



Application

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

153979 - TLC Grant Application by Stanton Community Schools

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/08/2016 10:39 AM

Primary Contact

AnA User Id	TAMMYBOYER@IOWAID		
First Name*	Tammy		Boyer
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	tboyer@stantonschools.com		
Address:	605 Elliott Street		
	PO Box 400		
City*	Stanton	Iowa	51573
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	712-829-2162		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency			

Organization Information

Organization Name:	Stanton Community Schools
Organization Type:	K-12 Education
DUNS:	
Organization Website:	www.stantonschools.com

Address: 605 Elliott Street
Stanton Iowa 51573
City State/Province Postal Code/Zip

Phone: 712-829-2162
Ext.

Fax: 712-829-2164

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Christopher Herrick
Title Superintendent
Organization Stanton Community School

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

Address PO Box 400
605 Elliott
Stanton Iowa 51573
City State Zip

Telephone Number 712-829-2162

E-Mail cherrick@stantonschools.com

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Shirley Maxwell
Title Business Manager
Organization Stanton Community Schools

Address PO Box 400
605 Elliott
Stanton Iowa 51573
City State Zip

Telephone Number 712-829-2162

E-Mail maxwells@roschools.org

County(ies) Participating, Involved, or Affected by this Proposal	Montgomery County, Page County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	12
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	23, 24
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

Not Applicable

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.

Carla Erickson

Title of Person Submitting Certification

TLC Planning Committee Member/ Teacher

Recipient Information

District

Stanton Community School District

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

County-District Number 69-6165

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 Dr.
Name of Superintendent Christopher Herrick
Telephone Number 712-829-2162
E-mail Address cherrick@stantonschools.com
Street Address 605 Elliott Street
City Stanton
State Iowa
Use the drop-down menu to select the state.
Zip Code 51573

TLC Application Contact

Honorific Mrs.
Name of TLC Contact Carla Erickson
Telephone Number 712-829-2162
E-mail Address cerickson@stantonschools.com
Street Address 605 Elliott
City Stanton
State Iowa
Use the drop-down menu to select the state.
Zip Code 51573

Demographic Profile

October 2014 Certified Enrollment 180
October 2014 Free/ Reduced Lunch % 23
AEA Number 13

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)

The Stanton Community School District Teacher Leadership Compensation (TLC) committee developed its own Teacher Leadership plan to improve instructional quality and enhance student learning to ensure the success of our students in an ever-changing 21st century.

To enhance student learning and improve achievement, a few initiatives will be a major focus: Multi-Tiered Systems of Support (MTSS), the 5 C's (Creativity, Collaboration, Critical Thinking, Content Mastery, and Communication), Learning in this Digital Age, and Project Based Learning (PBL). Additionally, the district is focused on continued alignment to the Iowa Core (using curriculum alignment tools) and integrating the use of advanced technology in the classroom.

Professional Development time will be provided every Monday morning for 1.5 hours to ensure adequate time for collaboration, planning, and implementation of these initiatives through our Professional Learning Communities. Teacher leaders will collect and analyze data and provide ongoing support for teachers to enhance the impact of the above initiatives on student achievement.

The Stanton Community School District serves a small, rural population of less than 240 students with 20 teachers. Due to the size of our small school district and concerns about the possible negative effects of removing high-quality teachers from the classroom, we adjusted the design of our plan to limit the amount of time TLC leaders would be out of the classroom setting. The following table shows how we plan to utilize Teacher Leaders in our district:

Teacher Leader Role	Role Summary	Contract Information	Number of Positions
Professional Development Coach/ Model Teacher	The Professional Development Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement. The Model Teacher will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe his/her instruction.	Engages in 95% student instruction (Teacher will be outside the classroom one day every month for professional duties.) 3 additional contract days \$4,000 supplement	2

Instructional Coach/ Mentor Teacher	<p>The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.</p> <p>Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators.</p>	<p>Engages in 90% student instruction (Teacher will be outside the classroom one day during the first and third weeks of every month for professional duties.)</p> <p>3 additional contract days</p> <p>\$6,000 supplement</p>	<p>5</p>
Technology Coach	<p>The Technology Coach will contribute to professional growth in the district by providing examples of high quality instruction using technology and inviting others to observe his/her instruction. He/she is responsible for maintaining a high-level of instructional practice and implementing district initiatives.</p>	<p>Engages in 100% student instruction</p> <p>3 additional contract days</p> <p>\$3,000 supplement</p>	<p>1</p>

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? **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).

Stanton's planning for the Teacher Leadership and Compensation Grant was guided by a meeting first held between a few teachers and administration. We began exploring the opportunity to apply for the grant. In December, 2013, those members attended a TAP meeting to learn about different strategies for the TLC process. After this meeting we determined the TAP system would not be feasible for our district. Our district principal, Kevin Blunt, then attended a meeting through Green Hills Area Education Association (GHAEA) in the spring of 2015 to learn more about other plans that would be applicable to a smaller school district. Mr. Blunt also attended a GHAEA workshop in Corning for additional TLC information.

Interested staff members were then invited to be a part of the grant writing process and planning team in the summer of 2015. The TLC planning team was formed and consists of an administrator, two elementary teachers, and three secondary teachers. The team attended a meeting through the GHAEA in June 2015 to learn how to write the grant. During this meeting we determined the need for stakeholders in our group, so two parents (representing both elementary and secondary students, one who is a PTSO member) were added. Team members met weekly (6 hours/day) throughout the summer to finalize our plan. Team members were paid through the TLC planning grant funds for their work on the grant. These funds were also used for planning workshops, TLC plan meetings, and substitute teacher pay.

During our meetings we used the Heartland AEA *Teacher Leadership and Compensation Plan Grant Application Workbook* as a guide. We received input regarding professional development from our district principal. The planning team was then able to meet with all stakeholder groups to discuss the progress we had made on the grant. They were able to ask questions and give input to assist in the writing process. The input from teachers, administrators, and our community showed enthusiasm and commitment to the TLC program. There was an interest from many teachers to apply for future leadership roles.

Our TLC writing team continued to finalize the plan for our district. They met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit their input and feedback. Due to the small size of our district and concerns about the possible negative effects of removing high-quality teachers from the classroom, we adjusted the design of our plan to limit the amount of time TLC leaders would be out of the classroom setting. The plan was designed to allow teachers to collaborate, improve their instruction, grow professionally, and provide teacher support. The Stanton School Board was continually updated on the progress of the plan.

We feel this plan will improve our district by promoting teacher growth, increasing student achievement, and helping the district meet the needs of the future. Teachers and administrators attended a meeting with other school districts to review and make adjustments to our plan as needed. The Stanton School Board and the Stanton Education Association approved the plan prior to its submission.

Narrative

Using Part 2 application narrative from previous submission? Yes

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

State Goals:

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

MISSION: The Stanton Community School District, in partnership with parents and community, is dedicated to providing the highest standard of education to ensure that all students acquire the knowledge necessary to grow, learn and succeed.

District/ Building Goals:

CSIP goal: All K-12 students will perform at proficient levels in reading, math, and science to succeed in life beyond high school.

CSIP goal: All K-12 students will be proficient in the application of technology.

These goals are based on a number of assessments:

- 1) Iowa Assessment (1-11)
- 2) ACT (11-12)
- 3) Star Early Literacy Assessment (grades K)
- 4) Star Reading (grades 2-8)
- 5) DIBELS (1st grade)
- 6) ICAM
- 7) Reading Assessments (K-6) (Placement Test for Reading Street basal, Fluency tests, Phonics Awareness Tests)
- 8) Star Math (K-5)

Data showed a need for increasing student achievement in reading and math. To improve achievement, a few initiatives will be a major focus: Multi-Tiered Systems of Support (MTSS), the 5 C's (Creativity, Collaboration, Critical Thinking, Content Mastery, and Communication), Learning in this Digital Age, and Project Based Learning (PBL). Additionally, the district is focused on continued alignment to the Iowa Core (using curriculum alignment tools) and integrating the use of advanced technology in the classroom.

District initiatives require teachers to implement the components of MTSS and the 5 C's consistently. They require a continuous collection of data. The TLC plan will provide consistency in data collection and on-going support for teachers, thus enhancing the impact of the initiatives on student achievement.

The TLC Planning Committee, along with other stakeholders (administrators, teachers, and parents) designed a TLC plan to reflect the district vision, accomplish district goals, and align with the TLC goals. TLC Plan Goals:

1. By August, 2017, at least 25% of the staff will assume leadership roles with increased responsibilities and additional compensation depending on their leadership position. The district will benefit by retaining highly effective teachers, increasing the skills of teacher leaders, and improving staff morale and school culture.
2. By the Spring 2019 Assessments, student achievement will increase by using Instructional Coaches to provide continued support and guidance in implementing district initiatives and research based teaching strategies. All teachers will become more effective leaders of learning in their classrooms.
3. By the end of the 2018-2019 school year, the district will use a competitive salary (minimum \$33,500) to support and retain new teachers. In addition, a comprehensive mentoring program (Journey to Excellence with training provided by GHAEA and ISEA) will be in place including quality PD, observation, modeling, feedback, and collaboration opportunities with a Mentor Teacher. The district will be able to acquire and retain new teachers who will become confident, effective instructors in their classrooms.
4. By the beginning of the 2017-2018 school year, weekly Professional Development meetings will provide teachers with support in quality curriculum development that is aligned with the Iowa Core through five TLC Instructional Coaches/Mentor Teachers, two Professional Development Coaches/Model Teachers, and one Technology Coach. These TLC Coaches will provide support for all teachers in mapping curriculum aligned to the Iowa Core, planning

quality professional development, and facilitating collaborative data analysis. Teacher Leaders will use additional time each month to collaborate, plan, coach, and analyze data to meet student needs.

5. By the beginning of the 2017-2018 school year, the district will provide teachers with support in integrating technology into the classroom (1:1 in 6-12 / Mac carts and iPads in elementary). The Technology Coach will be an integral part of this process in providing inservice on technology and support as needed.

Using Part 3 application narrative from previous submission? Yes

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

The TLC plan will support and strengthen our district's key school improvement initiatives: Multi-Tiered System of Supports (MTSS formerly known as RTI), strengthening core literacy instructional practices, Iowa Core Implementation, 5 C's (critical thinking, communication, collaboration, creativity and content mastery), and Learning in this Digital Age through Project Based Learning (PBL). These key initiatives will be implemented during weekly Professional Development meetings in our Professional Learning Communities.

•**MTSS**- The elementary building uses MTSS to move toward the district goal that all students will be proficient in reading. The teachers use a universal screener to identify students at risk, discuss interventions to use, alter teaching strategies including intensive intervention strategies for at-risk students, and collect data to guide instruction. The elementary school implements the plan and secondary will be developing a feasible plan to use in the coming years. These plans will focus on early literacy instructional practices. Instructional Coaches/ Mentor Teachers will provide overall guidance to the District in integrating new instructional theories and strategies. Instructional Coaches/ Mentor Teachers and the Professional Development Coaches/ Model Teachers will model new and best classroom practices and instruct other teachers in those practices.

•**Strengthening Core Literacy Instructional Practices**- Teacher Leaders can support our teachers by giving them fresh ideas and suggestions to improve instructions. One of our goals is that all students will be proficient in reading. Teacher collaboration can help strengthen core instruction by all teachers; for example, helping with comprehension or fluency strategies intended to help all students no matter where they fall along the achievement spectrum.

•**Iowa Core Implementation**- Instructional Coaches/ Mentor Teachers and Professional Development Coaches/Model Teachers will strengthen the district's work with Iowa Core implementation by using alignment tools, action plans, pacing guides, and professional development that will demonstrate full implementation of the Iowa Core. The Teacher Leaders will continue to use a district-created Iowa Core google document and will assist teachers in using this tool to identify gaps in meeting the needs of the Essential Skills and Concepts. Without the support of the Teacher Leaders, it will be difficult for the district to assure that 100% of the teaching staff has met this priority.

•**5 C's**- We are currently developing and implementing lessons using the 5 C's while incorporating technology to further enhance the education of our students. Instructional Coaches/Mentor Teachers and Professional Development Coaches/ Model Teachers will continue to develop and share research-based strategies to incorporate the 5 C's through Professional Development. Instructional Coaches/Mentor Teachers will also collaborate with teachers about their lessons striving to design lessons that meet the Common Core Standards and address the needs of students across all content areas.

•**Learning in this Digital Age**- The Professional Development Coaches/ Model Teachers, Technology Coach, and Instructional Coaches/Mentor Teachers will continue to research, evaluate, and implement research-based technology strategies to provide differentiated instruction and to achieve curricular goals. Teachers will be implementing Project Based Learning in the classroom with a focus on technology. The Professional Development Coaches/ Model Teachers, Instructional Coaches/ Mentor Teachers and Technology Coach will model the strategies and collaborate with teachers on these strategies during Professional Development. The district will use its current computer and iPad carts in the elementary and the 1-to-1 program in grades 6-12 to carry out this initiative.

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)

Current Mentoring and Induction Program: The Stanton Community School District is fortunate to have a very low attrition rate. During a typical year the district can expect to have one or two new teachers in the district. Until recently these have been experienced teachers. In recent years, we have had an increase in the number of retirees and, therefore, an increase in initial teachers. Our current model utilizes mentor teachers that are selected by the principal. The approach is through a collaborative relationship with the Area Education Agency where the mentor and mentee participate in a series of classes over two years that include research-based strategies for best practice, learning through reflective practice, professional conversations about teaching, parental involvement, learning styles of students, time management, ethics, classroom management, differentiated instruction, and analyzing student achievement data.

We have, however, identified a gap in the current mentoring program. Until this point we have not had a need for a large number of trained mentors. We anticipate the need for more mentors in the coming years due to retirements. Also, there is no set time prior to the beginning of the school year for orientation to the district. Mentors/ Mentees are expected to meet when it is convenient for them, where time can be limited due to extensive preparations for the new school year. While our process is informal and we have a low turnover rate, this process could be improved and strengthened to meet the needs of future staff. Therefore, we plan to make improvements in this process.

Improved Mentoring and Induction Program: Providing support for new teachers to our district is critical not only to individual teacher development but also to our progress as a district. To address these gaps it is important to include additional coaching, mentoring, and opportunities for observing exceptional instructional practice for new teachers (and veteran teachers where and when appropriate). The additional TLC funds will pay stipends and sub pay for the Instructional Coach/Mentor Teacher to attend trainings and meet with the Beginning Educator. Funds will also be used to ensure all teachers will have a minimum salary of \$33,500. The following is a timeline for duties:

Year 1-Beginning Educator (BE) and Instructional Coach/Mentor Teacher (IC/MT)

Summer:

- Mentor will make initial contact with BE
- Mentor assists with questions from the BE
- One-half day orientation with IC/MT, BE, and administration prior to the start of school

Throughout the School Year:

- IC/MT will help BE prepare for the first week with students
- Daily contact between IC/MT and BE during the first two weeks of school
- IC/MT and BE will meet weekly and submit contact logs
- BE will observe IC/MT at least once per quarter with additional time to debrief during the school day
- IC/MT will assist BE with end of year procedures and will meet for end of the year reflection

Year 2- BE and IC/MT

- IC/MT and BE will repeat requirements from Year 1

Under successful completion of the mentoring program, the beginning educator will become an established teacher in the district. The following leadership roles will be used so that all teachers have qualified staff members to support training and on-going modeling:

Along with other coaching responsibilities, Instructional Coaches/ Mentor Teachers will also play the role of mentor with the beginning educator. These coaches will provide assistance through modeling exceptional instructional practices for new teachers, observations, and data driven conversations. Instructional Coaches/Mentor Teachers will meet with mentees for one-half day prior to the new school year to orientate them to the district. Instructional Coaches/ Mentor Teachers will attend the Journey to Excellence Training provided by the Green Hills AEA/ISEA. Mentees will attend the initial training and the follow-up day provided through the Journey to Excellence Training. Instructional Coaches/Mentor Teachers will have one day during the first week of the month and one day during the third week of the month outside the classroom for professional duties, including meeting with mentees for observation, collaboration, peer review, and reflection.

The Technology Coach will provide technology assistance to new teachers while also providing professional development opportunities.

The Professional Development Coaches/Model Teachers will plan, facilitate, and monitor professional learning while collecting and analyzing data. They will assist new teachers during professional development and outside

professional development time as needed. These coaches will provide assistance through modeling exceptional instructional practices for new teachers, observations, and data driven conversations.

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.

A) The Stanton Community School District Teacher Leadership Compensation (TLC) committee developed its own Teacher Leadership plan to improve instructional quality and enhance student learning to ensure the success of our students in an ever-changing 21st century. We, at Stanton, have carefully considered which roles will best fit our school district. We already have the roles of the mentors, a lead team that guides professional development, and a teacher that assists with technology in our district, but they are not reimbursed for the time they spend in these leadership positions. Our plan is to expand those roles to best serve our students. The feedback we received from our stakeholders proved the need for increased leadership roles in the district.

Due to the small size of our district and concerns about the possible negative effects of removing high-quality teachers from the classroom, we adjusted the design of our plan to limit the amount of time TLC leaders would be out of the classroom setting. The plan was designed to allow teachers to collaborate, improve their instruction, grow professionally, and provide teacher support while working outside the classroom at various points. Those days are listed in our chart below.

Instructional Coach/ Mentor Teacher (5 positions)
Engages in 90% student instruction Teacher will be outside the classroom one day during the first and third weeks of every month for professional duties. 3 additional contract days \$6,000 supplement
Role Summary
Duties/ Responsibilities
The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement. He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning. The Mentor Teacher will contribute to the growth of the district through his/her mentoring and support of initial teachers. S/He will also serve as a liaison between new teachers, the teacher leadership system, and administrators. The Mentor Teacher is responsible for supporting improved entry into the profession. S/He will act as a critical friend, listening and supporting the new teacher but also ensuring his/her focus is on the teaching and learning cycle.
Conduct preliminary discussions with teachers to determine a coaching focus and create an action plan for implementation of strategies. Provide in-class support through demonstrations, co-planning, co-teaching and observations while being current on research-supported best practices while integrating technology. Assist initial and career teachers in advancing their instructional skills by providing resources, facilitating learning conversations, and providing constructive feedback. Provide leadership in the collection and analysis of data and lead the planning of district-wide professional development. Organize and support teachers engaged in peer observation and guide collaboration of team members. Assist the initial teacher in the collection and analysis of data and support the mentee in making data-based decisions and planning for differentiation. Maintain a log of observations and collaborations.
Professional Development Coach/Model Teacher (2 positions - one elementary, one secondary)
Engages in 95% student instruction/professional duties plus collaboration outside designated school day Teacher will be outside the classroom at least one day every month for professional duties. 3 additional contract days \$4,000 supplement
Role Summary
Duties/ Responsibilities

The Professional Development Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement. He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.

The Model Teacher will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe his/her instruction.

The Model Teacher is responsible for maintaining high-levels of instructional practice and implementing district initiatives.

Be current on research-supported best practices and maintain exemplary levels of teaching practice.

Provide leadership in the collection and analysis of data.

Engage in professional development planning meetings by facilitating and monitoring district-wide professional learning.

Assist colleagues in advancing their instructional skills by providing resources, facilitating learning conversations, and providing constructive feedback.

Maintain a log of professional duties and collaboration.

Invite initial and career teachers into his/her classroom for observations and/or videotape instruction at least once per quarter using effective teaching strategies.

Technology Coach (1 position)

Engages in 100% student instruction

3 additional contract days

\$3,000 supplement

Role Summary

Duties/ Responsibilities

The Technology Coach will contribute to professional growth in the district by providing examples of high quality instruction using technology and inviting others to observe his/her instruction. He/she is responsible for maintaining a high-level of instructional practice and implementing district initiatives.

Assist in designing professional development while identifying current and emerging technologies. Support the implementation of Iowa Core while infusing technology in their instruction.

Facilitate 21st Century Learning by providing leadership in the integration of technology and instruction for deeper critical thinking.

Engage in professional development planning meetings and maintain a log of professional duties and collaboration.

B) The leadership roles, duties, and responsibilities, as listed above match up with our district's needs, stakeholder input, vision, and goals. The Stanton Community School District serves a small, rural population of less than 240 students with 20 teachers. Due to the size of our small school district and concerns about the possible negative effects of removing high-quality teachers from the classroom, we adjusted the design of our plan to limit the amount of time TLC leaders would be out of the classroom setting. Each Instructional Coach/Mentor Teacher will be assigned a maximum of four beginning educators or veteran teachers annually. The beginning educators will be distributed evenly amongst the Instructional Coach/ Mentor Teachers.

We have assigned multiple roles, as listed above, to meet the needs of our district. We have also allotted time for a weekly District Lead Team meeting to include all Teacher Leaders and Administration in order to plan, implement, and collaborate about professional development and coaching assignments. This weekly meeting may be held outside of contracted hours and Teacher Leadership positions will receive stipends for additional responsibilities and/or extended contract hours. A unified calendar will be established for all Teacher Leaders to schedule observations and collaboration time. The conversation will be centered around the needs of the teachers and will be led by the Instructional Coach/Mentor Teachers. This will create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and achievement throughout Stanton Community School District.

•Professional Development Coach/Model Teacher will work with Instructional Coach/ Mentor Teachers to assist in professional development needs in our Professional Learning Communities (PLC's). The Instructional Coach/Mentor

Teacher will set up meetings and collaboration time between the Professional Development/Model Teacher and teachers.

- Technology Coach will also assist in designing professional development to include new and emerging technologies. The Instructional Coach/Mentor Teacher will set up meetings and collaboration time between the Technology Coach and teachers.
- Instructional Coach/Mentor Teachers will assign observation of Professional Development Coach/Model Teacher when and where appropriate.

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.

Selection of Teacher Leaders:

Our selection process begins with teacher applications for a TLC teacher leadership position. Teachers assigned to a leadership role must have at least three years of teaching experience and at least one year of experience in the school district. The application will ask for the following information:

- A deep understanding of the Iowa/Common Core Curriculum Standards
- A deep understanding of evidence-based instructional strategies
- Experience in a previous teacher leadership position: Mentor teachers, Professional Development Lead Team members, Elementary Lead Teachers, School Improvement Advisory Committee, Parent-Teacher-Student Organization
- Participation and implementation from Professional Development and recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

The Teacher Selection/ Review Committee composed of two administrators and two teachers (one elementary and one secondary-chosen by the district association) will accept and review applications/interview for each of the eight teacher leadership positions. The committee will make recommendations to the superintendent who will then report the recommendations to the Board of Education.

Measures of Effectiveness: (How effectiveness of the candidates will be determined) A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measured as:

1 = not meeting the criteria, 2 = meeting the criteria, 3 = going beyond the criteria

Candidates must score at least a 10 out of 15 in order to be considered for one of the leadership positions.

Deep Understanding of the Iowa Core Curriculum Standards: Applicants will provide artifacts or examples to the council showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions: Those who have served as Mentor teachers, Professional Development Lead Team members, Elementary Lead Teachers, School Improvement Advisory Committee, Parent-Teacher-Student Organization will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development and recognized as skilled in the use of instructional technology: A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction and technology practices developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence-based instructional strategies: Applicant is recognized as skilled in evidence-based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards: Artifacts of instructional strategies and teaching practices that demonstrate not just meeting all the Iowa Teaching Standards but moving toward mastery in many of the eight standards. Teachers who show advancement toward mastery in most of the eight standards will rate higher in the selection process.

Annual Review of Assignment:

Teacher leaders' effectiveness will be evaluated 3 ways:

- Documented compliance with job responsibilities (e.g., frequency & type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs)
- Results of peer feedback survey on job performance based on effectiveness criteria specific to teacher leader role
- Performance evaluation with principal

Teachers who successfully complete the time period of an assignment to a teacher leader role may apply for assignment to a new teacher leader role or for reassignment to the same role. Annually the Review Committee will make recommendations to the superintendent about assignment or reassignment of each teacher leader based on

his/her evaluation.

Narrative

Using Part 7 application narrative from previous submission? **Yes**

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

TLC team members will collect, share, and analyze data; focus instruction to meet student needs; plan for professional development (PD) to make changes in instruction; and reevaluate ongoing assessments of data. This includes sharing out to the stakeholders. Planning for PD may involve AEA staff to align topics; research, plan and deliver PD sessions for staff; and document progress. We will align and carry out the CORE curriculum standards into direct instructional practices in the classroom. Teacher leaders will drive the process for PD, meeting bi-monthly to plan. Teacher leaders will pinpoint strategies needing improvement, then plan and carry out Professional Learning Community (PLC) activities to focus on skill improvement. Teacher Leaders provide a strong, effective teaching model to be observed by other teachers.

Stanton will utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

- Collecting and analyzing student data
- Goal setting
- Selecting content
- Designing the process for improving instruction
- Ongoing cycle continues
- Evaluation

Our goal is to utilize weekly PD to become focused on student needs, study and practice solid teaching strategies, and develop and carry out a plan for greater student achievement. When student data is pinpointed, grade-level instructors are able to identify needs and gaps. Each year student data is assessed and summarized. All stakeholders (students, teachers, parents, community members, local businesses, and administrators) are included in deciding the focus for the upcoming year.

All teacher leaders involved in the TLC program at Stanton will attend initial meetings in the spring of the year to discuss student achievement data, the district’s current PD plan, and its goals for the upcoming year. Our TLC plan will be integral in the design and delivery of our PD system which aligns with the IPDM. The system is delivered through weekly 90 minute late starts in a building level format focused on the following:

- Project Based Learning (PBL)
- Strengthening Core Literacy Instructional Practices
- Learning in this Digital Age
- 5 C’s
- MTSS

Our PD process is aligned with the IPDM and begins with the Instructional Coaches/ Mentor Teachers guiding teachers in collecting and analyzing data to develop student learning goals. The IC/MT will use this data and additional formative assessments during weekly PD to make instructional decisions with their PLC’s. Teachers will be trained under the guidance of Instructional Coaches/ Mentor Teachers (IC/MT), Professional Development/ Model Teachers (PD/MT), and the Technology Coach (TC) to implement PBL and integrate technology using the 5 C’s. This will occur in a collaborative environment led by Teacher Leaders (TL). Leadership teams will review the student achievement and implementation data semi-annually making adjustments and continuing the improvement cycle. A detailed look at this process is included in the following table:

IPDM Component	How the District will utilize teacher leaders to create & deliver PD
----------------	--

Collecting/ Analyzing Student Data (Formative Assessment)	IC/MT gather data from district and classroom assessments and work together to identify student needs and analyze and prioritize trends. They will use current formative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district's PD plan.
Goal Setting & Student Learning	IC/MT lead goal-setting processes based on system data, working to assure the goals support the Iowa Core, and lead conversations to engage peers in analyzing and using data to set new goals that strengthen instructional practices. Their work is non-evaluative but offers an important opportunity to support learning and implementing effective teaching strategies in the classroom. In this way the IC/MT work with teachers to select goals.
Selecting Content	TL study potential PD content to offer feedback on the best way to achieve all the elements of the Iowa Core and help identify and select learning strategies that will be helpful for teachers. The AEA will provide learning opportunities for staff members about various teaching strategies. The TL will be involved in demonstrating strategies and collaborating on effective instruction.
Designing Process for PD	The TL play integral roles in this process. They work together to design the delivery system for PD. This will include the development of a timeline for delivery and selection of content. The IC/MT and PD/MT will work to assure the vertical articulation of instructional strategies in K-5 or 6-12 and provide input on current district initiatives to align with Iowa Core.
Training/Learning Opportunities	IC/MT and PD/MT will co-teach and model learning strategies being studied in PD. They will work with all teachers to field questions and provide feedback on implementation of PD content.
Collaboration / Implementation	IC/MT work with PLC's to make changes to implementation based on feedback from observations and weekly PD discussions. The PD/MT, IC/MT, and the TC demonstrate and discuss implementation of strategies and techniques with individuals or small groups of teachers. All leadership positions will serve on a District Leadership Team (DLT) to analyze the impact of PD.
Ongoing Data Collection (Formative Evaluation)	IC/MT collect progress data on PD implementation using surveys, evaluation forms, and student achievement data.
Program Evaluation (Summative)	Our DLT, made up of all TL, will use the ongoing data collected about PD and align the data elements with the program goals. This includes the IPDM rating tool, implementation data, survey data, and student achievement data. This will be an annual process to help inform needs, adjustments, and new goals for the upcoming year.

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

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

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

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

(A) Stanton's TLC Plan Vision and Goals

The vision of Stanton's TLC Plan is to provide all teachers (both new and veteran) professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Rewarding initiative and competence and providing enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in a globally competitive society.

Our goals/ measurements:

- 1) To reward professional growth and effective teaching by expanding and strengthening our district leadership teams
- 2) To bolster the elementary literacy Multi-Tiered System of Support (MTSS) program
- 3) To provide additional support at all levels with reading, math and science
- 4) To improve our district-wide technology efforts
- 5) To increase student achievement by improving instruction

These goals are based on a number of data sources:

- Iowa Assessment (1-11)
- ACT (11-12)
- Star Early Literacy Assessment (grades K)
- Star Reading (grades 2-8)
- DIBELS (1st grade)
- ICAM
- Reading Assessments (K-6) (Placement Test for Reading Street basal, Fluency tests, Phonics Awareness Tests)
- Star Math (K-5)

Stanton CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced induction mentor program, and the peer review process in order to meet the following goals:

- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation measures.
- Improve student achievement by strengthening instructional measures.
- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Provide teachers with support in quality curriculum development that is aligned with the Iowa Core.
- Provide teachers with support in integrating technology into the classroom.

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation measures.

Short Term Measures

- Ensure at least twenty-five percent of the teachers in the district have a teacher leader role.

Long-Term Measures

- Annually review the number of teachers in a leadership role.

Improve student achievement by strengthening instructional measures.

Short Term Measures

- Analyze student data to gauge instructional effectiveness:

- Iowa Assessment (1-11)

- ACT (11-12)

- Star Early Literacy Assessment (grades K-1)

- Star Reading (grades 2-8)

DIBELS

ICAM

Reading Assessments (K-6) (Placement Test for Reading Street basal, Fluency tests, Phonics Awareness Tests)

Star Math (K-5)

Long-Term Measures

- **Analyze student achievement data for trends over time:**

Iowa Assessment (1-11)

ACT (11-12)

Star Early Literacy Assessment (grades K-1)

Star Reading (grades 2-8)

DIBELS

ICAM

Reading Assessments (K-6) (Placement Test for Reading Street basal, Fluency tests, Phonics Awareness Tests)

Star Math (K-5)

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Short Term Measures

- **Ensure all staff is at minimum salary**
- **Monthly review of collaborative logs**
- **Monthly feedback from new teachers**
- **Monthly feedback concerning the professional development program**
- **Review reflection sheets from leadership team meetings**

Long-Term Measures

- **Annually survey mentor/mentee teachers**
- **Annually review retention rates**
- **Annually survey the effectiveness of**
 - The professional development program**
 - The induction mentor program**

Provide teachers with support in quality curriculum development that is aligned with the Iowa Core.

Short Term Measures

- **Continue aligning curriculum using Standards Insight Tool and district-created Google Doc with assistance from GHAEA**
- **Quarterly review of Iowa Core Essential Skills and Concepts used in classrooms**

Long-Term Measures

- **Annually review gaps in Standards Insight Tool and district-created Google Doc**

Provide teachers with support in integrating technology into the classroom

Short Term Measures

- **Monthly Collaboration Logs**
- **Weekly Professional Development Meetings**
- **Weekly feedback from PLC groups**

Long-Term Measures

- **Annual review of the 5 C's and technology integration into lesson plans**
- **Review of Clarity Bytes survey in the district**

(B) The Teacher Leaders, administration, and teaching staff will use the data from the above measurements to analyze the effectiveness of the current TLC plan. Adjustments will be made on an as needed basis to continue meeting the district's needs and goals.

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)

Policy and Hiring:

Stanton CSD will raise the minimum starting salary from \$32,737 to \$33,500 to meet TLC requirements. We are committed to supporting a competitive salary level to attract highly qualified teachers.

The TLC plan will provide enhanced implementation of selected Professional Development (PD) initiatives – Multi-Tiered System of Supports (MTSS); Project Based Learning (PBL); the 5 C's (Creativity, Collaboration, Communication, Content Mastery, and Critical Thinking); Learning in this Digital Age through 1:1 technology; and Iowa Core alignment. The elementary has implemented MTSS in literacy and will expand this program by implementing a focus on early literacy instructional practices, new strategies for at-risk students, and a broader focus to include math and secondary grade levels. The secondary grades have implemented a 1:1 technology program and wish to enhance the uses of technology in the classroom by successfully implementing PBL and the 5C's.

Detailed job descriptions give stability and long term continuity to the TLC plan. Teacher Leaders (TL) will receive compensation for increased responsibility and time through TLC funds. The Teacher Selection Committee (TSC) (composed of two administrators and two teachers chosen by the district association) will implement a fair and equitable procedure for selecting TL. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of TL. The TLC plan will serve as policy for TL positions, will be placed in teacher handbooks, and formally approved by the school board.

Training and Support:

The TLC plan will support current PD initiatives by providing extended training to TL, who in turn will support all initial and career teachers through modeling, PD, data analysis, and collaboration. The TL will be supported by training from the AEA and the State. Once TL have been selected, AEA approved training sessions will be chosen based on data and needs of our TL. TL will be encouraged to continue their individual professional growth by seeking training and collaboration that will increase their knowledge and skills.

Feedback and Reporting:

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback includes various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders. TL will collect and analyze data within Professional Learning Communities (PLC's) from PD initiatives with fidelity. The Instructional Coaches/Mentor Teachers (IC/MT) and Professional Development/Model Teachers (PD/MT) will oversee the analysis of district-wide student achievement data which will lead to development of district and TLC goals and modifications to the TLC plan. IC/MT and PD/MT will use this data to help drive our PD goals, determine needs of teachers, and assist beginning educators and veteran teachers in reaching those goals.

The IC/MT, PD/MT, and Technology Coach (TC) will meet regularly to analyze data involving technology. TL will report back to their PLC teams for collaborative discussion on modifications needed to improve student learning which will lead to improvement through planning and preparation with TL.

In sustaining the TLC, annual surveys will be administered to stakeholders including all teaching staff, administrators, and SIAC members to collect feedback on the success of the TLC plan. TL and administrators will identify and address problems that occur during implementation to improve the plan's sustainability. The TSC will annually review data to determine the productivity of each TL. This includes but is not limited to

- Data from the various initiatives listed above, Iowa Assessments, and mentor surveys
- Trainings attended by teacher leaders.
- Minutes of PLC team meetings
- Logs of teacher observations, one-on-one teacher collaboration, and modeling strategies in classrooms.

Communication:

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper. Monthly articles from TL will be placed in the school newsletter. TL will take turns reporting at SIAC and school board meetings.

Current Infrastructure Lending On-going Support to the TLC Plan:

- 75% career teachers
- 35% have a Master's Degree, demonstrating a desire for continuous learning.
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place

leadership roles in the hands of the teachers.

- A mentoring program is in place.
- PLC teams (MTSS and PBL) are in place for collaborative learning.
- Teacher committees have shared in decision making and planning.
- Teacher evaluation system is in place.

Our plan may utilize PD funds as needed to support the TLC program in our district. Should state funding cease, we will no longer be able to support the program in our district.

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.	\$3,815.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$47,797.80
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).	\$13,220.28
Amount used to provide professional development related to the leadership pathways.	\$6,000.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$1,427.27

Totals

\$72,260.35

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 178.1

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

District Enrollment-Based Allocation \$55,688.31

Total Allocation \$55,688.31

Other Budgeted Uses - Description

Item description	Amount budgeted
Travel, General Supplies for Teacher Leaders	\$1,427.27
	\$1,427.27

Total Allocation Budgeted

Total Projected Amount to be Expended \$72,260.35

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 (\$16,572.04)

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)

We have created the following chart to outline our estimated budget for the use of Teacher Leadership Supplement Funds to support the TLC plan. Due to large open enrollment into our district, we are asking for: \$55,688.31 regular enrollment plus \$16,572.04 net open enrollment.

We have allotted \$3,815 to raising the minimum salary to \$33,500 which reflects the district goal to support and retain new teachers. This will help establish a competitive salary. There are five teachers currently below this level, and it will cost \$763/teacher to raise their salary. This increase will be additional incentive to attract new teachers to our district.

We will need \$47,797.80 to cover compensation and additional contract days for 8 leadership roles in the district as described in the chart below. Within our plan, leadership duties are fulfilled at various times indicated in the chart below. The salary supplements cover the additional leadership responsibilities undertaken. The additional contract days are included for training teachers in their new leadership roles and allowing additional time to complete their responsibilities. Money has been set aside for the training of Teacher Leaders so they may better support the new teachers. Specific training will be determined once Teacher Leaders are selected and it is determined what type of leadership pathways are needed. The remaining balance will be used to cover travel expenses, etc for these training sessions.

	Quantity	Amount	FICA/ IPERS 16.58%	Subtotal	Remaining Balance
Certified Enrollment Grant (180) x \$308.82	178.1	\$312.68			\$55,688.31
NET Open Enrollment (65 IN; 12 OUT)	53	\$312.68		\$16,572.04	\$72,260.35
Salary Increase Estimate (min. \$33,500)				\$3,815	\$68,445.35
Instructional Coach/ Mentor Teacher (IC/MT) (90% teaching, time outside classroom 1 day every first and third week of the month, 3 additional contract days)	5	\$6,000	\$994.80	\$34,974	\$33,471.35
Technology Coach (TC) (100% teaching, 3 additional contract days)	1	\$3,000	\$497.40	\$3,497.40	\$29,973.95

Professional Development Coach/Model Teacher (PD/MT) (95% teaching, time outside classroom 1 day every month, 3 additional contract days)	2	\$4,000	\$663.20	\$9,326.40	\$20,647.55
Professional Development/ Training to support all Teacher Leaders	8	\$750		\$6,000	\$14,647.55
Substitute Pay (Time outside of the classroom for IC/MT and PD/MT)	108	\$105	\$17.41	\$13,220.28	\$1,427.27
Remaining Balance (to be used for travel and general supplies)		\$1,427.27			\$0

Distributing the TLC funds in this manner will allow us to compensate high-quality educators as we develop leadership opportunities, improve instructional practices, and increase student achievement. We believe professional satisfaction and student learning will increase through recruiting, developing, and promoting excellent teachers. We will entice new teachers to our district by raising the minimum salary. We will use Professional Development, mentoring, and collaboration as supports to retain these teachers. This will provide new opportunities for both beginning and veteran educators to grow in their professional careers.

The budget reflects the district goals toward collaboration among teachers and increasing student achievement. We are giving exemplary teachers opportunities to grow by offering 8 meaningful, differentiated leadership roles to 20 teachers, which provides opportunities for 40% of our staff. The budget also reflects the district goal of improving instructional practices grounded in the Iowa Core. Our district aims to provide training and feedback in order to grow professionally through the teacher leadership roles created in our plan.

Due to the small size of our district and concerns about the possible negative effects of removing high-quality teachers from the classroom, we adjusted the design of our plan to limit the amount of time TLC leaders would be out of the classroom setting. The plan was designed to allow beginning educators, veteran teachers, and Teacher Leaders to collaborate, improve their instruction, grow professionally, and provide support. Teacher Leaders will have the opportunity to work outside the classroom one day every three weeks to accomplish these goals. We will utilize Professional Development funds if needed to support the TLC program in our district, however our plan is dependent upon State funding. Should these funds cease, our district will not be able to compensate the leadership roles designed in this plan.