



Application

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

136708 - TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/14/2015 10:43 AM

### Primary Contact

**AnA User Id** BRAD.MCCAULEY@IOWAID

**First Name\*** Bradley Scott McCauley  
First Name Middle Name Last Name

**Title:**

**Email:** mccaubra@sblschools.com

**Address:** 503 Colfax Ct.

**City\*** Sergeant Bluff Iowa 51054  
City State/Province Postal Code/Zip

**Phone:\*** 712-943-5527  
Phone 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:** Sergeant Bluff-Luton Community School District

**Organization Type:** K-12 Education

**DUNS:**

Organization Website:

Address:

5505 Old Lakeport Road

Sioux City

Iowa

51106

City

State/Province

Postal Code/Zip

Phone:

712-943-4338

Ext.

Fax:

Benefactor

Vendor Number

---

## Cover Sheet-General Information

### Authorized Official

Name

Brad McCauley

Title

Curriculum Director

Organization

Sergeant Bluff-Luton Schools

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

Address

201 Port Neal Rd

City/State/Zip\*

Sergeant Bluff

Iowa

51054

City

State

Zip

Telephone Number

712-943-8604

E-Mail

mccaubra@sblschools.com

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.*

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

Name

Denise Patterson

Title

Business Manager

Organization

Sergeant Bluff-Luton Schools

Address

201 Port Neal Rd

City/State/Zip

Sergeant Bluff

Iowa

51054

City

State

Zip

Telephone Number

712-943-8786

E-Mail	patteden@sblschools.com
County(ies) Participating, Involved, or Affected by this Proposal	Woodbury County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	3
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	6
<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 of the goals of the TLC grant focus on all students and do not specifically target any minority.**

### 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. **Brad McCauley**

Title of Person Submitting Certification **Curriculum Director**

---

## Recipient Information

District	Sergeant Bluff-Luton Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	97-5877
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Dr.
Name of Superintendent	Rod Earleywine
Telephone Number	712-943-8787
E-mail Address	earlerod@sblschools.com
Street Address	201 Port Neal Rd
City	Sergeant Bluff
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51054

---

## TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Brad McCauley
Telephone Number	712-943-8604
E-mail Address	mccaubra@sblschools.com
Street Address	201 Port Neal Rd
City	Sergeant Bluff
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51054

---

## Demographic Profile

October 2014 Certified Enrollment	1374
October 2014 Free/ Reduced Lunch %	30
AEA Number	12
<b>Please select the TLC model number that most closely resembles your district plan.</b>	
TLC Model Number	Model 3 Comparable Plan

---

## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

The Sergeant Bluff-Luton Community School District (SBLCSD) is a medium sized, homogeneous suburban district in Northwest Iowa. 30% of students qualified for free/reduced lunch in 2014. The district is located just south of Sioux City and spans only 64 square miles. Although many districts in the state have seen declining enrollment over the last twenty years, SBLCSD has experienced manageable increases in enrollment.

The district has 111 certified teachers serving 1677 students PK-12. There is 1 high school, 1 middle school, 1 - 3rd through 5th grade elementary school, and 1 PK-2nd grade primary school. The SBLCSD staff are highly committed professionals focused on providing a quality education to the children of the community. Over the years, there willingness to embrace initiatives and actively participate in professional development has resulted in increased student achievement. Although the number of students proficient on state assessments are above the state and Northwest AEA averages, the district recognizes the need to continue to improve so that all students are proficient and have the skills necessary to be successful after graduation.

During the last year, the SBLCSD worked to develop and communicate the goals of the TLC program and to gain input and support from parents, teachers, administrators, and board. Throughout this process, structures, practices, and initiatives were evaluated and a plan was formulated that would build upon existing strengths and address weaknesses.

#### Identified Strengths:

##### **Student Test Scores**

- The percent of proficient students is above state and AEA averages.

##### **Staff Retention**

- Based upon the last 10 years of retirees, the average amount of years of service within the SBLCSD district prior to retirement was 29 years.
- Over the last 5 years, the SBLCSD has hired 27 teachers to the district. All but 3 remain employees of the Sergeant Bluff-Luton CSD, creating a retention rate of 89%.
- Each new teacher is assigned a 1 on 1 mentor.
- Well established mentor program partnership with Northwest AEA.

##### **Culture of Innovation**

- 1:1 implementation grades 6-12 with electronic access to textbooks in grades 3-12.
- IA Core Implementation
- AIW Implementation - grades 6-12
- MTSS - Structures and supports

##### **Teacher Compensation**

- SBLSCD teachers are compensated above the state minimum of \$33,500.

##### **Professional Collaboration**

- Early dismissal on Wednesdays
- Teachers are actively engaged in PLC's

##### **Distributed Leadership Structures**

- Each building utilizes a Building Leadership Team made up of the building principal and multiple teachers that analyzes student performance data, evaluates initiatives, and plans professional development.
- A District Leadership Team consisting of an equal number of teachers and administrators that provide direction by overseeing professional development, Iowa Core implementation, and teacher quality expenditures.

#### Identified Weaknesses

##### **Structures for Observation**

- No formal system in place that allow for peer observation and reflection.

##### **Structures and Culture of Coaching**

- The district does not have an existing structure or culture that foster peer coaching for veteran teachers.

##### **Lack of Compensation for Go-Getters**

- In each of the buildings, there are teachers that are willing to be on the forefront of initiatives. They are willing to do research, participate in training, develop and lead PD, but are not compensated for going above and beyond.

After gaining input, looking at student data, and identifying the district's strengths and weaknesses, the TLC Committee decided to use the Model 3-Comparable Plan. They established the following goals for TLC implementation.

1. Increase student achievement through improved instructional practices
2. Attract and retain quality teachers and ensure they are effective
3. Retain effective teachers by providing enhanced career opportunities
4. Promote collaboration and increase collegiality by developing & supporting teacher networking
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation

To accomplish these goals, the SBLCSD TLC Plan includes the creation of 30 teacher leader positions comprising 27% of the current certified teaching staff. The roles include the following:

- 4 - Instructional Coaches
- 8 - Model Teachers
- 8 - Initiative Leaders
- 10 - Mentor Teachers

Each of these positions will undergo a rigorous selection process that includes an application and interview. TLC candidates will be interviewed by the Building Leadership Team and a recommendation will be made by the building principal. All Teacher Leaders will be evaluated annually by their building principal. Teacher Leaders will not evaluate other teachers.

Compensation for teacher leader positions will be commensurate with their responsibilities. The TLC budget allots 20% for salary supplements; 79.6% for full time staff replacement, .3% forNWAEA Mentor/Mentee participation fees, and .1% for professional development opportunities.

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).

Sergeant Bluff-Luton Community School District (SBLCSD) spent many hours investigating the TLC program between being awarded the planning grant in 2013 and writing the actual TLC Grant in 2015. The developed plan capitalizes on the strengths of the district. The time spent investigating the TLC program allowed the district to identify possible pitfalls and to create support within the community from parents and staff.

The District Leadership Team (DLT), consisting of an equal number of administrators and teacher representatives from all buildings, directed the process to insure that this initiative would be a good fit for the SBLCSD. The DLT met multiple times in the 2013-14 and the 2014-15 school year. TLC was a topic in each of the meetings. During this time, information was communicated to teachers and information was gathered relating to teacher questions and concerns. At the end of the 2014-15 school year, the DLT formed a consensus that the SBLCSD should form a District TLC Committee to write and submit the TLC grant.

During the summer of 2015, the TLC Committee was formed to review data, formalize the concepts that had been discussed in the DLT, and to write the TLC Grant. The TLC Committee was comprised of administrator and teacher volunteers. This committee met for 5 days during the summer reviewing the grant requirements, gathering feedback, analyzing district data, and collaboratively writing the plan.

Review of the current professional development emphasis

- Richard DuFour: Professional Learning Communities (PLC)
- Authentic Intellectual Work (AIW) Training and Implementation (2012-Present)
- Rick Wormelli: Differentiated Instruction (DI)
- Multi-Tiered Systems of Supports (MTSS)
- 1:1 Implementation needs

Review of staff retention and mentoring program

- Based upon the last 10 years of retirees, the average amount of years of service within the SBLCSD district prior to retirement was 29 years.
- Over the last 5 years, the SBLCSD has hired 27 teachers to the district. All but 3 remain employees of the Sergeant Bluff-Luton CSD, creating a retention rate of 89%.
- Each new teacher is assigned a 1 on 1 mentor.
- Well established mentor program partnership with Northwest AEA.

Review of Student Achievement

- The percent of proficient students is above state and AEA averages.
- 100% of our students are not proficient in any grade level or content.
- ACT composite scores continue to rise and are above the state averages.

The TLC Planning Grant has been used to fund the following:

- Development of Teacher TLC Surveys.
- Review of district data.
- Writing of the TLC Plan.

Related TLC Planning not funded through the TLC Planning Grant

- District Leadership attendance at TLC Informational Sessions hosted by NWAEA
- Teachers attendance at NWAEA Instructional Coach and High Impact Instruction training
- TLC Committee attendance / presentation at DAC Meetings
- TLC Committee attendance / presentation at PTO Meeting.
- Administrator attendance at NWAEA TLC Grant Writing Sessions
- Administrator attendance at SAI TLC Sessions

The TLC Committee presented the plan to the SBLCSD District Advisory Committee (DAC) comprised of administrators, teacher representatives from each building, parents, and community members on September 2, 2015. The DAC Committee made a formal recommendation to the SBLCSD Board in support the TLC Plan. One parent

attending the meeting voiced her support by saying that in her current position she “relies heavily on her team to bounce ideas off of and without her team she can’t imagine getting anything done.” On September 14th, representatives of the TLC Committee presented the plan to the SBL Parent Teacher Organization (PTO). One parent commented that she her first thought was “if you take a really good teacher out of the classroom, then my child won’t be able to have him/her. After thinking about it, I realized that my child only has a 1 in 5 chance right now of getting that teacher. Now all students can reap the benefits of having that really good teacher in their room.” When presented with the final plan, both the DAC and the PTO members expressed their support via consensus and made formal recommendations to the SBLCSD Board of Education to support the TLC plan.

All teachers in the SBLCSD were engaged in the development of the TLC plan. Teachers were informed throughout the process via staff meetings and on inservice days. Information was gathered through a survey specifically addressing TLC related topics. Below are some of the findings:

- 91% of respondents recognize leadership is a teacher's responsibility.
- 93% of respondents felt that it was important to have a teacher in their building to serve as a “go to person” for successful implementation of an initiative.
- 89% of respondents indicated it was important to have a teacher in their building to provide expertise in classroom management, content planning, instruction and assessment.
- 97% of respondents indicated that mentoring teachers is vital in retaining beginning teachers.
- 90% of respondents indicated that it was important to mentor experienced teachers that are new to the district.
- 91% of the teachers view teacher leadership as fundamental to teaching and 49.5% expressed interest in applying for one or more of the leadership positions.

Members of the administration support the plan and actively participated as TLC Committee members. Principal Klingensmith said, “this will be a great asset in terms of planning PD Days.” Additionally, the TLC Committee presented the plan to the school board on two different occasions. The proposed TLC plan complements the PLC collaboration work that the Board has been supporting with early wednesday dismissals for the past 3 years. On October 1, 2015 the Board of Directors voted unanimously to support the SBLCSD TLC Plan.

---

## 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.

**SBLCSD TLC Vision: Improve student learning by increasing teacher effectiveness through a system of collaborative inquiry built on teacher leadership and aligned to district goals.**

**SBLCSD TLC Goal 1: Increase student achievement through improved instructional practices (Aligned to State Goal 5)**  
The district has mostly met or exceeded the state averages in student achievement for reading, math, and science over the past several years, however 100% of our students are not proficient in reading, math, and science. The TLC grant will provide additional support in our ongoing efforts to provide high quality instruction in the Iowa Core Curriculum.

**District Goals: Increase the percentage of students proficient in reading, math, and science while simultaneously decreasing the number of students who are not proficient in those areas as measured by Iowa Assessments.**

**Decrease the gap that exists between the reading, math, and science achievement of students with IEPs and those without IEPs as measured by Iowa Assessments.**

**Evaluation of goal**

- **Comparison of gains in student achievement (IA Assessments and the STAR Assessments) before the TLC plan implementation and each subsequent year**

**SBLCSD TLC Goal 2: Attract and retain quality teachers and ensure they are effective (Aligned to State Goals 1 & 2)**  
Development of beginning teachers will be nurtured through a system of complementary supports including mentors, coaches, and professional learning teams. This system will ensure that they have multiple opportunities to receive professional development based on their needs and the needs of their students. New teachers already receive a competitive starting salary of \$40,307 (TSS included).

**District goal: Have 100% of vacancies filled by highly qualified teachers. We also aim to have 100% of beginning teachers successfully complete the requirements for gaining a Standard License.**

**Evaluation of goal**

- **Analysis of retention rate over five years**
- **Analysis of Teacher Exit Survey**
- **Annual survey of Mentoring and Induction program**

**SBLCSD TLC Goal 3: Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2)**  
SBLCSD will develop a system of leadership roles designed to improve professional practices resulting in increased student performance. Approximately 95% (105/111) of teachers would be eligible to fill leadership positions. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders mentoring, coaching and modeling effective instructional practices in order to fulfill these goals.

**District goal: By fall of 2016, install new leadership roles for teacher leaders. The following will be in place for each role: job descriptions with role functions and criteria for evaluation, Individual Professional Development plans, orientation to new role, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System.**

**Evaluation of goal**

- **Annual TLC Effectiveness survey**
- **Teacher Leader Job Descriptions are fully developed and communicated.**
- **Teacher Leader Application Processes are fully developed and communicated.**
- **Analysis of Teacher Exit Survey**

**SBLCSD TLC Goal 4: Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3)**

**By creating a climate where continuous improvement permeates all we do, where high trust encourages peer assessment, sharing, learning and leadership, and where greater support and reward for teachers encourages professional growth and pride, then we will transform teaching into a practice of professionals and students will continuously improve and succeed. District goal: Beginning in August 2016, teacher leaders implement a PD plan that uses Professional Learning Teams to engage 100% of the faculty in collaborative learning opportunities. The**

Instructional Coach, Initiative Leaders, and Model Teachers will also serve on the Building Leadership Team. Two members of each Building Leadership Team will serve on the District Leadership Team.

Evaluation of goal

- Analysis of Individual PD Plans
- Analysis of PLC Weekly Logs
- Analysis of Teacher Leader Logs
- TLC Effectiveness survey

**SBLCSD TLC Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4)**

This plan recognizes that leadership takes many forms in a successful collaborative school community. Leadership positions are designed 1) to provide complementary supports in district efforts to ensure high quality instruction in every classroom, and 2) to build a pool of knowledgeable and skilled professionals.

District Goal: Include at least 25% of teachers in leadership roles leading to the fulfillment of individual and collective goals. Beginning in 2016, fill 100% of the identified teacher leader roles, according to Model 3 and the SBLCSD TLC Plan.

Evaluation of goal

- Number of teachers applying for Teacher Leadership positions
- TLC Effectiveness survey
- Teacher Leaders self evaluation of Teacher Leaders' professional growth using the Teacher Leadership Skills Framework.

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 SBLCSD have been engaged in continuous improvement for decades. The SBLCSD districts developed our TLC plan based on common school improvement initiatives and professional development, which utilizes a system of continuous improvement. Our plan connects, supports and strengthens our implementation of initiatives such as MTSS, AIW, Iowa Core implementation and Technology Integration while also supporting quality teaching skills that have been established into practice at SBLCSD. In this way, SBLCSD recognizes that professional development must be differentiated and the TLC plan allows for this in the creation of the different TLC roles. Support for teachers seeking to increase their skills in established elements of effective teaching will be provided through the Instructional Coaches, Model Teachers, and Mentor Teachers. Support for teachers to implement new initiatives, strategies, or programs will be provided support through the Instructional Coaches and Initiative Leaders.

SBLCSD has spent the past several years implementing technology integration and the Iowa Core. Many of the strategies that were once part of professional development have become engrained in our system. With the implementation of TLC, veteran teachers will be able to continue to hone these skills with help from model teachers and instructional coaches. New teachers will get the added benefit of working closely with their mentors to help them adopt these practices as well.

SBLCSD is currently focusing staff development around AIW, MTSS, and PBIS. With the adoption of TLC, teachers will benefit from the support of instructional coaches and initiative leaders. Initiative leaders in each building will help insure that practicing teachers are at the foreground of all of the new initiatives that are introduced into the school system. They will work side by side with principals and instructional coaches to find and implement initiatives that will raise student achievement.

The TLC Plan insures the long term success of continuous improvement by providing support to teachers that want to continue to improve already adopted practices of effective instruction while providing support for future initiatives. SBLCSD believes that when teachers are supported with the means to improve, students will improve.

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)**

Over the last 5 years, the SBLCSD has hired 27 teachers to the district. All but 3 remain employees of the Sergeant Bluff-Luton CSD, creating a retention rate of 89%. Currently, all new teachers to the district are provided three days prior to the start of other veteran teachers to acclimate them into the district. During this process, the new teachers are introduced to administrators, provided initial technology training and are taught the process they need to accomplish tasks such as leave requests, etc. An initial teacher (one that holds an initial license) is assigned a mentor within the building they teach. Both mentor and initial teachers attend training sessions offered by the AEA in Sioux City and continue to meet on a weekly basis until they have completed the necessary steps to move to a standard license or until they end employment with SBLCSD. During these weekly sessions, both mentor and mentee work together on packets provided through the AEA. They also use this time to discuss questions, concerns, struggles, and triumphs. Formal administrative observations of initial teachers occur three times each year for the first two years. Administrators provide feedback following these observations. During the second year, initial teachers, with support from their mentors, develop a portfolio with artifacts showing implementation of the Iowa Teaching Standards. Currently, all teaching staff meet weekly for collaboration. All teachers are provided eight full days for collaboration and professional development throughout the school year.

#### **Retention Rate:**

- The vast majority of our initial teachers are successful in completing the mentoring program and earn their standard license. Additionally, they find the work environment and compensation enticing enough to stay for many years.
- Most of the new teachers hired are to fill vacancies created by retirement.
- Since 2008, 25 of our vacancies were due to retirements. The average amount of years of service teachers have at SBLCSD prior to retirement is 29 years.
- Since 2008, 3 of vacancies were created by teachers who have decided to leave the district to teach elsewhere (2 out of state).
- Since 2008, 3 of the vacancies were created by teachers that decided to leave the teaching profession.
- Since 2008, 1 of the vacancies were created by a teacher that decided to move to be closer to their significant other.
- Since 2008, 1.5 of the vacancies were created due to growth.

#### **Current gaps in New Teacher Program:**

- Training Span: Our current program provides support to initial licensed teachers but not for veteran (standard licensed) teachers that are new to SBLCSD. The TLC plan recognizes this and provides mentor support for veteran teacher new to SBLCSD during their first year.
- Professional Development: Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies. (Observation, modeling, mentoring, and feedback)

All Teacher Leaders (Instructional Coaches, Model Teachers, Initiative Leaders, and Mentor Teachers) will apply for positions and qualified candidates will be selected by a hiring committees in each building. The following are the skills that the Hiring Committees will be looking for:

- Excellent collaboration and communication skills
- A record of increasing student achievement
- Instructional expertise
- An understanding of how to facilitate growth in adults
- Expertise in content, curriculum development, student learning, data analysis
- 3 Years of successful teaching history for Mentor Teachers
- 5 Years of successful teaching history for Instructional Leaders, Model Teachers and Initiative Leaders.

Mentor Teachers and new teachers to the district will attend NWAEEA Mentoring and Induction Training.

#### **TLC solutions to address the gaps in our new teacher program:**

- Training Span: Our current program provides support to initial licensed teachers but not for veteran teachers that are new to SBLCSD.

- The TLC plan provides mentor to veteran teachers that are new to SBLCSD for a minimum of one year.
- Professional Development: Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies. (Observation, modeling, mentoring, and feedback)
- The TLC plan will enhance the support system for the mentee by providing opportunities to improve instructional strategies through team teaching, observation of model teaching, professional feedback and reflection, lesson reviews, and review of student work.
- All Mentees will be provided opportunities to observe instruction from Model Teachers.
- All Mentees will be provided opportunities to reflect on their instructional practices with Mentor Teachers.
- All Mentee teachers will be provided professional development opportunities through access to instructional coaches.
- All Mentee teachers will work with mentor teachers to review student work.

---

## Narrative

Using Part 5 application narrative from previous submission? **No**

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The number of newly hired teachers vary each year based on openings. All new teachers to the district are provided three additional contract days of pre-service training. These teachers will spend one of those pre-service days with their assigned mentor teacher. New teachers to the district, that are in their first year of the profession, will attend mentor/inductee meetings at Northwest AEA throughout their first and second year. New teachers to the district, that are in their second year of the profession, will attend mentor/inductee meetings at Northwest AEA throughout their first year in the district.

In the mentoring program, new teachers will collaborate with their mentors and have opportunities to observe model teachers in action. By providing these supports, new teachers will become proficient in implementing the district curriculum and district-endorsed research-based instructional strategies, and assessment. They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning. Their minimum salary of \$33,500 is already exceeded in the Sergeant Bluff-Luton Salary Schedule.

All teachers who have met the expectations of a Initial Teacher and are awarded a standard license are designated Career Teachers. Career Teachers are assigned to the classroom 100% of the time, have a standard contract, and follow the salary schedule with no stipend or extra days. They are required to improve student learning and achievement by implementation of district curriculum and instructional practices, as well as demonstrate continuous professional growth.

SBLCSD proposes the adoption of the following teacher leaders.

#### Instructional Coach

#### QUALIFICATIONS

Current Iowa Teaching License. Has been employed by SBL for minimum of 1 year. Has successfully completed 5 or more years of teaching experience. Exhibits strong interpersonal skills. Successful experience in leadership opportunities. Evidence of successful implementation of research-based instructional practices in the classroom.

POSITIONS AVAILABLE 4 in the district. 1 per building.

COMPENSATION \$7,500 (additional 8 days beyond teaching contract)

ASSIGNMENT Full time Instructional Coach. Not assigned to classroom

REPORTS TO Building Principal

#### JOB RESPONSIBILITIES

- Serves on the Building Leadership Team and models leadership and commitment to continuous improvement.
- Assists Building Leadership Team decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings.
- Participates in learning opportunities when appropriate (conferences, workshops, webinars, book studies, etc).
- Assists with selecting, facilitating and leading PD and instructional supports to accomplish high priority initiatives (AIW, MTSS, Iowa Core Implementation, etc.).
- Facilitates substantive one to one conversations with individuals as part of an instructional coaching cycle.
- Facilitate processes to break the norms of isolation, to foster trust, and cultivate a collaborative culture.
- Helps colleagues select and implement effective teaching strategies and studies how students respond.
- Provides ideas for effective instruction (ie. differentiation, questioning, engagement) and planning lessons in partnership with fellow teachers.
- Works inside classrooms to help teachers implement new ideas, schedule demonstrations, engages in co-teaching, observing, and providing feedback (or having a coaching dialog).
- Assist teachers in effectively assessing student learning.
- Assist teachers in planning instruction on the basis of formative and summative data and to continuously assess progress.
- Assists in using data (assignments, assessments, anecdotal) to make decisions.
- Helps schedule and provide structures to support teacher engagement in peer observing/ coaching.
- Helps structure opportunities for teachers to practice newly learned skills with Initiative Leaders and Model Teachers.
- Plans and engages in collaborative teaching opportunities.
- Helps colleagues by sharing instructional and professional resources, i.e., websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.
- Serve as Mentor to beginning veteran teachers during their first year at SBLCSD.

### Initiative Leader

#### QUALIFICATIONS

Current Iowa Teaching License. Has been employed by SBL for minimum of 1 year. Has successfully completed 5 or more years of teaching experience. Exhibits strong interpersonal skills. Successful experience in leadership opportunities. Evidence of successful implementation of research-based instructional practices in the classroom.

**POSITIONS AVAILABLE** 8 in the district. 2 per building.

**COMPENSATION** \$2,900 (additional 2 days beyond teaching contract)

**ASSIGNMENT** Full time teaching assignment

**REPORTS TO** Building Principal

#### JOB RESPONSIBILITIES

- Allows teachers into their classrooms to observe implementation of initiative
- Assists in facilitating and leading PD and instructional supports to accomplish high priority initiatives (AIW, MTSS, Iowa Core Implementation, etc.)
- Designs and delivers training (Theory, Demonstrations, Practice, and Collaboration) to support new initiatives
- Helps colleagues by sharing instructional and professional resources, i.e., websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.
- Assists with selecting PD content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning
- Contributes time and expertise to make significant contributions to the development of new professionals
- Act as the essential contact for questions and assistance on the specific initiative
- Participates in learning opportunities when appropriate (conferences, workshops, webinars)
- Serves on the Building Leadership Team and models leadership and commitment to continuous improvement

### Model Teacher

#### QUALIFICATIONS

Current Iowa Teaching License. Has been employed by SBL for minimum of 1 year. Has successfully completed 5 or more years of teaching experience. Exhibits strong interpersonal skills. Successful experience in leadership opportunities. Evidence of successful implementation of research-based instructional practices in the classroom.

**POSITIONS AVAILABLE** 8 in the district. 2 per building.

**COMPENSATION** \$2,500 (additional 2 days beyond teaching contract)

**ASSIGNMENT** Full time teaching assignment

**REPORTS TO** Building Principal

#### JOB RESPONSIBILITIES

- Plans and executes high quality instruction that incorporates effective teaching strategies and classroom management.
- Allows teachers into their classrooms to observe essential elements of effective teaching.
- Demonstrates effective instructional practices, assessment for learning, effective classroom management, and provides opportunities for reflection with teachers
- Models high quality instruction on district determined essential teaching and classroom management strategies.
- Serves on the Building Leadership Team and models leadership and commitment to continuous improvement
- Assists with selecting PD content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning
- Contributes time and expertise to make significant contributions to the development of new professionals
- Collaborates with instructional coach and mentors about the essential elements of instruction and the processes used to support the needs of staff
- Participates in learning opportunities when appropriate (conferences, workshops, webinars, book studies, etc.)

### Mentor Teacher

#### QUALIFICATIONS

Current Iowa Teaching License. Has been employed by SBL for minimum of 1 year. Has successfully completed 3 or more years of teaching experience as per Iowa Code. Exhibits strong interpersonal skills. Evidence of skills relating to the subjects and or grade levels necessary to mentor employee in similar content and or grade level.

**POSITIONS AVAILABLE** Varies, 1 per Initial Licensed Teacher (budgeting 10 per year based on past practice)

**COMPENSATION** \$1,200 (additional 1 day beyond teaching contract)

**ASSIGNMENT** Full time teaching assignment

**REPORTS TO** Building Principal

**JOB RESPONSIBILITIES**

- Participates in learning opportunities when appropriate (conferences, workshops, webinars).
- Will be in the classroom 100% of the time.
- Contributes time and expertise to make significant contributions to the development of new professionals.
- Builds understanding of content standards (Iowa Core), how components of the curriculum fit together, and how to use curriculum to plan instruction and assessment.
- Helps colleagues select and implement effective teaching strategies and studies how students respond.
- Serves as a role model for mentees; acclimates new teachers to a new school environment; and advises new teachers about instruction, curriculum, procedures, practices, and the political contexts.
- Discusses with mentees the following topics : Assessment, Instructional Planning, Grading, Policies.
- Provides ideas for effective instruction (ie. differentiation, questioning, engagement) and planning lessons in partnership with fellow teachers.
- Helps colleagues by sharing instructional and professional resources, i.e., websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.
- Will meet with mentee on one day preservice.

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.

All Teacher Leader positions for the following year will be posted along with the respective job descriptions and duties no later than February 15th of each year. All teacher leader applicants must have three years of successful teaching experience with one year experience in the district and not currently on a plan of assistance.

Each Building will form a TLC Selection Committee. This committee will be made up of members of the Building Leadership Team including the building principal and at least 4 teacher representatives. Those members who currently serve on the building leadership team and wish to be considered for a teacher leadership position will excuse themselves from the interviews for the position they are applying for. The building principal will seek a replacement for those interviews.

#### **Phase I - Application**

- All prospective Teacher Leaders will be required to have a conversation with the building level principal about their intention of applying for a specific position. The TLC Planning Committee recognizes that in order for TLC program to be effective, the Teacher Leaders must work closely with the building principal. The TLC Committee also recognizes that certain conversations must be kept confidential and that the best time for teachers to gain feedback about the prospect of the principal support would be during a private conversation.
- All Teacher Leader applicants will complete the Self Assessment from the Center for Strengthening the Teaching Profession and indicate the Teacher Leader position they are applying for.
- All Teacher Leader applicants will submit a resume outlining their professional experiences relating to leadership and instruction.

#### **Phase II - Interview**

The TLC Selection Committees will conduct interviews of potential candidates. Interview questions are designed around the reflections from the Self Assessment instrument from the Center for Strengthening the Teaching Profession.

- Knowledge of Content and Pedagogy - Iowa Core, Characteristics of Effective Instruction, specific instructional strategies, MTSS, PBIS, AIW
- Technology Integration - Rationale for and effective means of using technology within classroom
- Disposition & Core Beliefs - Statements that reflect the individual's ability to work with others to promote collaboration, professionalism, adult and student learning, and district goals.
- Data Based Decisions - Evidence of data collection and analysis to make instructional decisions.
- Facilitation Skills - Ability to work with others demonstrating good communication, reasoning, and persuasion skills as evidenced through participation in building and/or district committees.
- Self-Reflection - Willingness to reflect on past practices and to accept criticism in order to improve professional practice.

#### **Phase III - Selection**

After each candidate interview, the interview team will mark their impressions on the TLC Selection Rubric for each of the above bullets. They will then discuss their impressions and list each candidate's strengths and weaknesses as they relate to the position. The interview team will not share the context of the discussions outside of the interview team. Any notes that were taken during the interview will be collected by the principal prior to adjournment. The Principal will make a formal recommendation for filling the vacant position to the Superintendent.

Annually, the principal will evaluate each teacher leader according to the TLC Selection Rubric tied to the Iowa Teaching Standards.

- Knowledge of Content and Pedagogy (Standards 1, 2, and 4)
- Disposition & Core Beliefs (Standards 3, 7, and 8)
- Data Based Decisions (Standard 8)
- Facilitation Skills (Standard 7)

Teacher Leaders demonstrating competence in these five traits will be considered for reassignment to their Teacher Leader role and can complete a streamlined renewal process.

---

## **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.*

With our TLC plan, teacher leaders will have an active role in both design and delivery, which formalizes and extends the role of the teacher leader.

They will also review APR goals that were proposed by the District Leadership Team (DLT) and are then discussed and refined at the District Advisory Committee (DAC) which formally recommends them to be approved by the School Board to determine what professional development is needed to support and attain those goals. After District professional development has been addressed, building teams will meet to develop their building professional development plans for the school year. Both District & building professional development plans will continue to be based on the IPDM & will identify how each teacher leader will be directly involved, including formative evaluation during the year that allows refining plans during the year.

All Instructional Coaches, Initiative Leaders, and Model Teachers will serve on their building's Building Leadership Team (BLT). The BLT will review building-level student data to determine areas of strength & areas of need and recommend a PD plan for the following school year. The results will be shared with the DLT.

<p>Establish PD Leadership Team</p>	<ul style="list-style-type: none"><li>•Instructional Coach, Initiative Leaders, Model Teachers will serve on BLTs that identify PD Needs</li><li>•DLT, including principals, and teacher reps from each building, will review district data at the end of each school year to identify PD needs. Data reviewed will include C-Plan goals, AYP AMOs, and building goals.</li><li>•The DLT provides oversight of building professional development to ensure alignment of PD with TQ funds.</li><li>•All SBLCSD teachers are responsible for collecting a variety of student data in accordance with the District Comprehensive Assessment Plan.</li><li>•Mentor Teachers assist Beginning Teachers learn our data collection methods.</li><li>•Instructional Coaches, Initiative Leaders, Model Teachers, &amp; Mentor Teachers will support their PLCs in data analysis.</li></ul>
<p>Collect / analyze student data</p>	<ul style="list-style-type: none"><li>•Instructional Coaches will assist in training Initiative Leaders, Model Teachers, &amp; Mentor Teachers in data analysis.</li><li>•Initiative Leaders, Model Teachers, &amp; Instructional Coaches will assist with building-level data collection and analysis.</li><li>•Instructional Coaches assist with district-level data analysis.</li></ul>
<p>Goal setting &amp; student learning</p>	<ul style="list-style-type: none"><li>•BLTs will set building goals for the year. They will also be part of the process to develop PLC and Career Development Plan goals that address improvement in student learning.</li><li>•DLT will help set District APR goals as well as setting professional development targets to meet AYP AMOs.</li></ul>

Selecting content	<ul style="list-style-type: none"> <li>•BLT's will select research-based PD that addresses the identified need &amp; align with District initiatives.</li> <li>•Mentors work with new teachers to implement the content selected and used in the Northwest AEA Mentor / Induction program.</li> </ul>
Designing process	<ul style="list-style-type: none"> <li>•BLT's will design their building PD plan based on the IPDM to define formative assessments to refine PD in order to meet the annual student learning goal.</li> <li>•DLT will insure building level PD includes theory, demonstration, practice, and collaboration, reflecting the IPDM and approving TQ and Iowa Core dollars.</li> </ul>
Training & learning opportunities	<ul style="list-style-type: none"> <li>•Building &amp; District PD may be delivered by Instructional Coaches, Initiative Leaders, &amp; Model Teachers as well as others who have the necessary expertise. Training must align with District initiatives.</li> <li>•Mentors will assist new teachers in implementing district delivered PD.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>•Building Principals &amp; Instructional Coaches will be actively involved in providing leadership to PLCs.</li> <li>•Mentors will have multiple opportunities to collaborate with their mentees to assist them in successful implementation of district initiatives.</li> <li>•Instructional Coaches, Initiative Leaders, Model Teachers, and Mentors will have multiple opportunities to collaborate with each other as part of a teacher leader PLC.</li> <li>•Instructional Coaches, Initiative Leaders, &amp; Model Teachers will support their colleagues in the implementation of research-based practices that are determined to be areas of focus by the BLT's.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>•Initiative Leaders, &amp; Model Teachers will welcome observers in their classrooms as they demonstrate instructional practices.</li> <li>•Mentor Teachers will collaborate with new teachers by discussing, modeling, &amp; observing.</li> <li>•Principals &amp; Instructional Coaches will work with PLCs to plan for implementation. They will model, observe, reflect, and support teachers in efforts to implement instructional practices with fidelity.</li> </ul>
Formative evaluation	<ul style="list-style-type: none"> <li>•All teachers in their PLCs will review student data on a regular basis to make adjustments in their year-long plans, as needed.</li> <li>•BLT's will review data collected and analyzed in PLCs to make adjustments in PD, as needed.</li> <li>•Mentor Teachers will collect data relevant to new teacher be successful in the profession.</li> </ul>

**Program evaluation**

- BLT's will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level to determine District PD needs.

- Mentor teachers will collect & analyze feedback from mentees concerning both the PD offered in District and the PD provided through the Northwest AEA Mentor and Induction Program to help determine future needs.

- Principals & Instructional Coaches will provide support as teachers implement their IPDPs.

**Developing Teacher Career Development Plans (IPDP)**

- Mentors will work directly with their mentees to help them successfully design there IPDP and the collection of evidence necessary for their portfolio.

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.

**Goal 1: Increase student achievement through improved instructional practices (Aligned to State Goal 5)**  
 Current Iowa Assessment Data indicates that a large percent of Sergeant Bluff-Luton students are proficient on the Iowa Assessments.

**2014-15 Sergeant Bluff-Luton Iowa Assessment Data - Percent Proficient**

Grade	Reading	Math
Science	Social Studies	3rd
79.8%	86.5%	91.7%
77.8%	4th	91.3%
88.7%	96.8%	91.3%
5th	85.1%	82.5%
93.0%	81.4%	6th
87.83%	73.0%	88.2%
74.8%	7th	89.1%
87.4%	95.4%	79.4%
8th	82.3%	85.8%
92.0%	74.8%	9th
92.2%	79.3%	87.9%
95.7%	10th	93.0%
86.1%	93.0%	92.2%
11th	90.6%	87.6%

- Post Graduate Plans - 88.6% of 2015 graduates plan on attending some form of post secondary schooling.
- 4 Year Graduation Rate - Class of 2014 was 96.36%
- 2014 Drop out rate - 0.14%

**Short Term Goals (Multiple Times per Year)**

- Staff survey responses to PD indicate that focus of PD was closely connected to improving instruction or assessment.
- Administrator walk through data showing an increase in the use of effective teaching strategies.
- PLC data / AIW data indicates that teachers are identifying and responding to students who are not meeting the standards.
- PLC data / AIW data shows evidence of teacher reflection about current practices as they relate to instruction and assessment.

**Long Term Goals**

- The percentage of students in grades 3-11 who are proficient or above on the Reading Comprehension, Math, Science, and Social Studies subtests of the Iowa Assessments will continue to increase with the goal of all students scoring at or above the proficient level.
- Reduction in dropout rate.
- Increase graduation rate.
- Increase the percent of graduating students planning to attend a two year or four year college or university.

The remaining four goals will be evaluated using the following measures:

- Goal 2: Attract and retain quality teachers and ensure they are effective (Aligned to State Goals 1 & 2)
- Goal 3: Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2)

- Goal 4: Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3)
- Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4)

#### Short Term Measures

- Principal / mentee interviews assessing mentees' feeling of support and increased confidence of teaching abilities
- Principal walk-throughs identifying:
  - Formative assessment strategies
  - Iowa Core standards
  - Universal Constructs
  - Student Engagement
  - PLC logs
  - Teacher Leader Logs
- Frequency and type of type of collaboration with Mentor teachers and their mentees.

#### Long Term Measures

- Self-evaluation of Teacher Leaders' professional growth using the Teacher Leadership Skills Framework
- Number of district staff applying for teacher leadership roles
- Teacher Retention Rate
- Teacher Exit Survey (documenting the reasons why teachers leave SBLCSD)

#### Monitors and Adjusts the TLC

Modification of the TLC Plan will be determined based upon the results of these measurements of progress. The above multiple data sources will be analyzed annually to determine areas of strength and weakness. Adjustments will be made to best meet the needs of the staff and student achievement.

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

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

Training expectations for teacher leader training - attend workshops and trainings for Instructional Coach

- AEA partnership to provide training on coaching skills, AIW, & literacy routines
- Feedback data on an individual & group basis
- Metrics on each of the four goals to add accountability to the work being done.

Policies, including standard hiring and evaluation, to assure fair access to the positions & treatment of the staff who step into these roles

An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will cause it to succeed as well as formalized job descriptions for each of the teacher leaders.

**Process and Sustainability Management:**

The Superintendent will have the following roles to create a sustainable plan:

- Monitoring the timeline for internal leadership hires & external replacement teacher
- Training for new leadership positions supported through AEA or additional outside sources
- Create and implement surveys for needed data elements
- Plan & facilitate District leadership meetings
- Plan & facilitate monthly Instructional Coach & Principal Meeting
- Provide opportunities for Instructional coaches & model teachers to collaborate with each other.
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

**Hiring**

In year one, our process for hiring the teacher leadership positions will begin by clearly defining the roles and job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an Instructional Coach, Mentor Teacher, Model Teacher, and/or Initiative Leader. After allowing staff to apply for those positions, a building level selection committee, including an equal number of administrators and staff members, will be assembled to interview applicants when necessary.

Annual applications for all roles will allow all staff members an equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions, will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to their previous position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

Our timeline for year-to-year hiring of instructional coaches will begin in early spring after formal evaluations have been completed. Staff members currently serving as Instructional Coaches, Initiative Leaders, Model Teachers, and Mentor Teachers, are all evaluated by their principals. The hiring of those roles will be done prior to summer break so that members have the time to receive appropriate training prior to the start of the new school year.

**Responsibility for the Success of the Plan**

The District Leadership Team (DLT) will gather data to evaluate the effectiveness of the TLC program. The Superintendent, Director of Curriculum, Building Principals, and teacher representatives will meet once a semester to analyze data and to discuss and monitor TLC implementation. Each of the 5 goal areas will have metrics that are reported twice per year to the staff, District Advisory Committee & the school board. These metrics will provide the feedback needed to see if quantitative evidence of our impact exists. It will allow for adjustments to be made in programming and role execution.

Staff members will be asked to answer survey questions regarding their teacher leaders in order to collect data on their needs, effectiveness of teacher leaders, and general comments about the teacher leadership process. The teacher leaders will look over the data together to determine steps needed to modify their current practices in order to be more impactful. Positions will also be evaluated by building Principals.

**Communication**

Building leadership and district leadership committees will continually communicate with staff. This communication and collaboration will be important due to the changing roles of colleagues. Administration will also update and inform staff members during our professional development time on Wednesday afternoons. These groups have existing communication tools and protocols to be certain that everyone is up-to-date on what is taking place in the

district. This plan will use those tools on an on-going basis.

Progress toward district goal attainment will be communicated with parents & community members through board meetings, building level newsletters, & the School Improvement Advisory Committee. This will allow us to determine the public perception of how our resources are being allocated and to explain the difference that we are making.

---

## 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.	\$98,832.00
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).	\$393,778.00
Amount used to provide professional development related to the leadership pathways.	\$0.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

*These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*

\$1,500.00

Totals

\$494,110.00

---

## Grant Allocation

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

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

Certified Enrollment Number 1373.72

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

District Enrollment-Based Allocation \$429,534.77

Total Allocation \$429,534.77

---

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

---

## Total Allocation Budgeted

Total Projected Amount to be Expended \$494,110.00

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

Remaining Allocation to be Budgeted (\$64,575.23)

---

## 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)

For many years, the district has seen more than 200 students open enroll in than they see open enroll out. For this reason, our budget will indicate that we have overspent the allotment. We calculated the lowest difference in the last 4 years to be 208 more students in than out. As such, our budget reflects an additional 208 students or \$65,037.44.

The SBLCSD is confident that the following goals will be accomplished with the implementation of the TLC plan.

1. TLC Goal 1 - Increase student achievement through improved instructional practices. This is our most important goal and therefore much of the Budget is allocated to accomplishing this goal.
1. SBLCSD will hire 4 instructional coaches. These Instructional Coaches will be out of the classroom all day to focus on helping the teachers improve instructional practices. They will work closely with the principal and other teacher leaders to plan professional development opportunities and participate in reflective coaching conversations with their peers. The replacement cost of moving these people out of the classroom & into the Instructional Coach role will be \$84,866 per teacher. These teachers will receive a stipend of \$7,500 for the increase in responsibility & leadership. With FICA / IPERS the combined cost for 4 Instructional Coaches is \$428,578.
2. SBLCSD will hire 8 Initiative Leaders. Initiative Leaders will remain in the classroom full time. They will be willing to attend training and work beyond the school day to implement initiatives. The TLC plan will help increase student achievement by recognizing the need for teacher leaders that are willing to research & attend trainings to learn about new educational initiatives & to help plan PD & implementation of those initiatives. Initiative Leaders will be expected to be early adopters & to open their classrooms to other teachers for demonstration and reflective conversations. Each Initiative Leader will receive a stipend of \$2,900 for the increase in responsibility and leadership. With FICA / IPERS the combined cost for 8 Initiative Leaders is \$29,912.
3. SBLCSD will hire 8 Model Teachers. Model Teachers will remain in the classroom full time. They will be willing to attend training and open their classrooms to other staff members for demonstration & reflective conversations. Model Teachers will have mastered the elements of effective instruction & have expertise in various teaching strategies. SBLCSD recognizes the need to support good instruction by providing expertise within the building for staff to engage in conversations about theory & to witness demonstrations & modeling around good teaching. Each Model Teacher will receive a stipend of \$2,500 for the increase in responsibility & leadership. With FICA / IPERS the combined cost for 8 Model Teachers is \$23,200.
4. SBLCSD will hire approximately 10 Mentor Teachers. Mentor Teachers will remain in the classroom full time, but will be willing to attend training at Northwest AEA with their Mentees & to open their classrooms to them for demonstration & reflective conversations. Mentor Teachers will have expertise in various teaching strategies & will be assigned to an Initially Licensed Teacher. SBL has a very high retention rate due to the quality Mentor program NWAEA has provided. The cost of attending the NWAEA mentor/mentee training is \$25 per individual. The total cost for 10 mentors & their mentees will be \$1,500. Mentor teachers will receive a stipend of \$1200 for the increase in responsibility and leadership. With FICA / IPERS the combined cost for 10 Mentor Teachers is \$13,920.
5. The remaining dollars (\$461.97) will be used for PD for our Teacher Leaders. The district recognizes that this amount is far too little & is confident that additional dollars will be used to insure appropriate PD is given to all Teacher Leaders.
2. TLC Goal 2 - Attract & retain quality teachers & ensure they are effective. SBLCSD already has a very competitive salary that is far above the minimum required for TLC participation. SBLCSD has a high retention rate of 89%. However, internal surveys indicated that many of the staff believe we should provide a mentor for newly hired veteran teachers & for teachers transferring from one building to another building within district. The TLC plan calls for the Instructional Coach to mentor these veteran teachers.
3. TLC Goal 3 - Retain effective teachers by providing enhanced career opportunities. Although SBLCSD has a high retention rate, we believe that providing additional career opportunities will help to elevate teaching in our district. This will be accomplished by allowing our best teachers to pass their skills on to other teachers. The plan calls for this in the creation of the different TLC positions.
4. TLC Goal 4 - Promote collaboration & increase collegiality by developing & supporting teacher networking. The TLC plan will help to accomplish this goal by providing additional leaders that can help facilitate the conversation

in existing PLC's. Each of the Teacher Leaders will serve on PLC's within their buildings as well as their BLT.

5. TLC Goal 5 - Reward professional growth & effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation. The SBLCSD TLC plan recognizes that the money allocated to accomplish this goal is the means to accomplish Goal 1 - improve student achievement.

**TLC Summary Budget**

<b>Certified Enrollment Line 7 (1373.72)</b>	<b>\$429,534.77</b>
	<b>Net Open Enroll In</b>
<b>\$65,037.44</b>	
<b>Total TLC Budget</b>	<b>\$494,572.21</b>
	<b>Salary Replacement</b>
<b>\$393,778</b>	<b>79.6%</b>
<b>Salary Supplement</b>	<b>\$98,832</b>
<b>20.0%</b>	<b>AEA Mentor Fee (20 slots @ \$75 each)</b>
<b>\$1,500.00</b>	<b>0.3%</b>
<b>Professional Development For Teacher Leaders</b>	<b>\$461.97</b>