



Application

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

137638 - Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/13/2015 12:29 PM

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### Primary Contact

AnA User Id

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First Name\*

Abe

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52162

City

State/Province

Postal Code/Zip

Phone:\*

563-864-7651

Phone

Ext.

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Administrative Services, Iowa Department of

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### Organization Information

Organization Name:

Postville Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

www.postville.k12.ia.us

Address:

P.O. Box 717  
314 West Post Street

Postville Iowa 52162  
City State/Province Postal Code/Zip

Phone:

563-864-7651  
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563-864-7659

Benefactor

Vendor Number

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## Cover Sheet-General Information

### Authorized Official

Name Abe Maske  
Title Superintendent  
Organization Postville Community School

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

Address **314 West Post St.**

City/State/Zip\* **Postville Iowa 52162**  
City State Zip

Telephone Number **563-864-7651**

E-Mail **amaske@postville.k12.ia.us**

### Fiscal Officer/Agent

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

Name **Clara Lensing**

Title

Organization

Address

City/State/Zip **Iowa**  
City State Zip

Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal	Allamakee County, Clayton County, Fayette County, Winneshiek 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	28
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	55, 56
<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 will benefit from the proposed grant that will ultimately provide additional support for teachers, who in turn, will become better facilitators of learning.**

### 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. **Abe Maske**

Title of Person Submitting Certification

Superintendent

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## Recipient Information

District

Postville Community School District

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

County-District Number

03-5310

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

Honorific

Name of Superintendent

Abe Maske

Telephone Number

563-864-7651

E-mail Address

amaske@postville.k12.ia.us

Street Address

314 West Post St.

City

Postville

State

Iowa

*Use the drop-down menu to select the state.*

Zip Code

52162

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## TLC Application Contact

Honorific

Name of TLC Contact

Ryan Zurbriggen

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315 West Post St.

City

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State

Iowa

*Use the drop-down menu to select the state.*

Zip Code

52162

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## Demographic Profile

October 2014 Certified Enrollment

658

October 2014 Free/ Reduced Lunch %

87

AEA Number

1

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

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### **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)**

## Executive Summary

Postville Community School District (PCSD) is excited and proud to be able to offer our students great learning opportunities with the diverse challenges we face head on. Through the Teacher Leadership and Compensation initiative we feel that our teachers will be better prepared to handle our unique challenges and have more opportunities to share their experiences with teachers across the district to best meet the needs of all students. Our TLC vision is to maximize student learning through a multi-tiered system of collaborative teacher leadership that thrives on collective inquiry and action research that improves teacher effectiveness.

Our district has experienced many shifts in student demographics over the last 15-20 years, resulting in a very high population of ELL students and low SES families. The diverse needs of our students, in conjunction with the adoption of the Iowa Core, have presented our district with challenges to meet the needs and provide Core-aligned learning opportunities for all students. In response to the changing needs of our population, we have implemented many initiatives to support the wide range of ability levels found in every classroom such as PLC's, 1:1 laptops, and a restructured ESL program. Our achievement data supports the need for more changes across the district so that all teachers are receiving the support and resources needed to help every student reach their maximum potential. The TLC grant will allow us the opportunity to make these necessary changes and help us grow as a PLC district.

PCSD started the process of applying for the Teacher Leadership Compensation grant in the Spring of 2014, with the goals of retaining effective teachers through multiple leadership opportunities, attracting and preparing new teachers to work within the challenges of our district, promoting collaboration and professional growth for all staff, as well as, improving student achievement by strengthening instruction. Working with teachers, administration and community members throughout the grant writing process, PCSD has designed this TLC proposal based on student needs, our current reality and researched based best practices.

Through the creation of new roles and positions we are excited to implement our TLC proposal to best fit the needs of our district and support the changes we are currently focusing on such as PLC collaboration and Personalized Professional Development. The new teacher roles will include Instructional Coaches, a Technology Integrationist, Model Teachers and PLC Team Leaders. All leadership roles will work collaboratively with teachers and administration to enhance instruction and assessment district-wide.

The two Instructional Coaches (K-6 and 7-12) will work as full time leaders throughout the district to assist teachers in planning and implementing strategies, lesson effectiveness and data analysis. The Technology Integrationist ( K-12) will provide leadership, staff development, and instructional support to all staff with the goal of promoting the use of technologies to support student achievement. The Instructional Coaches and the Technology Integrationist will be expected to complete 10 additional PD/training days with a \$5,000 salary stipend.

The Model Teachers (2 at the K-6 level and 2 at the 7-12 level) will serve as a model of excellence for other colleagues by demonstrating lessons and providing an atmosphere for peer observations. They will also act as the Personalized Professional Development Coach, acting as a guiding, supportive resource for teachers as they explore new strategies and techniques for improving student achievement. Model Teachers will stay in their classrooms 100 % of the time and be required to complete 5 additional PD/training days with a stipend of \$2,500.

The PLC Team Leaders (12 district-wide) will act as the facilitator for their PLC collaboration team, guiding teachers to enhance their planning, instruction, and content knowledge. PLC Team Leaders will also remain in their classrooms 100% of the time while completing 2 additional PD/training days with a stipend of \$1000.

The Postville Community School District is excited to look toward the future for sustaining the TLC plan. We have successfully implemented many initiatives over the years, and our TLC proposal will provide us with the opportunities to grow and utilize the talent of the teachers we already have on staff. The proposed TLC plan aligns with our district's goal of increasing student achievement and supports our commitment to create a collaborative culture within our district.

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

TLC Model Number

Model 3 Comparable Plan

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## **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).

## Part I: Use of Planning Grant

Postville Community School District formed a committee consisting of administrators, teachers, School Board members, parents, and community stakeholders after receiving funding for planning the Teacher Leadership and Compensation (TLC) Grant in Spring 2014. This committee met to collaboratively research, plan, discuss, and complete the TLC Grant Application over the course of 2015-2016.

TLC Grant planning funds were used to plan and construct a TLC structure around the unique needs of Postville Community School District. Funds were used for registration to workshops attended by administrators and teachers at Keystone AEA, substitute pay for teachers attending meetings during the school day, compensation for TLC committee meetings attended outside of contractual hours, and research materials (*Taking the Lead*, Killion & Harrison).

Initially, four administrators and two teachers attended the *Teacher Leadership and Compensation Grant Planning Workshop Part One* with Deb Hanson in April 2015. Following this planning workshop, an informational meeting was held in both the Elementary and Jr/Sr High buildings for all teachers and staff. Additional volunteers were solicited which added three teachers and one instructional coach to the committee. Several committee members attended *TLC Grant Planning Workshop Part Two* with Deb Hanson in May 2015. After the planning workshops, the committee developed a framework for the implementation of the TLC System in our school district which was shared with the staff. A survey was sent out to all staff members seeking support for or against the TLC process, which resulted in an overwhelming majority (96%) expressing support of the TLC process.

Following the initial informational and planning meetings, TLC committee members presented information to the School Board and SIAC. Presentations were followed with open discussion with the School Board and SIAC on two separate occasions. Both resulted in 100% support from the groups in pursuing the TLC Grant for our district. Concerns expressed by the school board and SIAC included removing quality teachers from the classroom and how teachers moving into leadership roles would be evaluated. These legitimate concerns were addressed by the Curriculum Director to reassure stakeholders that removing quality teachers from the classroom would allow them to have a greater impact on all staff members they interact with. It was also determined that each leadership role would be reviewed annually by the TLC Selection and Review Team.

An article explaining the purpose of the TLC Grant was published in the local newspaper for the community prior to the end of the 2014-2015 school year. Additionally, a *TLC Frequently Asked Questions* document was created and is currently available on the district website addressing questions and concerns about the TLC process. Through both of these communication pieces we provided stakeholders with information about the TLC process, gave opportunities to voice their concerns and provide feedback through contact with the Curriculum Director.

A survey was made available for parents in the English, Spanish, or Somali language to complete at Meet the Teacher night in September 2015 in which 90% of parents expressed support for PCSD pursuing the TLC process which would include providing Instructional Coaches for teachers. The results of the survey in all three languages indicated that having highly effective teachers in the classroom was believed by parents to be the most effective way to grow and improve student learning.

Throughout the TLC Planning Process, the committee has met formally in its entirety or partially 15 times. In addition to this, many hours were spent individually outside of formal meeting times researching and/or preparing for the next scheduled meeting. TLC Planning Committee meetings were consistently well attended and topics of discussion focused on the following:

- Examine Department of Education and TLC Guidelines
- Attendance at TLC Grant Planning Workshops provided by Keystone AEA
- Research of Y1, Y2, and Y3 approved grants
- Formation of ideal TLC structure for Postville Community Schools
- Formation of TLC Vision and Goals for Postville Community Schools
- Development of roles and responsibilities of teacher leaders
- Development of district survey to gather input from stakeholders
- Analyze stakeholder survey results and respond to feedback
- Discussion of roles and responsibilities of Instructional Coaches and Technology Integrationist
- Review of TLC Grant narrative sections
- Establish requirements for application of each position

The TLC committee and the Postville Community School District stakeholders are fully committed to creating and sustaining a strong TLC system which will allow the district to grow and continue to meet our needs in the future.

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## 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.

## Part II: Vision and Goals

The Postville TLC proposal is built on **Theory of Action**: If we support a system that influences teacher's capacity to lead a process of collective inquiry and action research using multiple data sources to analyze teacher effectiveness and student learning while supporting professional growth individually and collectively, then student learning will improve.

**The vision of the Postville TLC proposal:** To maximize student learning through a multi-tiered system of collaborative teacher leadership that thrives on collective inquiry and action research that improves teacher effectiveness.

### Postville TLC Goals:

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
2. Retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
5. Improve student achievement by strengthening instruction.

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

Postville has a very competitive salary structure that will only be enhanced with the TLC proposal. However, we know that attracting new teachers is more than money. We strive to provide a culture and atmosphere that celebrates the great things that are taking place in our district. This intentional focus on the positive aspects of our school impacts all stakeholders. Further, we have revolutionized our professional development structures to provide teachers or teacher teams with increased individualized opportunities for growth. The district will recognize and celebrate the professional growth that our teachers experience. Through the TLC system, we will look to build on existing structures to provide more avenues that demonstrate our teachers are leading professionals in their field of expertise.

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

One of our goals in the TLC proposal is to decrease the number of teachers that leave our district in any given year. We understand that Postville has unique challenges that small towns usually do not have to work with, however, the benefits of working at Postville far exceed the challenges. Currently, we have 47% of our teachers that have taught in the district for five or more years. When we implement the TLC proposal we will be able to provide professional advancement opportunities within the district that weren't available before. This will translate to retaining our most effective teachers and consequently impacting student achievement in a positive way.

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

Postville is a Professional Learning Community that focuses on collaborative inquiry into student data in order to provide better and more direct and targeted instruction to our students. Teachers meet weekly in order to make instructional decisions and build professional networking within and outside of the school district. The proposed TLC roles that we employ will complement existing PLC structures and assist in the analyzing of the data, provide direction in instructional decision-making and promote a growth mindset among the staff.

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

During the last school year we began the process to employ a professional development model that promotes vital characteristics of the Iowa Professional Development Model through an individualized approach. Teachers have the opportunity to research a topic that will improve their instruction; they will integrate their researched topic into their classroom in order to analyze effectiveness based on their students' data. They will then take time to reflect on their journey with the ultimate goal of sharing out what they have done both within the district and beyond. The proposed TLC roles will directly be able to coach teachers in their professional development in order to maximize their journey and the student learning that comes from this action research.

### Goal 5: Improve student achievement by strengthening instruction.

Postville's current reality is that we need to improve student achievement across the board. We have targeted the following areas to help improve student learning in our district for all students:

- We began the process of developing Standards-Based instruction and reporting. This will communicate what the student knows and target specific areas for growth.
- We are targeting professional growth in the area of assessment development.
- We use a system of lesson planning that documents alignment to the Iowa Common Core.

•We are taking steps to apply for and implement a teacher leadership system that will complement current initiatives and advance teacher led support to improve instruction on a daily basis.  
We believe that these steps will help us to reach the goals and vision of our TLC system, our district goals and the expectations that all of our stakeholders have for this community school district.

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)**

Part III: Connect to District School Improvement Structures and Initiatives

The Postville Community School District has a history of striving for continuous improvement while paying attention to external items that force priorities. The one constant over the last twenty years has been change. Our demographic has led to creating a DNA that speaks to the uniqueness of our district. We are striving for best practice in all we do because we know the education we provide is life changing.

Recently, our district leadership has given us a five year plan to focus on. A few of the major initiatives that arose from this list is to ensure the Iowa Core is being taught, to close the gap from our ELL students to our native English speakers, to identify and communicate the essential skills and outcomes necessary for students at each grade level, and to implement our identity as a PLC school with fidelity.

**Current Data Realities: Percent Proficient in Reading (Numbers of students)**

\*This data clearly demonstrates a need for our proposed TLC plan to work in conjunction with existing structures and processes in our district to improve student learning.

Year	Grade 3 Non-ELL	Grade 3 ELL	Grade 8 Non-ELL	Grade 8 ELL	Grade 11 Non-ELL	Grade 11 ELL
11-12	82.7 (29)	47.7 (21)	48.1 (27)	0 (8)	80 (20)	0 (2)
12-13	65.5 (29)	22.2 (18)	51.3 (39)	12.5 (8)	80.6 (36)	33.3 (6)
13-14	51.8 (27)	33.3 (24)	55.5 (36)	0 (10)	69.7 (33)	0 (10)
14-15	60.6 (38)	38.9 (18)	77.8 (27)	0 (8)	64.5 (31)	0 (4)

Current Reality #1: During our most recent site visit it was indicated that we have no documentation about our Iowa Core implementation nor are students aware of what they need to know.

TLC Support for Current Reality #1:

Our proposed plan calls for instructional coaches to work closely with the curriculum coordinator, model teachers and other instructors to ensure Iowa Core instruction and assessment are being accomplished. The instructional coaches will assist in collection of data from walk throughs that will help prove evidence of the implementation of the Iowa Core.

Current Reality #2: Over the past six years the district has committed multiple resources to the creation of a professional learning community that is rooted in defining what we want students to learn, how we know if they understand it and how we will respond if the student does or does not know the information. This process is embedded in who we are in all of our instructional practices.

TLC Support for Current Reality #2: Our TLC plan will allow for their to be multiple levels of support for teachers to ensure we are being a PLC school. The instructional coaches and PLC team leaders will work together to discuss weekly checkpoints for our PLC teams that will enable coaching opportunities that lead to PLC best practices.

Current Reality #3: Like many districts in the nation, our professional development has been given in a one size fits all approach to the many topics we hope our teachers will grow in. In response, the district has moved forward in crafting a personalized professional development program that ensures teachers grow in an area they are passionate about. They will research, integrate, reflect and share their experiences through a process that is guided by supervisors or colleagues.

TLC Support for Current Reality #3: Our TLC plan will provide a personalized professional development coach at several grade spans throughout the district. The goal is to have 4 PPD coaches that will also serve as model teachers for the district. These coaches will regularly have conversations to guide teachers on their professional development journey and be in constant communication with building administrators. This guidance will ensure the process is implemented with fidelity across the district.

**Current Reality #4:** Our district is in year five of having 1:1 computers in the high school and has slowly trickled the availability of technology to students in lower grades over the years. We now have a computer for every child in grades 5-12 in addition to multiple computer carts for grades K-4 that contain iPads and Apple computers. However, the reality is that many of our teachers and students do not maximize the potential of these devices for their instruction and learning.

**TLC Support for Current Reality #4:** The TLC plan for our district will provide a position for a full time technology integrationist who will have the task of maximizing the resources that many in our district have access to. This full time, certified teaching position will enable this person to dedicate their efforts to coach teachers, hold workshops for students and contribute to the district's technology goals.

**Current Reality #5:** The Postville CSD has seen rapid increases in minority and immigrant populations over the last decade. In addition, we are a Title I school at the elementary level. We have 87% free and reduced lunch enrollees with all students able to eat breakfast and lunch for free. These are major opportunities and also unique challenges. We are SINA 4 (reading) and SINA 6 (math) in the elementary and SINA 2 (reading) for the high school.

**TLC Support for Current Reality #5:** We believe that our teachers need support and multiple people to work with in an effort to maximize student learning. It is our belief that the Teacher Leadership and Compensation grant will provide us with further positions in the district that can help us accomplish this goal. The instructional coaches, who will be in each building, along with our ESL instructional coach who was hired as part of another grant will benefit our teachers greatly. In addition, model teachers by grade span and PLC team leaders by either grade or content level will ensure there are enough supports, cheques and balances in place so our teachers will feel empowered, and will thrive and students will in turn maximize their learning.

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)**

#### Part IV: Improve Teachers' Entry into the Profession

New teachers hired to Postville Community School District are not adequately supported through our current mentor and mentee program. Teachers new to PCSD have one additional contractual day for clerical paperwork along with an orientation prior to the start of the school year. New teachers are assigned a mentor teacher within their endorsement area and are encouraged to meet with one another when possible. Mentor and mentee teachers were scheduled to participate in formal trainings at Keystone AEA, but due to the lack of substitutes we were not able to consistently attend these trainings.

Staff members hired into our district in the past five years responded to a survey which analyzed the effectiveness of our current mentoring program. The results concluded that the most successful mentor/mentee relationships were started prior to the beginning of the school year. The areas most identified by mentees in which they needed increased support were identified as the following: strategies for dealing with behavior issues, resources for accommodating ESL students at varying proficiency levels, structured time to meet with mentor/mentee teams, and training new staff in technology resources for classroom instruction (Smartboard, iPads) as well as administrative tasks (using JMC, Planbook, school laptops, and Google Apps For Education). The staff members hired in the past five years who have completed the survey, 77% stated their reasons for staying at PCSD is the positive atmosphere, relationships with fellow staff members and students, and enjoyment of the diversity within our district.

To improve new teachers entry into PCSD, they are required to participate in a book study of *What Great Teachers Do Differently* by Todd Whitaker. This book study is guided by our assistant principal/curriculum director. This practice will be continued based on the positive feedback provided by teachers who participated in the previous book study.

PCSD has a high population of ESL and low SES students. Currently, there is a lack of resources and strategies to help new teachers with our unique population of students. In addition, to our population of students and families, we do not have formal support systems in place for our new teachers to inform them about Postville's distinctive community-related issues.

Goal 1: To better prepare new teachers for the unique challenges which encompass PCSD through professional development.

How to address this goal through the TLC grant:

1. Increase the number of professional development days for new teachers prior to the start of the school year from one day to three days.
2. Provide resources and strategies to new teachers to best help ESL and students who come from low SES families.
3. Require new teachers to complete a poverty simulation. With this poverty simulation, we hope to better educate our new teachers about the demands of our low SES population.
4. Meet with technology integrationist and become more familiar with available technology resources
5. Schedule formal mentor and mentee meeting time
6. Study the curriculum and familiarize themselves with resources available

There is inconsistent support for new teachers. The time for mentors and mentees to collaborate is unstructured and varies greatly among partnerships. Mentor and mentee team participation in formal mentor training has been sporadic due to the lack of substitutes available for classroom coverage.

Goal 2: To provide adequate time for mentor and mentee teachers to collaborate and reflect on effective instructional practices.

How to address this goal through the TLC Grant:

1. Schedule consistent formal meeting times for mentors and mentees to collaborate. Mentors and mentees will have reflective conversations about their teaching practices that are focused on effective instructional practices and the modeling of these practices by mentor and model teachers
2. Propose an in-house training for mentor and mentee teachers through Keystone AEA
3. Ensure daily contact between the mentor and mentee teacher during the first weeks of school to provide assistance and guidance with expectations, procedures, and curriculum.
4. Provide time for observations within model teacher classrooms
5. Ensure the mentor and mentee program is implemented with fidelity by utilizing the curriculum director

In our present situation, mentors and mentees are receiving minimal formal supports. The TLC grant would help us to extend our impact on new staff by providing support, resources, and guidance to better assist our new staff to acclimate themselves to the unique characteristics of PCSD. It is our intent, with this grant, to provide all teachers with a collaborative and supportive environment. We strive to have a school culture that is appealing to teachers in which they see the impact of their work. Our TLC plan is designed to expand the mentor teacher position as well as create positions to support newly hired teachers in our school district in the areas identified where more support would be beneficial.

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## **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.

**Part V: Teacher Leadership Roles**

The Postville CSD continues to strive for excellence in our leadership structure. In the past two years the district has created a position for and hired an Assistant Principal and then applied for and received a grant to hire an ESL Instructional Coach. This was followed by the decision to move forward with an application for the TLC grant. Through extensive research and stakeholder input the Postville Community School District has created a plan for teacher leadership positions to work collaboratively with existing teacher and administrative leaders in the district. The breakdown is as follows:

**Current Administration**

1. Superintendent
2. Secondary Principal
3. Elementary Principal
4. K-12 Assistant Principal/Curriculum Director

**Existing Teacher Leadership Roles**

1. ESL Instructional Coach
2. District Leadership Team

**Our New TLC Roles**

1. Building Level Instructional Coaches X2
2. Model Teachers/Personalized Professional Development Coaches
3. PLC Lead Teachers (Grade level/Content)
4. Technology Integrationist

Our district will create 19 new positions to create a system that provides meaningful and differentiated systems of support to enhance and improve communication and instruction in the classroom that will ultimately increase student understanding and achievement. The positions are as follows: 2 Instructional Coaches, 4 Model Teachers, 12 PLC Team Leaders and 1 Technology Integrationist. These positions will collaborate with each other and administration on a monthly basis to ensure that consistency is occurring in both message and implementation of the district’s vision and goals. These positions will work on a daily basis to ensure that support for the classroom teacher and student are occurring in order to move student achievement forward. These roles were identified as needs through student achievement data, district data and stakeholder feedback.

Teacher Roles	Additional Days	Teaching Assignment	Length of Assignment	Salary Supplement
Instructional Coach(es)	10	Full Time Leadership Role (100 % Out of the Classroom)	1 year	\$5000 stipend
Model Teachers/ PPD Coach	5	Full Time Student Instruction (100% In the Classroom)	1 year	\$2500 stipend
PLC Team Leader	2	Full Time Student Instruction (100% In the Classroom)	1 year	\$1000 stipend
Technology Integrationist	10	Full Time Leadership Role (100% Out of the Classroom)	1 year	\$5000 stipend

**Instructional Coach (10 additional days / \$5000 stipend)**

**Key Duties and Responsibilities**

**Planning and Instruction:**

- Facilitate understanding of the Iowa Core
- Facilitate understanding and implementation of the district initiatives: MTSS, SBG, PLC’s, personalized professional learning (PPL) and others as appropriate
- Collaborate with teachers in developing instructional plans to bring about improvement
- Provide feedback on strengths and weaknesses and strategies for improvement

- Research appropriate instructional strategies
- Conduct regular observations and walkthroughs of teachers to gather information that will lead to instructional improvement through regular feedback

Assessment and Data Analysis:

- Assist teachers in analyzing needs and data, setting goals, and locating appropriate strategies
- Analyze classroom practice through observation, data analysis, review of student work
- Assist in understanding on how to best use district assessment data to improve instruction

Professional Learning:

- Facilitate and plan building and or district professional learning opportunities
- Empower teachers through targeted professional learning
- Attend professional development meetings and trainings to increase coaching skills
- Attend TLC and DLT team meetings
- Participate in the development and enhancement of a district-wide culture that promotes professional growth and student learning
- Maintain confidentiality with professional relationships and record

Model Teacher (5 additional days / \$2500 stipend)

Key Duties and Responsibilities

- Open classrooms to colleagues for demonstration lessons and observation.
- Use research-based instructional strategies that address the full range of cognitive levels.
- Align classroom instruction with local standards and district curriculum.
- Engage students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- Use instructional time effectively to maximize student achievement.
- Be an instructional practice leader in building level professional development and student achievement initiatives.
- Work with the Instructional Coaches to arrange peer observations for teachers.
- Actively work and collaborate with Curriculum and Professional Development Leaders in instituting district and building-wide initiatives.
- Actively work and collaborate with Instructional Coaches.
- Serve as a Personalized PD Coach.
- Other duties as assigned.

PLC Team Leader (2 additional days / \$1000 stipend)

Key Duties and Responsibilities

- Promote growth and development of teachers to improve student learning.
- Work with the Model Teachers to arrange peer/mentee observations.
- To actively work and collaborate with District leadership in instituting district and building-wide initiatives.
- To actively work and collaborate with model Teachers.
- Act as the lead for PLC collaborative team which includes formulating agendas and assigning roles within the collaboration team.
- Other duties as assigned.

Technology Integrationist (Full time Position / 10 additional days / \$5000 stipend)

Key Duties and Responsibilities

- Collaborates with teachers in creation of effective technology-infused, content-based lessons, and supports teachers as they implement the lessons in their classrooms.
- Promotes model instructional practices and the role of technology in them.
- Planning and implementing professional development for individuals, small groups, and large groups in the the integration of technology to support student achievement.
- Works with instructional staff to develop and implement technology integration projects.
- Collaborates with School Administrators and the Technology Director to ensure infrastructure and tools are available to carry out school technology initiatives.
- Conducts research about advancements in technology tools and resources to inform decision-making.
- Participates in on-going professional development related to job responsibilities and maintaining current expertise in the field.
- Performs other duties as assigned.

How do the TLC roles fit existing structures?

The Postville Community School District has taken steps in recent years to expand the leadership roles in the district so as to improve the alignment of our instruction and the achievement of our students. We added a non-teacher leader role with the addition of a fourth administrator. This position is defined as the K-12 Assistant Principal/Curriculum Director, who has the responsibilities of

assisting the building principals and developing plans that align our curriculum. In addition, the district pursued and received a grant to hire a K-12 ESL Instructional Coach that has been filled by a teacher leader. These two positions will work collaboratively with the newly created teacher leader positions that are generated through our TLC grant funds.

Each newly created role will work with other teacher leaders and administrators in Postville CSD. The leadership teams will meet on a monthly basis (see schedule below) to ensure proper progress towards implementation of the district goals is taking place. We will review recent data that will come from a variety of venues that will provide insight toward the areas of success and improvement. In addition, the teacher leaders, in conjunction with the curriculum director will also seek to use this time to plan periodic professional development sessions throughout the year.

	Admin Meetings (Weekly)	TLC Leadership Meetings (Monthly)	District Leadership Team Meeting (Quarterly)	TLC Selection and Review Team Meeting (Minimum of twice/year and additionally as needed)
Superintendent	x		x	x
Building Principals	x	x	x	x
K-12 Assistant Principal/Curriculum Director	x	x	x	x
Instructional Coaches and Technology Integrationist	x (As needed)	x		
Model Teachers		x		
PLC Team Leaders		x		
District/TLC Leadership Team		x (Reps)	x	x

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.

**Part VI: Teacher Leader Selection**

**Rigorous Selection Process**

A TLC selection and review team of teachers and administrators will accept and review applications and conduct interviews for all TLC leadership positions. We expect to have high levels of interest in these positions and so we realize the necessity to hire the right people. Therefore, we will provide a proper venue for the district selection and review team to learn about the candidate's strengths in an effort to select the best teacher leader. The recommendations for the teacher leader positions will go to the building principals, curriculum director and superintendent for review. The superintendent will then take the recommendations to the district Board of Education for approval.

**Required items to submit for application:**

**Instructional Coach and Technology Integrationist**

- Two letters of recommendation, one from a colleague (excluding interview team members) and one from the candidate's choice
- Cover Letter
- Current Resume
- Written Response
- Portfolio presented that demonstrates understanding in the desired position

**Model Teacher**

- Cover Letter
- Current Resume
- Either a recorded lesson to be viewed by the selection and review team or invite a member of the selection and review team to observe classroom instruction before the interview

**PLC Team Leader**

- Cover Letter
- Current Resume
- Written Response

**Selection Rubric**

The TLC selection and review team will have face to face interviews for all of the teacher leader positions. This team will use parts of the SAI Teacherpreneur Rubric in an effort to measure the teacher's current effectiveness and to project future growth as a teacher leader in the district.

- 0= No evidence
- 1= Inconsistent
- 2= Somewhat consistent
- 3= Consistent
- 4= Masterful

**Selection Rubric for Teacher Effectiveness**

Well designed lesson planning	-Discussion Techniques -Effective Communication -Strategies to Engage Students -Use of Formative Assessment -Flexibility -Lesson has beginning, middle and end -Provides appropriate level of cognitive instruction
Engagement of students	-Students can clearly articulate what they are learning and why -Students are experiencing challenging content through well designed learning tasks -Appropriate scaffolding -Uses differences of the students to drive instruction

Responsive and flexible teaching strategies	<ul style="list-style-type: none"> <li>-Uses many instructional strategies</li> <li>-Makes adjustments to teaching as needed based on student understanding and inquiry</li> <li>-Seeks effective individualized instruction for student that need help or students that want extension work</li> </ul>
Student learning assessed and monitored	<ul style="list-style-type: none"> <li>-Assessment integrated into instruction</li> <li>-Extensive use of formative assessment</li> <li>-Students self assess and monitor progress</li> </ul>
Clear communication	<ul style="list-style-type: none"> <li>-Directions and procedures are clear</li> <li>-Teacher explanation of content is thorough and clear</li> <li>-Provides clear and timely feedback to students</li> </ul>
Strong questioning and discussion techniques	<ul style="list-style-type: none"> <li>-Questions and prompts are of high quality and support learning outcomes</li> <li>-Uses a variety of questions/prompts</li> <li>-Students initiate topics and ensure all voices are heard.</li> </ul>

Selection Rubric for Professional Growth

Professional Development Experience	<ul style="list-style-type: none"> <li>-Participates in continuous professional development</li> <li>-Makes significant contributions to professional development for staff</li> <li>-Demonstrates consistency in growth through our personalized professional development initiative</li> </ul>
Characteristics of continual professional growth	<ul style="list-style-type: none"> <li>-Strong ability to use and analyze data</li> <li>-Demonstrates ways to improve the student learning in their classroom</li> <li>-Promotes professional learning</li> <li>-Responds positively to feedback and constructive criticism</li> </ul>

Selection rubric for Professional Learning Community Leadership

PLC experience	-Has participated in and been and active member of a team that reflects the core values of a PLC
Demonstrates understanding of PLC	<ul style="list-style-type: none"> <li>-Can articulate the central premise of a PLC</li> <li>-Can discuss the four essential questions that should drive a PLC</li> </ul>
Attended PLC sponsored professional development	-Attendance at one or more PLC sponsored events outside the district
Effectively uses PLC essentials to drive instruction	-Shows evidence of using the essential question of a PLC to drive instruction

The Annual Review of Assignment:

The TLC selection and review team will examine the following artifacts that are submitted for review in order to determine continuance in the TLC leadership position for the subsequent academic year.

Instructional Coaches/Tech Integrationist:

1. Peer Review
2. Portfolio
3. Administrative Review
4. Self Evaluation

Model Teachers:

1. Peer Review
2. Self Evaluation
3. Administrative Observation/Walk Through

PLC Team Leaders:

1. Peer Review
2. Self Evaluation
3. Collaboration Logs

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## 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.](#)*

**Part VII: Teacher Leaders' Role in Professional Development**

Our district is revolutionizing how professional development is researched, integrated, reflected upon and shared with others in collaboration. For many years, our professional development plan was simply designed as a one size fits all approach that left effectiveness minimal because of application, implementation and follow up. We have taken steps, with anticipation of receiving the TLC grant, to improve this process to allow for greater impact on teacher learning and consequently student achievement. We have done this by creating a structure that will allow for administrative leadership and teacher leaders to play an extensive role in the development and delivery of the Postville Community School District's Professional Development Plan. The main structure is one that allows for teacher/team autonomy to discover an area that they wish to improve in their instruction. They then take opportunities to research and learn about that topic in an effort to integrate it into the classroom. Formative and summative data will be collected on the effectiveness of this implementation.

The teacher/team reflects on the integration and data taken from it to focus the needs for more professional development. The teacher and Model Teacher will make conclusions and continue to integrate as is or make necessary changes to make the personal PD plan more applicable for the teacher's situation. The final step in the plan is for the teachers to share their findings with their colleagues in the district and also find an avenue to share with colleagues outside of the district (conference, webinar, website, blog, etc.). This structure is in place and the TLC grant will provide the teacher leaders necessary to implement this process of growth with fidelity.

**The goals of our professional development plan are as follows:**

1. Retain effective teachers through enhanced career opportunities and greater autonomy to grow as a professional.
2. Promote collaboration by supporting opportunities for teachers to share out and learn from each other.
3. Improve student achievement through the strengthening and expanding the best practices for instruction.

Core and Additional Elements of IPDM	Teacher Leader's Role
<p>Establish a PD Leadership Team consisting of District Administrators, Instructional Coaches, Model Teachers, and PLC Team Leaders</p>	<ul style="list-style-type: none"> <li>• Review district data to determine areas of need</li> <li>• Focus for the upcoming school year</li> <li>• Assist in developing the district PD protocol and plan.</li> </ul>
<p>Designing Process for PD  (We are in year one of our new professional development plan).</p>	<ul style="list-style-type: none"> <li>• Instructional Coaches and Model Teachers: provide data driven feedback to administrators in an effort to make the implementation of the PD plan more efficient and effective.</li> <li>• The Model Teachers (once per month): work with their grade span to check on the process of the personalized professional development for all teachers.</li> <li>• The Model Teachers: provide feedback with a designed checklist in ensure the work is continuing in one of the four key components of our plan: research, implement (integrate), reflect and share.</li> <li>• The PLC team leaders: ensure the work of the existing PLC structures to drive our weekly professional growth.</li> </ul>
<p>Collect and Analyze Data</p>	<ul style="list-style-type: none"> <li>• Instructional coaches, Model Teachers and PLC Team Leaders: assist in communicating how to collect and use the data that teachers collect.</li> <li>• This initial data will identify areas of weakness in instruction and drive the content moving forward.</li> </ul>
<p>Selecting Content</p>	<ul style="list-style-type: none"> <li>• Our PD leadership team has the ability to choose the focus we have a whole group PD session.</li> <li>• Overall the selection of the content will be first determined by the classroom teacher and then filtered with the Model Teacher (Personalized PD coach) in an effort to ensure effectiveness and efficiency in their desired area of growth.</li> </ul>

<p>Training and Learning Opportunities</p>	<ul style="list-style-type: none"> <li>• The Instructional Coaches in partnership with the Assistant Principal/Curriculum Director, building principal and AEA support will provide training opportunities for the arenas that arise through the previously mentioned process.</li> <li>• These trainings will be open to anyone in the district.</li> </ul>
<p>Goal Setting/Student Learning</p>	<ul style="list-style-type: none"> <li>• As the teacher gains confidence in being ready for implementation they will set goals in collaboration with their Model Teacher (Personalized PD coach).</li> <li>• Discussions will can also happen with the PLC Team Leader at grade or content level.</li> </ul>
<p>Implementation/Collaboration</p>	<ul style="list-style-type: none"> <li>• The teacher will implement the researched best practice in their classroom.</li> </ul>
<p>Formative Evaluation/Collect and Analyze Data</p>	<ul style="list-style-type: none"> <li>• Teachers will collect data to evidence the effectiveness.</li> <li>• Teachers will discuss this data with the PLC Team Leader and the Model Teacher.</li> <li>• The Instructional Coach will be a part of this collaboration in an effort to provide guidance and interpretation of the data.</li> </ul>
<p>Summative Evaluation/Collect and Analyze Data (Reflect)</p>	<ul style="list-style-type: none"> <li>• The Instructional Coach, Assistant Principal/Curriculum Director, Building Principal, Model Teacher and classroom teacher will examine the data to make final conclusions on the implementation to determine next steps.</li> </ul>
<p>Share and Teach Others</p>	<ul style="list-style-type: none"> <li>• The Instructional Coach and Model Teacher will collaborate with classroom teachers to seek ways to share the findings of their professional growth journey.</li> <li>• This sharing out process will occur in district and also to arenas outside of the district.</li> <li>• We believe that by teaching others professionals become experts and their journey is worth sharing.</li> </ul>

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.

**Part VIII: Determining Effectiveness and Monitoring the Plan**

The Postville CSD is committed to efficiently measuring the effectiveness of the TLC plan through a series of collaborative measures. Through district leadership teams, administration teams, teacher leader teams and the peer review process we believe that we will be able to meet the following goals as outlined in prior sections.

**Goals:**

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities
1. Retain effective teachers by providing enhanced career opportunities.
2. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
1. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
1. Improve student achievement by strengthening instruction.
- #1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

<u>Short Term</u>	<u>Long Term</u>
1. Ensure all staff are at the minimum salary	1. Annually survey mentor/mentee teachers
1. Review of documented collaboration time with feedback	1. Annually review teacher retention rates
1. Receive monthly feedback on the professional development	1. Annually review PLC goals
1. Receive monthly feedback from new teachers	1. Annually survey the effectiveness of professional development
	1. Annually survey new teachers experience

#2. Retain effective teachers by providing enhanced career opportunities

<u>Short Term</u>	<u>Long Term</u>
1. Track the percentage of teacher leaders	1. Annually review retention rates of career teachers
1. Immediately receive feedback on the selection process	1. Annually survey staff for feedback regarding career options for teacher leaders
	1. Annually survey teachers regarding job satisfaction/climate and culture of building

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

<u>Short Term</u>	<u>Long Term</u>
<ol style="list-style-type: none"> <li>1. Ensure weekly collaboration schedule is promoted and worked effectively</li> <li>1. Collect quarterly data on efficiencies of collaboration time in an effort to target areas of weakness and celebrate areas of strength in the schedule</li> <li>1. Seek feedback regarding current professional learning networks within the school and beyond</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually collect and review collaboration logs in an effort to reflect and improve</li> <li>1. Annually monitor effectiveness of professional learning networks that are organized by the district and teachers that are outside the district in an attempt to ensure strength in that system</li> </ol>

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

<u>Short Term</u>	<u>Long Term</u>
<ol style="list-style-type: none"> <li>1. Ensure that twenty five percent of the teachers in the district have an official leadership role</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually review the number of teachers in a leadership role</li> </ol>

#5. Improve student achievement by strengthening instruction

<u>Short Term</u>	<u>Long Term</u>
<ol style="list-style-type: none"> <li>1. Analyze student and teacher data to measure the effectiveness of instruction. We will use the following benchmarks: <ul style="list-style-type: none"> <li style="text-align: center;"><u>Student Data:</u></li> <li>1. FAST</li> <li>2. MAP</li> <li>3. Iowa Assessments</li> </ul> <ul style="list-style-type: none"> <li style="text-align: center;"><u>Teacher data:</u></li> <li>1. Collect Planbook lesson planning reports on the standards that have been taught (bi-annually)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze student data trends over time using: <ul style="list-style-type: none"> <li style="text-align: center;"><u>Student data:</u></li> <li>1. FAST</li> <li>2. MAP</li> <li>3. Iowa Assessment</li> <li>4. Smarter Balanced Assessments (Transition to this assessment rather than Iowa Assessments)</li> </ul> <p style="text-align: center;">Transition to a standards based report card for K-8. All stakeholders will know where students are in achievement and teachers will be able to make better informed decisions about their instruction.</p> <ul style="list-style-type: none"> <li style="text-align: center;"><u>Teacher data:</u></li> <li>1. Collect Planbook lesson planning reports on the standards that have been taught (bi-annually)</li> </ul> </li> </ol>

The Postville administration and leadership teams will put forth a plan that will communicate the various ways in which data will be analyzed and used with our staff over the course of the academic year. An effective means of understanding exactly what is going to be examined will only help the efficiencies of our school system in an attempt to improve teacher instruction and student learning. These teams will meet with other teacher leaders in an effort to prepare for, plan, implement and measure the effectiveness of instruction that is occurring in our district.

August:

1. This will be a time to ensure understanding of the measures that will be analyzed over the course of the year.

October:

1. Final check on how the data will be monitored
2. Finalize data collecting and communication devices to ensure all are on the same page and looking at the right data in the correct mode.
3. Set goals for the year

February:

1. System check of data from the first semester both student and teacher data
2. Locate areas in need of improvement and strength

End of year:

1. Data analysis from the year
2. Problem solve
3. Analyze effectiveness of goals set at beginning of the academic year
4. Set goals for next year

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)**

**Part IX: Capacity to Implement and Sustain the Plan**

The Postville Community School District (PCSD) has had initiatives which have been implemented and sustained successfully. One core initiative of PCSD has been the implementation of a PLC’s guiding principles within our district for the past 6 years. The TLC plan incorporates and expands on the PLC processes currently being implemented via the creation of the PLC Team Leader position. This position will further support our growth in the PLC process. As a district, 95% of teachers have attended at least one PLC Institute over the past 6 years. Other initiatives include our district’s 1:1 technology plan and our development and implementation of our ESL program (as noted in the following narrative).

The addition of the ESL Instructional Coach was necessary due to how PCSD’s demographics have significantly changed over the past 15-20 years. During the last 10 years the District has seen a dramatic increase of English as a Second Language students. These students come with varied backgrounds resulting in 14 unique cultures/languages found in classrooms across the district.

- In 2005 the Postville Community School District employed 2 (FTE) Full time ESL teachers. Between these two teachers they served approximately 110 ESL students. The demographics of ESL students has steadily increased over the years.
- At the beginning of the 2010 - 2011 school year the Postville Community School District hired an additional full time ESL teacher to help serve the increased number of ESL students requiring services.
- In January of the 2013 -2014 school year the Postville CSD added another 1.0 FTE ESL teacher. At that time the District had increased from approximately 110 ESL students to 223 ESL students.

The educational needs for the growing ESL population has steadily increased throughout the years and because of this continued growth PCSD applied for and obtained the English Language Learner Literacy Grant. This grant provided the District the opportunity to hire additional teachers and purchase additional resources for students needs. The two positions that the district implemented were a full time New-comer ESL Teacher and a K-12 ESL Instructional Coach, along with the purchase of additional curricular resources; such as: guided reading books, new-comer kit, and ESL software.

**Student Enrollment History**

**\*Postville CSD Enrollment History 2011 – 2014**

2011-2012 K-12 566	2012 – 2013 K -12 590	2013 – 2014 K-12 664	2014-2015 K-12 676
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**Postville ESL Student Enrollment Numbers 2011-2014**

2011 – 2012 K-12 156/27%	2012 – 2013 K-12 185/31%	2013 – 2014 K-12 199/30%	2014 – 2015 K-12 222/33%
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**Student/Teacher Ratio 2011 – 2014**

2011-2012 3 FTE ESL Teachers 1:52	2012 -2013 3 FTE ESL Teachers 1:61	2013-2014 3 FTE ESL Teachers 1:66 Mid-year hired a 4th ESL teacher 1:50	2014 – 2015 4 FTE ESL Teachers 1:55
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The above events, regarding our ESL initiative, demonstrate evidence that our district is willing and able to implement and sustain a plan according to our vision, goals and needs. In addition, our district wide enrollment numbers continue to trend upward (see chart above)\*. This also supports our efforts to sustain the TLC plan for the Postville CSD. Our proposed TLC plan will receive the same attention that will ensure the success of this plan for years to come. The goals of this plan will be accomplished through the responsibilities that the leaders of this district embrace.

**Responsibilities to Ensure Success of TLC Plan**

- Superintendent
- Deliver communication between the district and the Board of Education as well as other stakeholder groups within the community
- Monitor and allocate the use of TLC funds

- Receive recommendations from TLC Selection and Review Team on Teacher Leaders
- Administration Team (Building Principals and Assistant Principal/Curriculum Director)
- Engage in the TLC Selection and Review Team processes
- Facilitate mentoring program's book study
- Support alignment of curriculum and instruction
- Support teachers by being actively engaged in classrooms through observations and evaluations
- Instructional Coaches and Technology Integrationist
- Collaborate with administration and teachers to determine district needs through data collection and analysis
- Engage in observation and coaching with teachers to improve instructional practices
- Construct and participate in professional development and reflective practices
- Participate in on-going professional development
- Model Teachers
- Support and guide teachers in their Personalized Professional Development journey
- Engage in observations with teachers to improve instructional practice
- PLC Team Leaders
- Lead team members in the PLC process throughout the school year
- Guide teachers to enhance their planning, instruction, and content knowledge
- District and TLC Leadership Teams
- Develop goals to meet the needs of the district
- Review and make recommendations on continuation and/or creation of teacher leadership roles to meet the needs of the district

## 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.	\$25.96
Amount designated to fund the salary supplements for teachers in leadership roles.	\$43,134.60
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).	\$147,986.61
Amount used to provide professional development related to the leadership pathways.	\$14,596.27
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
<b>Totals</b>	<b>\$205,743.44</b>

## 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	658.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$205,743.44
Total Allocation	\$205,743.44

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$205,743.44
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*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

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## 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)

### Part X: Budget

Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through:

1. Increase teacher collaboration through the work of professional learning communities
2. Increase effective teaching strategies through professional development focused on effective instruction, formative assessment, content area reading, literacy strategies and mathematics practices.
3. Implementation of Iowa Core standards focused on “unpacking” standards and developing unit plans to align intended, enacted and assessed curriculum
4. Addressing individual student needs through the development and implementation of a MTSS system. Our local data, in combination with our district goals, determined the leadership position that are shared through the proposal.

Postville’s 2014-2015 certified enrollment was 658. That number, multiplied by \$312.68, totals \$205,743.44. Our district will spend approximately 73% of these dollars hiring additional teachers to fill in for current teachers on staff, who will fill teacher leadership roles around the school improvement process. the remaining dollars will be used on leadership stipends and professional development for teacher leaders. The district has made strides in the last few years to raise the base salary. Postville’s base salary for the 2015-2016 school year is \$33,487.02, which is just under the minimum salary of \$33,500 required for the TLC Grant. Our plan includes adding two Instructional Coaches who will be out of the classroom 100% of the school day, have a ten-day extended contract, and be compensated an additional \$5000. The plan also includes adding one Technology Integrationist Coach who will be 100% out of the classroom, have a ten-day extended contract, and be compensated an additional \$5000. In addition to these positions, the plan will also include four Model Teachers/PPD Coaches, who will be full-time teachers that will have a five-day extended contract and be compensated an additional \$2500 and twelve PLC Team Leaders, who will be full-time teachers that will have a two-day extended contract and be compensated an additional \$1000.

We are currently in our third 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 four Model Teachers/PPD Coaches will remain in the classrooms full-time, have a five-day extended contract and will be compensated \$2500 to provide support, assistance, and model outstanding instructional practices. The twelve PLC Team Leaders will also remain in the classrooms full-time, have a two day extended contract and will be compensated \$1000 to provide support and help facilitate PLC Team meetings. The total cost of all stipends, including those of Instructional Coaches will be \$37,000, with the total increasing to \$43,134.60 with the addition of FICA and IPERS.

Hiring approximately three new teachers will allow the district to fill vacancies created by teacher leaders and potentially accommodate lighter teacher loads for first-year teachers. In our district, a new teacher’s salary and benefits are \$49,328.87. The total cost of these new teachers would be a minimum of \$147,986.61. We value the stability and consistency of having the same teacher in the classroom for students and staff. Hiring additional permanent teachers ensures students will see the same teacher every day for their specific classes.