



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116971 - South Winneshiek CSD TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest	Early Literacy Implementation		
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Agency			

Organization Information

Organization Name:	South Winneshiek School District
Organization Type:	K-12 Education
Tax ID:	42--6038412
DUNS:	78--89-6-7750

Organization Website:

Address:

P.O. Box 430
304 South Webster

Calmar Iowa 52132-0430
City State/Province Postal Code/Zip

Phone:

563-563-2326
Ext.

Fax:

563-562-3260

Benefactor

Vendor Number

Recipient Information

District

South Winneshiek Community School District

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

County-District Number

96-6100

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

Mr.

Name of Superintendent

Clark Goltz

Telephone Number

563-562-3269

E-mail Address

cgoltz@swinn.k12.ia.us

Street Address

304 South Webster Street, P.O. Box 430

City

Calmar

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52132

TLC Application Contact

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Name of TLC Contact

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City

Calmar

State

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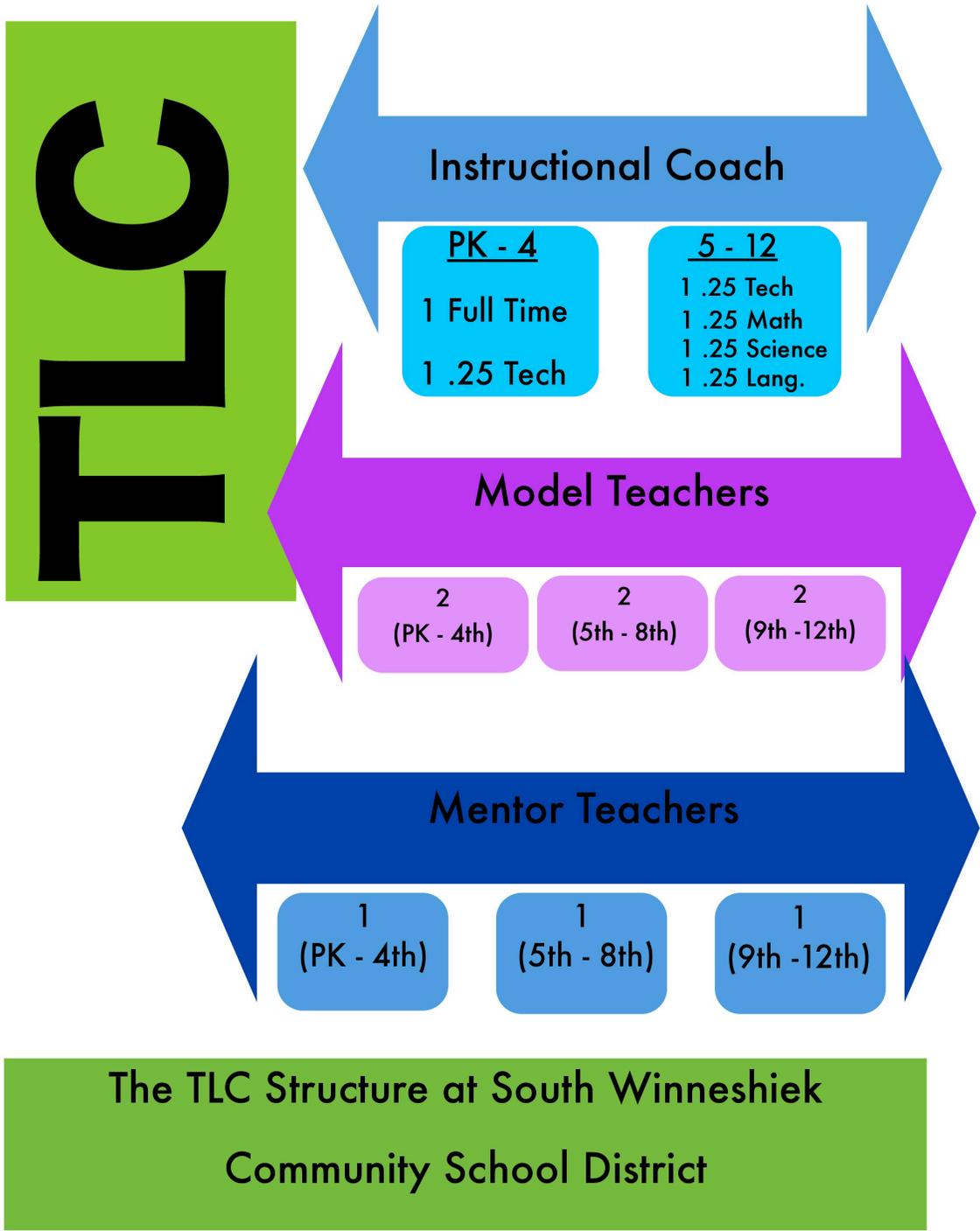
Use the drop-down menu to select the state.

Zip Code

52132

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)



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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? No

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

Please include the following information in your narrative:

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

Narrative

Using Part 2 application narrative from previous submission? No

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

State Goals:

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

improve student achievement

The goal of the South Winneshiek Community School District is to ensure that all students are prepared to be responsible, contributing citizens within their communities. The goals of the proposed TLC model as envisioned by the planning committee are:

- Goal 1:** To increase overall student achievement and eliminate (community) achievement gaps by providing all students with high quality instruction and support.
- Goal 2:** To provide teachers with the instructional data and research-based strategies to improve student achievement and the supports needed to make that happen.
- Goal 3:** To promote an environment of respect and collaboration where teachers are encouraged to share and learn from each other's experiences. The TLC grant would continue this progress with the addition of instructional data and research-based strategies to improve student achievement.
- Goal 4:** To provide an environment to attract new teachers and retain current teachers in preparation for the future. The grant will also support the recruitment and retention of new teachers.

South Winneshiek currently employs 55 certified teachers. The district has challenges of recruitment and retention and compensation to address various needs. The TLC grant will support the recruitment and retention of new teachers. The statewide TLC goals structure goals reflect our vision statement as well as the statewide TLC goals.

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)

South Winneshiek will utilize the goal of its TLC Plan around school and
 Initiative 1: Professional Learning Communities (PLC) Professional Model
 means to improve student learning, safety and positive culture as a
 Initiative 2: Iowa Committed to the Iowa Core Curriculum. The system
 Initiative 3: STE Mission to create a school of the 21st century
 Initiative 4: Multi-Tiered System of Support (MTSS) Teachers will be to

1. Strengthen universal core instruction through research-based strategies using the Iowa Core Curriculum.
 2. Support universal screening three times per year and assist with data analysis and decision making.
 3. Assist in selection of evidence-based instructional intervention at all TIER
- They will improve and increase overall student achievement and eliminate

Structure 1: South Winneshiek Comprehensive School Improvement
 The South Winneshiek School Improvement Advisory Council (SIAC) is a
Structure 2: District Leadership Team (DLT) and Building Leadership
Structure 3: Individual Professional Development Plans (IPDP)
Structure 4: Mentoring and Induction Program

The district will help develop the capacity and confidence of new teachers by enriching the Mentees' knowledge about teaching and learning. The Mentor Teachers will help ease the Mentees' transition to the South Winneshiek School District, help prevent isolation, and provide the new teachers with the tools for reflective practice in non-judgmental ways.

Using Part 4 application narrative from previous submission? Yes

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)

Current Literacy Instruction Program: The South Winnebago High School Literacy Instruction Program is a comprehensive program that focuses on reading and instructional practices using the research-based literacy and content area standards. The district will continue to support and enhance the program through the following initiatives:

- PLC work
- District initiatives
- Connected learning
- (1:1) technology
- MTSS
- District-wide curriculum, instruction, and assessment processes
- Development of formative assessments.
- Critical teaching and learning policies specific to the district

The PLC program is a collaborative effort between Master Teachers and maintains current instructional practices and a peer review system. The program is a critical component of the district's instructional improvement plan. The district will continue to support and enhance the program through the following initiatives:

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 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.
- A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

~~The St. Joseph Community School District will employ one full-time Instructional Coach whose responsibilities may include, but are not limited to:~~

- Serve as members of the District Leadership Team (Teacher Leader Model Standards 1, 3, 4d, 7)
- Research and provide content knowledge, teaching strategies, and other resources to staff about teaching and learning (Teacher Leader Model Standards 1b, 2, 7a)
- Collaborate with teaching faculty on assessment techniques, specifically the development and implementation of formative assessments, and assist in the interpretation of the assessment data results (Teacher Leader Model Standards 1a, 5a)
- Dialogue formally and informally with the teaching staff through coaching sessions (Teacher Leader Model Standards 1c, 4b)
- Research and prepare materials used for professional development in the district; coordinate the adoption of curriculum resources, and offer fresh, creative solutions in difficult situations (Teacher Leader Model Standards 1d, 1e, 5b, c)
- Use information about adult learning to respond to the needs of all teaching colleagues (Teacher Leader Model Standard 3b)
- Plan and coordinate school-based professional development opportunities linked to individual professional development plans (Teacher Leader Model Standards 1b, 3f)
- Possess good observational and analytical skills with an ability to offer fresh, creative solutions in difficult situations (Teacher Leader Model Standards 1d, 1e, 5b, c)
- Facilitate PLC meetings within their grade span and/or content area (Teacher Leader Model Standard 1, 2, 3)
- Identify and address issues of curriculum alignment and shifts within the Common Core (Teacher Leader Model Standard 4b, 5d)
- Demonstrate/model lessons to teachers using research-based instructional strategies by observing and providing feedback on instruction, inviting other

teachers to observe the Instructional Coach, and/or by modeling during professional development. (Teacher Leader Model Standard 1b, 7a-d) (00%)

- Serve as a member of the District Leadership Team (Teacher Leader Model Standards 1, 3, 7)
- Assist with the planning and implementation of school-based professional development opportunities (Teacher Leader Model Standards 1d, 1e, 5b, 5c)
- Provide instruction that reflects multiple perspectives and multicultural education (Teacher Leader Model Standards 1d, 1e)
- Present an inviting atmosphere as a model classroom that welcomes observations (Teacher Leader Model Standard 1b, 1d)
- Model innovative teaching methodologies in their respective areas of expertise by incorporating techniques such as team teaching and demonstration lessons (Teacher Leader Model Standards 1b, 7a-d)
- Serve as a laboratory classroom for instructional strategies (Teacher Leader Model Standards 3b, 3c, 3g)
- Provide student achievement and assessment data to evaluate strategy effectiveness (Teacher Leader Model Standards 1a, 5a)
- Collaborate with colleagues to construct exemplary lessons (Teacher Leader Model Standards 1, 4b)
- Gather additional resources for teachers to incorporate into their classrooms (Teacher Leader Model Standards 1d, 1e, 5b, 5c)
- Coordinate PLC meetings with the assistance of the Instructional Coaches (Teacher Leader Model Standards 1, 2, 3)
- Develop framework for MTSS with intervention collaboration (Teacher Leader Model Standard 2)
- Teach to a group of students as a member of the Instructional Team. Other responsibilities may include, but are not limited to:
 - Serve as a member of the District Leadership Team (Teacher Leader Model Standards 1, 3, 4d)

- Participate in pre-service induction at South Winneshiek Community School District (Teacher Leader Model Standards 1c, 3a, 3e)
- Present a warm and inviting atmosphere that welcomes observations from initial teachers (Teacher Leader Model Standards 1c, 1e, 6a)
- Collaborate with colleagues such as Instructional Coaches and Model Teachers (Teacher Leader Model Standards 3a, 5b, 6e)
- Construct exemplary lessons for the benefit of Mentee Teachers (Teacher Leader Model Standards 2d, 4b, 4f)
- Participate in peer coaching and peer observation (Teacher Leader Model Standards 1e, 3b, 7b). Team will work on this with coaches together through development of coaching cycle and increased student achievement.

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.

The TLG Plan states that South Waukegan Community School District is committed to providing the following to our teachers and staff:
The TLG team will lead the Teacher Leader Model Standards by the Learning Committee. The TLG team will support the professional development process in each condition. Each candidate will submit a written letter of interest to the Learning Leadership Committee. The following are the TLG Teacher Leaders will:

- Work with adult learners and foster a collaborative culture to support educator development and student learning
 - Work collaboratively with others to facilitate improvements in instruction and student learning
 - Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, core-friendly teaching strategies, and assessments into excellent units of instruction
 - Access and use research to improve practice and student learning
 - Promote professional learning for continuous improvement
 - Communicate effectively within the school and in outreach and collaboration with families and the community
 - Promote the use of assessments and data for school and district improvement
 - Be a strong advocate for student learning and the profession
- Additionally, the selection committee will evaluate candidates on their

- Education of self
- Education of others
- Outreach and multidisciplinary work
- Efficacy

Continued professional growth could include:

- Work toward a master's degree
- Courses taken for professional development
- Participation in workshops
- Involvement on building committees
- Work with colleagues

- Technology training
- Help with professional development
- Participation in optional in-service work
- Leadership in student events
- Mentoring of new teachers
- Coaching a student-teacher
- Organization or assistance with school/community events.
- Engaging in school and community events, observations, and leadership
- Engaging lesson plans and teaching strategies
- Clear communication skills and articulation of effective teaching and expertise
- Strong questioning and discussion techniques
- Effective use of research to guide instructional decisions
- Previous committee involvement and leadership in district initiatives
- Ability to synthesize and use data as evidence that drives instruction
- Demonstrating ability to be a reflective practitioner
- Engaging in coaching conversations with all teacher leaders
- Utilizing conflict management skills
- Developing positive relationships with colleagues

The South Winneshiek TLC Plan recommends that all teacher leader positions be granted on a three year rotation to best ensure collaboration, retention of effective teachers, and attract new teachers to the profession.

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.

The South Dakota TLC Plan will fully support the Iowa Professional Development Model. The plan will engage in the following activities:

- Instructional coaches review gathered student data to establish district learning goals.
- Instructional coaches and PLC groups set student learning goals according to district learning needs.
- Instructional Coaches, Model Teachers and PLC groups select relevant content to support district goals.
- Instructional Coaches plan for professional development training and learning opportunities needed to accomplish established goals, allowing for collaboration and implementation in chosen content areas.
- All teachers, with support from DLT, will align Individual Professional Development Plan goals with the Iowa Teaching Standards and criteria.
- Instructional Coaches will document progress toward goal proficiency through ongoing data collection (Formative Evaluation).
- Instructional Coaches, Model Teachers and Mentor Teachers will review goals to determine status and effectiveness (Summative Evaluation).
- Classroom teachers and Instructional Coaches will work together to collect and analyze multiple data points with the goal of identifying areas of weakness and classroom teachers' needs. Instructional Coaches will then be tasked with designing and implementing professional development to address those needs.

Training and learning opportunities will be further supported by Mentorship, PLCs and data analysis. The results of student data will become routine practice that produce the TLC Plan will ensure the IPDM becomes embedded in practice at South Dakota's schools for all teachers and increasing student achievement.

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:

The DLT will have a clear purpose as measured by data and the development of adjusting the PLC structure as warranted. The data collected can be used when considering how to measure and monitor the impact that the relationship between the PLC and the school board and advisory committee. The Iowa Professional Development Model provides clear measures to adjust the PLC structure over time, how to monitor and track it. After collecting and analyzing the data, the DLT will set metrics identified through research, as stated in the PLC practices and supported by. As part of the design process for professional development, an ongoing action plan will be developed that includes the PLC and the individual and school professional development manager process and the individual

The DLT will provide an avenue to attract new teachers and retain effective teachers with additional career opportunities (TLC Goal). Mentor Teachers will be able to serve as resources to Mentee Teachers in an effort to build high-quality teachers. The TLC Plan will allow SWCSD to update its instructional practices by creating instructional coaching positions through the TLC grant.

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)

South Wind which will include the TIG of the elementary/middle high school teachers, administrators, and the school board. Additionally, Professional Development with Public Coaching Culture Alliance will provide training and coaching opportunities. The following are some of the following:

- Peer coaching and feedback routines
- Iowa Core and the Characteristics of Effective Instruction
- Iowa's RTI/MTSS Framework
- Exemplary mentoring and induction practices
- Curriculum and assessment design and implementation
- PLC process
- Multi-tiered Systems of Support

Dr. Grant and Mentor Support for Teachers and Administrators SW will ensure that all necessary resources are in place to support the implementation of the TIG. In addition to Dr. Grant, the school principal will be responsible for effective, Key Staff and TIG Plan Sustainability. To ensure that the TIG Plan is successful, the following are the responsibilities of the Key Staff:

Key Staff

Responsibilities

Principals

- Serve on selection committee which utilizes a rubric for the application process that evaluates candidates on their history of teaching/committee work and their professional growth in the four areas stated in Part 6
- Select mentor teachers
- Ensure that the IPDM is used by coaches, models and mentors

Instructional Coaches

- Help refine what our students need to know to critically and creatively solve problems
- Work with all teachers to do vertical and horizontal alignment of the concepts and skills of our core areas
- Research best practices in their content areas
- Use data from formative and summative assessments to drive instruction
- Lead the PLC process as they work with their collaborative groups
- Build tools to identify mastery and develop intervention strategies for those students who are not yet proficient
- Facilitate team-based decision-making, using data sets prepared by the Instructional Coaches and delivered to the PLC teams

Model Teachers

- Embed the Characteristics of Effective Instruction into their respective classrooms
- Demonstrate, offer feedback, and model current research-based instructional strategies that have been proven effective
- Analyze data, set goals, and select content to facilitate the instructional change needed to improve student achievement
- Develop content and skills during our monthly professional development sessions
- Model and coach these focus areas

Mentor Teachers

- Build the skills of new staff members who need more intensive coaching
 - Provide specific, confidential feedback to staff
 - Support new staff and probationary teachers
-

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.	\$162,481.07
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).	\$6,056.94
Amount used to provide professional development related to the leadership pathways.	\$5,766.17
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	\$174,304.18

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	564.42
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$174,304.18
Total Allocation	\$174,304.18

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$174,304.18
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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)

South Winneshiek Community School District's Goals for the TLC Plan are

- Increase overall student achievement and eliminate achievement gaps.
- Provide teachers with the instructional data and research-based, best-practice strategies necessary to ensure the success of each student.
- Promote an environment of respect and collaboration where all parties work together to improve instruction.
- Provide an avenue to attract new teachers and retain effective teachers with additional career opportunities.

Our budget is in alignment with our district goals. The expenditures

- a) Amount used to raise the minimum salary to \$33,500 is \$36,873.00
 - b) A prorated amount designated to fund the salary supplements for Instructional Coaches. Will work in cooperation with the school heads to determine the number of these positions and change as the leadership role changes.
 - Mentor Teachers: Will serve as a role model for the novice teachers in the district. Will be allocated time to collaborate with the Mentor and the novice teachers.
 - c) Amount used to cover the costs for the time teachers in leadership roles, part-time, or full-time teachers, each with another teacher.
 - Workshop/Conferences/Training & Model Teaching days of Substitute Pay
 - d) Amount used to provide professional development related to the implementation of the plan. Will be allocated to the district through the regular budget process.
- Allocation: \$174,298.01 Grant Budget Estimate: \$173,803.62
- e) Amount used to cover other costs associated with the approved plan. The Department of Education prior to the implementation of your plan. South Winneshiek will remain financially responsible and use TLC money for

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