priority improvement efforts. SIAC provided input regarding community resources and collaboration ideas.

Teachers applied a critical review for clarity in roles and responsibilities, reasonableness of tasks/duties and time allocations. Teachers were involved in creating an appropriate compensation structure and suggested additional innovations to be included or considered. Input was heeded and proved integral in designing a plan to utilize TLC funding to improve student learning and realize Olin's vision of Preparing Students for Future Opportunities and Success

The process of engaging staff and community members in conversations about Olin's school and community improvements brought about an outpouring of interest and passion for sustaining and improving Olin's local school. Community pride and the importance of the school became more apparent. Recent restructuring of the school from PK-12 to PK - 6 posed challenges as well as opportunities for rejuvenation. Bringing together the community to explore the possibilities and positive outcomes of the TLC plan proved to be a community-building and strengthening opportunity.

As with any innovation or change, consensus develops through opportunities to learn about and understand what is proposed, why, and what the change will mean. Through community forums and school newsletters, community members were able to learn about, ask questions, and provide input regarding the proposed TLC plan. All of Olin's stakeholders expressed commitment to and support of the TLC plan.

Narrative

Using Part 2 application narrative from previous submission? **Yes**

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.

Olin's vision of teacher leadership is to strengthen the culture of shared responsibility for the learning of all students, engage teachers in collaboration to learn about current-best instructional practices, analyze student performance data, and adjust instruction accordingly. Olin's current improvement effort to implement Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) and to focus on results requires regular collaboration opportunities for teacher teams to engage in data analysis steps and monitor effectiveness of interventions. Supporting teacher teams and individual teachers in managing delivery of instructional interventions, collecting data, providing feedback, and progress monitoring requires additional staff resources. Having a person responsible for data management will provide the PK-6th grade system with easy access to information and data to monitor the impact of adult actions on student learning. The Data Manager would support monitoring fidelity of core instruction implementation and support students who need additional instruction and enrichment opportunities.

TLC's vision is for teachers to individually and collectively influence their colleagues and members of the school community to improve teaching and learning to increase student skill development and achievement. Olin's TLC plan aligns with TLC and Olin's mission:

In partnership with the community, we will provide students with opportunities to gain knowledge, experience, and skills which best prepare them to reach their maximum potential and become lifelong learners.

Attainment of Olin's vision:

Preparing Students for Future Opportunities and Success requires continued development of the school's culture of shared responsibility for learning that is inherent in their implementation efforts with Positive Behavior Intervention System (PBIS) and MTSS.

In developing the TLC application, the writers strove to ensure that the Olin CSD would be able to live its mission and attain its vision. Securing the TLC grant dollars will allow Olin to commit resources to focus on teaching and learning to:

1. Improve instruction to increase student achievement and eliminate achievement gaps.
2. Recognize and retain effective teachers by providing compensation for serving in leadership roles.
3. Ensure that all staff have access to on-site support provided by colleagues.
4. Align learning and improvement efforts with identified continuous school improvement foci.
5. Support collaboration of teachers and teams to ensure that all students' teachers provide effective instruction.
6. Clearly articulate, describe, and demonstrate the knowledge and skills that teachers need to provide instructional leadership.
7. Continue to focus on and develop a culture of collegiality, trust, and respect to continually improve the teaching and learning opportunities for all students.

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

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

The Olin CSD is part of a whole-grade sharing agreement and sends its 7th -12th graders to the Anamosa CSD. There are approximately 100 students and 11 full time teachers in the elementary building. Therefore, this TLC Grant application addresses the needs of Olin Elementary students and teachers. The teacher leaders will support and strengthen the priorities identified by the TLC Committee, SIAC, and school board: MTSS; PBIS; Mentoring and Induction of New Teachers; Implementation of the Iowa Core

Since 66% of Olin Elementary students qualify for Free and Reduced Lunches teachers must focus instruction on BOTH academic and pro-social skills. We see at least 25% of our teachers (5) involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are used to taking on additional leadership roles. This grant would give these teachers the additional time needed to make systemic change in our district.

<i>Initiative</i>	<i>Description /Explanation of Position</i>	<i>How TLC plan will connect, support, strengthen</i>
MTSS	Olin strives for all students to be proficient at grade level in reading and make one year's growth in one year's time. With the implementation of MTSS, we will ensure that all students' academic needs are met to reach proficiency level. Our MTSS teacher leader will lead the Early Literacy Intervention (ELI) team who is responsible for the MTSS initiative.	All teacher leaders will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies and assist in data analysis with building assessments and intervention supports specific to the initiative.
PBIS	Olin strives for all students to demonstrate pro-social skills. With the implementation of PBIS, we will ensure that all students can meet the expectations for the 21 st Century Skills.	
At-Risk	We know that 80-85% of our students are successful with PBIS and 5-15% with targeted interventions. However, 1-5% of students need intensive, individualized interventions. These at-risk students display serious or violent behaviors, extreme chronic behavior.	

<p>Mentoring and Induction</p>	<p>In the past five years, Olin Elementary has mentored on average 2 to 3 new teachers in either their first or second year of teaching. When they meet they reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. In the last five years, of the seven beginning teachers who received mentoring and induction, five of them were retained in the district for two or more years.</p>	<p>The TLC Grant will allow us to make the Mentoring and Induction program more rigorous by instituting the NEW criteria:</p> <p>First Year of Mentoring: The mentor will be required to attend Jim Knight “coaching” training from GWAEA. Meet 3 days before school starts in August</p> <p>The mentor and mentee will be granted 1 day a month to observe in each other’s classroom and for the mentor to “coach” the mentee during the day.</p> <p>Second Year of Mentoring: The mentor will be required to continue “coaching” training from GWAEA. Meet 1 day before school starts in August.</p> <p>The mentor and mentee will be granted 1 day a quarter to observe in each other’s classroom and for the mentor to “coach” the mentee during the day. Within the mentor/mentee structure provided by the district, mentees will be provided support for excellence in teaching,.</p>
<p>Implementation of the Iowa Core</p>	<p>During the past few years the teachers have read and discussed the Iowa Core with minimal implementation except for the new reading and mathematics series purchased.</p>	<p>Next year, the BLT (to be changed to the Teacher Leadership Team) will focus on the Iowa Common Core as a building in addition to the responsibilities of each Teacher Leader role. The 3 Teacher Leaders will collaborate with staff and administration using alignment tools, actions plans, and documentation of the full implementation of the Iowa Core.</p>

<p>CHANGE IN STRUCTURES:</p>	<p>TLT Teacher Leadership Team</p>	<p>The TLC Grant has made us realize that the MTSS Team, PBIS Team, and At-Risk Team are not cohesive and thus makes for poor communication between teams and member roles. Currently, in addition to the 3 teams, there is ALSO a Building Leadership Team (BLT) that focuses on building wide professional development. The BLT has been a regular team for the past five years. However, with state initiatives (MTSS, PBIS) and Chapter 12 requirements (At-Risk) we find that having added each team to the building NOW requires us to review the structure of these teams for cohesiveness. Because of this new structure the BLT will NOW be referred to as the Teacher Leadership Team (TLT). Each leader of the three teams will serve on the TLT. While each role has a set of individual responsibilities, they will work as a</p>
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		<p>unified team to target district vision, goals and needs. The TLC funds will help us implement our plan to implement strategies and programs so students are successful in academics, exhibit positive behaviors, and to be able to retain teachers.</p>
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Using Part 4 application narrative from previous submission? **Yes**

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)

In Olin's Teacher Leadership and Compensation (TLC) plan, teachers share responsibility for success of staff and students. Having input into operations and decision-making increases staff members' interest and ownership.

Olin's current induction and mentoring program has a track record of success as measured by new teacher (mentee) satisfaction survey data and evidence collected in mentor record-keeping showing successful transfer of skills. Mentoring and induction supports are, for the most part, utilized annually as new teachers join the Olin staff.

The current program has each new teacher assigned a veteran teacher who provides mentoring and induction support. Guidance, resources, and tools utilized by Olin's new teacher mentors are those provided by the Iowa Department of Education. The materials are valuable for structuring interactions between mentors and mentees. In a small system like Olin, there are many opportunities for whole staff interactions, so responsibility for new teachers doesn't fall to mentors alone, and with Olin's teacher leadership and compensation (TLC) plan in place, teacher leaders will continue to have specific responsibilities for mentoring and induction and the entire staff will benefit from being a community of learners. Through reciprocal and reflective practices, all staff members will grow in their practice as new teachers are inducted into the profession.

Additional financial resources made available through the TLC plan will strengthen Olin's capacity to continue efforts to provide all students with opportunities to learn the universal core through evidence-based effective instruction and further develop structures for collaborative data-based decision-making.

Given Olin's size, presenting ideas and innovations to staff, gathering input and gaining consensus can occur within a short period of time resulting in timely implementation. The TLC legislation and funding supports opportunities for Olin teachers to learn together and influence the effectiveness of instructional practices across the entire building.

Olin's teacher leadership design secures the expertise and support of on-site staff to work with colleagues to enact and influence school improvement efforts and guide individual and collective goals.

Collaborative teams that follow the Professional Learning Communities (PLC) model as defined by Richard DuFour and his colleagues are being implemented and continuously monitored for areas in need of improvement. The TLC plan that we have designed will further the development and increase effectiveness and efficiency of these teams through job-embedded professional development and monitoring of effectiveness through peer review. By ensuring clarity of our mission, vision, commitments, and goals and providing teacher leaders to strengthen and accelerate instructional improvements, the Olin community will benefit from exemplary learning opportunities.

Teachers who apply for and are selected for the TLC positions will assume responsibility for supporting their colleagues as well as meet their own contractual obligations and improvement action plans.

New teacher mentors and induction programs play a critical role in developing effective educators. Wendy Baron, in the book, Mentors in the Making, addresses challenging working conditions that new teachers face. She shares three central themes that emerged in data collected about challenging working conditions that new teachers face. The three themes are:

1. Challenges in meeting the needs of diverse learners.
2. Lack of collaboration with colleagues.
3. Poor resources, materials, and classroom and school conditions such as challenges with administrators, lack of support with instruction, combination classrooms, roving between classrooms, students not at grade level, students with behavior challenges, and overcrowded classrooms and schools.

With Olin's TLC plan and the actions in place to address school improvement priorities, collaborative teams, data-driven decision-making, high quality universal core instructional resources, and positive behavior supports, teachers who enter the profession at Olin are assured a supportive and collaborative environment in which to work and grow. If

new teachers' entry into the profession is improved, then the likelihood of having seasoned and effective veteran teachers is increased.

TLC implementation will expand these collaborative supports across the system, thereby supporting new teachers' specific needs as well as collaborative learning and job embedded professional development for teachers who are at varied stages of their career paths.

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.

The Olin CSD is part of a whole-grade sharing agreement and sends its 7th -12th graders to the Anamosa CSD. There are approximately 100 students and 11 full time teachers in the elementary building. Therefore, this TLC Grant application addresses the needs of Olin Elementary students and teachers. The teacher leaders will support and strengthen the priorities identified by the TLC Committee, SIAC, and school board: MTSS; PBIS; At-Risk; Mentoring and Induction of New Teachers; Implementation of the Iowa Core

Since 66% of Olin Elementary students qualify for Free and Reduced Lunches teachers must focus instruction on BOTH academic and pro-social skills. We see at least 25% of our teachers (5) involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are used to taking on additional leadership roles. This grant would give these teachers the additional time needed to make systemic change in our district.

<i>Initiative</i>	<i>Description /Explanation of Position</i>	<i>How TLC plan will connect, support, strengthen</i>
MTSS	Olin strives for all students to be proficient at grade level in reading and make one year's growth in one year's time. With the implementation of MTSS, we will ensure that all students' academic needs are met to reach proficiency level. Our MTSS teacher leader will lead the Early Literacy Intervention (ELI) team who is responsible for the MTSS initiative.	All teacher leaders will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies and assist in data analysis with building assessments and intervention supports specific to the initiative.
PBIS	Olin strives for all students to demonstrate pro-social skills. With the implementation of PBIS, we will ensure that all students can meet the expectations for the 21 st Century Skills.	
At-Risk	We know that 80-85% of our students are successful with PBIS and 5-15% with targeted interventions. However, 1-5% of students need intensive, individualized interventions. These at-risk students display serious or violent behaviors, extreme chronic behavior.	

<p>Mentoring and Induction</p>	<p>In the past five years, Olin Elementary has mentored on average 2 to 3 new teachers in either their first or second year of teaching. When they meet they reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. In the last five years, of the seven beginning teachers who received mentoring and induction, five of them were retained in the district for two or more years.</p>	<p>The TLC Grant will allow us to make the Mentoring and Induction program more rigorous by instituting the NEW criteria: First Year of Mentoring: The mentor will be required to attend Jim Knight “coaching” training from GWAEA. Meet 3 days before school starts in August The mentor and mentee will be granted 1 day a month to observe in each other’s classroom and for the mentor to “coach” the mentee during the day. Second Year of Mentoring: The mentor will be required to continue “coaching” training from GWAEA. Meet 1 day before school starts in August. The mentor and mentee will be granted 1 day a quarter to observe in each other’s classroom and for the mentor to “coach” the mentee during the day. Within the mentor/mentee structure provided by the district, mentees will be provided support for excellence in teaching.</p>
<p>Implementation of the Iowa Core</p>	<p>During the past few years the teachers have read and discussed the Iowa Core with minimal implementation except for the new reading and mathematics series purchased.</p>	<p>Next year, the BLT (to be changed to the Teacher Leadership Team) will focus on the Iowa Common Core as a building in addition to the responsibilities of each Teacher Leader role. The 3 Teacher Leaders will collaborate with staff and administration using alignment tools, actions plans, and documentation of the full implementation of the Iowa Core.</p>

<p>CHANGE IN STRUCTURES:</p>	<p>TLT Teacher Leadership Team</p>	<p>The BLT has been a regular team for the past five years. However, with state initiatives (MTSS, PBIS) and Chapter 12 requirements (At-Risk) we find that having added each team to the building NOW requires us to review the structure of these teams for cohesiveness. Because of this new structure the BLT will NOW be referred to as the Teacher Leadership Team (TLT). Each leader of the three teams will serve on the TLT. While each role has a set of individual responsibilities, they will work as a unified team to target district vision, goals and needs. The TLC funds will help us implement our plan to implement strategies and programs so students are successful in academics, exhibit positive behaviors, and to retain teachers.</p>
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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.

The Olin CSD is part of a whole-grade sharing agreement and sends its 7th -12th graders to the Anamosa CSD. There are approximately 100 students and 11 full time teachers in the elementary building. Olin teachers dedicate many hours and personal time collaborating to meet the many needs of the students. Since 66% of Olin Elementary students qualify for Free and Reduced Lunches teachers must focus instruction on BOTH academic and pro-social skills.

When analyzing the needs of our school district with the vision and goals as a priority, our team determined the creation of a MTSS teacher leader, PBIS teacher leader, At-Risk teacher leader and 2 teacher leaders to Mentor beginning teachers to the district and the Implementation of the Iowa Core. We believe that these 5 different roles create revised multiple differentiated teacher leadership roles. These roles will work as a cohesive team, along with administration and certified teaching staff, in many different capacities. Each role holds separate responsibilities and expectations always systematically focused on student and teacher improvement.

Criteria for successful teacher leadership candidates were identified by Olin Teacher Leadership and Compensation (TLC) plan developers. A performance rubric was designed to ensure Olin’s readiness for implementation as soon as TLC grant dollars are allocated.

Teachers will apply for teacher leadership positions through submission of an application that includes evidence to support the identified criteria. District administrator, at least one teacher and SIAC team member will read and score each applicant’s submission using the following rubric. Teachers who are applying for a leadership position will not be involved in the scoring and selection process for that particular position.

Criteria	Evidence: Possible Artifacts	Excellent (3 points)	Good (2 points)	Acceptable (1 point)	Poor (0 points)
Evidence of demonstrated professional growth	Individual Career Dev Plan Workshops/ Classes attended	Provides written examples of professional growth in multiple areas.	Provides written examples of professional growth.	Attends professional development.	Does not provide examples of professional growth.
Leadership Activities	List of committees served on	Served in this position on the committee and is trained in the area.	Served as a member of the committee or is trained in the area.	Participated as a member of this or other committees.	Has no experience on committees.
Vision for Committee	Written plan that includes: Data, goals, purpose, proposed results	Expresses a vision and plan for the committee.	Expresses a vision or plan for the committee.	Expresses an confusing vision or plan for the committee.	Does not express a vision for the committee.
Professional Accomplishments	Student Work Video FAST Scores Ia Test Scores	Provides written examples of professional accomplishments and how they impact student learning in the area they are applying for.	Provides written examples of professional accomplishments and how they impact student learning.	Provides written examples of professional accomplishments.	Does not provide examples of professional accomplishments.

Personal Skills and talents	Personal essay	Provides a written description of personal skills and talents that could be used to enhance student performance in the area they are applying for.	Provides a written description of personal skills and talents to enhance student performance.	Provides a written description of personal skills and talents.	Does not provide a description of personal skills and talents.
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The teacher application would be submitted by the same date teaching contracts are due. They will be submitted anonymously to the school secretary, who will then number them, so the members of the team making decisions would be able to fairly review applications. Teachers who are applying for a leadership position will not be involved in the scoring and selection process for that particular position. Once all applications have been assessed and roles are assigned and reported out, if there are positions that no one applies for, the positions would first be presented to the entire staff for applications to be submitted. If no one applies after the entire staff has been notified of the open position, the position would be assigned to the most veteran teacher with no current position. The positions will be a one year commitment, as long as that teacher has a valid teaching contract with Olin Consolidated School District.

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 Olin CSD is part of a whole-grade sharing agreement and sends its 7th -12th graders to the Anamosa CSD. There are approximately 100 students and 11 full time teachers in the elementary building. Olin teachers dedicate many hours and personal time collaborating to meet the many needs of the students. Since 66% of Olin Elementary students qualify for Free and Reduced Lunches, teachers must focus instruction on BOTH academic and pro-social skills. Starting with the 2016-2017 school year, the TLT will meet once a month during the school day. The purpose of these monthly meetings will be for the three teams plus a mentor to update each other as to the specific work each is doing to meet the goals of that team for the year and thus positively affect student achievement. They will also examine/analyze district data to determine building needs and to plan building wide professional development. Olin's TLC plan will utilize teacher leaders to improve the district's current professional development program. The following chart shows how the Teacher Leadership Team (TLT) will develop and facilitate professional development by using the Iowa Professional Development Model (IPDM).

(b) Alignment with IPDM	(a)Teacher Leaders leading PD	Examples From Actual PD
Collecting and Analyzing Student Data	Collecting and Analyzing district Student Data	In May of every school year we have a Data Day in which members of the TLT facilitate the analysis of Iowa Test scores and MAP data to determine areas of need for the following year.
Goal Setting and Student Learning	Analysis of Iowa Tests, MAP, Student Surveys are done in May with all of the teachers and also with SIAC in conjunction with the TLT who determines the goals for the following year.	When students in grades 2-6 are combined, the number of students proficient will increase 10% from 75% proficient (14-15) to 83% proficient for 2015-2016 in READING COMPREHENSION. When students in grades 4-6 are combined the average percentage of Students who met the Expected Growth in Standard Scores for Reading Comprehension will increase 5% from 73% (14-15) to 78% in 2015-2016.
Selecting Content	Because student proficiencies in literacy were increasing at a slow pace, the team decided to look at implementing Response to Intervention (Rtl)	The team, with the help of GWAEA, decided that we needed more information on how to make Rtl interventions most successful. We knew this had to be the content for PD because it is supported by scientific research and evidence based and is aligned to Olin's needs and goals.

<p>Designing Process for Professional Development</p>	<p>Once the content is/was determined the team then needs the training to facilitate teacher learning and implementing in their classrooms. This may involve reading books/articles, watching videos, watching webinars, and/or attending workshops provided by GWAEA or the DE. Then the team maps out the presentation of the content and submission of implementation logs according to the PD days available in the school calendar, always aware that content may need to be revisited depending on the quality of the implementation logs. The GRRM is used to present the new content.</p>	<p>During the 2013-2014 school year, the team attended several consecutive workshops at GWAEA on how to start an RtI program. Then after each session at GWAEA, the team developed a 45 day plan that included the RtI information that would be presented at the next early dismissals for teacher PD. The team designs the proposed PD schedule, map of staff learning opportunities, intended outcomes, and monitoring processes. The PD plan is reviewed, vetted, and finalized by the team prior to adoption.</p>
<p>Training and Learning Opportunities</p>	<p>The target audience is teachers. The training will occur throughout the school year during some early dismissal PD days for 1 to 2 hours and for 3-4 hours on full day PD days. Trainers are the TLT and GWAEA consultants. The GRRM will be followed so that the skill/concept is modeled by the trainer with practice opportunities before teachers are expected to implement with fidelity. A study guide will be used to communicate with staff the expectations, dates, implementation expectations, etc.</p>	<p>This school year the teachers did a study group on the book, <u>Rigorous Reading</u> by Fisher and Frey. The literacy consultant from GWAEA modeled how to do a close reading of the <u>Rigorous Reading</u> book. The TLT facilitated the reading and learning of Chapter 1 of the book. The TLT modeled and taught the teachers how to check alignment of Anchor Standards 1 and 10 with Olin's Literacy Curriculum. Teachers also practiced by working in groups and aligning Mathematics, Science and 21st Century Skills.</p>
<p>Utilizing PLC structures, coordinators will follow the IPDM Ongoing Cycle to support transfer of learning to the classroom and successful implementation.</p>	<p>Collaboration</p>	<p>The team collaborates in planning and then presenting PD.</p>

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.

Olin will determine the impact/effectiveness of the TLC plan using a variety of data sources: qualitative such as teacher perception and satisfaction surveys, and quantitative measures including standardized tests and local assessment data.

Long Term Measures	Qualitative/Quantitative	Question(s) the Data Will Answer
Iowa Assessment Data	Quantitative	<p>How are Olin students performing when compared with others using Iowa and National norms?</p> <p>What trends do the data show regarding percent proficient (all students and subgroups)?</p> <p>What changes in trends occurred and might be connected to teacher learning and TLC implementation?</p>
Iowa Professional Development Survey	Quantitative	<p>What do IPDM survey data tell us about the quality of our PD and alignment to IPDM components?</p> <p>What changes in the data might we attribute to Olin's TLC plan?</p> <p>Which PD components are in need of attention?</p>

Short Term Measures	Data Source (Qualitative/Quantitative)	Question(s) the Data Will Answer
Collaborative Team Meeting Notes and Action Plans	Qualitative CLT meeting records	Are the necessary and expected steps of the data teams (PLC) process being followed in team meetings?
Instructional Rounds Data (BLT)	Qualitative Percent of observations organized according to components of the gradual release of responsibility instructional model.	<p>What are students being asked to do?</p> <p>What is occurring in classrooms regarding the gradual release of responsibility model?</p>
Collaborative Peer Review Data	Qualitative Peer review data logs and shared instructional techniques	<p>What do I observe my colleague doing instructionally and how are students responding?</p> <p>What are implications for my practice?</p> <p>How might my colleague and I improve our individual and collective practices?</p>

Staff Satisfaction and Effectiveness Survey	Qualitative and Quantitative Ratings (0 (not effective) to 4 (very effective)) regarding personal experiences, effectiveness of teacher leadership on personal practice, and satisfaction of teachers who are supported by the various teacher leaders.	How effective is my leadership role in improving my own practice? How effective is my leadership role in improving my colleagues' practice? How effective is the leadership that is being provided by my colleagues? How well are my particular needs being addressed?
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Olin will monitor and adjust its teacher leadership plan using the measures of effectiveness through the data-based decision-making model that has become a standard at Olin. The data will be charted and displayed for staff members to review and analyze. The process will elicit questions that the data elicit and implications. Theories of action are constructed, and collaboratively, action and improvement plans are developed and reviewed. Staff consensus is sought regarding next steps to increase likelihood of successful implementation.

There is an existing climate and culture of continuous learning and improvement at Olin. Over the past several years, Olin CSD has established a system of shared leadership and accountability for results. "School leadership must be the responsibility of a team whose member make commitments to one another as a key step in creating a culture of commitment." (Marzano, Waters, & McNulty, *School Leadership That Works*, 2005)

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)

Olin's system of distributed leadership has been evolving over the past several years. District organizational changes resulted in the need for more clearly articulated and aligned leadership structures. As the sole on-site administrator, Sharon Dickman relies on teacher input and ownership of improvement actions and system-level initiatives.

Olin Community School has capacity to implement and sustain the teacher leadership plan, given that Olin already has had in place many opportunities for teachers to support colleagues and system improvements through shared leadership responsibilities. An example of successful teacher leadership implementation is the evolution of Olin's initial Iowa Core Leadership team into the current Olin Building Leadership Team (BLT). In addition to BLT, Olin has Positive Behavior Intervention Supports (PBIS) leaders and on-site coaches to ensure necessary implementation supports are provided. Olin has in place a collaborative teacher team structure to address district priorities. These teacher teams regularly collaborate and engage in relevant job-embedded professional learning that includes data analysis and instructional planning to address student learning needs according to data.

The TLC plan will support the continued growth and development of Olin's shared leadership framework as an integral part of improving teaching and learning at Olin. Teacher leadership roles and responsibilities were carefully articulated and delineated to ensure relevance and value and consequently, the success of the TLC plan and district mission, vision and goals.

Olin's Building Leadership Team (BLT) monitors and plans for system-level improvement actions focused on academic success. The Positive Behavior Implementation Support (PBIS) leadership team monitors the implementation and impact of Olin's core building expectations and an additional team of teacher leaders ensures that supplemental and intensive behavioral supports and plans are in place for students who are in need of additional support and focused instruction. An on-site PBIS local coach manages implementation documentation, instructional modeling and professional development design as well as progress monitoring of the comprehensive PBIS initiative. Increasing focus and need for student learning and instructional response data resulted in the need for a District Data Coordinator. This teacher leader provides critical management of data organization, analyses, action planning, and monitoring. Olin's School Improvement Advisory Committee (SIAC) success and value is enhanced greatly with the inclusion of teacher membership. Given the amount of time required beyond the contract day for teaching staff to engage in SIAC, TLC will allow for due compensation to at least 1 SIAC Teacher Contact. TLC grant monies will ensure that the additional leadership and preparations required to ensure effective collaborative learning and data teams meetings will be compensated.

New teachers to Olin are assigned local teacher mentors who provide critical induction support to ensure successful transitions to the teaching profession as well as Olin's processes and procedures. The rigor of current induction and mentoring supports and the amount of time required of the new teacher mentors warrants additional compensation and added days for learning and planning.

Each teacher leader will be compensated for the additional hours that their leadership roles require. Additional days for learning, data analysis, and action planning will be provided at the conclusion of the school year and at the beginning of the following year. These pre and post-school year learning and work sessions will ensure a seamless transition from year to year and sustained focus on priority learning and improvement goals.

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.

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> 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
<u>Applicability</u> 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.	\$490.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$27,304.00
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).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$0.00
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>	\$48,312.31
Totals	\$76,106.31

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 **243.4**

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

District Enrollment-Based Allocation **\$76,106.31**

Total Allocation **\$76,106.31**

Other Budgeted Uses - Description

Item description	Amount budgeted
Whole-grade sharing 7th - 12th graders with Anamosa CSD. Olin sends 59 students so $\$312.68 \times 59$ st =	\$18,448.00
Students who are open enrolled to tother districts.	\$30,354.31
	\$48,802.31

Total Allocation Budgeted

Total Projected Amount to be Expended **\$76,106.31**

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted **\$0.00**

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)

The Olin CSD is part of a whole-grade sharing agreement and sends its 7th -12th graders to the Anamosa CSD. There are approximately 100 students and 11 full time teachers in the elementary building. Therefore, this TLC Grant application addresses the needs of Olin Elementary students and teachers. The teacher leaders will support and strengthen the priorities identified by the TLC Committee, SIAC, and school board: MTSS; PBIS; At-Risk; Mentoring and Induction of New Teachers; Implementation of the Iowa Core

Since 66% of Olin Elementary students qualify for Free and Reduced Lunches teachers must focus instruction on BOTH academic and pro-social skills. We see at least 25% of our teachers (5) involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are used to taking on additional leadership roles. This grant would give these teachers the additional time needed to make systemic change in our district.

<i>Initiative / Postion</i>	<i>Description /Explanation of Position</i>
MTSS	Olin strives for all students to be proficient at grade level in reading and make one year's growth in one year's time. With the implementation of MTSS, we will ensure that all students' academic needs are met to reach proficiency level. Our MTSS teacher leader will lead the Early Literacy Intervention (ELI) team who is responsible for the MTSS initiative.
PBIS	Olin strives for all students to demonstrate pro-social skills. With the implementation of PBIS, we will ensure that all students can meet the expectations for the 21 st Century Skills.
At-Risk	We know that 80-85% of our students are successful with PBIS and 5-15% with targeted interventions. However, 1-5% of students need intensive, individualized interventions. These at-risk students display serious or violent behaviors, extreme chronic behavior.
Mentoring and Induction	In the past five years, Olin Elementary has mentored on average 2 to 3 new teachers in either their first or second year of teaching. When they meet they reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. In the last five years, of the seven beginning teachers who received mentoring and induction, five of them were retained in the district for two or more years.
Implementation of the Iowa Core	During the past few years the teachers have read and discussed the Iowa Core with minimal implementation except for the new reading and mathematics series purchased. Next year, the BLT (to be changed to the Teacher Leadership Team) will focus on the Iowa Common Core as a building in addition to the responsibilities of each Teacher Leader role. The 3 Teacher Leaders will collaborate with staff and administration using alignment tools, actions plans, and documentation of the full implementation of the Iowa Core.

Total of Pay for Positions

5 positions x \$3800 = \$19,000 (MTSS, PBIS, At-Risk, 2 Mentors)

4 positions for Implementation of Iowa Core x \$1000 = \$4,000 (MTSS, PBIS, At-Risk, 1 Mentor)

\$19,000 + \$4,000 = \$23,000

FICA is 7.65 %. \$23,000 x 7.65% = \$1,760

IPERS is 8.93%. \$23,000 x 8.93% = \$2,054

\$23,000 + \$1,760 + \$2,054 = \$26,814 Total to pay for Teacher Leadership Positions

Bring beginning teacher salary to \$33,500 = \$490

26,814 Total to pay for Teacher Leadership Positions + Bring beginning teacher salary to \$33,500 = \$490 = \$27,304

Money to Anamosa for Whole-Grade Shared = \$312.68 x 59 students = \$18,448

Open-enrolled students to other districts = \$30,354.31