



### Application

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

153945 - St. Ansgar Community School District TLC Application  
 Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 2016-02-05 05:34:04

Signature: Jody Gray

Submitted By: Jody Anne Gray

### Applicant Information

#### Project Officer

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 206 E. 8th St.

City\* St. Ansgar Iowa 50472  
City State/Province Postal Code/Zip  
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Program Area Teacher Leadership and Compensation  
 of Interest\* System

Fax: 641-713-4042

Agency Administrative Services, Iowa  
 Department of

#### Organization Information

Organization Name:\* St. Ansgar Community School District

Organization Type:\* K-12 Education

DUNS: 08-998-3258

Organization Website: www.st-ansgar.k12.ia.us

Address: St. Ansgar Community School District  
 206 E. 8th St.  
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Benefactor  
Vendor  
Number

### Cover Sheet-General Information

#### Authorized Official

Name\* Jody Gray

Title\* Superintendent

Organization\* St. Ansgar Community School District  
If you are an individual, please provide your First and Last Name.

Address\* 206 East 8th St.

City/State/Zip\* St. Ansgar Iowa 50472  
City State Zip

Telephone Number\* 641-713-4681

E-Mail\* jgray@st-ansgar.k12.ia.us

**Fiscal Officer / Agent**

Please enter the "Fiscal Officer" for your Organization.

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

Name\* Lisa Groth

Title

Organization

Address

City/State/Zip Iowa 50472  
City State Zip

Telephone Number

E-Mail

County(ies) Participating,  
Involved, or Affected by  
this Proposal\* Mitchell County

Congressional District(s)  
Involved or Affected by this  
Proposal\* 1st - Rep. Rod Blum (R)  
Congressional Map

Iowa Senate District(s)  
Involved or Affected by this  
Proposal\* 26  
District Map

Iowa House District(s)  
Involved or Affected by this  
Proposal\* 51  
District Map

## Minority Impact Statement

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### Question # 1

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

No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. \*

No

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

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

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

Indicate the group(s) negatively impacted.

**Question # 3**

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

Yes

If YES, present the rationale for determining no impact.

We have very few minority students at St. Ansgar CSD.

**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.\*

Jody Gray

Title of Person Submitting Certification\*

Superintendent

**Recipient Information**

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**District\***

St Ansgar Community School District  
Use the drop-down menu to select the district name.

**County-District Number\***

66-5751  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

**Honorific**

**Name of Superintendent\***

Jody Gray

**Telephone Number\***

641-713-4681

**E-mail Address\***

jgray@st-ansgar.k12.ia.us

**Street Address\***

206 E. 8th St.

**City\***

St. Ansgar

**State\***

Iowa  
Use the drop-down menu to select the state.

**Zip Code\***

50472

## TLC Application Contact

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### Honorific

**Name of TLC Contact\*** Jody Gray  
**Telephone Number\*** 641-713-4681  
**E-mail Address\*** jgray@st-ansgar.k12.ia.us  
**Street Address\*** 206 E. 8th St.  
**City\*** St. Ansgar  
**State\*** Iowa  
Use the drop-down menu to select the state.  
**Zip Code\*** 50472

## Demographic Profile

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**October 2014 Certified Enrollment** 635  
**October 2014 Free/Reduced Lunch %** 36  
**AEA Number** 267

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

**TLC Model Number\*** Model 3 – Comparable Plan

## Narrative

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**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

The vision of the STA Teacher Leadership & Compensation Plan is: "To provide the highest quality education, the STA Community School District will empower teachers to strengthen their leadership skills & expertise in technology, curriculum & instruction to implement a system of professional collaboration & support for new & career teachers, compensating the teacher leaders commensurate with their professional training & preparation." The goals of the TLC Plan are aligned with the district's vision & mission statement. To ensure a tiered support system the STA TLC plan is aligned to the IPDM, as well as the district's C-PLAN & PD Plan. During the 2013-2014 school year the STA SIAC revised our district's mission statement, vision & motto, in addition to our district long range goals, to help guide the district. A Comprehensive District Needs Assessment provided input from community, parents, board & staff. Our mission statement, "Fostered by a cooperative effort between the STA School District & community, our mission is to provide the highest quality education in a secure, positive, & challenging environment, empowering all students to reach their full potential" reflects the belief that all students can achieve at high levels & the district's commitment to make it happen. Our vision, "Educating every student, every day, with quality learning opportunities" supports an innovative teacher leadership system with high expectations for all to meet individual student needs. Stakeholder commitment to the district's mission & vision supports successful implementation of the TLC Plan. The TLC Plan creates a clearly defined teacher leadership model that provides additional compensation, learning opportunities & leadership pathways for beginning, developing & highly qualified teachers. The TLC Committee identified the following measurable goals:

- MTSS implementation
- implementation, alignment & assessment of the Iowa Core

- use of multiple data sources to drive instruction, PLCs & PD
- provide support & mentoring to new teachers
- research-based technology integration

Based on a review of literature, district needs & initiatives, data analysis, & stakeholder survey results, the TLC committee identified three differentiated teacher leadership roles: instructional coach, induction coach, & teacher leaders (SALT & MTSS). The instructional coaches will serve as full-time teacher leaders, while the induction coaches & teacher leaders will hold full time teaching contracts.

While each teacher leader role is clearly defined, collaboration fosters best practices & builds shared responsibility & accountability in strengthening instruction. The district's commitment to empower all students to reach their full potential relies on teacher leaders' ability to create & sustain a truly professional learning community. Teachers analyzed student achievement data & survey results & identified four professional learning initiatives: 1) Implementation of Effective PLCs; 2) Iowa Core Alignment; 3) MTSS Implementation; & 4) Research-Based Technology Integration. General responsibilities for each teacher leader role are:

**Instructional Coaches** will coach individuals &/or groups of teachers in skills & strategies essential for the PLC process, Iowa Core alignment, instructional strategies, & MTSS strategies. Differentiated coaching will meet diverse teacher needs: integration of technology, personalized learning, data analysis & progress monitoring of students' goals. Two instructional coaches will be selected.

**Induction Coach** will increase retention & effectiveness of beginning teachers by helping them understand the district's culture, procedures, initiatives, & expectations. The coach will lead our district's mentoring & induction program. One induction coach will be selected.

**Teacher Leaders** - Each of our three district buildings (elementary, middle, & high school buildings) will have two teachers serving in this school leadership team role. The staff in this role will collaboratively design & deliver PD & develop action plans based on data analysis. Each of our 3 district buildings will also have 2 teachers serving in this school leadership team role as members of the MTSS team. The staff in this role will assist with monitoring of MTSS groups, facilitate the analysis of student data & formulate an action plan to improve instruction focused on increasing student achievement & work with the district leadership team members (SALT) to plan, develop, deliver & monitor implementation of PD.

The PLC process will provide a continuous improvement framework to center teaching on Iowa Core essential skills, teacher analysis & reflection of instructional practices & improve student learning. Teacher leaders will support accelerated learning through four essential questions: What skills/knowledge do we want students to know? How will we know if they have learned them? What will we do if they don't? What will we do if they already know them?

The TLC Committee selected Model 3: The proposed teacher leadership roles developed in this plan will improve student achievement by strengthening Iowa Core instruction, supporting the growth & development of all teachers & mentoring new teachers, supporting current & future MTSS programming, facilitating the integration of technology in instruction & integrating the effective use of data to inform instruction.

The Site Based Review Council (SBRC) will use a variety of methods to support & monitor the TLC plan. Teacher leaders will analyze teacher & student data, set goals for teacher & student learning, monitor progress & plan for their own professional learning. Hiring & retention data, teacher implementation & walk-through data & student achievement data will be collected, analyzed & shared as a component of a continuous improvement cycle.

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

**TLC Model Number**                      Model 3 – Comparable Plan

## ***Narrative***

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

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

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

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

Part 1- Use of Planning Grant

Our first step in the planning process was to gather information about the Teacher Leadership Compensation (TLC) System. Administrators attended AEA267 trainings, met with AEA personnel, and had AEA staff meet with our planning team to share information and answer questions about the TLC System. Our team received information, planning documents, feedback in exploring the options, and benefits of participating in the TLC system. Each member of the team received a copy of the book, Taking the Lead by Joellen Killion and Cindy Harrison to gain a better understanding of the roles for school-based coaches and teacher leaders. The team consisted of one school board member, four teachers (3 are association members), one parent and three administrators.

After increasing our knowledge of the TLC system our next step was to identify our district needs. This was accomplished through discussions with the staff, school board and district advisory committee and analysis of data from our Community District Needs Survey, the Clarity Survey (technology - students and staff), Climate/Culture survey questions regarding teaching strategies, our mentor/mentee survey and our staff survey regarding needs to improve instruction, we began forming our plan. Some team members attended the 2nd Annual Leveraging Teacher Leadership Institute in Des Moines to gain additional knowledge. The next step was to write our plan - allowing for transparency and feedback by sharing the Google doc with all stakeholders. Committee members spent 30+ hours meeting together to discuss the plan and 100+ hours outside of meetings gathering and contributing to the planning and writing process. Many elements were discussed including: cost of substitutes to replace teachers out of the classroom, purchasing of resources, staff training to most effectively implement our chosen model, and the impact on students when exemplary teachers are taken out of the classroom. Updates on the grant were shared with staff, the parents and the board. After much consideration we selected Model 3, the Comparable Plan Model. We believe our MTSS work (literacy and math), mentoring plan and 1:1 laptop/iPad initiatives will be further enhanced by our choice. We have a continued desire to attract quality teachers, promote increased collaboration and communication between staff members, reward professional growth and effective teaching, and above all, to increase student achievement by strengthening instruction. Student data collected via standardized tests such as: Measures of Academic Progress (MAP), FAST, and Iowa Assessments inform us that our students need better instruction.

Use of Planning Grant Funds

Available Funds - \$7,381.26 The planning grant paid for travel expenses, conference fees, allowed for collaboration during school hours, provided compensation for time spent at meetings outside of the school day and in the summer, and was used to purchase books.

Teachers showed support and commitment for the plan through survey responses. Evidence of the planning process was kept and shared; staff could comment on the plan and help the committee revise. Information was presented at staff meetings. Initial comments were overwhelmingly in support of adding new positions to better academic progress. 100 percent were supportive of our goals. Staff showed commitment with an overwhelming majority indicating an interest in working with an instructional/technology coach to assist with implementing research-based strategies, MTSS, Iowa Core implementation, standards-based planning, classroom coaching, technology integration to improve student engagement and performance. Administrators were in support of the plan from the beginning. All administrators served on the planning and writing committee for our plan. Parents/stakeholder groups: Information about the TLC grant was shared at the SIAC meeting among members.

After hearing the information the SIAC members showed eager support in writing the plan and implementing the proposed leadership roles. They were 100% in support of our plan and felt that the plan would help our district increase academic success. Our entire school board is excited about the opportunities this grant would provide to help all of our teachers grow and improve instruction for students.

## Narrative

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Using Part 2 application narrative from previous submission?  Yes

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

### State Goals:

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

### Part 2 - Vision & Goals

District Mission Statement: Fostered by a cooperative effort between the STA School District & community, our mission is to provide the highest quality education in a secure, positive & challenging environment, empowering all students to reach their full potential.

TLC Vision: "To provide the highest quality education, the STA School District will empower teachers to strengthen their leadership skills & expertise in technology, curriculum & instruction to implement a system of professional collaboration & support for new & career teachers, compensating the teacher leaders commensurate with their professional training & preparation." STA School has a staff of 46 highly qualified teachers. The district has been able to attract & retain teachers due to its competitive salaries, small school size, quality staff & supportive community. Providing teachers with a plan for career growth & leadership is seen as a positive direction for the district.

The TLC plan vision aligns with the state Theory of Action & district goals. The district believes that the key to increased student achievement is quality teacher instruction. Teacher leadership programs give highly effective teachers opportunities to grow, refine & share their expertise.

Goals: Our TLC goals include:

- MTSS implementation
- implementation, alignment & assessment of the Iowa Core
- use of multiple data sources to drive instruction, PLCs & professional development
- provide support & mentoring to new teachers
- research-based technology integration

The STA School District is a small rural district covering 244 square miles in Mitchell & Worth Counties. Our district attracts quality staff with a very competitive salary schedule. One of our goals is to ensure that our core instruction is meeting the needs of our students. Last year the elementary, middle & high schools were on the watch list for reading. Our Iowa Assessment data shows our students score 83-96% proficient in literacy; 82-93% proficient in math; 85-98% proficient in science and 80-96% proficient in social studies. Two years ago our high school implemented a 1:1 laptop program. The middle school & 5th grade followed suit one year ago. Grades 1-4 currently have access to carts of mini iPads that they share.

## St. Ansgar TLC Plan Goals & How These Goals Advance the Statewide TLC System

One of our goals is to attract able & promising new teachers by offering competitive starting salaries & an effective mentoring & induction program. We need to be able to retain our current staff to provide effective instruction to our students. If we sufficiently compensate teachers; recruit & promote excellent teachers & provide support as they collaborate to refine their practice, we will be able to improve teacher/student performance. The TLC plan is the only way we can compensate excellent teachers beyond the master contract. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers. In our last mentor/mentee survey, the majority of our staff were not satisfied with the current program we are utilizing. With the use of our mentoring & induction coach, we plan to improve our program & tailor it to better meet the needs of our teachers. We will use data from our Mentor/Mentee survey to measure the program's effectiveness.

We need to design opportunities for teachers to collaborate in all curricular areas, especially literacy & math, to provide a common basis for PD, uniting all staff in a district wide goal of literacy & math achievement. We will continue to analyze our data, including results from the IA Assessments, MAP, FAST & ACT testing & will evaluate the effectiveness of the TLC program through increased scores. The instructional coaches & teacher leaders will assist teachers with data collection & analysis. Through the use of these teacher leaders we hope to support our PLC groups & individuals in their work to align curriculum, instruction & assessment of the Iowa Core. Instructional coaches will also assist, observe & provide immediate feedback to teachers as they work to infuse research-based technology practices into all content areas & provide individual/small group technology assistance. Teacher leaders will work to plan PD that assists all teachers in their goal to utilize technology to increase student engagement & proficiency. Student outcomes will improve & using the Iowa Core curriculum as a guiding force, rigor will increase, resulting in higher levels of creativity & problem solving. This will be measured by assessment data, student responses relating to teaching practices on climate/culture surveys & teacher/student responses to the Clarity technology survey. The number of students who will be college & career ready will increase as evidenced by ACT & graduation data.

We will promote collaboration by developing & supporting opportunities for teachers to learn from each other through effective PD, especially in the areas of literacy & math instruction. Our elementary has been implementing MTSS for the past 3 years for literacy. Math be added next year. At the middle school, we are starting our 3rd year of implementing Second Chance Reading. We are in our 2nd year at the high school. We are working on implementing MTSS for literacy & math in the middle & high school next year as well. Our instructional coaches & teacher leaders will play a key role in designing & implementing our district PD. Teachers will have concrete & continuous opportunities to collaborate with others in our district, AEA personnel, & other districts & receive quality job embedded PD & develop a clear system with quality implementation. Criteria & responsibilities of instructional coaches & teacher leaders will be clearly articulated through a set of job descriptions & encouraged through the post-evaluation & observation process.

Using Part 3 application narrative from previous submission?\*

Yes

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

Part 3 - Connect to District School Improvement Structures and Initiatives

The St. Ansgar CSD motto says "Every student, every day; striving to be the best!" As a district, we continue to help every student become a lifelong learner and leader. All of our TLC efforts to improve student learning are tied directly to our Iowa CORE Plan. To fulfill our motto we are implementing the following primary strategies to positively impact student learning—

(1) Multi-Tiered System of Supports (MTSS)

Our TLC leaders will be an integral part of our STA Leadership Team (SALT). They will assist in implementing supports to improve our MTSS system and instruction time. Currently, the K-5 teachers are implementing the "What I Need" (WIN) Time with their students. This structured instructional process is designed to engage students in literacy concepts based on their needed academic skill set. Our SALT Team and PLC groups help teachers use assessment information which guides them in their planning of lessons during MTSS or other instructional opportunities. The TLC positions will continue to support this process in the K-5 classrooms and increase these practices in the 6-12 classrooms.

## (2) Implementation, Alignment, and Assessment of the Iowa Core

The instructional coaches and teacher leaders will strengthen the district's work with Iowa Core implementation by working with teachers creating the alignment tools and actions plans that will demonstrate full implementation of the Iowa Core in all PK-12 classrooms. The instructional coaches will work with individual and teams of teachers by grade level and department to evaluate current assessments and create new assessments that demonstrate student mastery of the Iowa Core Standards. The instructional coaches will play a vital role in ensuring that 100% of the teaching staff have met this priority.

## (3) Use Multiple Data Sources to Drive Instruction, PLCs, and Professional Development

The instructional coaches and teacher leaders will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The instructional coaches will support the district's efforts in MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. The instructional coaches will assist and train teachers in research-based instructional strategies and progress monitoring of students' goals.

## (4) Provide Support and Mentoring to New Teachers

The STA CSD believes that successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors, professional learning communities for mentors and new teachers, engaged principals, and supportive school environments and district policies. Results of mentor/mentee surveys reveal that the mentoring program provided by AEA267 has not met the needs of our district. The additional funds provided by the TLC plan will help provide funding for our district to develop and maintain our own mentoring program. Our STA TLC Plan will provide the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the State and the STA Schools. Our TLC position will allow us to support and strengthen MTSS, integration of the Iowa Core, data analysis, PD planning, and our mentoring program.

The induction coach will be responsible for supporting the growth and development of beginning teachers. This role supports our C-Plan goal to improve student performance in the areas of reading, math, and science. It also supports STA District Long Range Goals. Our Mentoring and Induction Coordinator will:

- support first and second year teachers
- provide professional development for new teachers
- support new teachers with data collection and analysis
- assist teachers in reflecting on and analyzing their practice
- collaborate with teacher leaders and administration to deliver professional development
- incorporate technology and analysis of data to advance classroom practices in teaching and learning
- promote collegiality and build community among participating new teachers
- collaborate with principals and staff to ensure coherence

## (5) Technology Integration Across All PK-12 Classrooms

The district recognizes the importance of infusing technology into the general curriculum to assist in student instruction and learning. Using the CLARITY data, the instructional coaches and teacher leaders will identify instructional "focus areas" for technology implementation and assist teachers in infusing technology practices into

their general curriculum. The technology infusion will be based on the CLARITY data and in conjunction with the National Education Technology Standards (NETS) for Students. The instructional coaches and teacher leaders will assist and train teachers in research-based instructional technology strategies and develop tools for progress monitoring of students' work.

**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)**

In 2013 there was a significant turnover in staff ~ 1/6th of our teachers. This is not the norm at STA. Typically, we average 1-2 new teachers or less each year. This change in staff reinforced the fact that our mentoring & induction (M&I) program needs to be top-notch to provide a collaborative & supportive environment. Our hope is to continue to keep a tenured staff as we have in the past. Our plan is designed to expand the mentor teacher position & support all teachers new to our district.

### **IMPROVED ENTRY INTO THE PROFESSION FOR NEW TEACHERS :**

While every beginning teacher at STA is assigned a mentor during the first 2 years in the profession, the low numbers often means they are referred to AEA 267 for M&I support. While this meets requirements for M&I, it is not ideal. Like any district, STA has a unique history, culture, & priorities. While a general M&I program offered outside the district can certainly meet some of the needs of beginning teachers, it cannot provide support tailored specifically to the unique context of a district. Current support for new teachers & their mentors has often suffered as it is treated as an additional duty & handled in an ad hoc manner, rather than as an intentional & purposeful piece of a larger system.

### **IMPROVED ENTRY INTO THE DISTRICT FOR CAREER TEACHERS:**

Experienced teachers are more commonly hired to fill open positions at STA. While experienced teachers do not face the same challenges those new to the profession do, STA has implemented a number of changes in recent years that potentially make becoming a part of the STA community a time of significant change. The lack of systemic support for teachers who are new to the district represents a significant gap, which STA's teacher leadership system seeks to address.

For example, an experienced teacher new to STA CSD in 2016-2017 would join a staff that is in year:

- 4 of implementing professional learning communities
- 6 of implementation, alignment & assessment of the Iowa Core
- 3 of MTSS implementation
- 6 of alignment of curriculum, instruction & assessment
- 3 of a 1:1 laptop/iPad initiative
- 3 of utilizing Edmodo

### **Analysis of the current M&I program:**

Presently mentors & mentees are matched by principals according to their teaching assignment. No formal process is in place to select & assign the mentors to new staff. This is done to encourage growth through collaboration. New teachers gain classroom management tips, lesson ideas & other essentials to the profession through their mentor. Mentors & mentees are required to participate in the AEA mentoring program. STA collects data around our M&I program utilizing a mentoring survey. Data collected from this survey indicates that our mentors & mentees would like additional support regarding initiatives & procedures specific to our district. With this grant, we will begin collecting & using survey data focused on Characteristics of Effective Instruction & ICDPs to drive continuous improvement. Our new teacher orientation & our overall mentoring & induction program will be revised by the M&I Coach to better meet the needs of teachers new to our district based on feedback from our mentoring survey.

## Addressing the gaps to improve mentoring

STA's TLC proposal seeks to fund a M&I Coach position that provides additional support to teachers in their first 2 years in the profession. STA's TLC proposal seeks to improve induction into the profession by providing additional support for beginning teachers through a 1:1 mentor in their first 2 years of teaching. Additionally, teachers in their first 2 years of teaching will be supported by 2 days of coverage by a substitute teacher that will allow the new teacher & his/her mentor the opportunity to observe other teachers' classrooms & reflect together on those observations.

Teachers serving as leaders in a mentor & induction position will serve assigned beginning teacher(s):

- as a consultant, providing support related to student needs, standards, curriculum, instruction & assessment
- as a collaborative partner, developing ideas, solving challenges, applying ideas & learning together
- as an observer, providing feedback on classroom management & instruction

## Addressing the gaps to improve induction:

STA's teacher leadership proposal seeks to improve induction into the local system by providing support for teachers new to the district through targeted support by our building-level induction coach.

Additionally, teachers in their first year in the district will be supported with 2 days of coverage by a substitute teacher that will allow the new teacher & his/her mentor the opportunity to observe other teachers' classrooms & reflect together on those observations. The teacher serving as the leader in our M&I Coach position will be responsible for providing immediate support & guidance related to building procedures, grade level or department procedures, day-to-day questions & common curriculum & assessment practices.

The TLC grant will allow our district to tailor our M&I program to better meet the needs of our teachers. While there are topics that will always be included in our program, this will allow our mentors to focus on the ICDP goals & needs of our mentees. The M&I Coach will coordinate local monthly meetings within our district to allow time for our mentors to work with the mentees on challenges the mentees are experiencing & develop timely, effective solutions. The district will gather regular feedback via surveys following each meeting to measure the effectiveness of the mentoring program in an effort to better meet the needs of mentees. Mentors will be provided with training opportunities in addition to district professional learning to increase leadership & coaching capacity. Feedback from monthly surveys will be shared with administration & the leadership team, & the coach will assist in the planning of PD & collaboration opportunities among staff members.

## Narrative

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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 5 - Teacher Leadership Roles

### 1. Description of Differentiated Teacher Leader Roles at St. Ansgar:

1. Instructional Coaches (2) - will coach teachers in skills & strategies essential for the PLC process, Iowa Core alignment, instructional strategies & MTSS strategies.  
Differentiated coaching will meet diverse teacher needs: integration of technology, personalized learning, data analysis & progress monitoring of students' goals.

1/3 time classroom instruction and 2/3 time teacher leadership duties

Qualifications: An instructional coach meets STA's requirements of a career teacher, actively participates in & implements PD with fidelity, demonstrates learning & continuous improvement in teaching, demonstrates gains in student achievement & demonstrates skill in data analysis, use of data to determine student need, design & implementation of interventions & use of data to evaluate effectiveness of interventions (MTSS), possesses the skills & qualifications to assume the leadership role & is evaluated by the district as demonstrating the competencies of an instructional coach. Emphasis will be in the areas of curriculum & technology integration.

Selection: Participation in a rigorous review & evaluation process using the Teacher Leader Model Standards conducted by a site-based review team (SBRT)

Length of Assignment: 1 year

Additional Days: Instructional coach contracts shall be 8 days longer than career teachers & the additional contract days shall be used to work with teachers analyzing data, researching effective strategies & planning PD to strengthen instructional practices

Purpose: To support the implementation of effective instructional strategies

2. Mentoring & Induction Coach (1 position) - will function as the leader of & direct support to all new teachers in the district, differentiating their learning by teacher & experience. This will include providing an understanding about district processes & procedures as well as district-supported instructional programming, strategies & supports. He/she will focus on the Iowa Teaching Standards & criteria, implementing the Iowa Core & understanding the components of being part of a PLC. He/she will also provide support to mentor teachers & facilitate the enrollment of all mentors & mentees in the AEA mentoring program. The coach will also provide opportunities to build mentor/mentee knowledge of current research-based instructional practices & increase leadership capacity.

Regular teaching assignment with stipend for additional coach duties

Qualifications: The Mentoring & Induction (M&I) Coach meets STA's requirements of a career teacher, actively participates in & implements PD with fidelity, demonstrates learning

& continuous improvement in teaching, uses data to determine student need, possesses the skills & qualifications to assume the leadership role & is evaluated by the district as demonstrating the competencies of a M&I coach. Emphasis will be in the areas of communication & effective collaboration.

Selection: Participation in a rigorous review & evaluation process using the Teacher Leader Model Standards conducted by SBRT

Length of Assignment: One year

Additional Days: The M&I coach's contract shall be 1 day longer than career teachers & the additional contract day shall be used to provide district orientation for new teachers

Purpose: To develop, implement & evaluate an effective mentoring program

### 3. St. Ansgar SALT & MTSS Leadership Roles (12 positions)

The district has identified 13 stipend roles to support district initiatives. The successful candidates will be selected from our current teaching staff to serve the needs of our district. These teachers will serve in their stipend roles while maintaining full time teaching assignments.

1. St. Ansgar SALT Team (2/bldg = 6) 100% engaged in student instruction. Stipend for teacher leader duties before/after school

This team will function as the leaders of data analysis & PD in the district. They will collaborate with the instructional coaches, the M&I coach, the MTSS team & district administration to develop & implement effective PD with annual evaluation focused on continuous improvement.

Stipend position over & above teaching assignment

Qualifications: The SALT team member meets STA's requirements of a career teacher, actively participates in & implements PD with fidelity, demonstrates learning & continuous improvement in teaching, uses data to determine student need & possesses the skills & qualifications to assume the leadership role. Emphasis will be in the areas of data analysis & alignment of PD & instructional needs.

Selection: Participation in a rigorous review & evaluation process using the Teacher Leader Model Standards conducted by SBRT

Length of Assignment: 1 year (with preference that team members serve 2 years & then rotate)

b. MTSS Team (2/bldg = 6) 100% engaged in student instruction. Stipend for teacher leader duties before/after school

The MTSS Team will assist with monitoring MTSS groups, facilitate the analysis of student data, formulate action plans to improve instruction focused on increasing achievement & work with the building administration & instructional coaches following each intervention period to set MTSS schedule & monitor implementation

Stipend position over & above teaching assignment

Qualifications: The MTSS team member meets STA's requirements of a career teacher, actively participates in & implements PD with fidelity, demonstrates learning & continuous improvement in teaching, uses data to determine student need & possesses the skills & qualifications to assume the leadership role. Emphasis will be in the areas of data analysis & implementation of effective research-based strategies to improve student achievement.

Selection: Participation in a rigorous review & evaluation process using the Teacher Leader Model Standards conducted by SBRT

Length of Assignment: 1 year (with preference that team members serve 2 years & then rotate)

The STA district currently employs 46.75 faculty members. The number of teachers participating in the TLC program is 15 or 32.1% of our current faculty.

B. Explanation of How each Role Fits Together to Improve Instruction throughout the District:

Instructional Coaches (2)

Duties include but are not limited to:

- Approve teachers' plan & forward to principal for final approval
- Meet with the M&I Coach every 2 weeks to:
  - Share instructional strategies & materials with mentors
  - Provide resources & instructional strategies
  - Review monthly feedback sheets from beginning teachers
  - Discuss PD needs of beginning & mentor teachers
- Meet with SALT Team 5x/yr to:
  - Analyze data from assessments
  - Study research-based strategies & explore which are appropriate for STA
  - Assist in the planning of PD & collaboration opportunities among staff members
  - Assist with carrying out building initiatives & PD
  - Review exit slips teachers complete following each PD

- Lead focused PD on instructional practices
- Meet with MTSS Team every 4-6 weeks to:
  - Analyze data from assessments
  - Study research-based strategies & explore which are appropriate for STA
  - Discuss instructional strategies
  - Engage peers in analyzing & using data to drive & strengthen classroom instruction
  - Assist teachers in interpreting data & developing MTSS plans
- Meet with every classroom teacher a minimum of 3x/yr:
  - Review career plan & goals
  - Provide resources for classroom teacher
  - Conduct coaching cycles with teachers
  - Identify & address student needs based on data
  - Research instructional strategies & materials aligned with Iowa Core & Characteristics of Effective Instruction & share findings with teachers
  - Work with teachers to help implement new strategies, demonstrate model lessons, observe lessons & provide feedback to enhance teachers' self-efficacy
  - Pose questions to generate analysis of student learning
  - Increase the instructional capacity of teachers in MTSS, technology & literacy & math skills integration
- Meet with administrator weekly to:
  - Share schedule
  - Communicate teacher goals & provide progress updates
  - Discuss changes needed in structure for PD to be effective
  - Share research on effective instructional strategies & discuss resources needed for implementation
  - Arrangement of any PD needed for coach
  - Discuss ways administrator can support coach

#### Mentoring & Induction Coach (1)

Duties include but are not limited to:

- Coordinate the district's M&I program
- Meet with the Instructional Coaches every 2 weeks to:
  - Find resources & instructional strategies for new teachers & share with mentors
  - Review feedback sheet new teachers complete monthly regarding their individual needs
  - Discuss PD needs of beginning teachers
- Meet with SALT Team 5 times/year to:
  - Analyze assessment data
  - Study research-based strategies & explore which are appropriate for our school

- Assist in the planning of PD & collaboration opportunities among staff members
- Assist with carrying out building initiatives & PD
- Review exit slips teachers are completing following each in-service
- Share needs of new teachers regarding PD
- Meet with MTSS Team as needed to:
  - receive updates on student progress
  - discuss needs of beginning teachers/mentors regarding MTSS
- Meet with mentor & beginning teachers to:
  - Create & provide new teacher orientation
  - Review ICDP & goals of beginning teachers
  - Provide resources for mentors & beginning teachers
  - Focus on the Iowa Teaching Standards & criteria
  - Share instructional strategies & materials aligned with Iowa Core & Characteristics of Effective Instruction
  - Collect & review feedback sheets new teachers complete monthly regarding their individual needs
  - Evaluate data collected from mentors & beginning teachers regarding the M&I program & make adjustments as needed
- Meet with administrator quarterly to:
  - Review plan for new teacher orientation
  - Share data from beginning teacher feedback sheets
  - Evaluate mentoring program
  - Arrangement of PD needed for new teachers
  - Discuss ways administrator can support coach

#### St. Ansgar Leadership Team (SALT)

Each of our district buildings will have 2 teachers serving in this leadership team role. The staff in this role will:

- collaboratively design & deliver PD
- analyze building data
- develop action plans based on data analysis
- represent building at out of district PD
- seek input from staff, students, parents & other stakeholders re: building initiatives
- attend SIAC (2x/yr) & SALT (5x/yr) meetings
- collect & analyze feedback from staff regarding effectiveness of current PD & future PD needs from exit slips completed following each inservice

MTSS Leaders:

Each of our buildings will have 2 teachers serving in this school leadership role.

The staff in this role will:

- Assist with monitoring of MTSS groupings that target each student's current level of readiness & scaffold instruction for each student to advance to the next level
- Facilitate the analysis of student data & formulate an action plan to improve instruction with reassessment occurring following each intervention period (every 4-6 weeks)
- Support teachers with locating supplemental resources (ongoing)
- Work with the building administration & instructional coaches following each intervention period to set MTSS schedule & monitor implementation

We will use the TLC grant to promote collaboration among teachers in all curricular areas, provide a common basis for PD & unite all staff in our district wide goal of improving student achievement by improving teacher effectiveness.

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.

**A. Description of Effective Candidate Selection & Evaluation:**

Selection of quality individuals is vitally important to the success of the TLC program at STA. The Site Based Review Team (SBRT) will determine & evaluate measures of effectiveness and professional growth utilizing the following 4 step process.

**Prior demonstrated measures of effectiveness & professional growth:**

**STEP 1:** The school board will approve a SBRT, comprised of 2 administrators & 4 teachers with at least 2 teacher union members. The SBRT will represent all attendance centers & will be appointed by the superintendent. If a teacher decides to apply for a leadership position, he/she will be excused & a replacement will be found. Confidentiality will be maintained throughout the selection process. Members of the SBRT will:

- become familiar with the 7 domains of the Teacher Leader Model Standards (TLMS) & the rubrics for interviewing
- accept & review applications submitted to the school district for assignment or reassignment in a teacher leadership role
- utilize measures of teacher effectiveness & professional growth to review the performance & PD of the applicants
- consider the needs of all buildings in the school district
- make recommendations regarding the applications to the superintendent

**STEP 2:** Clear & detailed job descriptions of the leadership roles with responsibilities & duties will be disseminated electronically & posted to inform STA teachers of available positions. Interested candidates must have a minimum of 3 years of effective teaching experience with 1 year experience within the

district. Application materials must include evidence of continuous learning, advanced degrees, National Board Certification or other indicators of continuous improvement.

Applicants will be asked to write a letter of application explaining why they want the position & why they believe this position is important to the district. They will also submit:

1. A resume screened for evidence of continued professional growth & prior leadership experiences
2. Written responses to several prompts designed to help determine past effectiveness, professional growth & dispositions. Prompts may include:
  - describe your PD experiences, including memberships, presentations, attendance at conferences &/or future PD goals;
  - describe an initiative or research-based strategy that you implemented & tell how you evaluated the effectiveness of that work based on student achievement;
  - describe the personal characteristics that will help you be effective in the role for which you are applying.
3. a copy of their most recent ICDP
4. 3 letters of recommendation - 2 of these letters must come from people in the district (not an administrator & the 3rd may come from within or outside the district).

Teachers already holding teacher leadership positions will only need to submit their letter of application & #2 from above if reapplying for the position they currently hold. The letters will be sealed & sent directly to the SBRT. All materials will be screened using a rubric to determine the candidates to interview for the various leadership positions, interview for another position or screen from the selection process.

## **B. Detailed Description of How Professional Growth will be determined & evaluated in the selection of teacher leaders:**

**STEP 3:** The SBRT will review & score written applications using a district developed rubric to measure effectiveness. To maintain a rigorous selection process for leadership, the candidate's application materials will meet proficiency in all areas & exceed in a minimum of 5 of the 8 criteria below. The selection criteria will assess evidence of:

- classroom management techniques
- positive collaboration skills
- effective teacher leadership experiences
- successful integration of technology
- professionalism (ability to work with adult learners in a trusting & professional manner)
- communication skills
- knowledge of current research in content & pedagogy
- continuous improvement & mastery of Iowa Teaching Standards

**STEP 4:** The SBRT will conduct personal interviews with top candidates who achieve the cut score on written applications. When evaluating the candidates, the team will assess evidence of professional growth in the following areas:

- Iowa Core Curriculum Standards
- research based best practices
- past or current district initiatives
- PD concepts
- systems thinking
- leadership in new technology integration

- previous leadership responsibilities
- data-driven decision making processes which positively impact student performance
- interpersonal skills

Candidates will respond to the same questions from a bank created for each leadership role. The 7 domains of the TLMS will be used with their functions and exemplars as the scoring rubric for all of the above materials. Candidates may also respond to any questions regarding application materials submitted. Interviewers will be listening for evidence of effective teaching practices as well as evidence that the candidate is coachable & willing to take on the rigors of the learning required for a particular position. The SBRT will discuss the top candidates & make recommendations to the superintendent for each position.

The SBRT's annual review of teacher leadership assignments will measure effectiveness of each leadership position & of the program itself. This review shall include the following measures of professional growth and effectiveness:

- peer review & feedback through teacher satisfaction surveys
- a review of teacher interactions & time spent with leadership roles, administrative review & evaluation
- SBRT review
- self evaluation
- the opportunity to continue in the current role or pursue another leadership position or return to the classroom

Utilizing the above evidence will give the SBRT ample evidence regarding effectiveness as a teacher leader.

## ***Narrative***

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Using Part 7 application narrative from previous submission?\*

No

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

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

- A description of the role teacher leaders will play in the creation and delivery of professional development.
- A description of how the district's 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 7 - Teacher Leaders' Role in Professional Development**

#### **A. How St. Ansgar's PD program aligns with the TLC system:**

The primary function of STA's proposed TLC system is job-embedded PD that takes place in classrooms in real time with

current students & is focused on issues of practice. The primary mechanism that supports the function of job-embedded PD is collaboration. The principles of collaboration create a system in which teachers learn, work & grow as partners to positively impact student learning.

<b>Teacher leadership positions</b>	<b>Role(s) in the creation &amp; delivery of PD</b>
Instructional Coaches	Lead a process of collaborative inquiry with teachers to improve student learning. They use multiple sources of information to analyze student learning & teacher practice in support of teachers' individual professional growth & systemic improvement. They lead professional development efforts.
SALT & MTSS Leaders	Serve as a point of contact and support in a building for a specific focus identified by the annual needs assessment process. They provide an additional layer of professional development support between teachers & instructional coaches to ensure teachers' professional development needs are identified & supported.
Mentor & Induction Coach	Provide additional support - related to PD & more - for teachers who are new to the profession & for career teachers who are new to our STA district.

#### **B. How St. Ansgar's TLC plan aligns with the IPDM:**

To avoid limiting the future to what we know today, STA's TLC system is a set of defined teacher leadership roles, guided by a needs assessment process that is rooted in the IPDM & designed to ensure teacher leadership is a dynamic system that flexes in real time to meet individual teacher, broader building, & holistic district needs.

<b>IPDM Element</b>	<b>STA's TLC Plan Alignment</b>
Collecting & Analyzing Student Data	All District Teachers will collect & analyze student data. Instructional Coaches, Mentor/Induction Coach MTSS & SALT leaders coach instructional staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and III instruction.
Goal Setting & Student Learning	Instructional Coaches & MTSS leaders will lead the goal setting & instructional strategy selection process based on system data (from TIER, EdInsight, MAP, etc.)

	<p>to ensure that the goals support the attainment of the Iowa Core. PLC's will hold conversations to analyze &amp; use data to set new goals that strengthen instructional practices within their curricular domain. Instructional coaches will facilitate the peer review process, which offers an opportunity to support the implementation of effective teaching strategies in the classroom.</p>
Selecting Content	<p>Instructional coaches will review resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. Coaches will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas. Mentor teachers will demonstrate &amp; review requested strategies &amp; follow up with mentees to evaluate new strategies.</p>
Designing Process for PD	<p>The district will monitor the delivery of PD through the existing PLC structure. Instructional coaches &amp; SALT leaders will design PD to include theory, demonstration, practice &amp; collaboration, while reflecting the IPDM for all teachers. Instructional coaches will differentiate teachers' needs by assisting in the creation of implementation plans.</p>
Training/Learning Opportunities	<p>Instructional coaches, MTSS/SALT leaders &amp; Mentor/Induction coach or those with the necessary expertise will deliver district &amp; building PD &amp; will align with current district initiatives including MTSS, technology integration, K-12 literacy, &amp; Iowa Core implementation. Instructional coaches will model learning strategies being studied in PD. PLC's will support teachers on their team in the implementation of initiatives.</p>

Collaboration	<p>Our PLC structure is an example of true collaboration. Instructional coaches will lead PLC work through collaborative design &amp; facilitation of professional learning. MTSS leaders will collaborate with teachers and instructional coaches in the implementation of MTSS. PLC's will collaborate with administration by sending them PLC team meeting notes weekly. Instructional coaches will provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core &amp; other district initiatives. SALT leaders will collaborate with all staff regarding data analysis and district needs.</p>
The Study of Implementation	<p>All teacher leaders will focus on the priority of the district TLC plan that is to improve teaching &amp; learning by monitoring student achievement data. From this data, the district can direct, create &amp; launch professional learning. The implementation will be studied through TLC developed surveys, data study &amp; implementation notes.</p>
Ongoing (Formative) Data Collection	<p>All teacher leaders will evaluate &amp; update the instrument to record SMART goals, data &amp; action steps. PLC's will assist teachers in writing their ICDP. All teacher leaders will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal.</p>
Program Evaluation (Summative)	<p>All teacher leaders will use the following data points to measure the effectiveness of the district professional learning plan:</p> <ul style="list-style-type: none"> <li>•student achievement data</li> <li>•score from the IPDM District Profile (self study)</li> <li>•implementation data from PLC team notes</li> <li>•exit slips completed by staff following PD</li> </ul> <p>This information will also be shared out with the district SIAC,</p>

	Schoolwide Title I Committee & the public.
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Using Part 8 application narrative from previous submission?\*

Yes

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

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Part 8 - Determining Effectiveness and Monitoring the Plan

The proposed teacher leadership roles developed in this plan will improve student achievement by strengthening Iowa Core instruction, supporting the growth and development of all teachers and mentoring new teachers, supporting current and future MTSS programming, facilitating the integration of technology in instruction, and integrating the effective use of data to inform instruction.

Each TLC position is differentiated with specific roles and responsibilities to improve instruction and student learning. The TLC plan will be monitored, evaluated, and adjusted using interim feedback processes and long-term evaluation. The SBRC will have overall oversight for evaluating the TLC program. A \$2,250 line item was established to pay teachers and administrators for time spent outside of contractual hours conducting impact and effectiveness evaluation.

The St. Ansgar TLC Program Goals, which are in line with Iowa Department of Education goals, drive the impact/effectiveness evaluation. Specifically, impact/effectiveness of the TLC plan will be measured against a review of:

- District Goal—short-term student achievement (as defined in Part 2 - St. Ansgar Community School District Goals)
- Long-Term TLC goals focused on impact and effectiveness.

TLC Program Goals

1. Student achievement will demonstrate positive trend lines during the 2016 – 2018 school years when compared to biennium data from 2013 - 2015 school years.
2. By July, 2016, STA CSD will have a fully functioning career opportunity and compensation plan in place. At least twenty-five percent (12) of the teaching staff will have been selected to our teacher leadership roles.
3. By July, 2016, the district will have in place and begin utilizing the talents of two full release instructional coaches. The district will implement focused professional development work and preparations for the 2016–2017 school year. The district anticipates having thirteen stipend leadership roles in place by August, 2016.
4. During the 2016–2017 school year all career teachers will have received feedback and meaningful professional development through our TLC plan.
5. Data regarding the percentage of teachers retained during the 2016– 2017 school year will be kept and compared to teacher retention data (baseline data) from 2012 – 2015.
6. Survey data regarding the effectiveness of full release and stipend positions will be kept and analyzed by the SBRC.

Interim Feedback Processes

Achievement: SALT will conduct ongoing reviews of system data analysis and provide input for differentiated professional development designed to promote teacher growth and best practice pedagogies. Achievement data will include attention to demographics and subgroup performance (gaps analysis) with an emphasis on district Professional Learning Communities and data team results.

Routine surveying of staff regarding their professional development will provide specific feedback to district administration regarding full release and stipend positions. Adjustments to the TLC plan will be made based on results of feedback and formative evaluations. Formal evaluation of instructional coaches and stipend positions will be the responsibility of building principals and superintendent.

Long-term TLC Plan Goals focused on Impact and Effectiveness

By July, 2016, a group of teachers and administrators will form the SBRC to assess overall effectiveness based on system capacity and ability to meet the six overarching goals:

1. Review and summarize stakeholder input and data regarding program effectiveness on a semi-annual basis. Stakeholder input will include members of the SIAC, SALT, administrators, and input from non-TLC career path teachers through surveys and ongoing conversations.
2. Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights, successes, and celebration plans.
3. Utilizing the Jim Knight Instructional Coaching Scales for assessment of the quality and impact, review the frequency and types of collaboration in which instructional coaches are involved.
4. The Iowa Professional Development Model (IPDM) will serve as the framework for assessing the fidelity of staff professional development.
5. Annually evaluate TLC job descriptions and responsibilities (what it is and what it isn't).
6. Perform exit interviews with teachers who leave TLC leader positions.

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 district's 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 9 - Capacity to Implement and Sustain the Plan

STA's staff has embraced transformational initiatives such as utilizing a PK-5 standards-based grading system and implementing MTSS. The TLC plan will build on these initiatives to assure future success.

Nearly two-thirds of the staff have received formal Professional Learning Community (PLC) training and 100% of the staff works in PLC teams on a weekly basis.

STA's School Improvement Advisory Committee (SIAC) provides authentic, routine input to guide the district.

- The district is fully committed to the new mentoring and induction program that will be implemented in the fall of 2016.
- STA Elementary has implemented the Early Literacy universal screening tools. (TIER using FAST and IGDI assessment tools).
- The district has improved concurrent student enrollment options.
- In the 2013, the District implemented a 1:1 laptop program for students in grades 6–12.

- STA Elementary implemented MTSS (WIN) program for reading in the winter of 2013.
- 2nd Chance Reading for grades 6-8 was implemented in the fall of 2013. This was extended to grades 9-11 in the fall of 2014.

### School Improvement Efforts

The district follows the Iowa Professional Development Model (IPDM) to significantly impact the teaching and learning in our schools. Data-driven instruction and PLC teams are the district's key vehicles for meeting 21st Century teaching and learning needs.

A key assessment component is the time requirement that Instructional Coaches spend: 70% of their time for providing direct support to teachers; 10% of their time will be dedicated to data collection and analysis with teachers and teacher teams; 10% for planning and delivering professional development and working on district and building leadership teams. The remaining time will be allotted for administrative function, personal work needs, and district support duties.

### Roles and Responsibilities of District Personnel

The school board will appoint a Site Based Review Council, comprised of equal numbers of administrators and teachers. The SBRC is responsible for the successful implementation of this TLC plan: 1) Selection 2) Evaluation and Monitoring 3) Curriculum Coaches 4) Building teacher leadership and 5) performance of teacher leaders.

### Evaluation and Monitoring Committee

The SBRC Committee is responsible for the successful implementation of this TLC plan. By July 2016, a group of teachers and administrators will form a TLC Program Evaluation and Monitoring Committee with six goals:

- Review and summarize stakeholder input and data on a semi-annual basis. Surveys and ongoing conversations will be used to assess program effectiveness. Stakeholders include members of the SIAC, SALT and MTSS groups, administrators, and non-TLC career path teachers.
- Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights, successes, and celebration plans.
- Assess program quality and impact using the Jim Knight Instructional Coaching model.
- Assess staff professional development using the Iowa Professional Development Model (IPDM).
- Evaluate annually TLC job descriptions and responsibilities.

Superintendent will:

- Review and approve names of candidates to be hired in the teacher leadership roles.
- Organize the SBRC committee.
- Work with the teacher leaders and building principals to coordinate, plan and present differentiated professional development for each teacher leader.
- Meet quarterly with building principals and teacher leaders to ensure teacher leaders are fulfilling job descriptions requirements.
- Coordinate and assist professional development at the quarterly district lead teacher meetings.

- Attend and coordinate summer learning for teacher leaders.
- Apprise the board of education and administrative team about TLC leadership position work.
- Organize and conduct building walkthroughs by the administrative team for routine observation of teacher leaders.

Building Principals will:

- Ensure all teacher leader candidate applications are screened to meet the qualifications defined in the TLC grant process.
- Review instructional coaches' logs to measure the impact of coaching interactions.
- Review each leadership position's job description with candidates to gain clarity on what is expected of these individuals.
- Assist teacher leaders to become part of the building culture so relationships can be built.
- Hold periodic conferences with teacher leaders to allow for reflection and feedback.
- Communicate regarding district, building and grade-level meeting preparation needs.

Sustainability and Funding for Program

Work to augment teacher pedagogical skills and enhance student learning will continue regardless of TLC funding. The TLC work will strengthen PLCs, data team protocols, MTSS implementation, effective technology integration, alignment of curriculum, instruction and assessment of the Iowa Core, our mentoring and induction program and consistent professional development.

Supplemental state funding will be required to fully sustain the staffing levels required in the grant, teacher leadership supplemental foundation aid shall not be combined with regular wages to create a combined salary. Reductions in state funding may require TLC program adjustments in terms of staffing, materials and professional development.

## Assurances

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**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** Yes

regarding the applications to the superintendent of the school district.\*

**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 district's 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**

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	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$178,024.22
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).	\$5,243.93
Amount used to provide professional development related to the leadership pathways.	\$13,127.45
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>	\$2,250.00
<b>Totals</b>	<b>\$198,645.60</b>

**Grant Allocation**

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*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\*** 635.3

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

**District Enrollment-Based Allocation** \$198,645.60

Total Allocation \$198,645.60

### Other Budgeted Uses - Description

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Item description	Amount budgeted
Program Evaluation-biannually	\$2,250.00
	\$2,250.00

### Total Allocation Budgeted

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Total Projected Amount to be Expended \$198,645.60

*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

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Using Part 10 application narrative from previous application? No

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

#### Description of Goals

Implementation of the TLC Plan will allow the St. Ansgar School District to make positive changes in student achievement & increase teacher leadership opportunities. This plan will help us achieve several district goals: MTSS implementation; implementation, alignment & assessment of the Iowa Core; use of multiple data sources to drive instruction, PLCs & PD; provide support & mentoring to new teachers & research-based technology integration.

#### Amount used to raise salary to \$33,500

The budget will allow us to meet the five requirements of our TLC plan. All of our teachers exceed the minimum salary of \$33,500.00. The following leadership roles will be funded:

#### Description of Roles and Funds per Role

##### Instructional Coaches (2)

\* Position criteria aligned to goals:

- Assist teachers in interpreting data & developing MTSS plans
- Research instructional strategies & materials aligned with Iowa Core & Characteristics of Effective Instruction; share findings with teachers; help teachers implement new strategies in classrooms
- Analyze data from assessments, study research-based classroom strategies & explore which instructional methodologies are appropriate for STA based on student needs
- Share instructional strategies & materials with mentors/mentees; review monthly feedback sheets from new teachers to determine needs & discuss PD needs of

beginning & mentor teachers

- Coach teachers in skills & strategies essential for the PLC process, Iowa Core alignment, instructional strategies & MTSS strategies. Differentiated coaching will meet diverse teacher needs: integration of technology, personalized learning, data analysis & progress monitoring of students' goals.

\*  $\frac{1}{8}$  time classroom instruction and  $\frac{7}{8}$  time teacher leadership duties

\* Full time teaching contract with  $\frac{7}{8}$  time for teacher leadership duties paid by the TLC grant and  $\frac{1}{8}$  time of classroom instruction paid by the district

~ \$81,893.36 x 2 = \$163,786.72

\* 8 additional contract days which will be used to work with teachers analyzing data, researching effective strategies & planning PD to strengthen instructional practices

~\$2700 x 2 = \$5400

\*Trainings/materials cost \$4813.72 per coach for total of \$9627.44.

### **Mentoring & Induction Coach (1)**

\* Position criteria aligned to goals:

- Consultant to new teachers providing support related to student needs, standards, curriculum, instruction & assessment
- Collaborative partner with new teachers developing ideas, solving challenges, applying ideas & learning together
- Observer of new teachers providing timely, constructive feedback on instruction and classroom management
- Share instructional strategies & materials with mentors/mentees; review monthly feedback sheets from new teachers to determine needs & discuss PD needs of beginning & mentor teachers
- Provide an understanding about district processes & procedures as well as district-supported instructional programming, strategies & supports. He/she will focus on the Iowa Teaching Standards & Criteria, implementing the Iowa Core & understanding the components of becoming a part of a PLC
- Provide support to mentor teachers & facilitate the enrollment of all mentors and mentees in the AEA mentoring program.

\* This position will receive a \$2500 stipend

\* 1 additional contract day which will be used to work with beginning teachers to provide orientation to the district ~\$337.50

\* Trainings/materials cost \$1500.01

\* Substitute cost \$2093.93

### **St. Ansgar Leadership Team (SALT) (2 positions per building = 6 total)**

\* Position criteria aligned to goals:

- Analyze building data & develop action plans based on data analysis
- Collaboratively design & deliver professional development
- Collect & analyze feedback from staff regarding effectiveness of current PD & future PD needs from exit slips completed following each inservice
- Collaborate with the teacher leaders & administration to develop & implement an effective PD program with annual evaluation focused on continuous improvement

\* This position will receive a \$500 stipend. 6 x \$500 = \$3000

\* Trainings/materials cost \$1,000

\* Substitute cost \$1575

### **MTSS Team (2 positions per building = 6 total)**

\* Position criteria aligned to goals:

- Assist with monitoring of MTSS groupings that target each student's current level of

readiness & scaffold instruction for each student to advance to the next level

- Facilitate the analysis of student data & formulate an action plan to improve instruction focused on increasing student achievement
- Support teachers with locating supplemental resources to meet individual student needs
- Work with the building administration & instructional coaches following each intervention period to set schedule & monitor MTSS implementation

\* This position will receive a \$500 stipend. 6 x \$500 = \$3000

\* Trainings/materials cost \$1000.00

\* Substitute cost \$1575

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 2 Instructional Coaches - \$169,186.72 1 Mentoring & Induction Coach - \$2837.50 6 SALT Team Members - \$3000 6 MTSS Team Members - \$3000	\$178,024.22
Substitute Teacher Costs	\$5,243.93
Professional Development and Training for 15 teacher leadership positions	\$13,127.45
Other costs: Program Evaluation	\$2,250.00
Total Expenditures	\$198,645.60
Grant Allocation \$312.68 x 635.3 Students	\$198,645.60

