



Application

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

138625 - Storm Lake TLC Grant FY 2017

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/14/2015 6:17 AM

Primary Contact

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Program Area of Interest

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

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Agency

Organization Information

Organization Name:

Storm Lake Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

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Title Superintendent
Organization Storm Lake Community School District

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City State Zip

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Fiscal Officer/Agent

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

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County(ies) Participating, Involved, or Affected by this Proposal	Buena Vista County, Sac County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	6
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	11
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

Yes

If YES, describe the positive impact expected from this project

The Storm Lake Community School District is over 80% Non Caucasian which means that receiving this grant will positively impact minority persons.

Indicate the group(s) positively impacted.

Blacks, Latinos, Asians, Pacific Islanders

Question # 2

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

No

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

No

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.

Carl Turner

Title of Person Submitting Certification

Superintendent

Recipient Information

District

Storm Lake Community School District

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

County-District Number

11-6219

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

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Zip Code

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TLC Application Contact

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Zip Code

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Demographic Profile

October 2014 Certified Enrollment

2265

October 2014 Free/ Reduced Lunch %

71

AEA Number

8

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

A planning committee consisting of teachers, administrators, community members, parents and board members were selected to review the TLC requirements and begin the application process. Throughout the application process, input was received all stakeholders through PLCs, advisory meetings, surveys, and meetings with groups and individuals.

The SLCSO's TLC plan is developed with a focus on continually improving the instruction that teachers offer to students. The plan is designed to enhance the positive programs and practices that the district has in place to serve our diverse student population (80% Non-Caucasian, 60% ELLs, and 72% F&R Lunch qualifiers) while emphasizing the goals of the TLC legislation.

The vision of the plan is to provide teacher leaders with opportunities to observe teachers and offer feedback, plan and lead PD, facilitate increased collaboration among teachers, improve instruction, and attract promising new teachers. The goals of the plan are to improve student achievement, attract able new teachers by offering competitive starting salaries and offering PD and leadership opportunities, retain effective teachers by providing enhanced career opportunities, promote collaboration by providing opportunities for teachers in schools and school districts statewide to learn for each other, reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation, and increase parent involvement.

The district looks to the TLC legislation as an opportunity to enhance and improve the structures and processes the district already has in place. The addition of teacher leaders will enhance the PLC structures, improve peer observations, enrich our mentoring and induction program for new teachers and increase the continuity of our PD activities. Teacher leaders will work with administration, curriculum director and building strategists to design PD that will enhance the implementation of effective instructional strategies and the Iowa Core in our teachers' instruction and to assist the district in accomplishing planned initiatives including: MTSS, AIW, ELL and ELI strategies. The increased opportunities for teachers to observe and work with model teachers will assist all teachers in providing instruction that positively impacts student learning.

The team engaged in an extensive review of the data related to our mentoring and induction program. The data included informal surveys and feedback from those currently in the mentoring and induction program. The planning committee was able to identify several meaningful data points that helped to identify areas of effectiveness in our district's program as well as needed areas of improvement.

Based upon the programs and practices in place, our TLC planning committee selected the Instructional Coach Model with some minor modifications as the focus of our teacher leadership plan. Once the district's plan is approved, all interested and qualified teachers will go through a rigorous selection process. Following the selection process, six instructional coaches, one curriculum and staff development leader, and 40 model teachers will be selected and provide leadership in the district's attendance centers. These 47 teacher leaders will account for 27% of the district's teachers serving in leadership roles.

For the district's TLC program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflective about their instructional practices, commit to ongoing professional growth, desire to serve as a leader, and have a willingness to learn the habits and practices of leaders. The selection process will examine each candidate and an annual review will be completed.

The district's PD is based upon the tenets of the IPDM and will be focused on the implementation of the Iowa Core, effective instructional strategies and the use of data.

The success of the plan's goals will be evaluated by the planning committee using the following measures: increased number of teachers serving in leadership roles, improved teacher job satisfaction, increased teacher retention, improved student achievement and increased parent participation.

The district has a well-developed infrastructure in place to ensure the sustainability of a teacher leadership system. Teachers have been in PLC for several years and with trained teacher facilitators. Leadership teams are in place and operating effectively. The district has a curriculum director and building strategists to support teachers at all levels. The mentoring and induction program is well developed and is operating effectively. The building strategists work with teachers to implement a MTSS to supplement the core instruction.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **No**

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

Please include the following information in your narrative:

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

During the first round of grant application, the SLCSO TLC planning team included 2 board members, the superintendent, the curriculum director, 1 administrator from each building, 1 elementary counselor, 2 early childhood teachers, 1 middle school ESL teacher, 2 high school teachers, and 1 parent representing each building. All teachers were given the opportunity to apply to serve on the TLC planning committee. The local education association selected applicants based on previous leadership roles and the ability to represent teachers in their buildings. Building principals identified parents not employed by the district that were actively involved in their children's education.

All teachers in the district are part of a PLC. The planning committee shared information and received input from teachers on the components of the teacher leadership (TL) system during PLC meetings. Input from PLCs centered on how the leadership positions would work, the selection process and a procedure for a teacher to exit a leadership position if desired. These discussions were reinforced and teachers were updated during building meetings. The information gathered was shared with the planning committee and used to develop the application.

In addition to teachers, parents, board members, and administrators offered input on the plan. During advisory meetings, parents asked good questions and provided insight on how they thought the TL Grant would positively impact education. A parent asked if teachers would be interested in being leaders. As a result, a teacher survey was developed including a brief explanation of the leadership positions and sent to teachers. The results indicated approximately 48 teachers (28%) would be interested in participating upon application approval.

After receiving input and analyzing the TLC legislation, the planning committee determined the Instructional Coach model with slight modifications to compensate PLC leaders would work best for the district. Present practices and structures could be enhanced and become the foundation of a TL system and positively impact student learning.

As the application was completed, committee members were asked to edit each part of the application for content, compare the responses to the scoring rubric, and offer input. Additional input was received from consultants at Prairie Lakes AEA. During the first round, a final draft of the application was completed and submitted to the Iowa DOE.

In the spring of 2014, the district was notified that its application was not approved. The TLC reconvened in the fall to determine the next step in the application process. The committee decided to take more time to research effective TL programs in districts that received the grant in the first round. The committee also decided to work with representatives from the AEAs and solicit input from teachers, parents, and board members to submit a revised application. Feedback was received through email surveys and discussions with teachers and parents. Input received included 1. Revising the curriculum and professional development leader position to increase the focus on the districts ELL population and helping teachers use data to drive instruction, 2. Adjusting how instructional coaches would serve each building, 3. Developing a more articulated TL selection process, and 4. Developing a system by which teacher leaders could return to their teaching position if desired.

During the 2014-15 school year, planning grant dollars were used to pay for substitute teachers so committee members could work on the application, to compensate planning committee members for their work time outside the regular school day and during the summer, to enable teachers to attend teacher leadership focused PD activities and to pay for assistance from a consultant who had successfully assisted first round applicants.

The stakeholders demonstrated commitment in the following ways:

Teachers from each building served on the planning committee both during and outside of the regular school day and in the summer. Other teachers offered input through email surveys and during PLC meetings. 28% of the teachers indicated an initial desire to serve in a leadership position and several others showed an interest after reading and providing input on the grant application.

Parents provided input on the application and parent representatives from each building served on the initial planning committee. Parent interest in the TL process was evident during School Improvement Advisory Committee meetings and individual conferences.

The school board and administrative team showed commitment by participating on the planning committee and offering input to improve the plan. Principals hired substitutes to cover for planning team members as they developed the grant and attended PD sessions. The Board provided financial resources in addition to the planning grant to assist in the grant development.

Narrative

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

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

State Goals:

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

The Storm Lake Community School District is the most diverse school district in the state of Iowa; 80% non-Caucasian, over 60% ELL and 71% qualify for F/R lunch. Storm Lake has a high mobility rate and due to the one year charter school opportunity the 4 year cohort graduation rate in 2013-2014 was 45.33%. Current student achievement levels show gaps between students in the subgroups. The SLCSO must improve students' readiness through high quality instruction, intensive MTSS and outreach to parents. The TLC plan will increase the capacity for instructional leadership, provide PD, coaching, and collaboration time.

SLCSO TLC Vision: The TLC grant will allow effective teachers to observe instruction, offer feedback, plan and lead PD, facilitate collaboration, and serve in leadership positions. Outcomes of the grant will increase student achievement through improved instruction.

District Mission: Encourage, Engage and Empower Students to build a better tomorrow.

TLC Goals (aligned with State's TLC System & district goals)

1. Improve student achievement by strengthening instruction - Student achievement is the number one goal. Funds will allow full implementation of MTSS and provide instructional support through leadership. By systematically raising the quality of instruction with researched based practices, student achievement will improve.

District Annual Improvement Goal: PD will be provided on researched based strategies that positively impact achievement. PD will occur monthly, during PLC meetings and peer coaching.

2. Attract new teachers with competitive starting salaries, PD and leadership - The minimum salary of \$33,500 will be exceeded. New teachers will be provided PD and support to improve practices. Funding will allow new teachers to work and collaborate with mentors. The mentoring program will grow confident, better prepared teachers making SLCSO an attractive destination.

District Annual Improvement Goal: New teachers and mentors will meet weekly for practice, modeling, feedback and coaching. Monthly seminars for all new teachers and mentors will provide a forum for support to improve instruction.

3. Retain effective teachers by providing enhanced career opportunities - Forty-seven effective teachers will fill leadership roles. Teacher leaders will work with fellow teachers to improve instruction. The selection process will ensure the highest quality teachers are filling the leadership roles. With leadership opportunities for career teachers, the district will retain experienced effective teachers.

District Annual Improvement Goal: All teachers will participate in PD that improves instruction. Professional growth plans connected to building and district goals will be required of all teachers.

4. Promote collaboration opportunities for teachers in schools and school districts statewide to learn from each other - Teacher leaders will meet weekly with PLCs to examine data, collaborate, and provide PD. Leaders will meet with each other for support and network with other school districts' teacher leaders. Through collaboration and support, teachers will learn effective strategies and practices.

District Annual Improvement Goal: At least 80% of PD time and resources will be focused on instructional practices and collaborative activities to analyze student data and develop action plans.

5. Reward professional growth and effective teaching by providing pathways leadership responsibilities increased compensation - Leadership roles include instructional coaches, a curriculum and professional development leader, and model teachers. By awarding effective teachers with leadership roles and compensation, the district's most effective teachers will positively impact all teachers.

District Annual Improvement Goal: Teachers will serve in leadership roles that will focus on analyzing data to determine practices and strategies to increase achievement.

6. Increase parent involvement and participation - The grant will focus on increased parent involvement and participation which will enhance school programming resulting in increased student achievement.

District Annual Improvement Goal: Strategies will be developed and implemented to increase parent involvement with an emphasis on increasing the representation of the school district's diverse population.

Evaluation of Goals

Goal 1 Compare student achievement before and after implementation of the TLC plan. Evaluate the effectiveness of PD by using the IPDM process.

Goal 2 Obtain annual feedback from mentors and mentees through surveys and conferences.

Goal 3 Teacher retention rate prior to and after implementation of TLC.

Goal 4 Examine pre and post TLC survey results, peer feedback, self-reflections, and achievement data.

Goal 5 Annually determine the percentage of teachers serving in leadership roles.

Goal 6 Compare pre and post TLC survey of parents over the quality of instruction, classroom management and communication.

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

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

The TLC plan will integrate teacher leaders into 4 existing initiatives and 5 improvement structures and processes. The existing Curriculum Director and Instructional Strategists will continue to guide, while TLC positions will connect to, support, and strengthen the implementation of the initiatives, structures, and processes.

Initiatives:

MTSS: Each building has a team that identifies students at risk or below proficiency, alters strategies, implements targeted interventions and collects data. These teams help the district meet its goal that all students should grow at or above expected levels on Iowa Assessments.

Connect, Support, and Strengthen (CSS): The Curriculum and PD leader will work with the MTSS teams to organize a comprehensive collection of data. Instructional coaches and model teachers will help improve instruction by working with teachers and students. The Curriculum and PD leader will research effective teaching strategies, assessments, and technology.

AIW: It is the district's belief that participation in AIW, in which teachers can observe and offer focused feedback, will result in improved instruction for all students.

CSS: Instructional Coaches and Model teachers will use AIW to improve instruction through cross curricular teams. Model teachers will receive training from outside facilitators on AIW then implement this training with teachers during scoring sessions.

ELL Strategies: With 60% of students being ELL, the district provides opportunities for teachers to learn, collaborate, and implement research based strategies for ELL students.

CSS: The Curriculum and PD leader will work with the Curriculum Director, Instructional Strategists, and ELL teachers to design and provide additional PD on successful strategies for ELL students. Instructional Coaches and Model teachers will support teachers in their implementation of the strategies.

ELI: PK-4 is in the process of implementing the ELI strategies and assessments. Staff members have participated in training to increase their understanding and implementation of these literacy initiatives.

CSS: Instructional Coaches and Model teachers will support and model the implementation of ELI strategies with training from outside facilitators. The Curriculum and PD leader will collect and analyze student data with grade level teams to provide targeted interventions.

Structures and Processes:

PLCs: The main role of PLCs is to focus on student achievement by driving instructional practices through student data; they have been a crucial part in the implementation and assessment of Iowa Core.

CSS: Each PLC will include a model teacher. The Curriculum and PD leader will assist PLCs in analyzing and interpreting student achievement data. Instructional coaches will provide PD on strategies and targeted interventions to positively impact student achievement and further the implementation of the Iowa Core.

District School Improvement Team (DSIT): DSIT is facilitated by the Curriculum Director and includes teachers, instructional strategists, principals and the superintendent. This team tracks data, plans and implements initiatives, and plays a role in planning and implementing building and district PD.

CSS: The Curriculum and PD leader and Instructional Coaches will be members of DSIT. Teacher members of DSIT will also serve as model teachers. The connection of teacher leaders with administration on DSIT will ensure support for PD activities and initiatives.

Building Leadership Teams (BLT): The BLT's, including the building's principal and PLC leaders; they provide input on building goals and PD.

CSS: Instructional coaches and the Curriculum and PD leader will provide support to each BLT. The Curriculum and PD leader will assist BLTs in analyzing and interpreting student achievement data.

School Improvement Advisory Committee (SIAC): SIAC, facilitated by the Superintendent and principals, includes community

members and students. The committee reviews data on achievement and school climate. They suggest goals for improvement to the school board.

CSS: The Curriculum and PD leader and instructional coaches will serve on SIAC. Each of these representatives will assist the Committee in making recommendations to the school board.

Teacher Induction System: A mentoring and induction program that focuses on the Iowa Teaching Standards and promoting professional relationships has been developed within the district.

CSS: Model teachers will serve as mentors. Instructional coaches will design and strengthen the mentoring and induction activities resulting in 1st and 2nd year teachers receiving the support necessary to be a successful teacher.

Enhancements in structures and processes will increase the fidelity and integration of the district's implementation of MTSS, AIW, ELL and ELI strategies. Increased fidelity and integration in the implementation of the district initiatives will result in improved teacher effectiveness and student achievement.

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)

As part of the design process, our TLC planning team engaged in an extensive review of data related to our mentoring and induction program. These data included informal surveys and feedback from mentors and mentees currently in the mentoring and induction program. The survey design included both a written survey administered to 100% of the first and second year teachers and their mentors. Following the administration of the written survey, additional information was gathered in team meetings through a focused questioning process. The district was able to identify several meaningful data points that helped the district to consider areas of effectiveness in the mentoring and induction program as well as areas of needed improvement.

Areas of Effectiveness:

Seventy-eight percent of those surveyed felt the comprehensive mentoring and induction program aligned to the Iowa Teaching Standards. Of those surveyed, 71% felt the teacher leaders were encouraged to serve as teacher mentors.

Following the formal written survey, mentees offered the following strengths of the mentoring and induction program during the team focused questioning sessions:

- Gives new teachers time to meet with their mentor.
- Strong mentors have been selected by the principal.
- Monthly large group meetings.
- Time to collaborate as a whole group.

Targeted Areas of Improvement:

Twenty-eight percent of those surveyed felt mentors were prepared for observing instruction and offering high-quality feedback on strategies to fully implement the Iowa Core. Of those surveyed, 34% felt intensive and specific guidance was given to teachers to improve their instructional practices, and 45% felt there was adequate professional development for mentors and new teachers.

In addition to the formal survey, mentees offered the following areas of improvement of the mentoring and induction program during the team focused questioning sessions:

- Increase engagement during mentoring sessions.
- Increase collaboration time between mentor and mentee.
- Increase focus on content or grade specific practices.
- Set clearer program expectations for both mentors and mentees

The TLC Plan will help address identified gaps:

In response to the district's program review data, the district set three goals for how the TLC plan will improve the mentoring and induction program. The district's goals and plan to target those gaps with teacher leadership roles and funding are:

Goal #1: Prioritize and define time for mentors and mentees to collaborate, observe, and plan with a focus on improving instruction and student learning.

TLC funding will be used in part to provide release time to model teachers and first and second year teachers to meet and engage in job-embedded professional development during the school day. Model teachers will serve as mentors. Mentors will be required to support first and second year teachers through a minimum of four non-evaluative observation cycles a year. This will be an opportunity for mentor teachers to model, co-teach, observe a mentee, and provide non-evaluative feedback through a coaching model. This shift will ensure the mentoring relationship is focused on improving instructional practice directly in the classroom.

Funding from the grant will allow for additional contract days for instructional coaches and model teachers to work with first and second year teachers prior to and after the school year. This time will be used to plan and reflect on curriculum and classroom practices.

Goal #2: Ensure that every mentor is trained in highly effective mentoring and coaching strategies and routines.

Instructional coaches will be responsible for providing training and support to both mentors and mentees. Professional development will be provided to model teachers serving as mentors during the extended contract days.

Goal #3: Restructure monthly mentoring meetings to increase engagement, focus on effective practices, and set clear expectations

for successfully completing the program.

Monthly meetings will more actively engage mentors and mentees in the following three part structure:

1. Administrator lead
1. Introduction of Iowa Teaching Standards
2. Expectation for successfully demonstrating the identified standard
3. Examples of portfolio artifacts
2. Mentor/Mentee time
1. Time to share specific examples of artifacts that would support the Iowa Teaching Standards
2. Time to share concerns and discuss ways to improve in identified areas
3. Building collaboration lead by instructional coaches
1. Discuss building level successes and concerns
2. Develop strategies to improve identified concern areas

TLC funding will improve entry into the teaching profession by providing new teachers with additional coaching, mentoring, and opportunities for observing exceptional instructional practice. In addition, funds will allow the district to improve the identified shortcomings and enhance the strengths of the current mentoring and induction program.

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.

As the Storm Lake Community School District's Teacher Leadership Planning Committee reviewed possible options, they concluded that with slight modifications, the Instructional Coach Model would enhance many of the programs that are already in place in the district.

The TLC planning committee believed the instructional coach positions would positively impact the professional learning communities (PLCs) and the multi-tiered system of supports (MTSS) structures that the buildings already have in place. In addition, the instructional coach positions would give the district the vehicle to implement a more effective peer observation system. The curriculum and professional development position would ensure the implementation of the Iowa Core Curriculum, the use of data to drive decisions and the use of scientifically researched based strategies by all teachers, with emphasis on strategies that are effective with English Language Learners. Additionally, model teachers serving as mentors to new teachers would enhance the district's mentoring and induction program and give teachers the opportunity to observe and discuss effective instructional techniques.

Based upon the district's diverse student population of 2400 students in four attendance centers, the TLC planning committee felt the district would need six instructional coaches, one curriculum and professional development leader, and up to forty model teachers to provide the teacher leadership positions necessary to positively impact the school system.

Forty-seven teacher leaders will account for 27% of the Storm Lake Community School District's teachers serving in leadership roles.

The responsibilities and duties of the various teacher leadership positions would be as follows:

Model Teachers: 100 percent engaged in student instruction.

- Models effective teaching that demonstrates best classroom instructional and management practices.
- Implements and models professional development initiatives.
- Supports and promotes district and building professional development strategies.
- Plans and teaches lessons that will assist other teachers in positively impacting student achievement.
- Implements appropriate learning designs and invite new teachers into their classrooms to observe and co-teach.
- Works with and accepts coaching from instructional coaches.
- Actively participant in professional development and team meetings
- Reads and shares professional literature.
- Provides ideas for differentiating instruction and planning lessons in partnership with fellow teachers.
- Assumes a leadership and mentoring role with first and second year teachers in the school district.

Instructional Coaches: Elementary: 50 percent engaged in student instruction/50% performing teacher leadership duties. Middle /High School: 100 percent performing teacher leadership duties.

- Stays aware of the latest research and works with teacher teams to implement selected research in instruction.
- Works with building principals and instructional strategists to facilitate professional growth of individual staff.
- Works with principals, instructional strategists, and PLCs to organize and coordinate professional development practices to improve implementation of the curriculum.
- Collaborates with principals, instructional strategists, the curriculum and professional development leader, and PLCs to analyze student data and determine next steps in the instructional process.
- Provides leadership to ensure understanding of and promote the educational goals of the district.
- Provides professional development opportunities for staff.
- Provides one-on-one support for teachers using coaching processes.
- Provides classroom instructional modeling and feedback.
- Participates in professional growth activities to keep aware of current and future trends.
- Leads conversations to engage peers in analyzing and using data to strengthen instruction
- Assists teachers with integrating technology into instruction.

Curriculum and Professional Development Leader: 100 percent performing teacher leadership duties. The curriculum and professional development leader will be assigned to work with administrators, instructional strategies, and PLCs in collecting data, analyzing data and developing effective assessment practices. In addition to working with data, the curriculum and professional development leader will work with PK-12 teachers on effective strategies for English Language Learners.

- Conducts demonstrations of effective teaching practices.
- Works strategically with teachers in planning, monitoring, reviewing and implementing best instructional practice.
- Observes and coaches teachers in effective instructional practices.

- Supports teacher growth and reflective practices.
- Plans and delivers professional development activities designed to improve instructional strategies.
- Engages in development, selection and implementation of curricular materials.
- Leads meetings of grade-level teams and/or content-area teams.
- Facilitates professional development and instructional supports to assist teachers in accomplishing building and district initiatives.
- Helps structure opportunities for teachers to practice newly learned skills with peers in workshop and classroom settings.
- Organizes and facilitates teacher observing each other in non-evaluative settings.
- Collaborates with principals, instructional strategists, curriculum director and PLCs to analyze student data and determine next steps in the instructional process.

The addition of model teachers, instructional coaches, and the curriculum and professional development leader will enhance the school district's present structures (PLCs, District School, Improvement Team, Building Leadership Teams, School Improvement Advisory Committee, Instructional Practices Inventory and Teacher Induction System) and initiatives (MTSS, AIW, ELL and ELI strategies) that are in place.

The TLC funding will also allow the school district to expand the leadership opportunities for our teachers resulting in more opportunities for coaching, more effective and focused professional development, increased focus on data decision making, increase implementation of researched based instructional strategies by all teachers, and increased assistance for our curriculum director, principals, and building instructional strategists in helping all teachers to meet the instructional needs of all students.

Finally, the additional teacher leadership roles provided by the TLC grant will assist the school district in accomplishing the goals identified in part two of the TLC application:

1. Improve student achievement by strengthening instruction.
2. Attract new teachers with competitive starting salaries, PD and leadership
3. Retain effective teachers by providing enhanced career opportunities
4. Promote collaboration opportunities for teachers in schools and school districts statewide to learn from each other
5. Reward professional growth and effective teaching by providing pathways leadership responsibilities increased compensation
6. Increase parent involvement and participation

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.

For Storm Lake Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, are reflective about their instructional practice, are committed to ongoing professional growth, desire to serve as a leader, and have a willingness to learn the habits and practices of teacher leaders. Our selection process will examine each candidate from multiple perspectives.

Selection Committee: A selection committee composed of a teacher and administrator from each building, will screen potential candidates, conduct interviews, and make recommendations regarding the final selection of teacher leaders.

Selection Process: Requirements for the leadership positions will include at least three years of teaching experience (with one year of experience in the district), ability to complete identified duties and responsibilities, extra workdays and completion of an annual review.

Candidate resumes will be screened for evidence of professional growth and prior leadership roles. Other indicators would include conferences attended, progress made toward earning additional certifications or degrees, and involvement in professional organizations.

Candidates will also be asked to submit written responses that will seek to evaluate written communication skills and an understanding of their educational philosophy. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and have an understanding of collaboration, relationship building, and being a positive voice for change. The committee will also examine the candidate's lesson plan to look for differentiated instruction, use of variety teaching strategies (including the integration of technology), checking for understanding, and assessment.

Selected candidates will be interviewed. The interview will first seek to evaluate the candidate's teaching practices including an inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader by asking: What leadership roles have they assumed in the past? Why are they interested in a leadership role at this time? How do they envision themselves as a leader, and how do they intend to work with other leaders to move the district forward?

In addition to determine if the candidates possess the abilities to effectively lead other teachers, the committee will seek to find candidates who possess the ability to learn and grow into the position. Using this multifaceted system, the interview committee will gain a complete view of the teacher and their potential as a teacher leader.

A rubric will be shared with all teachers prior to the application process. The rubric will measure each of the facets of the selection process including: the resume, the written responses to the questions, the teacher's lesson, and the teacher's responses to interview questions. The scores on the rubric criteria will be used by the interview committee to identify the candidates that will be recommended to the superintendent for teacher leadership positions.

Following their selection, teacher leaders will participate in orientation and planning activities with building administration, building instructional strategists, and the curriculum director to determine the needed areas of focus for the school year. Teacher leaders would be provided with professional development in the areas of focus as needed. Action plans would be developed and responsibilities assigned. During the school year, the teacher leaders would be continually evaluated by the administration on how well the action plans are being implemented.

Annual Review: In the spring each year, the staff would be surveyed on how well the teacher leadership system has worked and student achievement data would be evaluated. The teacher leadership selection committee will evaluate this information to determine the effectiveness of the TLC Plan. If it is determined that teacher leaders are not accomplishing their action plans, have not had satisfactory survey results, and student achievement is not improving, the selection committee would recommend to the building administration that a corrective action plan be put in place.

All teacher leaders, using their job description, will submit a self-reflection of their performance to the District School Improvement Team. The District School Improvement Team will provide formative feedback regarding their performance against the tasks assigned in the job description as part of their annual review. A retention decision will be made by the district administrators based upon input from the teacher leaders, the District School Improvement Team, and the selection committee.

Each year the selection committee would determine the teacher leadership needs of the district and conduct the application process as necessary.

Narrative

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

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

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

The district will use the IPDM model to involve teacher leaders in the development and the delivery of PD. Teacher leaders, with guidance from the administration, and PLCs will be primarily responsible for planning and implementing PD. Selection of PD will be based explicitly on student achievement data.

Teacher Leadership Roles: When planning PD the Curriculum and Professional Development (CurrPD) Leader will work with data teams to analyze achievement results. The CurrPD Leader, Instructional Coaches and Model Teachers will monitor, and implement instructional practices that are taught during PD. Instructional Coaches and Model Teachers will model and observe implementation of strategies through peer observation sessions.

How Teacher Leadership Roles Align with Identified Goals: Teacher leaders will strengthen and support the district initiatives in the following ways:

MTSS: The CurrPD Leader will work with the Instructional Strategists and teachers to organize data. They will look at students who are not improving or are exceeding benchmarks. The CurrPD Leader will research and recommend strategies to support those students. Instructional Coaches and Model Teachers will model strategies with teachers and students.

AIW: Instructional Coaches and Model Teachers will support cross curricular teacher teams to improve the quality of instruction given to students by using the AIW model. Trained Model Teachers will implement these strategies with all teachers.

ELL Strategies: The CurrPD Leader will work with the Curriculum Director, Instructional Strategists, and ELL Teachers to provide PD that focus on strategies which are successful with ELL students. Instructional Coaches and Model teachers will support teachers in the implementation of the strategies.

ELI: Instructional Coaches and Model teachers will support the implementation of literacy interventions with PK-4 teachers. The CurrPD Leader will collect student data and work with PLCs to analyze this data. Students who are deemed substantially deficient will receive interventions.

The district's TLC plan will demonstrate the components of the IPDM through the following process:

Formative Assessment: Teacher leaders will gather data from district assessments to identify student needs. Model Teachers, the CurrPD Leader, Instructional Coaches, and PLCs will use formative classroom assessments to design interventions and plan for classroom instruction. Instructional Coaches and the CurrPD Leader will lead PLC teams in development of common assessments (PK-5 in the area of reading/language and math and 6-12 by content/course).

Student Data to Establish Goals and Select Content: The CurrPD Leader and Instructional Coaches will review the data and work with the Curriculum Director, Principals, Instructional Strategists and Model Teachers to identify the focus of PD. Content selection will be based upon student achievement data, identified gaps in data, curriculum analysis, and current and future trends as established by professional organizations and the D.E.

Ensuring an Ongoing cycle for Professional Development: The District PD includes theory, demonstration, practice, and teacher collaboration time. Currently teachers collaborate with each other and provide peer review.

Instructional Coaches will provide demonstration, practice and collaboration opportunities for staff. The district leadership team will use the IPDM Profile to conduct an analysis of the effectiveness of PD. This analysis will ensure that PD provided to teachers results in improved instructional practices and increased student achievement.

Training/Learning Opportunities: All teacher leaders will receive training in how to effectively coach others, model lessons, and deliver PD. The CurrPD Leader, Instructional Coaches and Model Teachers will be trained in how to implement effective instructional strategies and analyze data to make instructional decisions.

Collaboration/Implementation: Model Teachers and Instructional Coaches will lead structured PLC meetings. Teachers will be provided time to discuss data, problem-solve, and design lessons that support the district curriculum and instructional strategies. By modeling and observing, the CurrPD Leader will support the implementation of teaching strategies and the Iowa Core in classrooms.

Model teachers will be the first contacts for teachers as they work to implement teaching strategies and curriculum. Through leadership in PLCs, Model Teachers will assess implementation and lead conversations on successes and opportunities for improvement.

Formative Evaluation: The CurrPD Leader will work with data teams to analyze data and make adjustments to professional learning

and design interventions for students.

Coordinated periodic synthesis of summative evaluation data: Summative data collection will be used to identify additional supports or needed adjustments for the TLC positions and to make plans for their training needs.

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

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

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

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

The district will use multiple measures to determine the impact and efficacy of the teacher leadership system. The district's TLC goals as presented in Part 2 are as follows:

- Improve student achievement by strengthening instruction -
- Attract new teachers with competitive starting salaries, PD and leadership
- Retain effective teachers by providing enhanced career opportunities
- Promote collaboration opportunities for teachers in schools and school districts statewide to learn from each other
- Reward professional growth and effective teaching by providing pathways leadership responsibilities increased compensation
- Increase parent involvement and participation

The measures identified below will help the district determine if the goals have been accomplished, if teachers are positively impacted by the plan and if there is improvement in student achievement and the district's culture:

Measure 1: Improved student achievement as measured by district and state assessment data: as measure by Iowa Assessment, MAP results, ELL-students exiting or showing improvement on IELDA, and the four and five year graduation rate. Data Sources - Student achievement data and the high school four and five year graduation rate. The TLC planning team will monitor student achievement data and graduation rates and determine if adjustments to the TLC plan will positively impact these measures.

Measure 2: Improved district climate and culture by an increase in teacher collaboration and number of teachers seeking employment opportunities with the district: as measured by number of applications received, positions open, and teacher collaboration log data. Data Sources - Applications received, positions open, and collaboration log data. Data collected will be monitored by the TLC planning team, teacher leaders, and administrators. Data will be shared during PLC meetings; positive data will be celebrated and strategies will be designed to improve in concern areas.

Measure 3: Increased number of experienced teachers who decide to continue to work in the district for five or more years: as measured by employment records. Data Sources – employment records and exit surveys administered to all teachers that leave the district for any reason besides retirement. Information will be shared with the TLC planning team on all teachers that leave the district to determine the reason teachers are leaving. If reasons are identified that can be corrected, those adjustments will be discussed and implemented.

Measure 4: Increased number of teacher leaders: measured by number of teacher members on District School Improvement Team (DSIT), PLC Leaders, Building Leadership Team members (BLT), and teacher mentors. Data Sources - Personnel Records and Staff Directory. The TLC planning team will monitor the increase of number of teacher leaders. If it does not meet the district's established goal, strategies will be implemented to encourage teachers to seek leadership positions.

Measure 5: Increased parent participation in their child's educational program: as measured by increased attendance at parent-teacher conferences, family orientated activities, and building and district committee meetings. Data Sources: Log sheets and meeting minutes. Administrators and advisory leaders will collect the parent participation data. The TLC planning team will monitor parent participation data and determine if adjustments to the TLC plan will positively impact parent school participation.

Short Term measures of the TLC goals will consist of the evaluation of initial data at the end of 2016-2017 school year.

Long term measures of the TLC goals will consist of the annual monitoring and evaluation of trend data.

In summary, the TLC planning team will continually revisit the goals and the measures for the TLC program to ensure they continue to reflect needs of the system. If needs have shifted, the TLC planning team will suggest adjustments, will propose new measures of impact/effectiveness, and/or will update the data collection plan.

Annually, the TLC planning team will identify areas of strength, areas for improvement, and areas to monitor in order to design action plans to support next steps. All of this data will help the district continue to make adjustments to ensure that the district works toward the goals of its TLC plan.

Using Part 9 application narrative from previous submission? **Yes**

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

The Storm Lake Community School District has a well developed infrastructure in place to ensure the sustainability of a teacher leadership system. The district teachers have participated in professional learning communities for the past five years and professional learning community facilitators have participated in several training opportunities. District and building teacher leadership teams are in place and operating effectively. The school district has a curriculum director and three building strategists available to support teachers at all levels. Professional development is based on the tenets of the Iowa Professional Development Model and the professional learning has focused on the implementation of the Iowa Core Curriculum, effective instructional strategies and the use of data to drive decision making. The districts mentoring and induction program is well developed and is operated effectively. The Elementary, Middle, and High School have building strategists that work with teachers to implement a multi-tiered system of supports (response to intervention) philosophy to supplement the core instruction program.

The district looks to the TLC legislation as an opportunity to enhance and improve the structures and processes the school district already has in place. The addition of teacher leaders serving in the capacity of model teachers, instructional coaches, and curriculum and professional development leaders will enhance the professional learning communities' structures, improve peer observations in the classrooms, and increase the continuity of our professional development activities.

The model teachers, instructional coaches and curriculum/professional development leaders will be able to work with our building administration, the curriculum director and the building strategists to design professional development activities that will further enhance the implementation of effective instructional strategies and the Iowa Core Curriculum in our teachers' instruction. The increased opportunities for teachers to observe and work with model teachers will assist all teachers in providing instruction that positively impacts student learning.

Although the Storm Lake Community School District does not plan to enter into any formal agreement with the AEA or other school districts, the district does plan to be involved in discussions with groups outside the district to further enhance our teacher leadership system. Professional development dollars will be earmarked each school year to visit districts that are implementing effective teacher leadership strategies. Plans will also be made to improve an already solid relationship with Buena Vista University to attract able and promising new teachers. The information that is learned from other school districts and the University will be discussed to determine if it can positively impact our teacher leadership system. An attitude of continual improvement will be the focus of the Storm Lake Community School District's teacher leadership system.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$179,534.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$490,000.00
Amount used to provide professional development related to the leadership pathways.	\$38,836.29
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$708,370.29

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 **2265.48**

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

District Enrollment-Based Allocation **\$708,370.29**

Total Allocation \$708,370.29

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$708,370.29

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

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

The district's TLC budget is based upon the certified count of 2265.48 x \$312.68 per student for a total of \$708,370. The budget will be expended as follows:

Amount to raise the minimum salary to \$33,500: The district's minimum salary is \$37,060 so the requirement is met = 0.00

Amount designated to fund salary supplements for teachers in leadership roles: Stipends for 6 Instructional Coaches to work 10 additional days performing the following - planning PD activities, collaborating with other leaders, and working with new teachers (6 x \$7000 +benefits) = \$48,964

Stipend for a Curriculum and PD Leader to work 15 additional days performing the following activities: analyzing data and developing effective assessment practices, planning PD activities, collaborating with other leaders, and working with new teachers (1 x \$12,000 + benefits) = \$13,990

Stipends for 40 Model Teachers to work with new teachers to plan and develop instruction for students and to assist new teacher to assimilate to building policies and procedures. (40 x \$2500 + benefits) = \$116,580

Amount used to cover costs for the time teachers in leadership are not providing direct instruction: 7 teachers will be hired to replace the time that instructional coaches and the curriculum and PD leader are not teaching (7 x \$70,000) (average salary and benefits) = \$490,000

Amount used to provide PD related to leadership pathways: PD for teacher leaders to learn how to work with adult learners, coaching techniques and strategies and researched based instructional strategies = \$38,836

Total = \$708,370

47 teacher leaders divided by 172 total teachers = 27% serving in leadership positions.

Each of the 47 teacher leaders will help all teachers in the district to achieve the TLC Goals:

1. Improve student achievement by strengthening instruction: As DINA district this is the number one goal. Although proficiency rates have increased, additional improvements will continue to be a focus. Improvements in achievement scores can be contributed to the implementation of MTSS. Funds from the TLC grant would allow the district to fully institutionalize the MTSS program by providing additional leadership opportunities for teachers.

2. Attract able new teachers by offering competitive starting salaries and offering PD and leadership opportunities: The minimum salary requirements of \$33,500 will be exceeded and new teachers will be provided PD and support to improve their instruction. Funding from the TLC grant will allow new teachers the to work and collaborate with their mentor prior to the school year. The district based mentoring program will be expanded and enhanced to provide additional support to new teachers.

3. Retain effective teachers by providing enhanced career opportunities: Career teachers will work with fellow teachers through their PLCs on strategies to improve the instruction. Teachers will participate in leadership opportunities through the roles identified in the TLC plan. 47 teachers (27%) will fill leadership positions with extra days, responsibilities & compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders mentoring, coaching, and modeling effective practices, classroom management and relationship building. If additional leadership opportunities are available for a career teacher, then the district will retain experienced effective teachers.

4. Promote collaboration by developing and supporting opportunities for teachers in schools statewide to learn from each other: Teacher leaders will meet at least weekly with all teachers in their PLCs to examine data, collaborate, and provide PD. Teacher leaders will be involved in and conduct monthly PD activities in their buildings. The leaders will meet with each other to provide ongoing support and will network with other districts' teacher leaders.

5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation: Leadership opportunities for teachers will be increased through the addition of instructional coaches that will focus on literacy, math, and strategies to work with ELLs. With the increased use of data driven decision making through MTSS, the district's TLC plan will also include a curriculum and PD leader that will focus on collecting, analyzing, and using data with PLCs to drive instructional decisions. TLC funds will also be used to enhance mentoring and leadership opportunities that currently exist.

6. Increase parent involvement and participation in the educational process: With the implementation of the TLC grant, renewed focus will be made by PLCs to increase parent involvement and participation in each of the buildings. If parents become more involved in their child's education through participation in school activities then school programming will be enhanced resulting in increased student achievement.