



Application

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

140425 - SWG CSD Teacher Leadership Compensation (TLC) Grant for 2016-17

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 6:12 PM

Primary Contact

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Program Area of Interest	Early Literacy Implementation		
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Organization Information

Organization Name:	Southeast Webster-Grand CSD
Organization Type:	K-12 Education
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Cover Sheet-General Information

Authorized Official

Name Rich Stoffers
Title Superintendent
Organization Southeast Webster-Grand Schools

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

Address 30850 Paragon Ave.

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
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Name Karla Flickinger
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County(ies) Participating, Involved, or Affected by this Proposal	Boone County, Webster 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	5
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	9
<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. **No**

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. **Rich F. Stoffers**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Southeast Webster Grand Community School District**

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

County-District Number 94-6096

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 Rich F. Stoffers

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City Burnside

State Iowa

Use the drop-down menu to select the state.

Zip Code 50021

TLC Application Contact

Honorific Mr.

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Demographic Profile

October 2014 Certified Enrollment 538

October 2014 Free/ Reduced Lunch % 45

AEA Number 8

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)

Abstract/Narrative Summary

The school districts of Southeast Webster-Grand and Prairie Valley are in the second year of a whole grade sharing agreement. The districts have spent a great deal of time designing our shared vision, goals, and comprehensive professional development plan. We are working to create a “destination district” where students want to be and where teachers want to come and stay. We are known as Southeast Valley (SV) and are partnered to align policies, salary schedules, professional development plans, and goals for our students. Our next step in this process is the Teacher Leadership Compensation (TLC) grant.

All faculty members participated in creating a vision for our graduates, determining core values, and developing our district goals for the future. These were refined by the District Leadership Team which is made up of teachers and administrators. A joint School Improvement Advisory Committee, made up of patrons from both districts, helped further refine our vision, core values, and goals for the future.

SV is in the process of working to improve student achievement. Combining two districts has brought new challenges, and we are working diligently to create a new culture and climate that all SV patrons can be proud of and will support. Due to SV consisting of many small, rural communities, we need a system that will allow us to recruit and retain high quality teachers. This is what has led us to apply for the TLC grant.

During the planning of this grant, many stakeholders (teachers, parents, administrators, board members, and community members) were involved. The feedback we received helped guide us in creating our plan that will support teachers in becoming empowered leaders, and will impact student achievement in a positive manner.

We have identified the following goals as imperative in helping us to become a “destination district”:

1. Increase student achievement through improved instructional practices. (State Goal 5)
2. Promote collaboration among teachers by developing Professional Learning Communities. (State Goal 3)
3. Attract and retain new teachers and ensure they are effective instructional leaders.(State Goal 1 & 2)
4. Retain effective teachers by providing enhanced career opportunities. (State Goal 2)
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation. (State Goal 4)

Our plan includes four teacher leader roles for the district. The TLC Leadership Coordinators will be responsible for monitoring the implementation of the teacher leadership system, working with administrators to identify “just in time” professional development, and helping to plan and lead professional development. PLC Leaders will guide Professional Learning Community (PLC) teams in analyzing student data and selecting instructional strategies to improve student learning. Mentor Teachers will provide support to teachers new to the profession, as well as teachers that are new to the district. This support will include modeling teaching strategies, observations, sharing of resources, and providing constructive feedback. Model Teachers will open their classrooms for other teachers to observe implementation of instructional strategies and initiatives. All teacher leaders will play a role in the professional development of teachers.

A selection committee made up of administrators and teachers will screen candidates for the leadership positions. They will be asked to submit a resume, two letters of recommendation, a letter of application, and provide written responses to questions. They will also participate in an extensive interview.

Teacher leaders will facilitate the implementation of district initiatives. These initiatives include PLCs, Multi-Tiered Systems of Support (MTSS) including PBIS, Instructional Practices Inventory (IPI), continued implementation of the Iowa Core, mentoring and induction.

Monitoring implementation of our TLC system is crucial. With this in mind, a variety of methods will be used to monitor progress. This will include surveys, interviews, monthly monitoring meetings, walk throughs, student

achievement data, and individual meetings. SV is committed to keeping stakeholders informed about the implementation of this plan via local media, social media, board of education updates, and teacher meetings.

We truly believe our TLC grant will empower teacher leaders to facilitate continuous improvement in instructional practices to help us achieve our vision for students, which is to become effective contributors in an interdependent global community. Our budget is aligned with our vision, goals, and teacher leader roles. This will help ensure that Southeast Valley becomes a “destination district” for students and teachers.

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).

Part I – Process of Writing

Southeast Valley planning for the Teacher Leadership and Compensation (TLC) Grant was guided by the belief that high quality teachers are essential to increase student achievement and overall success. One of the first steps in planning was a discussion with the District Leadership Team to develop consensus for the vision, mission and goals in the newly formed whole grade sharing agreement between Southeast Webster Grand and Prairie Valley Community School Districts.

The School Improvement Advisory Committee (SIAC) began the development of a shared vision in October of 2014. This group of parents, teachers, students, administrators and board members explored essential components of effective schools and discussed those that would be most applicable to Southeast Valley (SV) schools. Sub-committees agreed to further study of best practices related to academic and socio-emotional in successful schools.

SV teachers advanced development through a full day of brainstorming, prioritizing, and consensus building in November. The final step of the visioning process was concluded with a SIAC meeting in March. Since that time, both school boards have adopted recommendations from these stakeholders. The TLC plan includes the vision and goals developed by the stakeholders.

Elementary, middle school and high school teachers and administrators visited other school districts in Iowa to research teacher leadership program. In addition, teachers explored teacher leadership through electronic research and printed materials.

Teachers attended a workshop sponsored by Prairie Lakes AEA on the design and writing process for the TLC application. TLC planning funds were used to pay for substitutes on this day. This training prompted the writing team to begin the process of organizing and drafting a narrative.

In order to determine initial support and commitment to the plan, teachers were given an interest survey. Results of that survey indicated that there was support for the grant and the positions proposed. There was also at least one educator interested in every position. The survey was anonymous.

Teachers and administrators committed four days in June to draft each part of the application. The grant writing team was made up of teachers from every building in the district. The process was guided by resources and instruction from the AEA consultant, Jaymie Randel. Jaymie Randel also assisted a subcommittee with initial edits to the draft document on two days in July. Committee members were paid an hourly stipend for their time as recorded on meeting minutes.

Teachers from the TLC Committee, additional interested teachers, and administrators attended leadership training during the summer of 2015. The trainings, Professional Learning Communities (PLC) and Differentiated Instruction (DI), contributed to the depth and breadth of knowledge needed for a collaborative culture of learning. In addition, increased knowledge of effective instructional strategies were gained through these experiences.

The school boards from each district were given opportunities to learn about the proposal following the first draft of the application. TLC committee members also attended school board meetings to keep them informed on the progress and ask questions about logistics. Board members from both districts provided supportive feedback and commitment to the program. One board member said, "This sounds like a great opportunity to build a culture of collaboration for ongoing learning." "We are aware of the extensive expertise that exists among our teaching staff and are excited to give staff more opportunities for differentiated leadership roles"

A final meeting with the SIAC was held in October where TLC writing team members presented the main points of the document. There was a general consensus that implementation of the TLC framework would be a positive thing for the Southeast Valley district.

Throughout the process, the grant writing team has been responsive to feedback from all stakeholders. For example, the initial draft listed one full time leadership coordinator and one full time data coach. A concern heard was about how one leadership coordinator could function across grade levels and buildings. This led the team to revise those positions to three Leadership Coordinators who would absorb the role of the Data Coach. The greatest concern heard from stakeholders was the necessity of having any leadership positions be full time. A modification was made to make these position either half-time or full time to address this concern.

A subcommittee met to complete a final revision in October. The final draft was emailed out to all teachers in the district.

Special Note: SWG and PV had a good faith effort and had begun the process of submitting the TLC grant as a "consortium" grant (SE VALLEY). However, in the last month, to meet the needs of each of the districts, and the PV district wanting to be their own fiscal agent, SWG CSD is having to adjust and submit the TLC grant separately. However, both SWG and PV districts believe the vision/goal is to operate as a 'consortium'. The only difference is the submission of a separate budget (Part X.) to allow both districts to serve as their own fiscal agents. Thank you for this consideration.

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

Part II – Vision

Southeast Valley (SV) is committed to our vision of preparing students to become effective contributors in an interdependent global community. Teachers will develop their individual capacities to:

- Increase student achievement through improved instructional practices
- Collaborate with colleagues about professional practices

The TLC system will help us become a “destination district” by:

- Attracting new teachers and ensuring they are effective
- Retaining effective teachers
- Rewarding professional growth and effective teaching

Five goals to drive the SV TLC system are:

SV Goal 1: Increase student achievement through improved instructional practices (State Goal 5)

Both districts that make up SV have underutilized data to improve instructional practices. Through the TLC plan, we will use multiple data points to plan and deliver professional development that matches instructional practices with the needs of our students.

District Goals:

- Professional Learning Communities (PLC) will be implemented for teachers to collaboratively analyze student data, identify needs, and make instructional decisions to meet the needs of all students
- Instructional Practices Inventory (IPI) observations will be used to collect data for teachers to review in order to refine instructional practices. This will help teachers to increase the amount of time students are engaged in higher levels of thinking

Evaluation of Goals:

- Data from multiple sources such as IPI, MTSS, SWIS, Clarity, and standardized assessments will be analyzed to monitor the progress being made with improving instructional practices and increasing student achievement

SV Goal 2: Promote collaboration among teachers (State Goal 3)

Implement PLCs and related supports for empowering teachers to learn/innovate together as they work to achieve individual and collective goals. The district has already invested in this goal by sending 10 staff members to PLC training during the summer of 2015.

District Goals:

- By August 2015, PLCs will engage 100% of the faculty in collaborative learning opportunities.
- PLC teams will meet regularly to create common formative assessments, collect and analyze student data, and use the data to make instructional decisions.

Evaluation of Goals:

- PLC meeting minutes show that teachers collaborated regarding the four essential questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?

SV Goal 3: Attract new teachers and ensure they are effective (State Goals 1 & 2)

TLC funds will be used to raise the minimum salary of beginning teachers to \$33,500 as a way to become a “destination district” in a rural environment. Development of beginning teachers will be nurtured through a system of supports. This system will ensure that they have multiple opportunities to receive professional development based on

needs. We will expand our current mentoring and induction program to include educators new to the district.

District Goals:

- Raise base salary for new teachers to \$33,500
- 100% of beginning teachers receive a Standard License
- Create a district marketing plan for attracting new teachers

Evaluation of Goals:

- Annual survey of the mentoring and induction program
- Increased number of teachers applying for open positions

SV Goal 4: Retain effective teachers by providing enhanced career opportunities (State Goal 2)

Both districts that make up SV have had high teacher retention rates. Teachers and their families are fully invested in our communities. TLC funds will be used to raise the salary of all current SV teachers to \$33,500. This increase, plus enhanced opportunities to take on new leadership roles and receive appropriate compensation, will help us retain effective teachers.

District Goals:

- By spring 2016, we will have TLC leadership positions filled with qualified individuals who are invested in the implementation of the TLC plan
- By fall 2016, we will implement the new in-house mentoring and induction program

Evaluation of Goals:

- District teacher retention rates
- Annual survey of the mentoring and induction program

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

Our plan recognizes that leadership takes many forms in a successful and collaborative community. We recognize that there is a great wealth of teacher leadership already in our schools. We would like to utilize that leadership by creating multiple pathways for teachers to pursue.

District Goals:

- By spring 2016, we will have TLC leadership positions, representing 25% of our faculty, filled with qualified individuals who are invested in the implementation of the TLC plan

Evaluation of Goals:

- Sufficient applicants for teacher leaders positions and retention in leadership roles
- Survey of all staff regarding the effectiveness of teacher leaders

Using Part 3 application narrative from previous submission? **No**

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

Part III – Initiatives

The Southeast Valley school district is really two in one. We are engaged in a whole-grade sharing agreement and are writing this grant as one unified district. Our four buildings are spread over a large geographical area. As such, the role of our Leadership Coordinators is key to the successful implementation of each of the initiatives below. It will be their responsibility to effectively communicate with all of the other teacher leaders and administrators to ensure fidelity in the implementation of the initiatives.

Both districts that make up Southeast Valley have underutilized the use of data to improve instructional practices. Through the TLC framework we will use multiple data points to plan and deliver professional development that matches instructional practices with the needs of our students. Although each of the four teacher leadership roles have specific responsibilities, they will collaborate to achieve the district goals through the implementation of the initiatives below.

School Improvement Initiative

How teacher leader roles will connect, support, and strengthen initiatives

Alignment with Iowa Core through Multi-Tiered System of Support (MTSS)

Principles of MTSS are central to our district efforts as we work to meet district goals in the areas of academics and climate/culture. Each building is currently working at different levels of MTSS implementation. Leadership Coordinators will collaborate with teacher leaders in all buildings to increase consistency of implementation.

The Leadership Coordinators will support PLC Leaders with analyzing data, identifying student needs and making instructional decisions. The Leadership Coordinators will work with Model Teachers to research and implement best practices.

Model Teachers will provide guidance and support in unit design, assessment planning, and effective instructional practices aligned to the expectations of the Iowa Core. Model Teachers will also demonstrate effective instructional strategies.

Mentor Teachers will coordinate with Model Teachers and PLC Leaders to ensure beginning educators implement the Core with fidelity.

Instructional Practices Inventory (IPI)

IPI is a teacher-led, collaborative process that quantifies how often students are engaging in higher order thinking throughout the school day. This process started with a group participating in Instructional Rounds led by Jeff Herzberg of Prairie Lakes AEA. During IPI data collection, all classrooms are visited and student engagement is categorized along a continuum. IPI trend data shows that we need to increase the percentage of time students are engaged in higher order thinking. IPI training for the entire staff took place in the fall of 2015.

Teacher leaders will provide professional development and serve as models for how to effectively use and balance various instructional practices and incorporate higher-order, deeper thinking. The Leadership Coordinators will be responsible for aggregating the observation data and collaborating with the Leadership Coordinators, Model Teachers, and PLC Leaders to drive professional development.

Professional Learning Communities (PLC)

PLC Leaders will facilitate ongoing professional conversations that occur through our regularly scheduled, collaborative meetings. Regular planning and coordination will occur between the PLC Leaders, Model Teachers, and the building administrators. These collaborative sessions will empower staff as we learn from each other, support each other, and challenge each other. The Leadership Coordinators will provide data analysis to PLC Leaders for use in strengthening instruction and developing student interventions.

Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Part IV – Mentoring

We do not feel that our current mentoring and induction program is fully meeting the needs of our beginning educators. We have based this conclusion on feedback from experienced Mentor Teachers who feel that the program requires beginning educators to do “busy work” as opposed to helping them achieve excellence in their teaching practices. As a TLC committee we are committed to making something that is good into something that is great.

Data from a survey of graduates of the current mentoring and induction program shows that the vast majority appreciates having a Mentor Teacher with whom they can establish a relationship. One beginning educator said, “Meeting regularly with my Mentor Teacher has helped me the most. My Mentor Teacher has been helpful in guiding me through tough decisions or experiences that I am not used to especially with parent communication regarding students.” Other comments in the survey lead to the conclusion that the relationship between the Mentor Teacher and beginning educator is more important than a program of paperwork. Another beginning educator said, “It was nice to have someone to just talk to about how things are going when it comes to teaching. We had an open environment where I felt I could ask or say anything about what was bothering me or going well. I received honest feedback from my Mentor Teacher, and that was helpful.”

Based on this feedback, we will design a two-year district mentoring and induction program that contains the following elements. These improvements will make the program more meaningful and practical for the beginning educators and for teachers new to the district:

- There will be at least one trained Mentor Teacher in each of the four buildings in our district to support beginning educators and teachers new to the district.
- Beginning educators and teachers new to the district will attend a one-day orientation before school starts facilitated by Mentor Teachers. They will receive a \$200 stipend for the day.
- Beginning educators will observe Mentor Teachers at least once per trimester to see practical demonstrations of effective classroom strategies.
- Mentor Teachers will observe beginning educators at least once per trimester in order to provide feedback regarding the beginning educator’s classroom practices. Mentor Teachers will also use the observation to provide support as needed. TLC funds will be utilized for substitute teachers so Mentor Teachers and beginning educators can observe each other. These funds may also be used so that beginning educators can observe Model Teachers
- The Mentor Teachers and beginning educators will meet at least once every other week on a semi-formal basis but will have the flexibility to meet as needed. This will improve collaboration between the Mentor Teachers and beginning educators
- Teachers new to the district will be paired with Mentor Teachers to help them acclimate to Southeast Valley. This relationship will provide teachers new to the district with educators they know they can go to with questions.

A new piece of our mentoring and induction program will be for Mentor Teachers to collaborate with teachers who are new to the district. Previously, this group has never been formally mentored as to the climate and culture of individual buildings. With the TLC framework, we hope to support experienced teachers as they become part of our community by guiding them with the knowledge and support needed to be successful in their first year at Southeast Valley.

TLC funds will be used to pay stipends to beginning educators and teachers new to the district for attending the one-day orientation before school starts. The funds will also be used to pay for substitute teachers so Mentor Teachers and beginning educators can observe each other. Mentor Teachers will receive a \$500 stipend per experienced teacher new to our district. Mentor Teachers will receive a \$1,000 stipend per beginning educator each year.

Mentor Teachers will be selected based on the criteria spelled out in Part VI.

We feel that our plan will improve entry into the profession because it will rely on practical application that will benefit

beginning educators. This plan will focus on the development of a positive relationship between Mentor Teachers, beginning educators, and teachers new to the district.

Narrative

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

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

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

Part V – Leadership Roles

The Southeast Valley (SV) TLC plan was developed to provide differentiated roles for teachers to pursue. At least 25% of the staff will participate in the four teacher leadership positions described below. Together, all teacher leaders will collaboratively work to improve teaching and learning throughout the district.

Leadership Role	Expectations	Compensation and Time
3 Leadership Coordinators (Pre-K-4, 5-8, and 9-12)	<ul style="list-style-type: none"> • Designs/Facilitates PD based on district goals and initiatives • Leads implementation of PD • Collaborates with PLC leaders to build understanding of content standards and plan instruction and assessment • Collects, organizes, and displays formative and summative data • Leads analysis and interpretation of data for instructional decision making • Guides discussion of student performance • Helps set goals for improving teaching and learning 	<ul style="list-style-type: none"> • 50% or 100% leadership duties • \$7,000 stipend • 10 extended contract days
4 Model Teachers	<ul style="list-style-type: none"> • Demonstrates strategies and has collaborative conversations regarding strategies • Provides ideas for differentiating instruction and planning lessons • Structures opportunities for teachers to practice newly learned skills • Assists colleagues by sharing instructional and professional resources 	<ul style="list-style-type: none"> • 100% classroom duties • \$4,000 stipend • 5 extended contract days
4 Mentor Teachers	<ul style="list-style-type: none"> • Establishes a relationship with beginning educators • Inducts educators new to SV • Collaborates with other teacher leaders to facilitate school improvement initiatives • Observes mentee and provides feedback relating to ITS 	<ul style="list-style-type: none"> • 100% classroom duties • \$1,000 stipend per beginning teacher • \$500 stipend per experienced teacher • Extended contract days
20 PLC Leaders	<ul style="list-style-type: none"> • Facilitate PLCs to identify student and teacher learning needs and how to meet them • Creates a collaborative culture • Facilitates development of common assessments • Ensures teachers focus on practices that directly improve student learning 	<ul style="list-style-type: none"> • 100% classroom duties • \$2,000 stipend • Extended contract days

The Leadership Coordinators, Model Teachers, PLC Leaders, Mentor Teachers, and administrators will form the PD

Leadership Team. They will review building-level student data, CSIP goals, and AYP results to determine areas of need and assist in development of a district-wide PD plan. The PD Leadership Team will collect and analyze student data. The Leadership Coordinators will instruct staff on how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and Tier III instruction. The Leadership Coordinators will work together to determine where the greatest needs are in relation to instruction. All teacher leaders will work together to develop and deliver PD based on the analysis of data.

The Leadership Coordinators will lead goal setting and instructional strategy selection. Strategies will be selected based on data to ensure that the goals support the implementation of the Iowa Core. PLC Leaders will lead conversations to engage their peers in analyzing and using student data to strengthen instructional practices. PLC coaches will facilitate the peer review process with their team members.

Model Teachers, in collaboration with the Leadership Coordinators, will review instructional resources to select the most effective, evidence-based materials and strategies for improving teaching and learning and increasing student achievement based on the Iowa Core.

The Teacher Leaders will design whole group PD to include theory, demonstration, practice, and collaboration. Model Teachers, PLC Leaders, Mentor Teachers, and/or those with the necessary expertise will deliver district and building PD. PLC Leaders will facilitate the study and implementation of strategies. Model Teachers will demonstrate strategies and follow up with the observing teacher(s) to collaborate about implementation.

Our PLC structure is an example of collaboration PK-12 and supports one of our district's fundamental goals. PLC Leaders will lead PLC work through collaborative design and facilitation of professional learning when implementing MTSS. PLC Leaders will collaborate with Leadership Coordinators and building administrators.

All teacher leaders will focus on assisting teachers with implementing the priorities of the district for improving teaching and learning through the PLC structure.

Implementation data will be collected through surveys, student data, and anecdotal evidence. The PD Leadership Team will use this data to create and implement purposefully based PD through the existing PLC structure.

Leadership Coordinators will collect and analyze PD implementation data to monitor progress through surveys and student achievement data. The results of the formative data analysis will be shared with staff and used to make adjustments with implementation.

The PD Leadership Team will use the following data to measure the effectiveness of the district PD plan:

- student achievement data
- implementation data
- walkthrough data

This information will be shared with the district's stakeholders.

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

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Part VI – Teacher Leader Selection

In an initial survey taken of Southeast Valley staff, one respondent stated, “. . . the majority of staff and students would benefit by placing quality people in the various positions described . . .” It was also recommended that “. . . positions only be filled with people truly interested and well qualified.” The TLC committee has developed a selection process that we feel will recruit and select quality teachers for the leadership positions.

The selection process includes multiple measures for examining past effectiveness and professional growth. This is crucial in determining which teachers will be best suited by both temperament and skill to work with their colleagues. Leadership positions will be posted with job requirements – including at least three years of teaching experience and one year of experience in the district. Postings will include duties and responsibilities, extra contract days, salary supplements, and the requirement that an annual review of the assignment will be conducted. A selection committee will accept applications, screen candidates, conduct interviews, and make recommendations to the superintendents regarding the final selection of candidates.

Recruitment:

Meetings will be held in each building to share the teacher leadership opportunities. Teachers who have been in the SV district at least one year and also have at least three years of teaching experience will be notified of their eligibility. Teacher leadership positions will be posted and the TLC planning committee will encourage teachers to apply.

Selection Committee:

The Selection Committee will consist of teachers and administrators with membership changing based on the building employing the teacher leader and the applicant pool for the position. When positions are hired in a particular building, the principal and one teacher from that building will be included in the Selection Committee. The Selection Committee will accept and review applications for assignment, accept and review applications for reassignment, and make recommendations to the superintendent.

Application Process:

All teacher leadership candidates will participate in a rigorous application process commensurate with the responsibilities of the position that may include the following:

- A letter of application explaining why they want the position and why they believe this position is important to the district
- A resume screened for evidence of continued growth as a professional and prior leadership experiences
- Written responses to several prompts designed to help determine past effectiveness, professional growth, and dispositions for working with peers
- Two letters of recommendation that speak to effectiveness and professional growth (at least one letter must be from a peer)
- Take part in an interview with the designated Selection Committee

	Leadership Coordinator	Model Teacher	Mentor Teacher	PLC Leader
Letter of application	X	X	X	X
Resume that demonstrates professional growth	X			
Questions applicable to leadership roles	X	X	X	X
Two letters of reference (at least one letter must be from a peer)	X			

Interview X X X X

Selection Process:

The Selection Committee members will develop a checklist/rubric to screen application materials and select candidates to interview. The checklist/rubric will be based on the self-assessment tool created by the Center for Strengthening the Teaching Profession. Candidates will be assessed using a consensus building process. Committee members will assess candidates for evidence of their abilities to work with adult learners, collaborate, communicate, and effectively use pedagogy to teach content. Candidates should also have knowledge of their building, district, and communities. When a teacher leader is applying for reassignment or a new position, peer feedback regarding the effectiveness of the teacher leader will be used in the selection process.

Annual Review of Assignment:

For the Annual Review of Assignment, the Selection Committee will examine the following evidence:

1. Each teacher leader will demonstrate continuous self-improvement using a self-assessment tool developed by the Center for Strengthening the Teaching Profession throughout the year. As part of this self-reflection, they will develop and follow a professional growth plan based on their strengths and areas for growth (Measure of professional growth).
2. Feedback from peers (surveys/interviews) will be collected regarding their experiences with teacher leaders (Measure of effectiveness).

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Part VII – Professional Development

All Southeast Valley (SV) teacher leaders, in collaboration with administrators and the Teacher Quality Committee, will be responsible for planning and implementing professional development. The goals of professional development are to promote collaboration and improve student achievement through more effective instruction.

IPDM Key Element

Teacher Leader Responsibilities

Establish PD Leadership Team

Leadership Coordinators, Model Teachers, PLC Leaders, Mentor Teachers and administrators will review building-level student data, CSIP goals and AYP results to determine areas of need and assist in development of a district-wide PD plan.

Collect and Analyze Data

The PD Leadership Team will collect and analyze student data. The Leadership Coordinators will instruct staff on how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and Tier III instruction. The Leadership Coordinators will work to determine where the greatest needs are in relation to instruction. All teacher leaders will work together to develop and deliver PD based on the analysis of data.

Goal Setting & Student Learning

Leadership Coordinators will lead the goal setting and instructional strategy selection. Strategies will be selected based on data to ensure that the goals support the implementation of the Iowa Core.

PLC Leaders will lead conversations to engage their peers in analyzing and using student data to strengthen instructional practices. PLC coaches will facilitate the peer review process with their team members.

Selecting Content

Model Teachers, in collaboration with the Leadership Coordinators, will review instructional resources to select the most effective, evidence-based materials and strategies for improving teaching and learning and increasing student achievement based on the Iowa Core.

Designing Process

The Teacher Leaders will design whole group PD to include theory, demonstration, practice, and collaboration.

Training and Learning Opportunities

Model Teachers, PLC Leaders, Mentor Teachers, and/or those with the necessary expertise will deliver district and building PD. PLC Leaders will facilitate the study and implementation of strategies.

Model Teachers will demonstrate strategies and follow up with the observing teacher(s) to collaborate about implementation.

Collaboration	Our PLC structure is an example of true collaboration PK-12 and supports one of our district's fundamental goals. PLC Leaders will lead PLC work through collaborative design and facilitation of professional learning when implementing MTSS. PLC Leaders will collaborate with Leadership Coordinators and building administrators about PLC processes.
Implementation	All teacher leaders will focus on assisting teachers with implementing the priorities of the district for improving teaching and learning through the PLC structure. Implementation data will be collected through surveys, student data, and anecdotal evidence. The PD Leadership Team will use this data to create and implement purposefully based PD through the existing PLC structure.
Formative Evaluation	Leadership Coordinators will collect and analyze PD implementation data to monitor progress through surveys and student achievement data. The results of the formative data analysis will be shared with staff and used to make adjustments with implementation.
Program Evaluation	The PD Leadership Team will use the following data to measure the effectiveness of the district PD plan: <ul style="list-style-type: none"> • student achievement data • implementation data • walkthrough data from building principals This information will be shared with the district's stakeholders
Developing Individual Career Development Plans	Individual teachers will be supported by the Leadership Coordinators and PLC Leaders in writing, implementing, and assessing progress on their Individual Career Development Plans.

This structure supports a purposeful system for professional development that aligns the individual professional development of teachers with building and district goals.

Using Part 8 application narrative from previous submission? **No**

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Part VIII – Monitoring the Plan

Careful monitoring of Southeast Valley's teacher leadership system is key to its long-term success for teachers and students. Just as teachers use feedback to determine next steps for instruction, our system will use feedback to make both short- and long- term adjustments to the implementation of the program. By creating a system with a multifaceted feedback loop, we can use the information gathered to provide us with a comprehensive understanding of the current state of our teacher leadership program, weaknesses we need to mitigate, and strengths we can build on.

SV Goal 1: Increase student achievement through improved instructional practices (Aligned to State Goal 5)

District Goals:

- Professional Learning Communities (PLC) will be implemented for teachers to collaboratively analyze student data, identify needs, and make instructional decisions to meet the needs of all students
- Teachers will conduct Instructional Practices Inventory (IPI) observations to collect data for teachers to review in order to refine instructional practices that increase the amount of time students are engaged in higher levels of thinking

Short Term:

- Standardized testing data
- IPI data
- Clarity data

Long Term:

- Standardized testing trends
- AYP/SINA/DINA status
- IPI trends
- Clarity data trends

SV Goal 2: Promote collaboration among teachers by developing Professional Learning Communities (Aligned to State Goal 3)

District Goals:

- By August 2015, PLCs will engage 100% of the faculty in collaborative learning opportunities
- PLC teams will meet regularly to create common formative assessments, collect and analyze student data, and use the data to make instructional decisions

Short Term:

- PLC meeting logs
- PD survey results
- PLC evaluations

Long Term:

- Student achievement data
- Retention rate of teachers
- School climate data

SV Goal 3: Attract new teachers and ensure they are effective (Aligned to State Goals 1 & 2)

District Goals:

- Raise base salary for new teachers to \$33,500
- 100% of beginning teachers receive a Standard License
- Create a district marketing plan for attracting new teachers

Short Term:

- Annual survey of mentoring & induction program.
- Teacher evaluation & licensure process

Long Term:

- Increased number of teachers applying for open positions.
- HR records

SV Goal 4: Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2)

District Goals:

- By spring 2016, we will have TLC leadership positions filled with qualified individuals who are invested in the implementation of the TLC plan
- By fall 2016, we will implement the new in-house mentoring and induction program

Short Term:

- Annual survey of mentoring & induction program.

Long Term:

- District teacher retention rates

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

District Goals:

- By spring 2016, we will have TLC leadership positions, representing 25% of our faculty, filled with qualified individuals who are invested in the implementation of the TLC plan

Short Term:

- Rubric for application process.
- Surveys regarding effectiveness of teacher leaders

Long Term:

- Sufficient applicants for teacher leaders positions and retention in leadership roles

Using these short- and long- term measures will help the district determine the impact and effectiveness of our TLC system.

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

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

Part IX – Sustaining the Plan

At Southeast Valley (SV), we are equipping all teachers to lead. Our plan provides for teacher leaders to be thoroughly trained for their role and responsibilities. Our intent is for teacher leaders to become experts in their roles and model for other teachers how to serve as a teacher leader as means for other teachers to prepare for future leadership roles. The district has already invested in this goal by sending 10 staff members to PLC training during the summer of 2015.

The TLC plan is rooted in past successful initiatives:

- MTSS (PBIS/RTI):** Initial training for PBIS began for Prairie Valley in 2010 and Southeast Webster Grand began training in 2012. In the fall of 2014, at the start of whole grade sharing for the two districts, the work began to bring the two PBIS programs together. The PBIS programs were crucial in bringing the teachers and students to a common understanding of expectations. Both PBIS and RTI were identified at a district brainstorming session as initiatives that need to be continued.
- Summer Reading Program (ELA):** This pilot program involved 21 elementary students. With support from the Prairie Lakes AEA, these students were bussed to the school each week for reading instruction and support to prevent summer regression. Through teacher leadership, this program can be expanded in the future.
- Instructional Rounds:** A group of staff members participated in Instructional Rounds during the 2014-15 school, led by Jeff Herzberg from Prairie Lakes AEA. This laid the groundwork for future training in Instructional Practices Inventory (IPI) and created a climate of openness for our staff to have other teachers observe their classrooms and be receptive to teacher leaders.
- Technology Integration:** SV provides every student in grades 5-12 with a Chromebook. Bandwidth has been increased and hardware has been upgraded in most buildings, leading to more consistent access to the Internet.

The TLC plan will be successful over time through the involvement of various stakeholders and the conscientious monitoring of the TLC system: Both districts that encompass SV have a rich history of involving stakeholders in all aspects of the educational system. The TLC design process mirrored the same process used to bring our two districts together, both stressing input from various stakeholders. A foundation for using facilitated processes to authentically engage stakeholders was established through workshops facilitated by AEA personnel. In November of 2014, a meeting of K-12 staff members from both districts led to the creation of a “Start/Stop/Continue” document that helped to align student learning experiences to our guiding principles. These guiding principles were further developed by the SIAC through a facilitated process led by Julie Graber of Prairie Lakes AEA.

Teachers contributed in-depth to the development of the TLC plan through discussion with TLC team members and a survey designed to identify needs and the level of teacher interest in teacher leader roles. Teachers indicated interest in all the teacher leader positions that are being proposed. The most interest was in mentor teachers and model teachers.

The plan will be monitored and improved through ongoing evaluation by the District Leadership Team (DLT), which includes TLC Sub-Committee members. The DLT reports progress to the School Improvement Advisory Committee, which includes parents, community members, students, teachers and administrators.

The TLC plan addresses gaps in our system:

It provides needed support for:

- Instructional improvement that support the needs of teachers to better meet the needs of students
- Constant monitoring, utilizing short- and long- term measures to monitor implementation
- Frequent communication throughout the system
- Opportunities to develop teacher leaders

Key district personnel will be responsible for the success of the TLC plan:
Superintendents

- Communicate program and progress to stakeholders
- Facilitate DLT
- Review recommendations for teacher leadership selections
- Collaborate with DLT to monitor and adjust program as needed
- Monitor and supervise use of TLC funds

Building Administrators

- Support alignment of curriculum, instruction, and assessment
- Participate in selection, evaluation, and support of teacher leaders
- Facilitate instructional support at building level
- Monitor implementation of the plan at building level to ensure success
- Communicate the needs of teacher leaders

We recognize the challenges of implementing and sustaining a teacher leadership program. However, we are confident that the groundwork we have laid, the infrastructure we have in place, and the communication, feedback, and collaborative systems we have planned, will work together to ensure the success of our teacher leadership program.

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.	\$15,983.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$42,051.10
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).	\$91,281.54
Amount used to provide professional development related to the leadership pathways.	\$15,000.00
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>	\$4,000.00
Totals	\$168,315.64

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	538.3
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$168,315.64
Total Allocation	\$168,315.64

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$168,315.64
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

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

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

Part X – Budget

Southeast Valley (SV) is in the process of working to improve student achievement. Combining Southeast Webster-Grand and Prairie Valley School Districts has brought new challenges, and we are working diligently to create a new culture and climate that all SV patrons can be proud of and will support. Due to SV consisting of many small, rural communities, we need a system that will allow us to recruit and retain high quality teachers. This is what has led us to apply for the TLC grant.

We have identified the following goals as imperative in helping us to become a “destination district”:

1. Increase student achievement through improved instructional practices. (State Goal 5)
2. Promote collaboration among teachers by developing Professional Learning Communities. (State Goal 3)
3. Attract and retain new teachers and ensure they are effective instructional leaders.(State Goal 1 & 2)
4. Retain effective teachers by providing enhanced career opportunities. (State Goal 2)
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation. (State Goal 4)

Our plan includes five teacher leader roles for the district. The TLC Leadership Coordinators will be responsible for monitoring the implementation of the teacher leadership system, working with administrators to identify “just in time” professional development, and helping to plan and lead professional development. PLC Leaders will guide Professional Learning Community (PLC) teams in analyzing student data and selecting instructional strategies to improve student learning. Mentor Teachers will provide support to teachers new to the profession, as well as teachers that are new to the district. This support will include modeling teaching strategies, observations, sharing of resources, and providing constructive feedback. Model Teachers will open their classrooms for other teachers to observe implementation of instructional strategies and initiatives. All teacher leaders will play a role in the professional development of teachers.

In addition to our five "District Destination" goals listed above, SV's plan is to increase student achievement and academic proficiency levels by analyzing student learning through scheduled, sustained and consistent professional collaboration time for our educators; increase student engagement levels while analyzing levels of rigor, relevance and relationships in all SV classrooms; and improve overall student performances by personalizing the educational experiences and diverse opportunities for all students: PreK-12.

Our local achievement data (formative and summative) in combination with our district goals, determined the leadership positions that are outlined in our TLC proposal. These positions need the following budget allowances:

1) Teacher Leadership Coordinators / Instructional Coaches (.50 - 1.0 FTE) 1.5 FTE- \$10,500 (does not include FICA/IPERS)

- FTE-50% to 100% out of the classroom (engages in 50-100% coordination of TLC program and Prof. Dev. planning, and 50% instructional coaching).

- Responsibilities for researching best practices - CEI, PD trainings, Tech.integration and data analysis.

- \$7,000 in increased compensation which includes extended contract of 10 additional days

1a) TLC Replacement Teachers (1.5 FTE) \$75,000

- \$75,000 to hire replacements for TLC Leadership Coordinators

- 1.5 FTE

2) Model Teachers (2.0 FTE) - \$4,000 (Does not include FICA/IPERS)

- 2 Model Teachers - No time out of the classroom

- \$4,000 in increased compensation which includes 5 extended contract days

- Demonstrates strategies and has collaborative conversations regarding instructional strategies, authentic lessons, assessments

3) Mentor Teachers (2.0 FTE positions) - \$2,000 (Does not include FICA/IPERS)

- 2 Mentor Teachers

- \$1,000 in increased compensation per beginning teacher
- \$500 in increased compensation per experienced teacher
- Extended contract days and/or hours : 5 days

4) Professional Learning Community (PLC) Leaders/Coaches (10.00 FTE positions) - \$20,000 (Does not include FICA/IPERS)

- 10 positions- No time out of the classroom
- \$2,000 in increased compensation
- Extended contract days and/or hours : 5 days

5) TLC substitute teachers - \$7,000 (Does not include FICA/IPERS)

- Substitute teachers will be needed while teacher leaders are at trainings and/or observing colleagues.

IN ADDITION... other TLC budgeted areas---

6) Professional Development- \$15,000

- Also included in the TLC budget is necessary funds for professional development for workshops, trainings, research actions, etc.
- PD is set at \$15,000

7) Miscellaneous TLC items - \$4,000

- \$4,000 is set aside for supplies, technologies, materials, etc.

PLC Leaders \$2,000 X 10 PLC Leaders 5 per building	Lead and report on PLC before and after school 5 days extended contract	\$20,000
Mentor Teachers \$2,000 1 per building x \$1000	5 days extended contract	\$2,000
Leadership Coordinators \$7,000 X 1.5 100% out of classroom	Extended contract 10 day @ \$250 = \$3750	\$10,500
Model Teachers \$4,000 \$2000 x 2	5 days extended contract	\$4,000
minimum to \$33,500		\$16,000
Professional Development		\$15,000
Substitute Pay		\$7,000
Replacement Teachers 1.5 in each district		\$75,000
Benefits (FICA, IPERS, etc)		\$14,815
Miscellaneous - office furniture, technology, mileage		\$4,000