



Application

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

153298 - Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/03/2016 8:30 AM

Primary Contact

AnA User Id

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First Name*

Scott

Edward

Williamson

First Name

Middle Name

Last Name

Title:

Superintendent

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4440 Highway 71

City*

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50585

City

State/Province

Postal Code/Zip

Phone:*

712-283-2571

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Phone

Ext.

Program Area of Interest

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

Fax:

712-283-2989

Agency

Education, Iowa Department of

Organization Information

Organization Name:

Sioux Central Community School

Organization Type:

K-12 Education

DUNS:

17-154-2256

Organization Website: www.sioux-central.k12.ia.us
Address: 4440 US Hwy 71 S
Sioux Rapids Iowa 50585
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Vendor Number

Cover Sheet-General Information

Authorized Official

Name Scott Williamson
Title Superintendent
Organization Sioux Central Community School District

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

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City/State/Zip* Sioux Rapids Iowa 50585
City State Zip

Telephone Number 712-286-2571

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name Joyce Morgan
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E-Mail	jmorgan@siouxcentral.org
County(ies) Participating, Involved, or Affected by this Proposal	Buena Vista County, Clay County, O'Brien 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	2, 6
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	2, 3, 11
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

All students should benefit equally from the Teacher Leadership Model when stronger instruction occurs. There is a chance women will assume leadership roles in the district not seen before.

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.	Scott Williamson
Title of Person Submitting Certification	Superintendent

Recipient Information

District	Sioux Central Community School District
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Use the drop-down menu to select the district name.

County-District Number	11-6035
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This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent	Scott Williamson
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Telephone Number	712-283-2956
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E-mail Address	swilliamson@siouxcentral.org
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Street Address	4440 Highway 71
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City	Sioux Rapids
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State	Iowa
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Use the drop-down menu to select the state.

Zip Code	50585
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TLC Application Contact

Honorific

Name of TLC Contact	Scott Williamson
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Street Address	4440 Highway 71
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City	Sioux Rapids
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State	Iowa
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Use the drop-down menu to select the state.

Zip Code	50585
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Demographic Profile

October 2014 Certified Enrollment	471
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October 2014 Free/ Reduced Lunch %	38
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AEA Number	9205
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Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

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

Sioux Central Community School District (CSD) is located in Northwest Iowa on the southern edge of the town of Sioux Rapids between Spencer and Storm Lake. The four principal towns making up the Sioux Central district are Linn Grove, Peterson, Rembrandt, and Sioux Rapids. Sioux Central also includes the towns of Webb and South Gillett Grove due to their schools closing. Albert City-Truesdale closed their 7-12 secondary school in 2004 sending nearly all their 7-12 students to Sioux Central. The two districts are aligned through a whole-grade sharing agreement starting in 2006. We currently serve 650 students in grades PK - 12. Sioux Central's mission states "*Sioux Central will provide opportunities for each student to develop academically, emotionally, and socially into a competent and responsible citizen.*" Commitment to educational excellence and high expectations of student achievement from our Board of Directors, administration, staff, parents, students, and communities has created a thriving school district.

When Sioux Central learned about the Teacher Leadership Compensation (TLC) plan, we immediately recognized the potential for our school and community. We were excited to build on our current coaching model. After we gained an understanding of what the TLC grant would encompass and what the three options and five must-haves would include, we started planning. To gain a local perspective, we looked at our current initiatives, goals, and current teacher leadership opportunities. The committee members analyzed the needs of the district to determine which TLC grant model would provide the district the needed flexibility to increase our leadership capacity and improve instruction. MODEL 3 provided the strongest resemblance to an implementation Sioux Central could successfully implement.

Currently, Sioux Central has a District Leadership Team, Building Leadership Team, Mentor Program, and grade-level/subject-level Professional Learning Communities that are responsible for our professional development and teacher guidance. These are made up of teacher representatives and administrators. These teams collect and review district data/curriculum and formulate a plan for staff development. Utilizing creativity to provide leadership and support to as many staff as possible is our main goal. Upon implementation of the TLC plan, teacher leaders will become our DLT/BLT, Mentors, and PLC and lead these groups, giving teachers more leadership and ownership. Our model will lead teachers into instruction that creates deeper learning in the classroom, aligned with Iowa Core initiatives. Our hope is that the program will attract new, effective teachers to the district, give current teachers a chance to build their knowledge and skills, build leadership capacity for teachers, expand the rigor of professional development, and above all, increase student achievement. Our plan creates one Instructional Leader with multiple teacher leaders, mentors, and instructional coaches. See attached document for TLC Infrastructure Plans: TLC LINK. In planning for the grant, it was important to the TLC Planning Committee to meet the needs and hopes of our stakeholders. Stakeholders included in the process were the school board, parents community members, and teachers (both member and non-members of the Sioux Central Education Association). Involvement on the committee was predicated on the ability to make a time commitment of the entire process. However, feedback was gathered from many along the way. Stakeholders reviewed the TLC grant and offered feedback. One parent said, "I am excited about giving teachers additional support in the classroom because we want the best teachers teaching our children." Members on the committee also went back to their respective buildings/communities and shared information and received input on TLC. This fostered collaborative discussions as the process played out. We also posted articles on the district website to keep people informed on the process. Additionally, Google Form surveys for teachers were used to affirm support for the TLC program. Results of one survey showed 48% of our district staff interested in pursuing a leadership position.

Our current infrastructure has a proven track record, as we have successfully implemented and sustained previous initiatives, such as the 1:1 Laptop Initiative, PBIS, MTSS, and Professional Learning Communities. We are confident we will meet the requirements and needs to sustain the TLC initiative. We work well together and are eager to implement research-based programs that will benefit our students and strengthen our current staff. Aligned with our Sioux Central mission is the belief that refining and enhancing the practice of our classroom teachers elevates student learning and promotes excellence as a value for all professionals in the organization. Our TLC plan is designed to do that; no we just need the support to execute it.

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

TLC Model Number

Narrative

Using Part 1 application narrative from previous application? **Yes**

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Sioux Central Community Schools learned about the Teacher Leadership Compensation (TLC) plan and immediately recognized the potential for our school and community. We were excited at the opportunity to build on our current coaching model. In preparation to pursue the TLC grant, we formed a collaborative committee with representation from stakeholders across the district. Parents were invited to join the TLC committee, some parents already served on other district committees and groups like the SIAC committee and PIE organization.

Staff representation occurred from each building; elementary, junior high, and high school. Representatives from the Sioux Central Education Association (SCEA). The administration of Sioux Central consisting of the superintendent, secondary principal, and the elementary principal/curriculum director were members of the TLC committee. A strong, enthusiastic, and passionate cross-representative team existed to make decisions about school improvement and fostering the leadership capacity across the Sioux Central district. Planning grant dollars allocated to the district allowed members of the TLC planning committee compensation for writing and revising the grant. Valuing the time and commitment of all individuals is critical through the TLC plan process.

TLC members communicated with staff through personal conversation, team meetings, and email. In addition, the superintendent sent out a message to all parents in the district through articles in the local paper of Sioux Central's intent to pursue the grant along with updates. Updates also occurred at school board meetings. The school's website also included information regarding the progress of the TLC grant as a leading news story. These articles were an attempt to keep all stakeholder groups informed on the progress of the committee.

The members of committee attended a workshop April 14, 2015 hosted by the PLAEA. After that date the committee met on June 11th, 18th, 25th and July 14th. The committee started with an understanding of what the TLC grant would encompass and what the three options and five must-haves would include. To gain a local perspective and context, we looked at our current initiatives, goals, and current teacher leadership opportunities. The committee members analyzed the needs of the district and to determine which TLC grant model would provide the district with the needed flexibility to increase our leadership capacity to increase teacher instruction positively. Model three provided the strongest resemblance to implementation Sioux Central could successfully implement and sustain.

Needs of each building and with various ways to address those needs through the grant were discussed. It was critical to have the input of all stakeholders during the decision-making process.

The perspective and ideas received from teachers was a critical component to the design plan for each building. Utilizing creativity to provide leadership and support to as many staff as possible was our goal. Our model must lead teachers into instruction that creates deeper learning in the classroom aligned with the Iowa Core initiatives. Creating students who think out loud and understand that having the wrong answer means I am getting closer to the right answer.

Our plan creates one instructional coach with multiple teacher leaders, mentors, and PLC leaders. This group of leaders provides flexibility and commitment to teacher leadership at Sioux Central. This grant would enable our district to create a strong initiative of teacher leadership at Sioux Central. The objective to create teacher leadership effecting the instruction in all classrooms positively, thus increasing student achievement.

Narrative

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

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

State Goals:

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

Sioux Central Community Schools' vision statement related to TLC is, "*Strong instructional coaching will retain effective teachers, promote collaboration amongst teachers, reward professional growth and effective teaching, and improve student achievement.*" The Sioux Central mission states, "*Sioux Central will provide opportunities for each student to develop academically, emotionally, and socially into a competent and responsible citizen.*" Both the vision and mission correlate the district's commitment to the creation of a student who becomes successful in their endeavors as a life-long learner. The goal of Sioux Central Schools is to provide the best and the most contemporary education for our students in preparation for their chosen future.

Attract and Retain

Our plan is to attract the best candidates for teaching positions in our district & ensuring that we retain these teachers. We will start with a competitive starting salary of \$35,928. We will also expand our Mentoring & Induction program by including teachers that may not be new to the profession but are new to ACSD. This will help ensure that all new teachers to the district will receive the supports they need to be successful at Albia. We will also expand the time allowed for mentors to work with mentees to ensure they are meeting 1-2 hours a week. The district will annually review recruitment & retention data along with mentoring & induction data to ensure that 100% of vacancies are filled with highly qualified teachers.

Promote collaboration amongst

Sioux Central's current Professional Learning Communities (PLC) program promotes the philosophy of teacher leadership and collaboration. Currently PLC facilitators work as teacher leaders for Sioux Central. Creating a collaborative environment is an important factor for successful school improvement initiatives. Sioux Central began the development of Professional Learning Communities (PLCs) across the district multiple years ago. Our antidotal data reflects the groups with the strongest leaders perform better in the PLC environment. Groups with the strongest leaders are reflective in the classroom and their student achievement is greater. Realizing the correlation of effective leadership in the PLC community demonstrates the priority to develop teacher leadership capacity. Knowing that building teacher leadership capacity will assist in our journey toward student proficiency and learning, the most critical teacher leader positions we currently have in the district are our PLC facilitators.

Current teacher leaders are members of the District Leadership Team in collaboration with the administrative staff. The District Leadership Team is instrumental in making decisions related to curriculum, instruction, assessment, professional development and grading practices. An example of this is occurring in grades K-2. Grades K-2 are implementing standards based grading in 2015-2016 because of the staff and principal's collaboration. Sioux Central believes promoting collaborative leadership will improve the learning of students and student achievement.

Reward Professional Growth and Effective Teaching

In order for a teacher to be selected for a TLC position, they must apply using our locally generated selection process & demonstrate their ability to relate to adult learners. This process was developed with input from a diverse group of stakeholders including parents, teachers, administrators, employers, & students. Decisions were reached through consensus. Those exemplary teachers selected for a teacher leader role will be required to work extended time appropriate to the position but will be rewarded with appropriate compensation for their work in the leadership role. When the TLC plan is fully implemented in the 2016-2017 school year, we will fill 100% of the teacher leader roles identified in the SC TLC plan. Full implementation will provide enhanced career opportunities in a wide range of leadership levels ensuring that opportunities are available for all teachers. With dynamic teacher leaders, full implementation of this TLC plan will give highly effective teachers opportunities to grow & share their expertise.

Improve Student Achievement

Sioux Central strives to improve literacy and math achievement. We are frustrated with our current level of proficiency on standardized tests such as the Iowa Assessments at our goal level, 100%. Initiatives are in place with the new Early Literacy Intervention legislation to create greater improvement with literacy. We continuously align our curriculum and instruction with the Iowa Core. The disconnect between rigor of the curriculum and student skills is addressed through stronger academic talk from John Hattie research between students. We believe strongly the intentional commitment to collaboration and teacher leadership will assist with increased student achievement across our district. The number one goal for the TLC plan is increased student achievement in correlation with the Sioux Central mission statement.

Using Part 3 application narrative from previous submission? **Yes**

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)

As we strive to implement Iowa Core, the Sioux Central TLC plan was created to model effective instructional techniques, guide teachers in using data to focus instruction and interventions, and utilize technology to enhance instruction. To do this, we will restructure our current professional development and building leadership teams and incorporate additional teacher leadership roles.

Instructional Leader:

The Instructional Leader will collaborate with administration and teachers to coordinate and integrate the TLC program. This individual will coach teachers, coordinate collaborative opportunities, assist teachers in using data to effectively guide their instruction, and seek new developments in technology and instructional practices for implementation through professional development.

Lead Mentor Coach:

The Lead Mentor Coach will coordinate and collaborate with and between the Instructional Leader and each of the two groups (Mentors and Coaches) in planning and implementing best teaching practices to facilitate student achievement. Together they will assist teachers in analyzing data, reflecting upon their practices, and learning new practices. They will also work to promote collegiality and build community among teachers.

Coaches: Coaches will be a model educator who will make themselves available to all veteran teachers with the objective of helping them to become stronger with their instruction. This individual will collaborate with teachers to integrate new technology and best instructional practices.

Mentors: Mentors will work alongside new teachers (on Initial License) to help them with induction into the profession and successfully demonstrating the Iowa Teaching Standards. This individual will also work alongside a newly hired teacher (on Standard License) to transition them to our district and TLC program. The Mentor will seek opportunities to support all new teachers.

All teacher leaders will be instrumental in connecting our current mentor program with the bigger TLC initiative, which will now support all of our teachers and strengthen overall instruction throughout our district.

Team Leaders: These teachers will lead their assigned group through asking questions to facilitate dialogue and build shared knowledge among the team. The Team Leaders will meet regularly with their team and guide them to be action oriented. The leaders will ensure that the team uses data and research to identify student needs, learn new practices, and then implement the practices with fidelity. Within the Elementary, there will be one leader for each of the following grade level groupings: K-2, 3-4, 5-6. On the secondary level, there will be one leader for each of the following content areas: English, CTE, social studies, science and math.

Team Leaders will be influential in supporting the restructuring of our building leadership teams and supporting our efforts to focus on data driven instruction to meet the needs of students through the district initiatives.

Initiative #1: Model effective instruction

The Instructional Leader, Mentors, and Coaches will model effective instructional techniques and provide feedback for improvement based on classroom observations and evidence of student learning.

Connect, Support & Strengthen: The Instructional Leader, Lead Mentor Coach, Coaches and Mentors will facilitate, guide, and support teachers as they analyze data and reflect upon current practices to make strategic instructional adjustments.

Initiative #2: Use data to focus instruction and interventions

All teacher leaders will use data and research to assist teachers in implementing best practices. For instance, the Instructional Leader and Team Leaders may use FAST data to help teachers identify ways to improve instruction. Formative and summative data will guide decision-making as CORE instruction is analyzed and adjusted.

Connect, Support & Strengthen: The proposed TLC program will tie new and existing roles together, strengthening them all. Through the teacher leadership program, teacher leaders will help cultivate an environment of collaboration by 1) assisting teachers in implementing initiatives and effectively using data 2) further use of research based interventions 3) assist in using that data to determine appropriate interventions and adjust instruction accordingly.

Initiative #3: Utilize technology to enhance and deepen instruction

Our Instructional Leader will provide support in the purposeful integration of technology. All teacher leaders will provide assistance for connecting, supporting and strengthening the use of technology to extend instruction and meet the learning needs of all students.

Connect, Support & Strengthen: Through training, co-teaching, and connecting technology use with the Iowa Core

standards, the Instructional Leader, Coaches and Mentors will assist teachers in ways to effectively incorporate technology into their instructional practices.

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)

The Sioux Central Mentor/Mentee program is a self-constructed program following the ideas of Harry Wong combined "Excellence Teacher" which was implemented in 2000-2001. We have structured this program to facilitate the sound development of our first and second year teachers through guidance, self-reflection, and observations. The Mentors meet once with the Lead Instructor at the beginning of the year and then meet periodically throughout the year with their Mentees and the Lead Instructor. We hired 6 teachers in the last 2 years and they were part of the mentoring program. Out of these 6 teachers, 4 remain. The mentoring program has been effective for these individuals. Teacher satisfaction is evident based on low absenteeism, which correlates directly to student achievement. However, there are many things that can be improved using TLC funds and working towards TLC goals.

Areas of improvement within the mentoring program were determined after evaluation from focus groups including staff, parents, school board members, and students. First, an allocated amount of time for mentors and mentees to meet has not been designated. Mentors and mentees have traditionally met during their lunch period or after school. This is asking a lot of a brand new teacher who is adjusting already. Clear expectations for mentors and mentees have not been outlined. Mentors receive a \$1000 stipend; however they are not adequately compensated for the time which is actually needed to properly work with mentees. In addition, there is limited classroom release time for mentors/mentees. Currently, professional development does not include mentoring assistance. Model teachers have also not been technically identified or compensated.

The TLC Planning Committee, which includes a certified mentor and former mentee, also assisted with determining how the current mentoring program could be improved upon receipt of TLC funds. It is imperative that new teachers have the opportunity to observe other model teachers. These teachers do not have to be in the same content area and would be observed for specific instructional support. This is something we have not been able to support with just a mentoring program and where TLC will step this up for us. The increased instructional support will be key. As part of the TLC plan, we will identify model teachers from within our own school district to observe, as well as other districts, to allow mentees to visit these classrooms or university settings. These observations may be done face to face and/or via technology.

Additionally, the selection process for mentors will be based on evidence of outstanding teaching practice, strong intra-and interpersonal skills, experience with adult learners, respect of peers, and current knowledge of professional development. A rubric will be developed to include these qualifications. Another improvement will be to allocate time for direct mentor-mentee meetings, which would include classroom release time for both the mentor and mentee. Time for high quality and ongoing training is also needed for the mentors to develop the skills necessary to identify and translate the elements of effective teaching to beginning teachers. Finally, we would also like to include exit interviews for any initial teachers who choose to leave the teaching profession and/or the school district, so we can learn from their experiences. This goes along with collaboration among all stakeholders, including administrators, school boards, union/association leaders, and professional partners.

New Requirements for Mentoring

Mentoring and induction efforts in our district will be enhanced by allowing the mentor to assume roles in the district beyond that of a direct 1:1 mentor. The mentor teachers will be given \$2,500 annually. Mentors will be encouraged to seek peer/instructional coaching training. In addition, mentor teachers will be part of the District Leadership Team (DLT). Mentor teachers provide opportunities for observing exceptional instructional practice for new teachers and veteran teachers. The mentor will also serve as an additional resource and/or peer coach for student teachers in the school district.

Mentors and mentees will meet for a minimum of 1 hour per week for intensive guidance. In addition, reflection journals will be instituted to demonstrate competencies and areas for professional growth. Substitutes will be provided through TLC resources to allow more observation time; both for the mentor and the mentee. We hope that we will be able to do this once a month. The mentor will ensure that the mentee is meeting the Iowa Teaching Standards. Mentors and mentees will both be trained to meet these needs. This will focus on the role of the Mentor Coach, the needs of the beginning teacher, use of professional standards to guide new teacher development, and differentiated mentoring strategies. As training progresses, the Mentor Coach will be introduced to specific mentoring protocols and formative assessment tools to support new teacher learning. The mentee will also be given multiple opportunities to express other professional development needs, and the mentor will help get these needs met. Mentors and Coaches will eventually learn to collect, analyze, and debrief data on classroom practice and student

learning to assess a new teacher's learning needs and tailor support. Software system will be provided to track this. The Instructional Leader and Lead Mentor Coach will assist mentors with resources, professional teaching standards and content area standards with a focus on teacher development, problem-solving, technology resources, implementation strategies, and mutual support. Mentor Coaches will continue their relationship and support into a new teacher's second year. Second year teachers will continue their growth and development through the use of formative assessments and established mentor protocols. Frequency of contact for second year teachers will be less than the frequency of contact for first year teachers, but support will be provided as much as needed.

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.

Instructional Leader – *This person is fully released from teaching and this teaching position will have to be replaced.* Full time position with estimated salary of \$60,000 plus benefits with 210 days which is 20 days beyond the teacher's regular contract. This is a key position that will oversee the implementation of our vision and goals: *attract and retain, promote collaboration amongst, reward professional growth and effective teaching, and help improve student achievement.*

Collaborates with administration and teachers to coordinate and implement the TLC program

- coordinates the setting of goals of other TLC committees that focus on instructional improvement
- stays current with research supported best practices
- demonstrates leadership skills and develops high quality relationships with peers
- provides resources and support for teachers to use Iowa Core (or national standards) to drive instruction, standards-based grading, and feedback
- collaborates with other TLC members to develop and monitor district goals and plan and deliver professional development
- communicate regularly with administrators and other TLC members

Coaches teachers and coordinates collaborative opportunities

- helps improve the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue
- improves the educational aspirations, achievement, and attainment of students through stronger leadership and teaching
- schedules and structures time to support teacher engagement in peer observation and practice newly-learned skills
- facilitate access to additional instructional resources including Model Teachers and Coaches

Assists teachers in using data to effectively guide their instruction

- analyzes data with team members to provide analysis to the coach to improve instructional practices, content, and assessments.
- facilitates discussions of how content standards (Iowa Core) fit together and how to use curriculum to plan instruction and assessment.
- helps colleagues by (accessing/sharing) instructional and professional resources
- provides teaching demonstrations in instruction and assessment
- conducts coaching cycles with teachers across the grades with a focus on improving universal instruction for all learners
- works closely with coaches and mentors to develop model classrooms across grade levels (K-12) and content areas with the long-term goal of developing a model school
- collaborates with Mentors to support new teachers
- leads a process of collaborative inquiry with teachers and administrators to improve student learning
- Seeks new developments in technology & instructional practices for implementation through professional development
- Seek out latest research/development and provide leadership in determining appropriateness for inclusion in district educational program
- Attends ongoing training in district curriculum and teaching models and be willing to share learning with colleagues through professional development
- Leads the planning of professional development based on the district's short and long term professional development goals

Team Leaders- \$3,500 stipend

These teachers will not be released from contract. Their time is done outside the regular school day. We expect this position to consume 150 hours a year outside the school day to prep help improve instruction and student learning.

These people lead the group of educators in his/her content area and should be prepared to ask the right questions, facilitate dialogue, and help build shared knowledge for the team. The team leaders will meet regularly with the team and guide them to be action oriented: moving quickly to turn aspirations into action and visions into reality. The leaders will ensure that the team uses data and research to implement best practices with rigor and fidelity. These are

key roles to help implement our *promote collaboration amongst* and *improve student achievement goals*. By leading our teams, they will be facilitating some of the most critical conversations among our professionals. By making this intentional commitment to collaboration and teacher leadership, it will assist with our other goal of improving student achievement.

The Team will:

- Gather evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

Lead Mentor/Coach- \$4,500 stipend

This person should spend 200 hours outside the regular school day. This person should not need to be released from the classroom. Much of this planning is PD for new teachers before and during the school year. This person will have a working knowledge of the Iowa Teaching Standards and Criteria, as well as the Iowa Core and the Characteristics of Effective Instruction. This individual will also coordinate and collaborate with the Mentors and Coaches in planning and implementing best teaching practices to facilitate student achievement. They will assist Mentors, Coaches, and teachers in reflecting and analyzing these practices with their students achievement in mind. The Lead Mentor/Coach will work to promote collegiality and build community among teachers by providing professional development in coaching and mentoring. This is a key position in our first goal of *attracting and retaining*. Our number one goal is to attract the best candidates for teaching positions in our district. This person's job is to build and maintain a program that provides support to these teachers so we can retain them. This person is also responsible for contributing to our other goals of *rewarding professional growth and effective teaching, promoting collaboration amongst, and improving student achievement*. These all should come from a successful mentoring program led by this person.

Coaches- \$4,000 Stipend

This position will be released from the classroom approximately 75 hours a year to observe other teachers (substitute will come in) plus approximately 75 hours of meeting/coaching time outside the regular school hours. This position requires a lot of pre-planning both for the coaching session but also for subs when the person has to be out of the classroom. These teachers will be model educators who will make themselves available to all veteran teachers with the objective of helping them to become stronger in instruction and feedback to enhance student achievement. This individual will collaborate with teachers to discover new technology and evidence based practices to be used in the classroom instruction. They will work alongside the teacher to help them improve in areas that particular teacher feels necessary, and correspond with the Lead Mentor to coordinate instructional implementation of building/district goals. These positions are critical in all of our goals. Support is critical in *attracting and retaining* teachers. We will be rewarding professional growth and effective teaching through this position by providing feedback and support and recognizing great things happening in the classroom. We will also obviously be *promoting collaboration amongst*, and in the end hopefully *improve student achievement*.

Mentors- \$2,500 Stipend

This person will spend 100 hours total. Some of these hours will be during the school day and some outside, whatever the needs dictate. These teachers will exhibit the desire to better themselves as they work to guide new teachers towards effective instruction, formative assessment and student collaboration. This individual will work alongside a first and second year teacher to improve their individual and collective practices within the educational environment to support instruction implementing the Iowa Core within their content area. The Mentor will attend professional development, workshops, and conferences to support the new teacher and the building/district vision in terms of technology, instruction, and collaboration. These are key positions in our first goal of *attracting and retaining*. Our number one goal is to attract the best candidates for teaching positions in our district which these mentors have very little control over. However once great teachers are hired, these people will provide the valuable mentoring in a program that provides support to these teachers so we can retain them. Mentors are also responsible for contributing to our other goals of *rewarding professional growth and effective teaching, promoting collaboration amongst, and improving student achievement*. These all should come from a successful mentoring program which these people are part of.

*All teacher leaders will be instrumental in connecting our current mentor program with the bigger TLC initiative,

which will now support all of our teachers and strengthen overall instruction throughout our district. They will all be influential in supporting the restructuring of our building leadership teams and supporting our efforts to focus on data driven instruction to meet the needs of students through the district initiatives.

Using Part 6 application narrative from previous submission? **Yes**

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.

and Mentors. Sioux Central CSD will utilize DE and AEA resources for Teacher Leadership PD. We will request assistance in learning how the change process works, how adults learn, facilitating conferences/meeting, the coaching process, utilizing data to inform decisions and other topics recommended by the teacher leaders.

•**GROWTH:** The Instructional Leader will have an individual growth and evaluation plan, which will be separate from their evaluation of “regular” classroom duties/performance. Since these are one year appointments, teacher leaders will meet with their direct supervisor at least twice in the first 3 quarters of the school year in order to set goals, review progress, etc. Tools used in teacher leadership formative assessment will be based on individual growth plan, observations, surveys, rubrics, notes taken during post-observation conferences, evidence of peer coaching with other teacher leaders, agendas and notes from PLC Team meetings, and/or action plans. Information gathered during formative observations, conferences with supervisors, outcomes of PD activities and other tools will be used to determine teacher effectiveness and professional growth.

Narrative

Using Part 7 application narrative from previous submission? Yes

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here To access the Iowa Professional Development Model page.](#)

The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers have an extensive role in the development and delivery of Sioux Central Community School District's Professional Development Plan.

Established PD Leadership Team

Instructional Leader, PLC Coaches, and Lead Mentor/Coach, will review building-level student data, classroom walkthrough data, and teacher achievement goals to determine areas of need and assist in the development of a district-wide PD plan.

Collect and Analyze Data

- PLC Coaches analyze data at the building level in collaboration with their learning teams to focus building-wide professional development.
- All District Teachers will collect and analyze student data according to our assessments. Instructional Coaches, PLC Coaches, Lead Mentor/Coach will instruct staff in how to use data to improve universal instruction.

Goal Setting & Student Learning

Instructional Leader and Lead Mentor/Coach will lead the goal setting and instructional strategy selection process. PLC Coaches will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen

instructional practices within their curricular domain. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom. PLC Coaches work with individual teachers to develop individual career development. Mentors will work for 2 years with teachers new to the profession, and Coaches will work 1 year with previously experienced teachers that are new to the district.

Selecting Content

- Instructional Leader and PLC Coaches will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core.
- PLC Coaches will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas.
- Lead Mentor/Coach, Mentors and Coaches will demonstrate and review requested strategies and follow up with mentees to evaluate new strategies.

Designing Process for PD

- The district will monitor the delivery of professional development through the existing PLC structure.
- Instructional Leaders and Lead Mentors/Coaches will design PD to include theory, demonstration, practice, and collaboration.
- Instructional Coaches will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans.

Collaboration

- Instructional Leader and PLC Coaches will lead PLC work through collaborative design and facilitation of professional learning when implementing the multi-tiered system of supports.
- PLC coaches will collaborate with administration and the curriculum director by sending them PLC team meeting notes weekly.
- Lead Mentor/Coach, Mentors and Coaches provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives.
- Throughout the process of professional development, all teachers collect and review artifacts and data to continue the professional learning process
- Ongoing collaboration and feedback between administrators, TLC leaders, and teachers improves implementation of

professional development to increase student achievement.

Implementation

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

Evaluation

- Instructional Coaches and Lead Teachers will collect and analyze progress data on professional development implementation through surveys and student achievement data.
- The results of the formative data set based on this information will be shared at Building Leadership Team meetings.
- The Instructional Leader, PLC Coaches, Lead Mentor/Coach, Mentors and Coaches will use the following data points to measure the effectiveness of the district professional learning plan:
 - Student achievement data
 - Implementation data from PLC team notes
 - Walk-through data from building principals/administration
- TLC leaders review professional development progress with stakeholders such as the school board and SIAC committee on a quarterly basis throughout the year.

Using Part 8 application narrative from previous submission? **Yes**

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.

Program Evaluation is used to assess the design, implementation, improvement or outcomes of a program. Program evaluation is a critical component in any initiative or program. The Sioux Central School District has a program evaluation practice already in place, and we would use the existing practice to evaluate the effectiveness of our TLC plan. When determining the success of a program or initiative, it is important to begin with the end in mind.

What is the goal of the program?

What are the expected outcomes of the program?

What data will be collected?

Who will collect and analyze that data?

How will the data be shared?

Most importantly, the program must be aligned to our district's vision, mission, long-range goals and the overarching goal of the program. The first step in the program evaluation process is to determine the goal of our TLC plan. The TLC committee will create and complete a matrix to fulfill an "impact" or "outcome" program evaluation. We would be interested in an "impact" type of evaluation for the teacher leaders who work within the team leader / PLCs with collaboration with instructional coaches. We gather this qualitative or "soft" data to understand and monitor school culture/climate, staff attitudes, and behaviors related to implementation. This data is important in monitoring perception. The outcome evaluation is defined as assessing the short and long-term results of a program. What are the long-term positive effects of program participation? These program evaluation questions and the data gathered would provide quantitative data on the success of the implementation of the program itself.

Using the created matrix, the TLC committee will formulate and create a SMART (Specific, Measurable, Attainable, Reliable/Realistic, Time-Bound) goal for our TLC plan. The top of the program evaluation matrix will identify the Comprehensive School Improvement Plan (CSIP) goals and program goals. The matrix will have the following columns and headings:

- 1) What are the essential questions we need to ask in order to know if we have accomplished our goal? These questions direct the SMART goal and the data collected to determine success.
- 2) What are the stakeholders' expectations for success? (SMART goal)
- 3) What information/data needs to be collected to confirm that program goals have been met? Collecting both formative and summative data is essential to identifying the needs of the district through both qualitative and quantitative measures.
- 4) Who will collect the information, and who will analyze the data?
- 5) When will the data be collected and analyzed?
- 6) Who needs to know the information once it is collected and analyzed?

These elements must be included in the program evaluation to have an effective analysis of the success of our TLC plan. We will complete the matrix at the beginning of the program and will monitor it throughout the year. We will collect data formatively to analyze the matrix and data midway through the year in January. The TLC committee will analyze the matrix and summative data at the end of the program in May. The Instructional Leader will lead the process of evaluation.

The Instructional Leader with the district administrators monitor the program on a monthly basis. This would be an example of the data collected to monitor the success of the TLC plan from instructional coaches, mentors, and team leaders. The instructional coaches and team leaders will complete and analyze the planning/goal forms with the classroom teachers. The form will consist of SMART goals and an action plan developed around the professional learning of personnel. It will be based on identified building initiatives. The TLC personnel team facilitates discussion of the SMART goals/plans/forms at a monthly meeting.

Using Part 9 application narrative from previous submission? Yes

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)

The Sioux Central CSD has a strong infrastructure in place to support the TLC plan. The District Leadership Team (DLT) follows the Iowa Professional Development Model. Data is used to determine the areas of focus to improve student achievement. The DLT is made up of teachers and administrators who, on a daily basis, interact with students and curriculum. One gap that the TLC plan would remediate is providing additional time for staff members and the Instructional Leader to focus on professional learning outside the regular contract day. NCLB legislation stipulates that every student be proficient at each grade level. The TLC program would allow time for staff to collaborate on strategies and implementation to achieve this goal.

Success with our Current Infrastructure

1:1 Initiative: Historically, the Sioux Central CSD has had much success implementing initiatives. In 2010, we offered a 1:1 laptop initiative for our high school and middle school students. This initiative proved to be positive for our district as it allowed staff to receive rigorous training on incorporating technology into the classroom and provided students a chance to expand their learning beyond the classroom doors. Our district has served as a model for school districts looking to implement 1:1 technology.

PLC: A highly successful professional development initiative has been the implementation of our Professional Learning Communities (PLC). The entire staff has continued to work in collaborative teams within PLC's, focused on instruction as well as improving curriculum for the past two years. Teachers enjoy time to collaborate and work on their craft as a small group. Weekly staff meetings provide opportunities for continued reflection and clarification. Communication with the community has included newspaper articles, school newsletters, and the district website.

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 Leader, PLC Leader, Lead Mentor, Instructional Coaches, and Mentor Teacher. 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.

Sustainability

Clearly defined roles through the TLC program, leadership roles will be strengthened with more specific roles and duties.

Leadership training: TLC will give us the money to obtain more specific training to support teacher leaders.

Communication structures: TLC will provide the funding needed to meet, discuss, plan, share on a much more frequent basis than previously held.

Access to professional knowledge: A full time Curriculum and Professional Development Coordinator will have both the time and resources available to access and share with staff the most recent research-based best practices.

Involvement of family and community: TLC will help promote routines to support building relationships with parents based on student learning.

Data routines: TLC will allow for more modeling of data-based decision making and evidence-based discussions, especially within the DLT.

Ensuring the Success of our Plan

In order to prepare teachers for their new leadership roles, the TLC plan allows for training by providing extra contract days to attend conferences and AEA workshops. Each new leader will receive a thorough job description with expectations and duties. To ensure the success of our plan and identify and address any problems that may occur, evaluative processes will be used regularly.

The DLT will review rubric feedback quarterly to ensure the quality of our program continues. Leadership role duties will include:

Administration: Provide vision and support; communicate between Department of Education and teacher leaders any changes or updates to TLC program; regularly communicate with all stakeholders

District Leadership Team: Conduct quarterly review of rubric feedback; respond to feedback and modify professional learning

Teacher Leaders: Work with administration to ensure smooth transitions; commit to improving instruction; regularly communicate with all staff

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.	\$143,000.00
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).	\$2,200.00
Amount used to provide professional development related to the leadership pathways.	\$12,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$157,200.00

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	471.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$147,272.28
Total Allocation	\$147,272.28

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$157,200.00
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Budget Alignment

Using Part 10 application narrative from previous application? **No**

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

The most important person in the Sioux Central TLC program is the Instructional Leader, a full-time position being added to the staff. The individual has responsibilities in curriculum, instruction, technology integration, and supervises the roles of all TLC positions. The committee believes this person is the key to the program's success. The responsibility is high and should be compensated at the top of the instructors master schedule, \$60,000 plus benefits.

The goals of the program align with the responsibilities of the TLC Instructional Leader. This person is responsible for making sure we *attract and retain quality teachers, promote collaboration amongst our staff, reward professional growth and effective teaching, and improve student achievement*. This person will be responsible for aligning curriculum with Iowa Core. We also want this person to ensure that instruction provided by staff is excellent and implements John Hattie, Caroline Dweck, and Fisher-Frey research to the instruction model. Technology integration will also be key for this person to assist with to improve learning and 21st century skills.

A lead mentor will manage the mentors for initial teachers and the instructional coaches for the entire Sioux Central district. This person manages other staff members and receives a stipend of \$4,500. This is a key position in our first goal of *attracting and retaining*. Our number one goal is to attract the best candidates for teaching positions in our district. This person's job is to build and maintain a program that provides support to these teachers so we can retain them. This person is also responsible for contributing to our other goals of *rewarding professional growth and effective teaching, promoting collaboration amongst, and improving student achievement*. These all should come from a successful mentoring program led by this person.

Instructional coaches in the district will work with a variety of staff members based upon their expertise. An instructional coach focus is the implementation of a specific goal stated for instruction with Sioux Central staff members. The instructional coach stipend is \$4,000.

Team Leaders (PLC Leaders) earn stipends of \$3,500 to lead their specific curriculum areas. The focus of the Team Leader is goal creation and analysis of data from specific curriculum areas. Student data related to student achievement is paramount. These positions are critical in all of our goals. Support is critical in *attracting and retaining* teachers. We will be rewarding professional growth and effective teaching through this position by providing feedback and support and recognizing great things happening in the classroom. We will also obviously be *promoting collaboration amongst, and in the end hopefully improve student achievement*.

Twenty full days of substitute pay is allocated at a \$2,200 total. Substitutes allow for instructional coaches to observe other staff on student attendance days or when personnel from the TLC team is required to absent from the building. Sioux Central receives approximately 60 whole grade sharing students from Albert City - Truesdale (AC-T). The committee estimates the amount of money received from AC-T to be \$12,000 after AC-T raises their minimum salary to \$35,000. This explains the deficit balance when reviewing the budget based only on Sioux Central resident student data.