



Application

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

139970 - Sidney and South Page Consortium TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 4:04 PM

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## Primary Contact

AnA User Id

GREGG.CRUICKSHANK@IOWAID

First Name\*

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Cruickshank

First Name

Middle Name

Last Name

Title:

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2754 Knox Road

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Iowa

51652

City

State/Province

Postal Code/Zip

Phone:\*

712-374-2141

Phone

Ext.

Program Area of Interest

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

Fax:

Agency

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## Organization Information

Organization Name:

Sidney Community Schools

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address:

City State/Province Postal Code/Zip  
712-374-2141 Iowa Ext.

Fax:

Benefactor

Vendor Number

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## Cover Sheet-General Information

### Authorized Official

Name Gregg Cruickshank  
Title Shared Superintendent  
Organization Sidney Schools and South Page Schools

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

Address **Box 609**  
**2754 Knox Road**  
City/State/Zip\* **Sidney Iowa 51652**  
City State Zip

Telephone Number **712-313-0277**

E-Mail **gcruickshank@sidney.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 **Gregg Cruickshank**  
Title **Shared Superintendent**  
Organization **Sidney Schools and South Page Schools**

Address **Box 609**  
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City/State/Zip **Sidney Iowa 51652**  
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E-Mail	gcruickshank@sidney.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Fremont County, Page County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	12
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	23, 24
<i>District Map</i>	

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## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Not Applicable

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.

Not Applicable

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.

Not Applicable

If YES, present the rationale for determining no impact.

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Gregg Cruickshank

Title of Person Submitting Certification

Shared Superintendent

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## Recipient Information

District	<b>Sidney Community School District</b>
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	<b>36-6003</b>
<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	<b>Mr.</b>
Name of Superintendent	<b>Gregg Cruickshank</b>
Telephone Number	<b>712-313-0277</b>
E-mail Address	<b>gcruickshank@sidney.k12.ia.us</b>
Street Address	<b>2754 Knox Road</b>
City	<b>Sidney</b>
State	<b>Iowa</b>
<i>Use the drop-down menu to select the state.</i>	
Zip Code	<b>51652</b>

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## TLC Application Contact

Honorific	<b>Mr.</b>
Name of TLC Contact	<b>Gregg Cruickshank</b>
Telephone Number	<b>712-313-0277</b>
E-mail Address	<b>gcruickshank@sidney.k12.ia.us</b>
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City	<b>Sidney</b>
State	<b>Iowa</b>
<i>Use the drop-down menu to select the state.</i>	
Zip Code	<b>51652</b>

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## Demographic Profile

October 2014 Certified Enrollment	<b>486</b>
October 2014 Free/ Reduced Lunch %	<b>53</b>
AEA Number	<b>13</b>

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

TLC Model Number	<b>Model 3 Comparable Plan</b>
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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

##### Sidney and South Page TLC Consortium Application

The Sidney and South Page school districts are small rural districts in Southwest Iowa. Sidney has a Preschool - 12th grade enrollment of 440 students and South Page has a Preschool - 12th grade enrollment of 130 students. Free and reduced lunch rates for the districts are 50% for Sidney and 65% for South Page. After a conversation with Department of Education TLC Coordinator Ryan Wise in March 2015 the two districts began collaborative planning to write a Teacher, Leadership, and Compensation application to improve student learning, student opportunity, and instructional skills. The goal is implementation of the plan beginning in the fall of 2016.

Sidney and South Page TLC goals are:

- An expectation of instructional excellence which will lead to high quality learning opportunities for all students at Sidney and South Page.
- A culture of collaboration among all professional staff.
- All students will attain grade level Literacy skills as they transition to ninth grade.
- All students will be exposed to greater STEM opportunities and have a greater understanding and possess the skills necessary for the careers of the 21st Century.

The Sidney and South Page TLC team began studying the grant process in the summer of 2015. The team selected option with a focus on writing an application proposal to fund a full-time Instructional Coach in K - 8 literacy and a full-time instructional coach in K - 12 STEM (Science/ Technology/ Engineering/ Math). In addition the application proposal calls for funding 12 Model Mentor Teachers (MMT's) and 15 teachers to serve on Building Leadership Teams (BLT) or District Leadership Teams (DLT). Both districts have a history of professional collaboration as it relates to implementation of the Authentic Intellectual Work Project (AIW), MTSS, Grade Level Academies, Cognitive Guided Instruction, implementation of Early Literacy Initiatives such as the FAST screener and implementation of Developmental Studies Curriculum. Moreover, each district deploys a 1 to 1 Mac digital device program K - 12. Sidney has been 1 to 1 since 2009-10 and South Page since 2010-11. The districts also share a high school Spanish program, Automotives program, and a superintendent. Both districts have implemented STEM initiatives grades PK - 12. Some of these initiatives include CASE Agriculture, Lego Robotics, and Pint Sized Science for Kids. Sidney has implemented an after school science club with a focus on Kid Wind and CSI/DNA science.

Both districts have leadership teams in place at the building and district level. Both districts also implement Professional Learning Communities (PLC's) with the Iowa Professional Development Model (IPDM) as a framework. Sidney has been a PLC school since being selected a pilot school for IPDM implementation in 2003. South Page has been a PLC school since their involvement in AIW in 2010. There is almost unanimous support among teachers for sharing a full-time Literacy Instructional Coach (LIC) and a full-time STEM Instructional Coach (SIC). several years. Sidney's and South Page's vision is to enhance our systems by utilizing a 1.0 FTE (Full-Time Equivalency) STEM (Science/Technology/Engineering/Math) Instructional Coach (SIC) and 1.0 FTE Literacy Instructional Coach (LIC) to improve instructional quality, student learning, and student opportunity in K - 12 STEM and K - 8 Literacy. Early Literacy success and expansion of STEM opportunities and STEM career awareness are key components of the Governor's education reform package and have been funded through legislative appropriation.

Sidney and South Page will also use TLC resources to fund 12 Model Mentor Teachers (MMTs). This will be another layer of support for teachers new to the teaching profession and new to Sidney and South Page. MMT's will support the beginning teacher and teachers new to Sidney in district processes and procedures, navigating the culture, and professional standards and ethics (beginning teachers). Currently, the district partners with Green Hills AEA to provide a mentoring program. TLC funding will be implemented on site. The districts believe this will be a more consistent and effective means to support professional learning and growth.

**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 1: Description of how the planning grant and available planning time was used to develop a high-quality plan  
Sidney and South Page (Referred to as S/SP) are committed to extensive involvement on the part of teachers and stakeholders in developing our TLC plan. S/SP were awarded \$12,024.55 to plan for and develop an application. S/SP have taken the following actions regarding and development of the application.

- TLC guidance from the Iowa Department of Education has been reviewed by administrators, school boards, teachers, and teacher leadership teams.
- Appointment of District Lead Team (DLT) Committee to study systems and propose program appropriate to Sidney's and South Page's needs. DLT Committee consisted of 15 teachers and all 4 administrators who comprise the Administrative Lead Team (ALT) between the two districts.
- Review of literature and current research related to teacher leadership, collaboration, instructional strategies, adult learning, system improvement and instructional coaches
- Review of current district initiatives and connection to teacher leadership.
- Conversations and discussions with districts utilizing teacher leaders in Iowa - those districts include Council Bluffs, AHST, and the Superintendent at Hamburg. He was previously at Pleasant Valley, a district that employs teacher leaders/instructional coaches.
- Attendance at Green Hills AEA's TLC planning workshops
- Presentation of draft plan to DLT
- Presentation of draft TLC plan to all teachers
- Discussion with all teachers in both districts during professional development activities to receive input and to define the focus for the application.
- Presentation of draft TLC plan to Board
- Presentation of draft TLC plan to the each district's SIAC committees which are composed of parents and community members. The SIAC committees received information on the purpose of TLC, the proposed plan, and support the work of the educational professionals in each district regarding development of the plan.
- Review of teacher survey results by ALT and DLT Committee
- Re-write and revision of plan based on feedback gathered from various groups
- Final revision and re-write
- Submission of plan

Funding supported costs related to:

- Teacher stipends for DLT Committee meetings focused on grant.
- Literature and other resources related to instructional coaching.
- Remaining funding will be used to cover costs related to implementation of TLC at Sidney and South Page.

#### Stakeholder Involvement

Teacher involvement included the following:

- Fifteen (15) teachers are members of DLT Committees between the two districts. This included five elementary teachers at Sidney, five JH/HS teachers at Sidney, three elementary teachers at South Page, and two JH/HS teacher at South Page.
- All certified staff (54) participated in informational session regarding initial plans for implementation. All responded to questions regarding the focus for the grant.

Administrator (ALT) involvement included the following:

- All 4 ALT are members of DLT Committee (Shared Superintendent, PK - 6 Principal/Curriculum Director and 7 - 12 Principal at Sidney, and PK - 12 Principal at South Page).
- The ALT shared information with stakeholder groups, participated in staff informational sessions, and participated in development of the plan.

Parent involvement included the following:

- Random selection of parents and parents who serve on the district's school board.
- The parents participated in an informational session
- The parents provided suggestions and contributed to plan development
- Information shared with all parents and stakeholders on the website and through board packet information which is emailed electronically and posted on the district's websites.

Teacher Support - the following is a sample of teacher feedback during informational sessions:

- "Since both districts are focused on K - 8 literacy and STEM implementation it only seems appropriate to develop a system for support for teachers in those areas utilizing an instructional coach model."
- "Both districts have excellent teachers with high capacity to support instructional growth and student learning in K - 8 literacy and STEM."

#### ALT Support

for their building and their specific teacher and student learning needs. The ALT provided a letter of support to apply.

#### **Board Support**

Board members, upon contributing to the application, were 100% in support of the districts pursuing the grant. The consensus of the Sidney and South Page boards is this is another opportunity for the districts to partner in a manner that will improve the quality and breadth of opportunity for students in each district.

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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.

S/SP's vision is to enhance our systems by utilizing a 1.0 FTE STEM Instructional Coach (SIC) & 1.0 FTE Literacy Instructional Coach (LIC) to improve instructional quality, student learning, & student opportunity in K - 12 STEM and K - 8 Literacy.

Early Literacy success and expansion of STEM opportunities and career awareness are key parts of the Governor's education reform package and have been funded by the legislature.

#### S/SP TLC goals

- An expectation of instructional excellence which will lead to high quality learning opportunities for all students at S/SP.
- A culture of collaboration among all professional staff.
- All students will attain grade level Literacy skills as they transition to ninth grade.
- All students will be exposed to greater STEM opportunities & have a greater understanding of the skills necessary, & possess the skills necessary for the careers of the 21st Century.

An SIC and LIC will significantly enhance each district's emphasis on STEM and K - 8 Literacy.

- PD plans are aligned with the Iowa Core and district learning goals & initiatives. S/SP have a PLC culture which goes back to the mid 2000's when Sidney was a pilot of the Iowa Professional Development Model (IPDM), & the late 2000's when both district's became involved with the Authentic Intellectual Work (AIW) Project.

#### SIC Purpose and Need

- STEM initiatives include the implementation of Cognitive Guided Instruction (CGI) with CMP3 curriculum in Math & several years of AIW implementation. S/SP have implemented the Ag CASE STEM grant, Lego Robotics and Pint Sized Science for Kids. Sidney has implemented a Science Club focusing on Kid Wind and CSI/ DNA science activities. Sidney has implemented a 1 to 1 digital device program since 2009 and South Page has implemented a 1 to 1 digital device program since 2010.
- S/SP JH/HS teachers meet weekly in PLC's to evaluate, discuss, & provide input to each other on tasks, student work, & instruction according to AIW criteria, rubrics, and guidelines. Both JH/HS staffs are involved with Project Based Learning (PBL) and supported by Green Hills AEA. Staffs believe PBL is a natural progression from their AIW implementation. The focus is on student collaboration, applying higher order thinking skills, construction of new knowledge, & application of PBL to the real world.
- PBL implementation is a fit for STEM integration & expansion. A full-time SIC will provide more support for STEM integration, expansion, and opportunity.
- A full-time SIC will support teachers in seeking funding, and writing grants for projects to expand curriculum & student opportunities for STEM exposure.
- A full-time SIC will support and provide expertise to K – 12 Science teachers to implement New Generation Science standards adopted by the State Board of Education.

#### LIC Purpose and Need

- Elem(PK-6) & MS(6<sup>th</sup>-8<sup>th</sup>) meet at least bi-weekly with their PLC team to discuss assessment results, student progress, interventions or extension work that students need, & if students need to be placed on a General Education Intervention (GEI).
- S/SP elementary staffs have instituted a 20-30 minute intervention time per day. Students are provided acceleration & intervention supports according to needs. Sidney had implemented Lexia, a literacy program that levels the student & allows them to work at their own pace. The data is analyzed & small group or individual work is done with students based on their placement.
- Sidney was a pilot school for the FAST Early Literacy Assessment. Sidney adopted Developmental Studies (DS) curriculum. South Page is going to adopt DS. The principal and teachers from South Page are partnering with the principal and teachers at Sidney to implement DS. DS not only helps with reading, writing, vocabulary & phonics,

but it also teaches skills needed to work together & in small groups. It teaches students how to effectively listen and speak.

- The collaboration between the Iowa DE, Green Hills AEA & S/SP has been successful to implement change. During the 12-13 school year, the S/SP elementary schools were selected to be Phase I schools for MTSS implementation. Grades PK-5 were administered the IGDIs/FAST assessments. The results from the screeners resulted in prescribed interventions & progress monitoring for students with reading deficiencies. MTSS lead S/SP to analyze the number of minutes per day devoted to universal instruction & what universal instruction looked like. A need was identified to schedule more minutes per day for universal literacy instruction, a common curriculum for K-6th grade, & to schedule 30 minutes per day for literacy interventions.
- A full-time LIC will provide more capacity to teachers to provide acceleration and intervention supports, implementation of MTSS, support teachers to make instructional decisions based on IGDIs/FAST Assessments, & to accelerate the implementation of DS curriculum.

#### Attracting and retaining teachers

- A system will be designed to support teachers, expand collaboration, and focus on what students need to know and apply. The goal being retaining & attracting quality teachers. Both districts have a base salary above \$33,500 minimum (Sidney \$39,825, South Page \$35,450).
- Increasing compensation and designing challenging career opportunities for ICs will encourage our best teachers to pursue leadership roles, thus retaining them in our districts.
- The IC model will reduce isolationism, enhance collaboration, & improve retention of quality teachers.
- Creating 12 Model Mentor Teacher (MMT's) roles will provide opportunities for veteran teachers to serve in leadership roles to support beginning teachers & veteran teachers new to the districts.

S/SP are committed to PLC's and the vision and goals of TLC. The focus of TLC implementation will be improved student learning and expanded student opportunity.

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)**

## **KEY INITIATIVES**

**S/SP IC model will on increased student learning & instructional effectiveness.**

**TLC will fund hiring highly qualified ICs. In collaboration with Green Hills AEA the ICs will be trained on the Sweeney Model for ICs.**

- Ongoing support & feedback for teachers.
- Collaborative support for differentiation according to data and student need.
- Development of systemic interventions.
- Prioritize issues that most impact student learning
- Develop annual & short term progress monitoring goals.
- Analyze data to identify strength & weaknesses to improve instruction.

### **Implementation of the Iowa Core**

**TLC will provide the supports to better implement the Iowa Core in Early Literacy & STEM.**

- Understand the content standards
- Implement the instructional expectations of the Iowa Core
- Understand how to integrate new curriculum materials
- Plan instruction & assessment to align with the Iowa Core
- Develop common formative assessments
- Analyze data to inform instruction & differentiation
- Provide individualized support for all students non-proficient through advanced

### **Implementation of a common instructional framework**

**The TLC grant will provide the supports necessary to ensure that precision teaching is implemented throughout S/SP.**

**The SIC & LIC will guide the development of precision teaching, resulting in teachers:**

- Knowing their students and content well
- Regularly assessing students' understanding of the content
- Purposefully planning lessons that facilitate active student learning.

## **KEY STRUCTURES**

**S/SP have several key system structures interconnected and aligned to PLCs, Iowa Core, MTSS, STEM & IPDM.**

### **Professional Learning Community Team (PLC)**

**Common planning time is an ideal time for the SIC, LIC, & MMT's to support curriculum implementation, data review, grouping students based on needs, modeling instructional strategies & problem-solving**

### **Building Leadership Team (BLT)**

**BLT structure will provide the SIC, LIC, & MMT's the opportunity to learn facilitation skills, support team & mentee goal development, strengthen ability to analyze data, focus on action research & utilize common formative assessments to drive instruction**

### **District Leadership Team (DLT)**

**DLT structure will provide the SIC, LIC, & MMT's the opportunity to learn with peers from both districts. This structure provides an opportunity to learn deeply about effective instruction & to provide support to teachers within their PLC team**

### **Mentoring and Induction Support**

**The MMT's will be able to provide more concentrated support & assistance to beginning teachers as well as teachers new to the districts. Teachers & their mentors will meet regularly with the SIC and LIC to participate in modeling, demonstration, reflection, learning, & dialogue to enhance their skills. More frequent support will be invaluable to our**

teachers

**Professional Development Days**

Professional Development Days are opportunities for the SIC & LIC to provide whole group or small group support to teachers based on specific need. Tailoring supports to the content areas of Literacy & STEM will be impactful & provide greater opportunity to effectively implement strategies learned in PD

**MTSS (Multi Tiered System of Supports)**

A system-wide MTSS plan exists at S/SP. The SIC & LIC will model effective strategies, utilize data & make informed instructional decisions. The SIC & LIC will also connect teachers with others who have used strategies successfully

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)

## **ANALYSIS OF CURRENT PROGRAM**

S/SPs current induction and mentoring program focuses on first & second year teachers. It is a partnership between Green Hills AEA & the districts. The program is Journey to Excellence. The program is coordinated by Connie Richardson from the AEA & Pat Shipley from the ISEA. Most of the training involves mentors who then collaborate with first and second year mentees.

Since 2010/11, S/SP have hired 10 beginning teachers:

- 3 (30%) have left the district for educational employment in another district
- 6 (60%) have remained in the district
- 1 (10%) are no longer in the profession

This compares to data collected by the National Commission on Teaching & America's Future, which estimates that 33% of new teachers leave the profession within 3 years and 46% leave the profession within 5 years.

Experienced teachers hired new to the districts are assigned a "go to" veteran teacher. The "go to" teachers help new teachers with teacher handbook & student handbook procedures, scheduling, support for use of JMC student management program, & other perfunctory duties.

Needs determined by the planning team:

- Mentor training throughout the school year to address changing needs of beginning teachers
- Mentor training with multiple opportunities to observe teaching, collect & analyze data, & offer timely feedback aligned to Iowa Core & the IPDM.
- Adequate support for experienced teachers.
- Use of an SIC & LIC to enhance instruction for both beginning & experienced teachers.

## **TLC INDUCTION AND MENTORING ACTIONS**

The goal of S/SPs plan utilizing TLC is to:

- Create a systemic, job-embedded mentoring & induction program.
- Provide support for beginning teachers that will encourage them to continue in the profession for a sustained period of time.
- Provide support for experienced educators who are new to S/SP to encourage effective educators to remain with the districts for a sustained period of time.

Developing educators capacity so they will have a profound & significant impact on student learning & opportunity is the ultimate goal of the induction and mentoring plan at S/SP. Utilizing TLC a 2-year program will be implemented that includes:

- Training for mentors
- Consistent, structured time for mentors, beginning teacher & experienced teachers new to S/SP. The structure time will focus on:
  - Development of
  - Instructional practice that effectively implements Iowa Core.
  - Time for classroom observations by mentors in mentee classrooms.
  - Data focused feedback.

The SIC & LIC will be critical in providing support for beginning teachers & induction of experienced teachers new to S/SP. They will coach, consult, collaborate, and play an integral role in the professional support for beginning teachers & induction of teachers new to the district in the areas of:

- Iowa Core &/or National content standards.
- Effective instructional practices focused on higher order thinking & application skills.
- Iowa Core instructional expectations
- Effective implementation of the PLC structure
- Implementation & disaggregation of summative & formative assessments & data analysis.

•**MTSS**

- Data-informed instructional practices
- Effective instructional practices & curriculum implementation for intervention and acceleration
- District processes and procedures
- Effective implementation of Iowa Teaching Standards
- Effective implementation of the IPDM
- Technology Integration

MMT's will be trained in the following areas:

- The beginning teacher: phases of the first year of teaching, mentoring continuum, district processes & procedures, navigating the culture, professional teaching standards & ethics
- Coaching skills: structured conversations, effective feedback, reflective inquiry, peer observation skills & active listening
- Instructional improvement: instructional strategies connected to Iowa Core/National Standards implementation & research based practice.
- Data collection, analysis, & decision-making.

Additional time to develop support & opportunities to improve skills will be provided for all MMT's during:

- PD before the start of the school year.
- DLT & BLT meetings
- Release time
- PLC time

Specific release time will be provided for MMT's & beginning teachers for:

- Observations of each other & other peer observation.
- Reflection on feedback, collected data, & analysis of student work.

MMT's & experienced teachers new to S/SP will meet on a regular basis compared to the normal time frame for mentoring and induction. Areas of implementation:

- Curriculum implementation, development, & analysis of formative & summative assessment
- District initiatives, expectations, protocols, & an induction in district expectations & culture.
- Assimilation into the school community & the community at large.

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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.

Based on research, discussion, and past practice regarding PLC implementation, Instructional Coaches and Model/Mentor Teacher roles will involve at least 25% of the teachers employed at S/SP. The roles will be supportive of key frameworks in the areas of Project Based Learning/Authentic Intellectual Work, Iowa Core, implementation of high quality instructional practices and curriculum focused on Early Literacy, and IPDM. This system will support all students reaching their full potential. At least 25% of teachers will be involved in Teacher Leader roles.

All Teacher Leaders will have:

- A proven record of effective instruction
- A proven understanding and implementation of the curriculum
- Skill in facilitating adult learning

The following table summarizes the differentiated roles & responsibilities

Differentiated Roles	Primary Responsibilities	Expertise
Twelve Model/Mentor Teachers (MMTs)	<ul style="list-style-type: none"> <li>• 100% classroom + duties beyond standard contract</li> <li>• Facilitate PLC team</li> <li>• Serve as model classroom</li> <li>• Mentor beginning teachers and teachers new to SWV</li> <li>• Participate in external PD specific to content area</li> <li>• Classroom instruction</li> <li>• Collaboration</li> <li>• Content, grade level knowledge</li> <li>• PLC teaming</li> </ul>	
Two Instructional Coaches (ICs)	<ul style="list-style-type: none"> <li>• 100% support of teachers and PD</li> <li>• Provide support to all teachers</li> <li>• Deliver PD—whole group, small group, 1:1</li> <li>• Model, demo and support sound instructional practices</li> <li>• One IC focus is K - 8 Literacy</li> <li>• One IC focus K - 12 STEM</li> <li>• 0% classroom duties</li> <li>• Instructional</li> </ul>	<ul style="list-style-type: none"> <li>• strategies</li> <li>• Differentiation</li> <li>• GRR</li> <li>• Adult learner</li> </ul>

Twelve MMT's will remain in the classroom 100% of the time, yet have additional duties beyond the standard contract day and year. Key duties include:

- In Professional Learning Community team. They will assist in:
- Support the SIC and LIC in the development and implementation of initiatives in STEM and K - 8.
- Collaborate with SIC and LIC and all teachers to develop goals for all teachers consistent with the Iowa Core and IPDM.
- Collaborate with SIC and LIC to support teacher instructional growth through observation, collaboration and data collection.
- Provide support for differentiation according to student needs based on student data and develop appropriate interventions based on those needs.
- Leading PLC team action research.
- Provide model classrooms
- Mentor new teachers to the profession

- Mentor teachers new to S/SP.
- Participate in external PD specific to content area.

A 1.0 FTE (full-time equivalency) STEM Instructional Coach (SIC) and a 1.0 FTE Literacy Instructional Coach (LIC) will support teachers in K - 12 STEM and K - 8 literacy. According to Jim Knight, a leading researcher on instructional coaching, the research is definitive in that coaching positively impacts:

- Teacher attitudes
- Teaching practices
- Teacher efficacy
- Student achievement

The SIC and LIC shared between districts will support teachers in the implementation of curriculum and instruction in those areas. They will not have a roster of students. The SIC and LIC time will be split between district roughly based on the overall FTE in each district (Sidney has 37 FTE and South Page has 16 FTE). With the focus on STEM and K - 8 literacy the SIC and LIC at S/SP will:

- Provide at support to mentors and mentees.
- Deliver whole group, small group and 1:1 professional development.
- Model and support effective instructional practices.
- Assist with extending competencies including use of new learning tools such as Developmental Studies curriculum in K - 8 literacy and expanding initiatives in K - 12 STEM through means such as the Governor's STEM initiatives and grants.
- Support implementation of Iowa Core
- Facilitate time for discussion, reflection, and data analysis to evaluate the effectiveness of initiatives in each area and to consider the learning needs of each student.
- Provide support and encouragement for change.
- Serve on building level and district level leadership teams.

Using Part 6 application narrative from previous submission?      **No**

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The SIC, LIC and MMT's will be selected based upon the following criteria.

*Proven record of effective instruction and high student learning measured by*

- Data indicative of student growth
- Use of formative assessment
- Use of high impact instructional strategies
- Responsiveness to student needs

*Strong command of the curriculum measured by*

- Development of curricula and resources that reflect command of subject
- Students acquiring mastery of standards and benchmarks

*Skill in facilitating adult learning measured by*

- Use of engaging strategies appropriate to audience
- Ability to match content and skills to needs
- Providing opportunities for practice, reflection and feedback
- Outreach and collaboration with families and the community

*Life-long investment in their own professional growth behaviors measured by*

- Reflective assessment of strengths and areas for improvement
- Implementing skills aligned to S/SP initiatives in STEM and K - 8 literacy.
- Utilizing skills and dispositions to support increased student achievement
- Cultivating a strong PLC culture conducive to improvement
- Exhibiting growth mindset and a leader of change

Specific expertise for each role will be considered in the selection process.

MMTs	SIC and LIC
<ul style="list-style-type: none"> <li>•Classroom instruction</li> <li>•Collaboration</li> <li>•Content, grade level knowledge</li> <li>•PLC teaming</li> <li>•Instructional strategies</li> <li>•Differentiation</li> <li>•Gradual release of responsibility</li> <li>•Adult learner</li> </ul>	

Upon receiving notification of the TLC grant the following will occur:

A general information session for SIC, LIC, and MMT positions. Session will include an explanation of:

- Alignment to district vision and goals
- Key actions and responsibilities
- Examples/non-examples of SIC, LIC, and MMT roles
- Instructional Coach evaluation tools

Encouragement of active BLT members by reminding them of their impact and roles in current improvement efforts

Encouragement of “quiet” leaders who have not held formal leadership roles

Interested candidates will submit:

- Letter of Application
- Resume
- Letter of Recommendation from a Certified Colleague
- Artifacts showing effective instruction and student growth (written, video, etc...)
- Artifacts showing strong command of the curriculum
- For SIC and LIC, artifacts showing professional involvement and interest in either of the two initiative areas (K - 12 STEM and K - 8 Literacy).
- Skill in facilitating peer learning
- Artifacts showing lifelong investment in their own professional growth behaviors

Applications will be scored using a Instructional Coach rubric. This rubric will be shared with candidates prior to submittal.

Candidates who score above the cut score will be invited to interview with the site- based selection committee consisting of (Building level):

2 Teachers

2 Administrators

1 AEA Representative

During the interview, candidates will:

- Answer questions directly related to Instructional Coach roles
- Reflect upon their professional growth
- Further explain examples, artifacts and reflections of personal Instructional Coach qualities
- SIC and LIC candidates will facilitate a mock coaching session

A rubric based on Instructional Coach Model Standards (Teacher Leadership Exploratory Consortium) will be developed to score each component of the interview process. The rubric will measure the candidate's ability to:

- 1) Foster a collaborative culture to support educational development and student learning
- 2) Access and use research to improve practice and student learning
- 3) Promote professional learning for continuous improvement
- 4) Facilitate improvement in instruction and student learning
- 5) Promote the use of assessments and data for school and district improvement
- 6) Improve outreach and collaboration with families and the community
- 7) Advocate for student learning and the profession

The site-based selection committee will recommend viable candidates to Instructional Coach roles who demonstrate strong ability to effectively carry out S/SPs initiatives in K - 12 STEM and K - 8 Literacy. Final hiring recommendations will be made by the Superintendent to the Board.

The BLT/DLT will apply by providing answers to questions. A rubric will be used to score all applications. The Building Principal will determine if additional BLT/DLT members are needed. If so, the building principal will make decisions on who will serve in the BLT/DLT member only positions.

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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.*

PD design that follows IPDM improves student learning. S/SP will continue their commitment to the IPDM process with the goal of improving student learning. This model has guided our efforts to ensure a focus on improving teachers' capacity as it relates to implementation of curriculum, instruction & assessment.

#### Use of IPDM to improve instructional practices

The consistent use of the IPDM will ensure the focus on curriculum, instruction & assessment is continued. This model helps us invest our PD time and resources to S/SP's major initiatives. The SIC & LIC will be able to support teachers after whole group PD by providing small group & individual support. The SIC & LIC will be instrumental in facilitating action research, a key component of effective PLCs, as well as the IPDM. The strengths of the IPDM as it relates to S/SP's initiatives include:

- Participative decision making
- Distributed leadership with the expectation that support & accountability are both emphasized & balanced.
- Simultaneity that addresses multiple elements of content, context & processes

S/SP's long-range PD plan focuses on 4 areas & has a direct correlation to the districts' TLC vision and focus:

- Iowa Core implementation
- Improving on the PLC structure as a framework for professional growth.
- Insuring all learners literacy skills are at a minimum on grade level at the end of eighth grade.
- Expanding STEM opportunities as it relates to project based learning, career exploration, implementation of STEM curriculum K - 12, & analyzing & disaggregating student achievement data in STEM content areas.

The SIC & LIC as members of DLT and BLT will be instrumental in planning, implementing & evaluating phases of the IPDM. These teams are charged with leadership roles & responsibilities related to PD:

- Analyzing achievement data & determining gaps
- Creating, organizing & supporting the district and building PD plans.
- Helping principals sustain a focus on instruction & monitoring PD implementation.
- Primarily plan & deliver PD in the areas of K - 8 literacy & K - 12 STEM.
- Working with the DLT and BLT to facilitate communication & decision-making

#### Collecting/Analyzing Data

Roles: The SIC and LIC will lead teams in collecting & analyzing district/building, content/grade level & individual student data. The data will determine gaps in content & instruction. Based on data the SIC & LIC will determine whole group, small group & 1:1 PD needs of teachers.

Alignment: The IPDM specifies if PD is to have an impact on student learning, it must precisely align with student needs. The SIC & LIC will help teachers analyze & interpret multiple sources of data.

#### Goal Setting and Student Learning

Roles: MMTs will assist teams in developing goals that respond to district & building data. Specific goals will enable the SIC, LIC, and teachers to decide on a PD target that best supports the learning needs of students.

Alignment: IPDM expects PD goals focused on instruction, aligned to data & based on district goals.

#### Selecting Content

Roles: BLT/DLT contributes to the plan for PD on a yearly basis. The SIC & LIC will ensure content remains aligned to student data & needs, initiatives are limited & practice is refined.

Alignment: BLT/DLT have committed to a multi-year PD plan based on analysis of research, current S/SP knowledge/practices & alignment to Iowa Teaching Standards.

### Designing Process for PD

**Roles:** DLT have developed a calendar for district and building PD. BLT plans whole group and small group time. This time will be used by the SIC & LIC to provide theory, demonstration, practice & collaboration.

**Alignment:** The IPDM underscores the importance of theory, demonstration, practice & peer coaching. Transfer occurs at optimally when peer coaching is provided. Teachers will have frequent opportunities to receive peer coaching from the SIC & LIC to meet their needs.

### Training/Learning Opportunities

**Roles:** The SIC & LIC will be responsible for providing theory, demonstration, practice & collaboration so teachers will learn & apply new skills & strategies for instruction. By reviewing student data on a frequent basis, they will adjust & refine PD based on student needs & implementation data.

**Alignment:** Our plan includes all teachers receiving learning opportunities & collaboration on a frequent basis. Whole & small group will occur weekly and 1:1 opportunities will be available.

### Collaboration/Implementation

**Roles:** MMTs assists the PLC teams. PLC team meetings are structured, have agendas & produce artifacts. MMTs assist in lesson planning, data discussions, formative assessment development & problem solving. The SIC & LIC will provide support for learning strategies & content specific support. The MMTs, SIC, & LIC will play a role in ensuring and supporting implementation.

**Alignment:** The S/SP DLT & BLT clearly articulates expectations for focus on learning, results & collaboration.

### Ongoing Data Collection

**Roles:** MMTs, SIC, AND LIC will support development of formative assessments, as well as the study, discussion & questioning of data to determine priority areas for action & opportunities for celebration. Formative data will be used to identify how PD is impacting individual student learning.

**Alignment:** Formative assessments will be conducted according to content/grade level assessment plans to analyze PD often & make adjustments quickly to ensure goals are met.

### Program Evaluation (Summative evaluation)

**Roles:** The SIC & LIC will lead annual analysis of summative data by BLT/DLT.

**Alignment:** Annual summative data will be used to plan next year's PD & to inform staff/stakeholders about PD outcomes.

S/SP SIC & LIC will be highly involved in implementation of PD, curriculum, assessment & instruction. The plan utilizes SIC & LIC as leaders for continuous improvement & to collaborate with staff to improve their professional skills, ensuring quality learning for students at S/SP.

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.

S/SP have developed a leadership structure to provide support for every teacher, every day. The structure reflects S/SP goals for continuous professional improvement.

**Sidney/South Page TLC Goals**

- An expectation of instructional excellence which will lead to high quality learning opportunities for all students at Sidney and South Page.
- A culture of collaboration among all professional staff.
- All students will attain grade level Literacy skills as they transition to ninth grade.
- All students will be exposed to greater STEM opportunities and have a greater understanding of the skills necessary, and possess the skills necessary for the careers of the 21st Century.

**Model Standards (Teacher Leadership Exploratory Consortium)**

- Fostering a collaborative culture to support educator development and student learning.
- Accessing and using research to improve practice and student learning.
- Promoting professional learning for continuous improvement.
- Facilitating improvements in instruction and student learning.
- Promoting the use of assessments and data for school district improvement.
- Improving outreach and collaboration with families and community.
- Advocating for student learning and the profession.

**PLAN TO MEASURE TLC IMPACT AND EFFECTIVENESS**

<b>Goal</b>	<b>Measure and Monitor</b>	<b>Responsibility</b>	<b>Adjustment Plan</b>
<b>Instructional Excellence and High Quality Learning</b>	*Daily classroom walk throughs *Weekly PD and Curriculum Implementation Data *Quarterly review of Individual PD plans	*SIC, LIC, BLT, DLT, ALT  *MMT's, SIC, LIC, ALT	*Identify PD Gaps *Increase small group and 1 to 1 PD *Increase opportunities for demonstration, modeling, and feedback *Align PD to student data
<b>Culture of collaboration</b>	*PD feedback tool after each session *Monthly review/feedback PD/Curriculum implementation data *SIC and LIC post coaching feedback tool	*SIC, LIC, BLT, DLT, ALT	*Increase small group and 1 to 1 PD *Coaching adjustments as needed for individual staff *Provide tools to focus on collaboration, learning, and results

Grade level literacy skills entering HS	*Ongoing collaboration regarding formative and summative data analysis and review	*LIC, BLT, DLT, MMT's, PLC	*Adjust coaching strategies to align to individual teacher needs to impact instruction for all students *Provide differentiated support for MMT's to support PLC team needs
STEM opportunities,, career skills, career awareness, and curriculum implementation	*Individual PD plans *District PD plan *PD logs *Post graduate survey *Attendance at new science standards training	*SIC, BLT, DLT, MMTs, PLC	*Adjust coaching strategies to align to individual teacher needs to impact instruction for all students *Provide differentiated support for MMT's to support PLC team needs

Successful implementation is critical to the success of our plan. Systemic evaluation by DLT,BLT, ALT, MMT,s, SIC, and LIC will measure fidelity of implementation. If measures indicate misaligned trends, a root cause protocol will be used to objectively examine factors impacting the situation. Questions to be answered include:

- Context fidelity: Were training, caseloads, resources and intended supports provided?
- Compliance fidelity: Were team meetings, coaching contacts and lesson supports such as modeling, demonstration and feedback provided?
- Competence fidelity: Were SIC and LIC able to demonstrate ability aligned to TL standards?

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)**

## Implementation Capacity

S/SP are positioned to implement the TLC plan with fidelity and success. Over the last 10 years structures to support continuous improvement efforts and strengthen the focus on improved student learning have been implemented. These structures align to all goals of TLC. S/SP are committed to sustaining these long-term. Examples include:

### District/Building Structures

- Building Leadership Teams (BLT) and a District Leadership Team (DLT) have been in place for several years.
- Development of District and Building Professional Development Plans (PD) aligned to IPDM have been in place for several years. Sidney was a pilot school for IPDM in 2003-04.
- A long standing partnership and collaboration with Green Hills AEA. Professional development has been coordinated with GHAEA over several years regarding literacy, math, AIW, Project Based Learning, and technology integration into learning and teaching.
- Implementation of district calendar providing for weekly PD for all faculty and a common PD time on Monday mornings and for full day PD established by all schools in the Corner Conference.
- Development of curriculum review process aligned to Iowa Core and National Content Standards
- Implementation of a district-wide MTSS

### Teacher Structures

- S/SP have been involved with the PLC structure since 2009. Each teacher is on a PLC team. All PLC teams meet regularly.

### Student Structures

- Implementation of MTSS at the Elementary. Students are placed in small groups, according to literacy needs. This support, along with tutors, Title I and improved instruction in the classroom, is resulting in accelerated student data. Recent Elementary FAST/IGDI's data confirms at least 12% more students moved to benchmark, in every grade level, as compared to the same time last year.

### Sustainability/ Capacity

S/SP is poised to sustain TLs successfully. Our plan is built around our *current initiatives*

- PLC teams
- BLT/DLT
- MTSS
- Implementation of developmental studies curriculum
- Co-teaching model implementation in junior high literacy and math
- New curriculum implementation
- Instructional framework and strategies
- Increased STEM infusion pre-school through HS

The TLC grant *supports gaps* in our system. It provides needed supports for:

- Instructional improvement
- On-going measures to monitor implementation
- Focus on initiatives to ensure fidelity and quality
- Constant monitoring utilizing short and long term measures
- Frequent communication throughout the system

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## Assurances

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

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.	Yes
<u>Teacher Leader Percentage</u> The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.	Yes
<u>Teacher Compensation</u> A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan.	Yes
<u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.	Yes

## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$140,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$5,220.44
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>\$145,220.44</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	500.63
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$156,536.99
Total Allocation	\$156,536.99

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### Other Budgeted Uses - Description

Item description	Amount budgeted
Mentor Teachers - 12	\$6,944.80
15 District or Building Leadership Teachers	\$4,371.75
	\$11,316.55

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### Total Allocation Budgeted

Total Projected Amount to be Expended	\$145,220.44
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$11,316.55

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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)

## Sidney and South Page Goals

### Sidney/South Page TLC Goals

- An expectation of instructional excellence which will lead to high quality learning opportunities for all students at Sidney and South Page.
- A culture of collaboration among all professional staff.
- All students will attain grade level Literacy skills as they transition to seventh grade.
- All students will be exposed to greater STEM opportunities and have a greater understanding of the skills necessary, and possess the skills necessary for the careers of the 21st Century.

With the TLC grant our MMTs, SIC, AND LIC will provide teachers with deeper levels of consistent support. Without TL supports and the funding, we will not be able to reach our goals. Our plan illustrates change in professional expectations and supports for teachers. The power of TLs in raising expectations and providing supports is critical. The SIC and LIC will guide, model, demonstrate and encourage teachers to improve their skills and thus create classrooms where students understand content at a highly proficient level and can apply and demonstrate what they have learned in a meaningful way.

### Professional Development Costs

Funding for PD costs will include, but not be limited to

- Substitute costs for Instructional Coach training in conjunction with Green Hills AEA.
- Content specific training or workshops

### Resources & Supplies

ICs/TLs will have access to a variety of resources, beyond current resources, to support their work. Some examples include:

- Learning by Doing* (DuFour)
- Leading by Design: An action framework for PLC at work* (Erkens, Twadell)
- Visible Learning for Teachers* (Hattie)
- Instructional Coaching: A partnership approach to improving instruction* (Knight)
- Coaching: Perspectives & approaches* (Knight)
- Leading Professional Development Teams* (Sather)
- Protocols for Professional Learning* (Easton)