



Application

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

139594 - Osage Community Schools Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/14/2015 3:43 PM

Primary Contact

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State/Province

Postal Code/Zip

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Ext.

Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

Agency

Organization Information

Organization Name:

Osage Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website: osage.k12.ia.us
Address: 820 Sawyer Drive

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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Barb Schwamman
Title Superintendent
Organization Osage Community 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.
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Name Helen Burrington
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County(ies) Participating, Involved, or Affected by this Proposal	Mitchell 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	26
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	51
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

All students and staff at Osage Schools will be eligible and available to the grants. Osage Schools has an anti - discrimination policy in place and continually works to ensure that all staff and students have equitable opportunities.

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.

Robert D. Meier

Title of Person Submitting Certification

Director of Curriculum

Recipient Information

District

Osage Community School District

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

County-District Number

66-4995

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

Mrs.

Name of Superintendent

Barb Schwamman

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Zip Code

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TLC Application Contact

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Mr.

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State

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Zip Code

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Demographic Profile

October 2014 Certified Enrollment

930

October 2014 Free/ Reduced Lunch %

28

AEA Number

267

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)

Osage Schools began the process of applying for a Teacher Leadership and Compensation grant in August 2015, with the overarching goal of improved teaching and learning focused on instruction, student achievement, and research in the field of leadership. The overall vision transforms the structure of our teaching and learning and provides opportunities for teachers to grow professionally and impact others by serving in teacher leader positions. During the planning stages, multiple groups of teachers and administrators discussed new programming, strategies, and options to effectively move teachers into leadership roles by focusing on instructional needs of students, relying on student achievement data, and current research-based best practices in instruction and assessment. These new roles (up to 24) comprised of Instructional Coaches, Mentor Coaches, Strategist Coaches, and PLC Coaches will work collaboratively with teachers and administrators to enhance district wide instruction and assessment. Deliberate building-level data collection and review will guide professional development using the Iowa Professional Development Model to enhance instruction. These roles will ensure fidelity in the development, delivery, and maintenance of the district's initiatives and will also be a source of continual support for all instructional staff. The base salary at Osage Schools is above the state minimum. This, coupled with the establishment of new leadership roles provided by this grant, enhances our ability to recruit and retain the most highly skilled, diverse instructional staff.

The new teacher leadership structure will consist of four different roles with individual and overlapping responsibilities enhancing the district's ability to carry out its TLC vision. Our vision is:

"The vision of the Osage Community School District (OCSD) is to strengthen a culture that leads to increased student achievement, strengthen teacher effectiveness through collaboration, and expand professional growth opportunities to ensure a lasting legacy of outstanding education. "

The Instructional Coaches will spend 100% of the school day in a leadership/coach position. The Mentor Coaches, Strategist Coaches, and PLC Coaches will spend 100% of their day teaching their classes. The Director of Curriculum and Instruction will work collaboratively with the building administration and these teacher leaders to create the district's PD plan, oversee each of these new positions, and implement the TLC plan, while adhering to the district's CSIP goals. Teacher leaders will participate in the creation, planning, delivery, and follow-up support for the district's PD initiatives.

The process for selecting teacher leaders at Osage Schools closely mirrors current hiring practices in the district and will be comprised of an application process beginning with an internal posting, a written application/ nomination, and an interview. Following completion of the application process, the applicants will be rated by a selection committee comprised of teachers and administrators.

Our district anticipates positive student outcomes because of this initiative, as our teacher leaders move staff in the direction of more focused instructional practices. The impact/efficacy of the TLC plan will be measured using a variety of data points: culture and climate data gathered from staff survey, student achievement data (using cohort data for comparative purposes), and leadership team feedback. The District Leadership Team (Instructional Coaches, PLC Coaches, Strategist Coaches, and Mentor Coaches) will be held accountable for the analysis of building-level student achievement data and the immediate corresponding changes in instructional practices by classroom teachers.

Our plan includes adding two Instructional Coaches, whose estimated salary based on the current Osage Schools Master Contract would be approximately \$170,000 using the 2015-2016 salary schedule. There will be 3 Strategist Coaches, with each being compensated at \$4,000. The Mentor Coaches will be compensated at \$1,500 per year. There will be 10 PLC Coaches who will be compensated an additional \$7,500. The total cost for all stipends will be \$94,500. Hiring 2 new teachers will allow the district to fill vacancies created by teacher leaders. Osage Schools has the personnel and resources needed to build capacity, support implementation, and sustain this program over the long term. As with the writing of the plan, implementation will remain a collaborative effort. The district will sustain the TLC plan by focusing on our plan's intent and purpose, along with stakeholder support. Because this grant will impact teachers and instruction, all students will also be impacted. The plan will be evaluated for fidelity and success, will provide teachers and staff with professional learning needs based on collected data, and will drive increased student achievement.

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).

A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan: The Osage Community School District (OCSD) formed a Teacher Leadership and Compensation (TLC) Planning Committee on August 18th, 2015. Eighteen individuals actively participated in the planning and preparation of the TLC grant application. These individuals represented the administration and teaching staff at Osage Community School District. All stakeholder groups were equally represented and contributed to the TLC grant application.

The committee met on ten occasions to work on the TLC grant application. Through discussion, research of best practice, and observation of current practice and the practice of other districts, the committee was able to put together an application that best meets the needs of the Osage Community School District.

The OCSD district utilized the planning grant funds to provide additional pay (hourly rate) for teachers who were grant collaborators, to hire substitutes, to attend trainings, and to develop a framework for writing the grant application.

The TLC planning committee:

- researched teacher leadership structures
- investigated best practices for teaching and learning
- discussed how our current systems might flourish with the enhanced resources provided by this grant
- divided into subcommittees to develop each part of the grant application
- shared drafts with district stakeholders
- attended trainings hosted by SAI and AEA 267

Funds remaining will be used this spring after the application is accepted to finalize the details in order to implement the TLC plan. The TLC planning grant funds contributed to the quality of the plan by providing compensation for adequate time to plan and prepare the application. The funds also provided the opportunity for plan review and input from outside sources, which we feel increased the quality of the application.

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

Staff was introduced to the Teacher Leadership Compensation Grant during our August Professional Development Kickoff. Stakeholder groups (teachers and administrators) were engaged in the process and contributed to the development of the plan in several ways. Input was gathered from all staff through sharing opportunities at each building. Group discussions were held during learning team collaboration meetings and also at staff meetings. Input was gathered from the community through sharing of the plan and discussions at Board meetings and open session committee meetings. Information was shared with the public through an article in the Mitchell County Press News and district Electronic Notifications. A survey was then circulated to check for understanding, further questions, and to determine interests in intended positions. This survey resulted in the OCSD staff responding with 100% favorably to supporting the TLC System implementation. 63% of OCSD staff responded with interest in applying for a leadership position. The TLC committee maximized efforts to involve all stakeholders and build capacity and commitment to the plan.

The TLC plan was shared with the OCSD Board of Education at their regular meeting on September 21, 2015. The Board unanimously supported the TLC application submission. Committee members met at each of the district's attendance centers to discuss the plan and gather input. The TLC committee also held an all school staff meeting on October 14, 2015, to share the plan and answer questions.

A description of the support for and commitment to the plan from each stakeholder group:

The stakeholders are committed to the TLC System. This is evidenced by the approval of the TLC Grant application by the Board of Education (September 21, 2015), 100% commitment to the TLC grant from the staff, interest from staff for leadership positions (63% indicating interest), and community commitment through participation in the grant writing process. The Osage Community Education Association supports the foundational components of the TLC grant application with an agreement being reached and outlined in a memo of understanding concerning contract language. The Osage Community School staff has provided numerous hours of uncompensated time to learn about the TLC grant application and participate in the process.

Narrative

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

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

State Goals:

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

“The vision of the Osage Community School District (OCSD) TLC, is to strengthen a culture that leads to increased student achievement, strengthen teacher effectiveness through collaboration, and expand professional growth opportunities to ensure a lasting legacy of outstanding education. “

Osage TLC Goals mirror the Iowa Department of Education’s TLC goals; however, we prioritized them to meet our district needs.

1. Improve student achievement
2. Promote collaboration among teachers
3. Reward professional growth and effective teaching
4. Retain effective teachers
5. Attract able and promising new teachers

Goal 1: Improve student achievement by strengthening instruction.

OCSD is a high achieving district with strong grade level and subject area proficiency rates. Improvement is always key to ensuring that all students demonstrate a year of growth. This matches our 2015-16 district academic goals in Math, Reading, and Science-- that 70% of our students in grades 3-11 will show the typical growth for their grade when looking at the NSS on the Iowa Assessments.

2014-2015 Proficiency (NSS 1.2.2) and Growth Data (NSS 1.1.4) from Iowa Assessments via EdInsight

READING	Met Proficiency	Met Growth	MATH	Met Proficiency	Met Growth	SCIENCE	Met Proficiency	Met Growth
4th	79.17%	47.2%	4th	81.94%	50%	4th	88.89%	51.3%
8th	71.01%	55.1%	8th	76.81%	63.3%	8th	85.51%	60.9%
11th	78.08%	26.4%	11th	89.04%	68%	11th	83.56%	62.5%

Through the scaffolding of the proposed TLC system, we will strengthen instruction, increase teacher effectiveness, and improve student achievement. We will continue with our goals to increase the percentage of students who show at least one year’s growth.

Goal 2: Promote collaboration among teachers through additional support and new opportunities to learn together.

OCSD is in our 3rd year of Professional Learning Communities (PLCs). Teachers meet weekly to analyze data, set objectives, and develop strategies to meet the needs of each learner. Through the proposed TLC system, we want to enhance our PLCs by utilizing additional data and assistance. The data analysis will encourage teacher leadership and collaboration within our district. The PLCs will create opportunities for teachers to learn, grow, and improve their practices.

Goal 3: Reward professional growth and effective teaching with opportunities for increased leadership responsibilities and increased compensation.

We support the importance of recognizing and rewarding the present teacher leadership at OCSD. The proposed TLC system will create new positions that support and compensate teacher leaders. It will also formally provide career opportunities through professional growth and leadership training. The TLC will provide OCSD with differentiated, multiple, and meaningful teacher leadership opportunities.

Goal 4: Retain effective teachers through enhanced career opportunities.

Osage Community School District (OCSD) has retained quality teachers for an average of 14.9 years per teacher. The TLC plan will assist us in retaining more of our effective teachers for longer periods of time. As a district, we want to attract and retain a large, varied pool of applicants. By replacing the flat career path with multiple, meaningful teacher leader roles, we will attract more applicants. Our goal is to encourage highly effective teachers to remain in the district, to collaborate with colleagues, and to positively impact the quality of education in our district. A culture of collaboration will provide an atmosphere of teacher support with mutual accountability for student learning. This will

ensure that OCSD will retain effective teachers who are seeking enhanced career opportunities.

Goal 5: Attract able and promising new teachers by providing additional professional development, leadership opportunities and a competitive base salary.

The OCSD base salary of \$35,035 exceeds the TLC minimum of \$33,500 for all full-time teachers.

Through the proposed TLC system, a new teacher mentoring process will provide additional coaching, mentoring, and opportunities for observing quality instructional practices. TLC will provide additional opportunities for professional development beyond our new teacher inservices at the beginning of each school year. In addition, OCSD provides a collaborative culture that encourages new teachers to seek employment at our district.

OCSD's TLC plan will help meet the 5 state goals to attract new teachers, retain effective teachers, promote collaboration, reward professional growth and effective teaching, and most importantly to improve student achievement by strengthening instruction.

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 proposal includes an ongoing needs assessment process to ensure school improvement structures, processes, and initiatives are data-driven and impacting teaching and learning in meaningful ways.

The mission of the Osage Community School District (OCSD) is to sustain and enhance a caring community to produce enthusiasm for lifelong learning. That mission is grounded in our belief that children will learn best in an environment that is caring and safe, both emotionally and physically, a positive climate that is encouraging, that provides security for all, and that recognizes everyone's contributions.

Major district efforts related to:
Iowa Core Implementation

- Iowa Core aligned curriculum, assessments, & standards-referenced reports
- Next Generation Science Standards
- STEM
- Iowa Assessments & iReady
- Peer reviews

Major district efforts related to:
Multi-Tiered Systems of Support

How TLC roles connect to, support, and strengthen:

Instructional Coaches will provide guidance and support in unit design, assessment planning and best practice for all instruction aligned to the expectations of the Iowa Core. In addition, they will monitor and track implementation data and organize the appropriate Professional Development for their buildings.

Mentor Coach will coordinate with the instructional coaches to strengthen initiatives with one-on-one support for first and second year teachers and teachers in need of assistance, ensuring fidelity of implementation of the Iowa Core standards in all subjects.

PLC Coach will share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district's Iowa Core implementation by ensuring students receive the appropriate curriculum. Strategist Coach will coordinate with instructional coaches to strengthen this initiative through co-planning, co-teaching and observation for teachers ensuring consistency of implementation of the Iowa Core standards in all subjects.

How TLC roles connect to, support, and strengthen:

- PLC supported
- Early Literacy Implementation - FAST
- MTSS (WIN or GREEN Time)
- Summer tutoring and Credit Recovery
- Big Brother/Big Sister Program

Major district efforts related to:
Technology Integration

- 1:1 technology
- Technology integration
- Social media
- Technology training that responds to teacher needs.

Instructional Coaches will use data from assessments to help classroom teachers impact teaching and learning. They will assist with implementing schedules and practices that support a quality multi-tiered system of supports.

Mentor Coach will support teachers in maintaining quality universal instruction, especially when new teachers are hired. Teachers in these roles will ensure that grade level alignment to Iowa Core continues. They will also enhance the staff's ability to meet the needs of students requiring Tier II and Tier III interventions through additional classroom activities and small group instruction as needed.

PLC Coach will share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district's multi tiered system of support by ensuring students receive the appropriate enrichment or intervention activity.

Strategist Coach will understand and implement quality assessment, grading, evaluate different ways to use time to meet individual student needs reporting practices through co-teaching, co-planning and observation.

Instructional Coaches will efficiently identify and address technology integration needs and find the best resources to meet our needs.

Mentor Coach will assist teachers with the use of quality technology tools to enhance student learning.

PLC Coach will share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district's technology Integration.

Strategist Coach will understand and implement quality technology integration through co-planning and co-teaching and observation.

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)

Effectiveness of current mentoring and induction program for beginning teachers

Osage Community School District (OCSD) has a smaller number of beginning teachers, and as a result we are referred to the Area Education Agency for mentoring and induction support. We have found that this is not an ideal process. One issue is the amount of time beginning teachers and their mentors are pulled out of their classrooms, expected to travel to the AEA, and to meet as a large group with diverse needs. The current program meets more generic system needs of beginning teachers, but it does not provide support for specific district curriculum, technology, and logistical questions. It often seems to be pieced together with bits of information rather than intentional and purposeful pieces of a larger individual system. Within the OCSD beginning teachers presently receive one inservice day prior to the two district-wide inservice days. This is not adequate to meet the vast number of needs and concerns new teachers have such as district procedures, initiatives and program specific issues. The new teacher and mentor must have time to collaborate and discuss specific classroom issues. The mentees in our district have expressed that neither the current AEA program or the district inservice day meets their needs.

Evidence used in our determination of the effectiveness of the current program for beginning teachers

100% of the first and second year teachers in the OCSD from 2001-2015 have participated in the AEA mentoring program. When surveyed, the majority of current mentors and mentees expressed the current program is not beneficial. Through discussions with our staff who have been through the mentoring program, we found that although they appreciated the support, they had some suggestions for improvement. This included additional before school time to prepare, more time for reflection and collaboration, more time to observe and evaluate, and provide more opportunities for district specific information.

Addressing the gaps to improve mentoring and induction for beginning teachers

Our proposed TLC plan includes a mentor coach who will observe the beginning teacher and provide feedback on lesson structure, classroom management, and teaching strategies. The mentor coach will also focus on district initiatives and technologies. This would include our JMC grading, 1:1 Chromebook/iPad, Hapara management system, and PBIS among many other building and grade level initiatives. This also eliminates travel time, large group instruction that is not applicable to our district, and allows for a significantly greater amount of time for collaboration. Providing mentoring in the district allows us to tailor the topics to meet the unique needs of those teachers. It also gives the opportunity for our mentor coaches to familiarize the beginning teachers with the unique aspects of OCSD.

Effectiveness of current mentoring and induction program for career teachers

OCSD has a history of not hiring a large number of experienced teachers to fill open positions. The experienced teachers who have been hired have received one day of new teacher training with their building principal. The current system has a lack of support in key district initiatives. Currently there is no ongoing mentoring and induction program for career teachers through the AEA or within the district. It is the responsibility of the experienced teacher within their grade level or subject area team to address additional needs of the mentee.

Evidence used in our determination of the effectiveness of the current program for career teachers

We determined the effectiveness of our current program through informal teacher interviews. Through conversations with career teachers, it was determined that many of the initiatives had not formally been introduced to new career teachers. These initiatives were addressed only as-needed and on an informal basis as time allowed.

Addressing the gaps to improve mentoring and induction for career teachers

OCSD's teacher leadership proposal seeks to improve induction into the district by providing additional support in district initiatives such as Hapara, PBIS and Nurtured Heart. The career teacher will be assigned a mentor for their first year. The mentor coach will provide ongoing targeted support in grade level or departmental procedures, daily questions, technology concerns and other specific protocols. This coach will attend the new teacher inservice to address district procedures and initiatives as well as provide the opportunity for the new teacher to feel connected to the collaborative culture. Principals will continue to provide support in the areas of building procedures, professional expectations, and district requirements. With this proposed TLC plan, the needs of the career teacher will be successfully met within the district and will focus on the needs of the individual.

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.

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 vision of the Osage Community School District (OCSD) is to strengthen a culture that leads to increased student achievement, enhance teacher effectiveness through collaboration, and expand professional growth opportunities to ensure a lasting legacy of outstanding education.

Improving student learning requires enhancing the instruction students receive each day. To improve student learning, we must empower the best teachers to lead the effort. The Teacher Leadership and Compensation Plan at Osage Community Schools will strengthen the collaboration efforts that currently exist among the staff, striving to provide the most effective teaching strategies to meet the diverse needs of students from a wide variety of social and economic backgrounds.

The TLC plan will establish the following new roles: Instructional Coach (IC), Strategist Coach (SC), Mentor Coach (MC), and Professional Learning Community Coach (PLC Coach).

Instructional Coach will lead a process of collaborative inquiry with teachers and administrators to improve student learning at Osage Community Schools. Multiple sources of information will be utilized for analysis of student learning, as well as teacher practice in support of professional growth and systemic improvement.

Responsibilities will include:

- Model best practices for effective instructional strategies
- Coach exemplary teaching methods to peers
- Provide curriculum updates and research to support district PD initiatives at each building level (Iowa Core, Technology Integration, MTSS)
- Coordinate the creation and modeling of a content strategies database (playbook)
- Create and maintain a repository of exemplar lessons and instructional videos
- Collect, disaggregate, and disseminate assessment data at each building level
- Assist teacher teams in developing and implementing interventions based on the results of commonly administered assessments
- Create a mentor framework to assist mentor coach in teacher/coach collaboration time
- Participate on District Leadership Team (Instructional Coach, Strategist Coach, Mentor Coach, PLC Coach)
- Act as liaison between district administration and team of coaches (strategist, mentor, and PLC)
- Facilitate communication between Strategist coach and Teachers
- Foster positive peer relationships

Percentage of time engaged in student instruction	0%
Percentage of time performing teacher leader duties	100%
Additional Contract Days	10
Stipend	\$85,000
Expected positions within district	2

Strategist Coach will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They are responsible for maintaining a high-level of instructional practice and implementing district initiatives.

Strategist Coach will spend 100% of time in the classroom.

Responsibilities will include:

- Serve as models of exemplary teaching practice and lead by example focused on district initiatives
- Invite colleagues into their classroom to observe best practices of instruction
- Provide support for career teachers with strategies for successful teaching
- Observe teachers to offer assistance with strategy implementation and provide feedback
- Share examples of student work and student learning based on model lessons
- Co-plan and co-teach for implementation of district initiatives
- Serve on the District Leadership Team (Instructional Coach, Strategist Coach, Mentor Coach, PLC Coach)
- Participate in additional days to work with instructional coach to align professional development plans with the district initiatives

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	0%
Additional Contract Days	2
Stipend	\$4,000
Expected positions within district	3

PLC Coach will share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district's multiple tiers of support by ensuring students receive the universal interventions they need.

Responsibilities will include:

- Facilitate PLCs for focus (topics staff choose) and content/curricular areas
- Guide teachers in development of data-driven decision-making
- Identify the current level of student achievement, establish a goal to improve the current level, work together to achieve that goal, and provide periodic evidence of progress
- Support teachers in their understanding, implementation, and analysis of evidence-based instructional practices.
- Assist with planning, presentation, and implementation of professional development
- Prepare PLC agenda prior to meetings and run effective meetings.
- Assist in the establishment of group norms
- Demonstrate positive leadership
- Serve on District Leadership Team (Instructional Coach, Strategist Coach, Mentor Coach, PLC Coach)

Table below outlines budget and % of time of responsibilities with different areas in school

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	0%
Additional Contract Days	1
Stipend	\$7,500
Expected positions within district	10

Mentor Coach will provide support for teachers who are new to the profession in their first two years of teaching as well as teachers in their first year in the District. Mentor Coaches are assigned one-to-one relationships with new teachers, bridging the gap between student teaching and the teaching career.

Responsibilities will include:

- Recognize social and emotional needs of the new teacher and provide support
- Provide consultative support related to student needs, standards, curriculum, and assessment
- Serve as a collaborative partner by developing and applying ideas, solving challenges, and learning together
- Provide feedback on classroom management and instruction

- Observe other teachers' classrooms with assigned new teacher and share reflections
- Serve on District Leadership Team (Instructional Coach, Strategist Coach, Mentor Coach, PLC Coach)
- Meet regularly and/or as needed with new teachers

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	0%
Additional Contract Days	0
Stipend	\$1,500
Expected positions within district	5

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.

For Osage Community School District's teacher leadership program to be successful, it is vital to find teachers who demonstrate strong teaching practices, are reflective of their instructional practice, have a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders. Our TLC plan recommends and provides the resources for ongoing professional development to each of the leadership positions. We have outlined a rigorous selection process that strives to increase student achievement through the implementation of the district initiatives.

Each position described below will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Osage Community Schools will follow current practice of internal posting for teacher leadership openings. Information will also be included about the duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment. Teachers serving as coaches must reapply each year. However, coaches in good standing through the annual evaluation process will have a streamlined re-application process.

Teacher Leader Review Team (TLRT):

The TLRT will include an equal number of teachers and administrators and make recommendations to the superintendent for appointments. A call for TLRT members will be posted each spring. Teachers interested in serving on the TLRT may self-nominate, be nominated by a principal, or be nominated by OEA. The TLRT will review nominations and recommend to the superintendent a list of teachers to serve on the TLRT for the following academic year. Recommendations should consider stakeholder representation and support a staggered, three-year rotation of membership to support continuity.

Teacher Leadership Coaching Positions:

Instructional Coach (IC)

To apply for IC positions, teachers will submit written responses to several questions developed by the TLRT and centered around the district initiatives. Applicants will be interviewed. The TLRT will complete a review of application materials using a rubric to assess based on the following selection criteria:

Likelihood of success in the role: Supporting evidence should address collaboration with peers that resulted in improved student learning.

Evidence of professional growth: Supporting evidence should address identifying a problem of practice, then finding and using resources to address it.

Evidence of teaching effectiveness: Supporting evidence should address setting and achieving goals related to professional and student learning.

Applicants selected as promising candidates through the materials review process will proceed through an interview with the TLRT, which will use a rubric to make recommendations to the superintendent for selection. Instructional coaches will be evaluated by the Superintendent of Schools.

Teachers in IC positions will remain in their current seniority pool and continue to accrue years of experience for all purposes while serving as an instructional coach. If a coach moves back into a teaching position, he/she may request to be reassigned to his/her previous teaching position. IC will be evaluated by the superintendent using principal(s), peer feedback, data, and artifacts.

Strategist Coach (SC)

To apply for SC positions, teachers will submit written responses to several questions developed by the TLRT and centered around the district initiatives. The TLRT will review application materials and may use an interview process to make recommendations to the superintendent.

Measures of Teacher Effectiveness: SC applicants must submit a written narrative that explains why he/she is likely to be successful in the role and includes supporting evidence that demonstrates teaching effectiveness relevant to the district initiatives.

Evidence of Professional Growth: SC applicants must submit a written narrative that explains why he/she is likely to be successful in the role and includes supporting evidence that demonstrates a successful history of collaboration with peers that resulted in professional growth and improved student learning.

SC will be evaluated by their respective building principal(s) using peer feedback, data, and artifacts.

Mentor Coach (MC)

Teachers interested in serving as a mentor may self-nominate, be nominated by the Osage Education Association (OEA), or be nominated by a principal. The TLRT will review nominations and recommend a list of mentor teachers who may be assigned to a beginning teacher by a building principal upon approval by the Superintendent.

Measures of Teacher Effectiveness: Nominees must demonstrate through his/her most recent evaluation Evidence of Profess

PLC Coach

Teachers interested in serving as a PLC Coach may self-nominate, be nominated by the Osage Education Association (OEA), or be nominated by a principal. The TLRT will review nominations and recommend a list of PLC Coaches to the superintendent.

Measures of Teacher Effectiveness: Nominees must demonstrate through his/her most recent evaluation

Evidence of Professional Growth: Nominees must demonstrate evidence through his/her most recent Professional Growth Plan.

PLC Coaches will be evaluated by their respective building principal(s) using peer feedback, data, and artifacts.

Professional Growth: Nominees must demonstrate evidence through his/her most recent Professional Growth Plan.

MC will be evaluated by their respective building principal(s) using peer feedback, data, and artifacts.

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.](#)

Professional Development in the Osage Community School District (OCSD) is designed and implemented by the Professional Development Team. Professional Development is done on a monthly basis scheduled as an early out day. In addition there are several full day PD's scheduled in the school year as well as weekly PLC meetings scheduled before school.

The purpose of OCSD proposed TLC plan is to create a system of partnership learning where we learn, work and grow as a collaborative team to positively impact student learning. This system would have definite teacher leadership roles, which are focused by the Iowa Professional Development Model (IPDM) and is designed to ensure that teacher leadership is an effective system that adjusts with time to meet our district needs.

IPDM Key Elements

Teacher Leader Responsibility

Establish PD Leadership Team

Instructional Coaches (IC), PLC Coaches, and Mentor Coaches (MC) & Strategist Coach (SC), along with the administrative team, will review building-level student data, CSIP and AYP results to determine areas of need and assist in the development of a district-wide PD plan.

Collect and Analyze Data

All District Teachers will collect and analyze student data according to the OSCD Plan.

IC, PLC Coaches, SC & MC will instruct staff in how to analyze data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive differentiated instruction.

Goal setting & Student Learning

IC & SC will lead the goal-setting and instructional strategy selection process based on system data to ensure that the goals support the attainment of the Iowa Core. PLC Coaches will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. PLC coaches will facilitate the peer review process with their team members to support the implementation of effective teaching strategies in the classroom.

Selecting Content

IC will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. PLC Coaches will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas.

MC will demonstrate and review requested strategies and follow up with mentees to evaluate new strategies.

Designing Process

The district will monitor the delivery of professional development through the existing PLC structure. IC & SC will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. IC will assist in developing implementation plans based on the needs of individual teachers and teaching teams.

Training and Learning Opportunities

IC, PLC Coaches, SC, & MC or those with the necessary expertise will deliver district and building PD that will align with current district initiatives including technology integration and Iowa Core implementation. IC will co-teach and model learning strategies being studied in PD. PLC Coaches will support teachers on their team in the implementation of initiatives.

Collaboration

Our PLC structure is an example of true collaboration PK-12 and supports our belief that collaboration is key to student success. IC and PLC Coaches will lead PLC work through collaborative design and facilitation of professional learning when implementing the differentiated instructional supports. PLC coaches will collaborate with administration and the Director of Curriculum and Technology Integration by sending them PLC team meeting notes weekly. SC & MC provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives.

Implementation

All Teacher Leaders will focus on the priority of the district TLC plan. The goal of the plan is to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposefully based professional learning delivered through the PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes.

Formative Evaluation

IC & SC will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at building level, PLC and PD meetings.

Program Evaluation

The IC, PLC Coaches, & SC will use the following data points to measure the effectiveness of the district professional learning plan:

- student achievement data
 - implementation data from PLC team notes
 - walkthrough data from building principals
- This information will also be shared out with the district and the public.

Developing Teacher Career Plans

IC, SC & MC will evaluate/update the design format to record SMART goals, data, and action steps. PLC Coaches will assist teachers in writing their career development plans by analyzing data, setting SMART goals and designing action steps to meet those SMART goals. All SC will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal.

In summary, Professional Development will continue to enhance the competency and effectiveness of all educators in the Osage Community Schools. The TLC will provide new opportunities for further development of the district initiatives.

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.

Osage will use the following measures to determine the impact/effectiveness of the TLC plan. The goals of the district will be revised based on information gathered from multiple stakeholders, self-assessments, student achievement data, and observations. The TLC Committee and local association will review and revise the leadership roles and responsibilities based in-part on on-going feedback from stakeholders. Surveys will be created with the help of the AEA to gather meaningful and measurable data about the effectiveness of the leadership positions and resulting impact on student achievement. Open communication will be paramount among administration, teacher leaders, and staff. The TLC Coordinator will be a vital component in working as a liaison to gather feedback from informal conversations, surveys, and meetings.

District Program Goal #1 Improve Student Achievement

Short Term Measures of Impact/Effectiveness

- Annual Iowa Assessment achievement and growth data
- Yearly growth data
- Other district formative and summative assessments

Long Term Measures of Impact/Effectiveness

- Iowa Assessment achievement data compared to previous years
- AYP/SINA status

District Program Goal #2 Reward Professional Growth and Effective Teaching. By June 2016, Osage will offer enhanced career opportunities to all eligible teachers and select 25% of the teaching staff to serve in these teacher leader roles.

Short Term Measures of Impact/Effectiveness

- Job descriptions generated
- Selection criteria established
- Application process in place
- Leadership opportunities posted
- Interviews scheduled
- Hiring process complete

Long Term Measures of Impact/Effectiveness

- Number of teachers serving in a leadership role each year
- Job descriptions and selection criteria revised based on yearly feedback
- Salaries paid at intended levels and monitored/adjusted based on yearly feedback

District Program Goal #3 Promote Collaboration among teachers.

Short Term Measures of Impact/Effectiveness

- Documentation (ie: minutes) from PD planning, collaboration logs
- Documentation of Peer Reviews

Long Term Measures of Impact/Effectiveness

- Annual district evaluation of TLC System completed by TLC committee
- Review of data and documentation collected by TLC Coordinator
- Completion of TLC Survey Effectiveness Survey by multiple stakeholder groups

District Program Goal #4 Attractable and Promising New Teachers.

Short Term Measures of Impact/Effectiveness

- Collection of frequency and type of collaboration teachers and mentees are receiving
- Self-evaluation of teachers professional growth
- Data from referral process created for struggling teachers to work with Model Teachers

Long Term Measures of Impact/Effectiveness

- Mentee survey data on perception of effectiveness of mentoring
- Teacher survey data on perception of effectiveness of TLC plan

District Program Goal #5 Retain Effective Teachers.

Short Term Measures of Impact/Effectiveness

- Assessment of mentees' feeling of support and increased confidence in teaching abilities
- Number of veteran teachers in leadership roles
- Number of teachers applying for leadership roles

Long Term Measures of Impact/Effectiveness

- District teacher retention data
- Exit interviews detailing reason(s) for leaving district
- Number of teachers increasing collaboration work
- Teacher survey data on perception of effectiveness of TLC plan

Monitoring, Evaluating, and Adjusting the TLC Plan

Osage Community Schools will form an evaluation and monitoring committee (EMC) that includes a representative team of instructional coaches, administrators, teachers, and other relevant stakeholders. This team will operate as a sub-committee of the District Leadership Team (DLT) and meet on a quarterly basis. This team will be charged with tracking the overall impact of the teacher leadership program, as well as quality of implementation.

Adjusting our district TLC Plan will be done through the process of reviewing the data, reflecting on the data and then revising the plan where it is necessary. Not only will the student and teacher data be collected, but we will also be utilizing survey results from all of our stakeholders. Data results will be shared with all stakeholders. The results that fail to show the expected level of progress under the TLC Plan will be analyzed and explored to find the specific cause. Further analysis will include looking at the level of support being provided to teachers and determine if that support is meeting the needs of our system. Faculty members will be providing feedback on the work of the teacher-leaders to determine areas for growth and improvement.

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

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

Osage Community School District is committed to the success of TLC implementation and the continued support into the future. We have included multiple stakeholders within our TLC committee and involved varied teacher groups in designing the leadership roles. We have communicated our progress in multiple formats to groups invested in the implementation. Teachers were provided with information at staff development meetings as well as informally with the members of the TLC committee. The Board of Education has continued to receive updates and the presentations were broadcast to the parents, students and community through outlets like The Cube. Positive responses regarding teacher leadership at all levels will ensure that we have the support to implement and sustain our TLC plan with success.

Example of OCSD’s capacity to implement:

Our district has been able to successfully implement a number of positive, district-wide initiatives, one of which is the Olweus Bullying Prevention Program. Staff was trained in the implementation of this initiative and it was launched in August, 2008 to students as well as the community. The annual Bully-Victim Questionnaire (BVQ) as well as teacher and student reporting provides invaluable, trackable data so that direction can be taken accordingly. Since the beginning of this highly successful initiative, our bullying incidents are below the national average.

Percentage of girls and boys who have been bullied “2-3 times per month” or more in the past couple of months.

	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Osage										
Boys and Girls	18.1%	26%	5%	8.6%	15.5%	15.6%	9.9%	8.3%	4.9%	4.3%
National										
Boys and Girls	22.5%	20.8%	19.1%	18.4%	15.7%	16%	11.2%	10.7%	9.2%	8.4%

This is just one example of the commitment the OCSD has to implementing positive initiatives leading to the success of our schools.

Capacity to sustain:

Sustainability of the Olweus Bullying Prevention Program has included initial and ongoing training for committee members, administrative commitment to incorporating the curriculum and teacher commitment to ongoing implementation of the program. Osage has an understanding of what it takes to successfully implement and sustain initiatives, therefore we are confident in our abilities in the successful implementation and sustainability of the TLC system.

The OCSD has a culture in which teachers lead improvement efforts among their peers. The success and sustainability of the proposed teacher leadership system is dependent on our ability to select effective teacher leaders and to guide their work within the district in a way that impacts student learning to the highest degree. Because our school is a smaller district, we have many teachers who are involved in leadership roles outside of the regular school day. The workload needs to be balanced, so that our most effective teacher leaders are not being over-burdened. It is crucial that OCSD finds teacher leaders and defines their roles in way that positively impacts our student achievement.

Description of Key Staff Responsible for Sustaining the TLC plan

- Beginning educators and career teachers - participation in the ongoing professional coaching and collaboration: willingness to learn from teacher leaders; ability to collect, analyze and disseminate data
- Mentor Coaches - participation in the ongoing professional coaching and collaboration: willingness to work with teachers new to the district; willingness to share classroom practices
- Strategist Coaches - participation in ongoing professional coaching and reflection; willingness to share classroom practices; ability to collect, analyze and disseminate data
- PLC Coaches - participation in the ongoing PLC meetings; ability to collect, analyze and disseminate data; ability to plan for weekly PLC agendas
- Instructional Coaches - participation in ongoing professional learning; monitoring district TLC plan and assisting in developing quality implementation; provide support and knowledge to teachers to enhance student learning;

engaging in observation and coaching to improve instructional practices

- Curriculum Coordinator - participation in ongoing professional learning; collaboration with TLC coaches, principals, and district leaders to collect, analyze and disseminate data; accountability for assisting with designing and delivering professional development
- Principals - Collaboration with curriculum coordinator, TLC coaches, principals and the superintendent to support alignment of curriculum and instruction; accountability for instructional support through PLCs and district goals; accountability for teachers actively participating in coaching
- Superintendent - alignment of recruiting and hiring practices with opportunities for teacher leader positions; accountability for the evaluation of TLC goals; accountability for communicating results of the system to the stakeholders

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$264,500.00

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).	\$11,000.00
Amount used to provide professional development related to the leadership pathways.	\$15,136.06
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$290,636.06

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	929.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$290,636.06
Total Allocation	\$290,636.06

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$290,636.06
<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)

Explanation of the details for budget:

Position	Description	# Proposed	Planned Costs for each position	Total \$ for Position
Instructional Coach	Full Time Non	2	\$85,000	\$170,000
PLC Coach	Additional Hours to plan and lead PLC	10	\$7,500	\$75,000
Strategist Coach	To observe others and be observed doing district goals	3	\$4,000	\$12,000
Mentor Coach	To work with new teachers	5	\$1,500	\$7,500

Osage School's estimated income from the TLC Grant is approximately \$290,636.06 based on our certified enrollment of 929.5. Our district will spend approximately 94% of these dollars supporting teachers in filling teacher leadership roles around the school improvement process. The remaining dollars will be used on professional development and substitutes for teacher leaders when working outside the classroom.

The Osage School District has an FTE of 70.2544. Our plan includes adding two Instructional Coaches who will be out of the classroom 100% of the school day and have a ten-day extended contract. The total cost for new positions will be \$170,000. The plan also includes adding a total of five mentor coaches. The ratio will depend on the needs of the district. We are currently in our second year of using the PLC structure to deliver job-embedded professional development. We will continue this initiative, but have found that to be an effective PLC coach, a considerable amount of preparation is needed to have the weekly PLC sessions run efficiently. Therefore, each of the PLC coaches remains in the classroom full time but has a one day extended contract and will be compensated an additional \$7,500. The total cost for all stipends will be \$94,500.

Potentially hiring two new teachers will allow the district to fill vacancies created by teacher leaders and potentially accommodate lighter teaching loads for first-year teachers. We value the stability and consistency of having the same teacher in the classroom for students and staff. Hiring additional permanent teachers insures students will see the same teacher every day for their specific classes.