



Application

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

138607 - Treynor TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

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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: Treynor Community School District

Organization Type: K-12 Education

DUNS: 10-064-9243

Organization Website: www.treynor.k12.ia.us
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Kevin Elwood
Title Superintendent
Organization Treynor Comm. Schools
If you are an individual, please provide your First and Last Name.
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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.
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Name Karli North
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County(ies) Participating, Involved, or Affected by this Proposal	Statewide
Congressional District(s) Involved or Affected by this Proposal	Statewide
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	Statewide
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	Statewide
<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.

Kevin Elwood

Title of Person Submitting Certification

Superintendent

Recipient Information

District	Treynor Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	78-6453
<i>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.</i>	
Honorific	Mr.
Name of Superintendent	Kevin Elwood
Telephone Number	712-487-3414
E-mail Address	kelwood@treynorcardinals.org
Street Address	102 E. Main St.
City	Treynor
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51575

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Kevin Elwood
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Street Address	102 E. Main St.
City	Treynor
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51575

Demographic Profile

October 2014 Certified Enrollment	578
October 2014 Free/ Reduced Lunch %	8
AEA Number	13

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

TLC Model Number	Model 3 Comparable Plan
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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 Treynor Community School District serves a rural area of 100 square miles in southwest Iowa with a growing student body of over 775, K-12. Open enrollment accounts for about 30% of the student body. A staff of over 100, including 54 teachers and four administrators, provides services to the students.

Treynor is pursuing the TLC funding in order to meet their district vision: "To provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future." While Treynor students have fairly high achievement scores and multiple successes in extra curricular activities, high open enrollment numbers (not having students attend at Treynor through their K-12 experience) has resulted in curriculum gaps and uneven coverage of essential concepts. In addition, with high assessment averages, the staff is concerned about providing rigor for the top tiers while meeting the needs of all students.

Implementing the TLC system will enable the Treynor District to rely on the expertise of staff to step into leadership roles that will enhance learning for every student, strengthen current instructional practice, and provide insight and training of new teaching methodologies.

The TLC vision of Treynor CSD is to "Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement." A teacher leadership program in Treynor CSD will support the larger, district-wide vision to "Educate, Motivate, and Inspire." Teacher Leaders will create a comprehensive system of support for all teachers in the district. This support will allow teachers to collectively work towards implementing Iowa Core, create rigorous and relevant curriculum, and support each other in working towards individual career goals and furthering student achievement.

The Treynor TLC Goals are as follows:

TLC Goal #1: Attract and retain new teachers who will be afforded additional support beyond our current system. The district will use the TLC funding to supplement the current new-teacher wage in order to meet the TLC salary requirement for new teachers. TLC teacher mentors will be given additional time to work with new teachers to keep the current low rate of attrition stable and to help identify factors which could strengthen the current mentor-mentee system.

TLC Goal #2: Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to strong practitioners. Through the TLC, Treynor will add 18 leadership positions to the staff. The teacher leaders will be compensated both financially and personally with the opportunities afforded them through the TLC system, helping to retain strong teachers in the system and giving them opportunities to help impact student achievement.

TLC Goal #3: Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams and classrooms to discuss current academic expectations, explore research-based strategies, and plan implementation of instructional practices that impact student learning.

TLC Goal #4: Focus on improving student achievement through improved targeted instruction. All staff are involved in quality professional development provided at their building and/or district level: Multi-Tiered System of Support, 6-12 Higher Order Thinking, Mentor-Mentee program, K-5 Early Literacy, and K-12 Technology. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

After researching a variety of options for TLC positions and getting staff input, the TLC Committee has identified 5 roles for teacher leaders in the district: 1 TLC Coordinator, 2 Instructional Coaches (K-5 and 6-12), 4 Mentors, 4 Model Educators, and 7 District Leadership Team Members. Using the Model 3 (Comparable Plan), the committee designed a plan that will enable the district to impact student achievement through strong teacher leadership.

Treynor's TLC vision and four goals align with Iowa's five TLC goals. All teachers will be paid at least \$33,500. The incentives of extra pay, a chance for new leadership roles, and multiple opportunity to collaborate with peers will increase the likelihood of veteran teachers staying in the district. Extended opportunities for all teachers through professional development aligned with Iowa Core and Treynor's identified initiatives will result in greater student achievement — the ultimate intent of the state's TLC program.

Through the TLC grant and teacher leadership efforts, the district will allocate time, resources, training, and stipends to identify and address areas of need, align professional development, and support new and veteran teachers, ensuring that all students are provided a rigorous education at Treynor.

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).

Committee Formation, Participation, and Model

The Treynor TLC Committee began meeting in the Fall of 2014 to consider if the district would apply for the TLC funding. The committee is comprised of 4 administrators, 4 teachers, 1 board member, and 3 parents. While considering their options, the committee gathered information by attending AEA workshops and communicating with stakeholders to address concerns associated with the system. As team members attended work sessions at the AEA, it became apparent that, with proper planning, the district could develop a plan that would enhance instruction at Treynor and, in turn, impact student learning. The committee, supported by the school board, hired a coordinator to organize agendas, assign research areas, and coordinate the writing of the proposal. The committee submitted information, wrote mission and goals, edited the proposal, and approved all documents. Planning funds were used to reimburse the TLC committee for their time and efforts and to hire the planning coordinator.

The TLC Committee chose to structure their proposal on Model 3 (Comparable Plan).

Support for pursuing the TLC at Treynor

Teachers' input was sought and incorporated into the TLC plan. Sessions were held by building administrators to inform teachers about the goals of the TLC system, in addition to the roles that could be developed for Treynor staff. Teachers expressed concerns about taking on more responsibilities, detrimental effects of removing strong teachers from the classroom, and what support systems would be in place for the new teacher leaders. A survey was given to quantify the support that teachers would give to the TLC effort.

During April, 2015, the Treynor staff answered a survey indicating support. From 1-5, staff members were asked to indicate their level of support for continuing with the TLC proposal. Sixty-two percent of the staff indicated that they were supportive or very supportive of submitting a proposal. Thirty-five percent were neutral concerning the proposal, and one person noted that he was questioning the participation.

34 staff members responded as follows:

- 5 - Very supportive: 11 responses
- 4 - Supportive: 10 responses
- 3- Neutral: 12 responses
- 2 - Questioning participation: 1 response
- 1 - Will not support: 0 responses

Multiple questions and concerns were expressed via the survey. The TLC committee compiled both state and district responses to the expressed concerns and gave that to the staff before issuing an Interested in Applying for a TLC Position survey. In addition to the staff being given a handout that addressed their questions and concerns as expressed in the survey, they also had opportunities during staff meetings to discuss options and give opinions about roles and support.

The Positions Interest Survey was administered in the spring of 2015. While 50% of the staff were ineligible to apply or not interested in applying at this time, the committee noted that the other 50% of the staff indicated they were interested in multiple positions, meaning that there were multiple candidates for each proposed TLC role.

Information from the Position Interest survey for the TLC Positions

Following are the numbers of teachers who showed interest in applying for each Treynor TLC position:

- Model Teacher: 9
- Mentor: 14
- DLT: 14
- Instructional Coach: 10
- (TLC Coordinator) Curriculum and Professional Development Leader: 4

- 42 people responded to the survey
- 21 were not interested in applying or were ineligible for TLC

Time and Support for the TLC: Teachers, Administration, School Board, and Stakeholders

	Number of hours spent in the TLC grant-planning process	Commitment to the TLC program
Teachers	150 hours	97% (First TLC survey responses)
Administration	140 hours	100% committed to TLC
School Board	25 hours	100% committed to TLC

Stakeholders on TLC Committee	75 hours	100% committed to TLC
Stakeholders	Not Available	No negative responses

The board, stakeholders, teachers, and administration were given multiple opportunities to address their concern or support of the TLC system as designed by the TLC Committee. Support for seeking the Teacher Leadership and Compensation funding was clear through the survey information and meetings with all stakeholders. The Treynor Community School District can envision a positive impact on student achievement and educator instruction through implementation of their TLC plan.

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.

Treynor CSD's mission is "To provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future." The following chart shows that Treynor students are academically doing well, responding to the instruction that occurs in the district. However, the staff is concerned about adding rigor to the curriculum, while meeting the needs of all students. The assessment scores can and will be improved by adding instructional coaches and model teachers to the staff through the TLC funding. Those coaches and model teachers will work through the MTSS system to identify strategies and instructional practices that will increase rigor while supporting struggling learners.

Current State Assessment Data:

Iowa Assessment Data	2014-15 District 1st-11th Proficiencies	3-5 Collapsed	6-8 Collapsed	9-11 Collapsed
Reading	91%	90%	90%	94%
Math	91%	85%	93%	93%
Science	90%	89%	94%	95%

The TLC Committee reviewed the district data, analyzed the purpose and goals of the state TLC system, and devised the district's TLC vision: *The TCSD will empower highly effective teachers to strengthen their leadership skills and expertise in curriculum and instruction to improve student achievement. To ensure high quality instruction, teachers will have opportunities to collaborate, reflect, and improve their professional practice.*

The Treynor TLC Goals are as follows:

TLC Goal #1: *Attract and retain new teachers who will be afforded additional support beyond our current system.* The district will use the TLC funding to supplement the current new-teacher wage in order to meet the TLC salary requirement for new teachers. TLC teacher mentors, working both independently and with other TLC personnel, will be given additional time to work with new teachers to keep the current low rate of attrition stable and to help identify factors which could strengthen the current mentor-mentee system.

TLC Goal #2: *Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to strong practitioners.* Through the TLC, Treynor will add 18 leadership positions to the staff, fostering the ability to impact students through their collaboration with staff. Their input will range from modeling strategies in the classroom, to analyzing data that is shared with staff, to providing multiple instructional supports. The teacher leaders will be compensated both financially and personally with the opportunities afforded them through the TLC system, helping to retain strong teachers in the system and giving them opportunities to help impact student achievement.

TLC Goal #3: *Enhance a culture based on teacher collaboration for the benefit of student learning.* Teacher leaders and staff will collaborate in PLC teams and classrooms to discuss current academic expectations, explore research-based strategies, and plan implementation of instructional practices that impact student learning. The Instructional Coaches and TLC Coordinator will work with administration to determine content and direction for the PLCs.

TLC Goal #4: *Focus on improving student achievement through improved targeted instruction.* All staff, including new staff members, are involved in quality professional development provided at their building and/or district level: Multi-Tiered System of Support, 6-12 Higher Order Thinking, Mentor-Mentee program, K-5 Early Literacy, and Technology. All professional development opportunities include Iowa Core alignment and integration of state and national standards. The TLC Coordinator and Instructional Coaches will work with other TLC personnel and the administration to plan, deliver, and evaluate the efficacy of professional development in the district.

Treynor's TLC vision and four goals align with Iowa's five TLC goals. All teachers will be paid at least \$33,500. The incentives of extra pay, a chance for new leadership roles, and multiple opportunity to collaborate with peers will increase the likelihood of veteran teachers staying in the district. Extended opportunities for all teachers through professional development aligned with Iowa Core and Treynor's identified initiatives will result in greater student achievement — the ultimate intent of the state's TLC program.

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)

Procuring the TLC funding will allow the Treynor District to strengthen and broaden the district and building initiatives while improving instruction and learning. Those initiatives are K-5 Literacy, MTSS, 6-12 Higher Order Thinking, and K-12 Technology, with Iowa Core aligned to each of those programs.

MultiTiered System of Supports (*MTSS*) – More than ever, the Treynor staff must address the needs of all students. The MTSS process will be facilitated by the TLC teacher-leaders providing structure to help peers implement strategies to address the needs of all students and improve instruction. TLC personnel, coordinating a variety of data points, can assist teachers in using both formative and summative assessment information to plan instruction either through core instruction or during the supplemental and intensive support phases.

K-5 Early Literacy - TLC personnel can support teachers by providing them with new ideas and suggestions to improve instruction based, in part, on the FAST/IGDI assessment data available to them. The staff has acquired new resources and curriculum by adopting *Making Meaning* for literacy. TLC leaders will work through the new curriculum collaborating with teachers. Core instruction will be strengthened with quality professional development, individual coaching opportunities, and modeling/observation/implementation of literacy strategies.

Higher Order Thinking — After examining state assessment data and individual growth data, secondary staff have begun a study of higher order thinking and depth of knowledge. Professional development has been established to examine the research and best practices around higher order thinking that can be initiated into co-teaching, co-planning, and instruction at a rigorous level and that matches expectations for depth of knowledge as indicated in the Iowa Core. TLC personnel — Coordinator and Instructional Coaches — will lead PD and devise data-gathering processes to monitor implementation. Model teachers will have opportunities for staff to observe those practices and to collaborate on how those practices can be incorporated into the staff's instructional practices. Mentors will be able to help new teachers understand the intent of the PD and how to incorporate it into their planning for instruction.

Technology — A continuing emphasis in the district is to focus not simply on greater access to technology for students, but implementing effective uses of technology to positively impact student learning. Teacher leaders will facilitate conversations and training on how effective uses of technology can help teachers differentiate instruction and foster skills of collaboration among students. TLC personnel will gather technology strategies that promote real-world and higher order thinking skills, while addressing many of the 21st Century Skills and technology-based standards found throughout the Iowa Core. Implementation data will provide clarity on what technology is being utilized at what level, providing ongoing information for TLC to provide needed professional development or individual teacher help.

Iowa Core - While Iowa Core is not an initiative, it is incorporated into all the initiatives at Treynor. The TLC Coordinator and Instructional Coaches will be able to provide individual instructional strategies to implement the Core; specifically focusing on alignment K-12. The TLC teacher leaders will facilitate meetings with individuals and grouped staff to discuss standards alignment to curriculum and assessments.

While the district will continue to work with Green Hills AEA and state education personnel, the development of teacher leaders will enable the Treynor district to build local capacity. Daily interaction with staff, students, initiatives, and data increases the likelihood of better integration of strong teaching practices resulting in better 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)

The Treynor district's mentoring program is aligned with Green Hills Area Education Agency and their program *Journey to Excellence*. Mentors and mentees attend training at the beginning of the year and several times throughout the year. Mentors also meet with mentees monthly to discuss and reflect on their teaching practices. All teachers must connect their work with the Iowa Teaching Standards and Criteria.

New Teacher and Teacher Retention Data

School Year	# of New Hires	Retained after Year 1	Continued to Teach at Treynor
2010-11	2	2	0
2011-12	1	1	1
2012-13	4	4	3
2013-14	4	4	3
2014-15	4	2	2

When looking at retention after one year of service, of the 15 original hires in a five-year span, 13 returned for their second year of employment.

Teacher A: Started her family and elected to stay home with her new baby.

Teacher B: Was unsuccessful in the classroom and was replaced mid-year.

When looking at the longevity of teachers staying in the school district beyond two years, 9 of the 15 hires are still employed at Treynor. Those who left the district had opportunities to teach in their hometown, chose to follow a spouse who had a new position, and left for an administrative job; in addition to the teachers addressed above.

Although the Treynor system has been successful in retaining new teachers to the district and to the teaching profession, some gaps have been identified in the program.

Mentor program areas of need:

1. Additional release time, PD, and coaching focused on instructional strategies, and Treynor initiatives
2. More coaching on classroom expectations, procedures, and behavioral management
3. Coaching interventions for students who demonstrate gaps or deficiencies

The district understands that providing a strong mentoring and induction program for new teachers at Treynor CSD will not only improve individual teacher development, but will also help to enhance learning. Adding to the already strong *Journey to Excellence* program, the new teachers will have the opportunity to work with Model Teachers, Instructional coaches, and the TLC Coordinator, in addition to the TLC teacher leader Mentors.

Providing a strong mentoring and induction program will help new teachers become leaders in the classroom and in the district. The different roles, as laid out in the Treynor TLC system, will have defined responsibilities in our mentoring and induction plan as shown below.

TLC Positions	Level(s)	How Role Will Support New Teachers and Address Identified Mentor Gaps
Instructional Coaches	K-5 6-12	<ul style="list-style-type: none"> • Collaborate with mentors to coordinate support to new teachers • Create opportunities to co-teach and model teaching for new teachers • Provide PD on curriculum alignment • Provide in-class support • PD on software and hardware that is building/district specific
TLC Coordinator	K-12	<ul style="list-style-type: none"> • Support the integration of transformational technology in the classroom

Model Teachers	K-5 6-12	<ul style="list-style-type: none"> • Provide lesson plans that incorporate research-based practices • Model lessons for peers and mentees • Collaborate on instructional practices
Mentors	K-12	<ul style="list-style-type: none"> • Support new teachers with the implementation of district-specific teaching resources and materials • Provide feedback and coaching to increase effective instructional practices and strategies • Align mentee's professional goals to district goals • Collaborate with TLC roles as they support new teachers and teachers new to the district
District Leadership Team	K-12	<ul style="list-style-type: none"> • Partner with TLC roles to analyze mentor-mentee data as it applies to the district and TLC intent

While the basic structure of the Treynor mentee program and the mentor position will not change for the time being, the new TLC roles will support the district's current personnel by helping to address any gaps found in the mentoring program. With the addition of TLC positions, our new teachers will have opportunities to co-teach with highly skilled teachers, be a part of collaborative teams focused on teaching and learning, and have access to in-classroom supports. The TLC structures will assist Treynor in assessing the mentee model and make adjustments to be most effective for finding and retaining strong teachers new to the profession of teaching.

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.

The Treynor TLC committee, after researching other TLC systems around the state, has identified five teacher leader roles that will support both the district goals and the TLC goals established to support teaching and learning in the district. Three of the positions are new to the district and two (mentors and leadership team members) exist already, but will be adapted to the teacher leader system.

The chart below outlines the components of the teacher leader roles for the TLC system.

Below the chart are bulleted job descriptions for each TLC role.

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract & Compensation	Percent out of Classroom
TLC Coordinator	\$10,000	1	*15 days	100%
Instructional Coach	\$5,000	1 (K-5) 1 (6-12)	*5 Days	100%
Mentor	\$2000	2 at Elementary 2 at Secondary	*2 Days	0%
Model Educator	\$3000	2 at Elementary 2 at Secondary	*4 Days	0%
District Leadership Team	\$1,000	3 (K-5) 2 (6-8) 2 (9-12)	0 Days	0%

**Indicates that days may be taken incrementally.*

District Leadership Team — Seven members of the staff will hold positions on the District Leadership team. The duties for the team members will include:

- Serves as voices for their peers while working with administration.
- Collaborate with TLC personnel to analyze data and make decisions.
- Contribute expertise to examine initiatives and their effect on student learning.
- Provides insights into current procedures to best serve student populations.
- Supports TLC efforts in the district to facilitate student achievement.

Mentor - Four mentors will work with teachers new to the profession or district. The number will be determined yearly to meet district needs for new hires. Duties for a mentor will include:

- Acclimates new teachers to a new school environment.
- Advises new teachers about instruction, curriculum, procedures, practices and the political context.
- Contributes time and expertise to make significant contributions to the development of new professionals.
- Serves as a role model for mentees.
- Follows the *Journey to Excellence* program.
- Opens classroom to new teachers and their mentors for observation of best practices in instruction.
- Works collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the TLC plan.

Model Educator - These TLC personnel will continue to fulfill 100% of their classroom duties. Model Educators will open their classroom to peers, providing exemplar lessons, effective teaching strategies, and lesson components that can be incorporated into other curriculum areas. Duties include:

- Models characteristics of effective instruction.
- Provides opportunities for other teachers to view and reflect together on exemplar lessons.
- Accesses professional reading, webinars and accepts other opportunities to learn
- Demonstrates effective strategies in planning, instruction, classroom management, data management, and student assessment.
- Works collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the TLC plan.

Instructional Coach - The TLC coach will work directly with staff to provide whatever help is needed to improve instruction and impact student learning. Duties include:

- Demonstrates instructional practices.
- Leads instructional meetings.
- Meets weekly with building principal(s) and TLC Coordinator to communicate on instructional meetings.
- Increases the instructional capacity of teachers in math, reading, student engagement, classroom management, and other areas of

need.

- Coaches and trains model teachers.
- Coordinates the instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria.
- Provides resources as needed to educators.
- Manages the school-wide assessments and data for monitoring instructional practices.
- Facilitates collaborative meetings and keeps records.
- Supports instruction and learning through the use of technology.
- Develops and implements vertical school-wide professional development (PD) throughout the year.
- Collaborates with TLC Coordinator, Model Teachers, BLT, and administration to assist with school-wide PD.

TLC Coordinator - This TLC person will be out of the classroom 100%, giving as-needed support to the other TLC personnel, organization of the TLC efforts in the district, and serve as the main contact for TLC activities. Other duties include:

- Facilitates communities of learning (PLCs) to identify student learning needs, teachers' current knowledge and skills levels, and types of learning opportunities different groups of teachers need.
- Leads collaborative, decision-making meetings to develop and implement a data-driven professional development plan (for district and buildings) that includes theory, research and effective practices for adult learners.
- Facilitates/leads PD and instructional supports to meet the district's needs for MTSS, Iowa Core alignment and implementation, use of technology, and improved student achievement.
- Serves as the TLC liaison to educators, administrators, school board, and community.
- Shares instructional and professional resources with colleagues to increase educator capacity and impact student learning.
- Helps colleagues select and implement effective teaching strategies and analyze student responses.
- Leads conversations to engage peers in analyzing and using multiple sources of data to strengthen instruction.
- Guides teachers' discussion in analyzing student achievement data – trend, subgroups, individual, and disaggregated.
- Facilitates alignment of Iowa Core and content standards, district curriculum and goals, learning progressions, and assessments.
- Utilizes a variety of data points to facilitate committee work to plan, implement, and assess district/building initiatives.
- Organizes and facilitates non-evaluative peer observations.
- Meets weekly with Instructional Coaches and administration to collaborate on instruction.
- Cultivates a collaborative culture and promote peer relationships that build on trust and a common educational goal of improving teaching and learning.
- Works collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the TLC plan.

Currently, leadership roles in the district are limited to committee work for which there is no compensation — data, professional development, school improvement advisory, curriculum, and several others. Committee work was siloed with little communication or coordination between the many committees. With the TLC structure, the new teacher-leader roles will take over most of the committee work — coordinating efforts between staff and administration and providing a cohesive structure for improving teaching and learning, while financially rewarding them for their work. When looking at the duties for each of the TLC positions, one can see the interconnectedness between each of the TLC roles and how they will interact with staff and administration to impact learning.

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.

The current evaluation system is rigorous for teachers new to the profession and/or district, but is inadequate to distinguish teacher leadership roles. To rectify that problem, the committee has designed a rigorous selection process, in addition to building an evaluation system that will monitor effectiveness and professional growth. As recommended by all stakeholder groups, the selection process to fill all leadership positions will be clearly outlined, available to all who are eligible, and transparent to all stakeholder.

Selection of leader teachers for the Teacher Leadership program at Treynor Schools will be rigorous. It will include the following steps for assuring that all teachers involved are committed to the teacher leadership initiative and are willing to serve in the leadership position. All participants involved will have the same high level expectations, aimed at creating greater levels of student achievement for all students.

Selection Process

A. All leadership positions will be posted, providing detailed information regarding the roles and responsibilities of each leadership position upon notification of receiving the TLC funding notification.

B. Teacher nomination – Teachers will self-nominate. Teacher Application materials will include an application form and two peer recommendations (for full-time positions). The application will address current qualifications that fit the TLC role, evidence of continuous learning opportunities the applicant has engaged in, and efficacy in their current and past teaching or teacher-leader assignments.

C. Selection committees, made up of members of the Treynor stakeholders, will include administration, teachers, and community members who will review all application documents and follow the selection process to make recommendations for each TLC position.

D. The interview process will provide educators the opportunity to share evidence and provide narrative that highlight career goals such as additional education, service on leadership committees, and teacher leadership roles and responsibilities they have assumed for the district or their building(s). Selection committee members for the TLC Coordinator will include 4 administrators, 1 board member, and 3 teachers - one from each building. Committees for instructional coaches will include the TLC Coordinator, 2 building teachers, and the building administrator. A recommendation to the superintendent will be made for each of the teacher leadership roles. Teacher committee members will be educators who are not applying for TLC positions.

E. This selection process must occur annually for available leadership roles, including teachers currently serving in teacher leadership roles. The system will include feedback data from peers, a modified re-application form (for current TLC staff who are reapplying), and informal interviews conducted by the administrator and TLC Coordinator.

Both the initial application and renewal applications will embed the criteria detailed in the Iowa Teaching Criteria and Leadership Standards. Applicants will provide information regarding their knowledge and skills as related to the eight criteria. This rigorous application process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

A clear and equitable evaluation system, aligned to the areas of effective teaching and leadership, is in place for the Instructional Coaches and the TLC Coordinator. The evaluation of the Instructional Coaches and TLC Coordinator will include a set of clearly delineated performance indicators. All TLC personnel will provide a self-assessment reflection (with artifacts to support the self-assessment) and an assessment by the TLC Coordinator, to be conducted on an annual basis. The TLC Coordinator's assessment will be conducted by the administration.

Teacher leaders will receive initial and ongoing job-embedded training aligned to the roles and responsibilities of their leadership position. TLC personnel will be provided time and resources to attend trainings and collaboration with other districts' TLC leaders to gain valuable information to bring back to staff and incorporate into professional development and small group/individual collaboration to improve student achievement.

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.

Treynor faculty have assisted in the planning of professional development through their participation on a number of building leadership committees. The TLC plan will enable teacher leaders to continue to contribute to the PD efforts that the district has identified, but they will now be compensated for their efforts and gain leadership experience while doing so. PD encompasses the district's initiatives of K-5 Literacy, K-12 MTSS, 6-12 Higher Order Thinking, and K-12 Technology.

TLC Role	Role in PD	Planning Responsibility	Delivery Responsibility
TLC Coordinator	<ul style="list-style-type: none"> -Support teachers in implementation of initiatives -Facilitate teacher leadership teams -Provide feedback to teacher leaders -Oversee PD and program evaluation 	<ul style="list-style-type: none"> -Collect and analyze data related to climate and achievement -Collaborate with Mentors and Coaches to set PD agendas - Work with administration to meet district and TLC goals 	<ul style="list-style-type: none"> -Delivery of PD -Leadership support to all TLC positions -Data collection, analysis and program evaluation of TLC
Instructional Coaches	<ul style="list-style-type: none"> -Provide instructional strategies -Provide PD to meet state and local goals 	<ul style="list-style-type: none"> -Collect and analyze implementation data --Examine staff needs for PD -Coordinate PD efforts with AEA -Determine and provide resources for effective PD 	<ul style="list-style-type: none"> -Facilitate collaborative teams -Support teachers in implementing PD -Assist in delivery of PD to PLCs, curriculum teams, and individuals
Mentor	<ul style="list-style-type: none"> -Assist TLC team in new hire PD trainings -Facilitate mentor/mentee meetings 	<ul style="list-style-type: none"> -Collect and analyze achievement data -Provide feedback and assistance to mentees 	<ul style="list-style-type: none"> -Provide guidance and support to mentees
Model Teacher	<ul style="list-style-type: none"> -Implement the strategies in the classroom 	<ul style="list-style-type: none"> -Collect feedback information from staff -Provide information to Coordinator and Coaches to plan PD 	<ul style="list-style-type: none"> -Model strategies -Provide lesson plans
District Leadership Team	<ul style="list-style-type: none"> -Work with TLC Coordinator and administration to oversee PD 	<ul style="list-style-type: none"> -Represent the staff voice in planning for PD and determining efficacy 	<ul style="list-style-type: none"> -Participate in PD as needed -Represent staff

TLC Roles Aligned to IPDM Elements

Element 1: Data Analysis

With the appointment of TLC personnel, analysis of student achievement data such as Iowa Assessments and FAST to determine effectiveness of programming and areas of student need. All TLC positions will collect and analyze data in collaboration with staff to focus on PD needs.

Element 2: Goal Setting

TLC Coordinator, Instructional Coaches, and Mentors will work with teachers to develop ICPDs based on district PD goals. Mentor Teachers will work with new teachers to implement the Iowa Teaching Standards and work toward the district PD goals.

Element 3: Selecting Content

All TLC roles will work collaboratively to select research-based instructional strategies tied to district initiatives. Teacher leaders, staff, and administration will select the professional development content based on analysis of data and building goals.

Element 4: Design Professional Development

Each TLC role helps facilitate PD designing. Planning for PD may include working with AEA staff to align topics; research, plan, and deliver professional development sessions for staff, and document progress. TLC personnel will plan for alignment and implementation of the Iowa Core curriculum into classroom instructional practices.

Element 5: Training/Learning Opportunities

Teacher leaders will provide training aligned to district initiatives, engaging teachers in collaborative, job-embedded PD. Duties

encompass modeling, co-teaching, PLC facilitation, feedback, small group training, and full-staff PD delivery. Teacher leaders will provide resources, training, strategies, and guidance through their PD efforts.

Element 6: Collaboration/Implementation

All teacher leaders will engage in collegial PD centered around collaborative work — providing opportunities for teachers to implement new strategies, develop lessons, and solve problems. Model teachers will provide opportunities to observe implementation, share lesson plans, and discuss efficacy of their work which reflects PD.

Element 7: Ongoing Data Collection

Collection, analysis, and discussion of formative data and artifacts occur throughout the year so adjustments can be made to PD at each grade level. A variety of achievement data, including FAST and progress monitoring aligned to MTSS, will be part of the data collected, in addition to PD implementation data.

Element 8: Summative Evaluation

Teacher leaders collect and assess achievement data, share/analyze data, focus instruction to meet student needs, plan for PD, and evaluate data. The Coordinator and Instructional Coaches will collaborate with the District Leadership Team to compile and share data with stakeholders. Summative evaluation will use data, TLC feedback, and artifacts to determine PD effectiveness and next steps.

By following the Iowa Professional Development Model, teacher leaders will be able to promote strong instructional practices, monitor PD implementation, diagnose areas of need, and celebrate success.

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.

Outcomes vary for teacher leaders and new and veteran teachers; however, the same data points can be used to measure impact on all groups.

Short-term data points:

- 1) Staff survey responses to determine the impact, influence, and efficacy of the teacher leaders on new and veteran teachers.
- 2) Walkthroughs to determine implementation of strategies demonstrated by model teachers and instructional coaches and those strategies studied in professional development.
- 3) Written reflections on professional development, strategy implementation, and peer collaboration, in addition to feedback about TLC efficacy.
- 4) Datawalls aligned to MTSS entries to determine success of strategies for identified students.
- 5) Staff interviews to reveal perception of teacher leadership and to evaluate rigor, implementation, and efficacy.
- 6) Self-assessment reflections and personal goals from teacher leaders about their individual learning and impact on others.

Long-term data points:

- 1) Staff attendance and staff-retention trend data.
- 2) Achievement of annual academic goals.
3. Walkthrough data that collects evidence of professional development implementation.
- 4) Data on Individual Career Development Plan effectiveness.
- 5) Student achievement trends.

Monitoring and adjusting the TLC plan will be determined using a variety of data sources as indicated above. Scheduled collection and evaluation times will be set by the TLC personnel in order to provide prompt feedback and course correction, if needed. Regularly scheduled TLC meetings will give those responsible for data collection time to examine what has been collected, present the data to staff, and recommend alterations to the plan or to continue the plan as is.

Changes in achievement and implementation will mandate that the TLC committee frequently check for alignment of district needs to the current TLC goals. The committee and teacher leaders will rely on a variety of data points to justify changes in the plan and provide documentation to show when, how, and why changes were made. In addition, that documentation will provide historical perspective, which in turn can be used by the district and others to guide future actions.

Relevant feedback is a necessary part of the continuous improvement model. Once Treynor's TLC program is established and implementation has begun, the district will monitor impact and effectiveness with a variety of tools and techniques. Continued communication with the staff, school board, School Improvement Advisory Committee, students, and community will provide feedback to the TLC committee and TLC personnel, also giving stakeholders a venue for voicing concerns and commenting on successes. Based on frequent formative assessments, the staff will have the opportunity to study the data, revise instruction practices, and improve the quality of their teaching.

As the TLC Committee and District Leadership Team implement the plan, they will continue to evaluate feedback, make adjustments, monitor change, and evaluate again—based on these guiding questions and the accompanying data points:

- 1) How has student achievement improved as a result of professional development aligned to instructional improvement?
- 2) How has implementation of the TLC plan benefitted our new and veteran teachers and teacher leaders?
- 3) How has student achievement data changed?
- 4) In what way has implementation of the TLC plan impacted the staff environment and outlook?

The Treynor School District will monitor and adjust its TLC plan based on the results of the above-mentioned short and long-term outcomes and data points. Measures are in place that will closely monitor the work of teacher leaders.

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)

Treynor CSD has demonstrated in the past that it has the ability to implement and sustain initiatives, augmenting instructional skills and improving student learning before there was the possibility of TLC funding.

Transformational technology integration has been a Treynor initiative since its first 1:1 laptop program began in January 2012. The district issued laptops to grades 9-12 and then moved to iPads for all middle-school students. Elementary students were also supplied with iPads. During the April 2015 meeting, the Treynor Board of Education approved the purchase of Chromebooks for grades 6-12 with the elementary gaining additional iPads and upgrades made to charging carts. The investment for the technology initiative the 2015-16 school year alone exceeds \$160,000. In addition to the technology devices and infrastructure upgrades, the district has invested time and resources into professional development, conferences, and workshops for staff to gain skills and strategies to implement appropriate use of technology that will enhance learning in the district. Committing significant funding yearly for technology is one example of a sustained initiative in the Treynor district.

Input from parents, community, and staff members is gathered annually to identify needs and strengths of the district. The district has strong support for the practice of building on the expertise of staff members as teachers who take on additional leadership roles. The proposed TLC roles will help the district extend the current district initiatives. As the needs of the district change, the TLC system will enable personnel to meet those needs.

Specifically, the TLC leadership will implement and sustain the teacher leadership initiative. Roles and responsibilities are described as follows:

TLC Coordinator - This position will coordinate, implement, and evaluate the TLC system in Treynor, using data from formative and summative evaluations to determine efficacy. Changes in the program will be collaboratively decided by the TLC personnel and administration.

Instructional Coaches - These TLC personnel will be responsible for coordinating efforts between the Coordinator and the staff. The Coaches will be able to determine needs for change or TLC program modification as they are in the classrooms and able to be on the frontline. They will be responsible for delivering professional development, determining content, and gathering implementation data, in addition to collaborating with teachers.

Model Teachers - These people will help sustain the TLC program by providing modeling of instructional strategies. Opening their classrooms to peers will give the model teachers the opportunity to, not only improve their practice, but to also impact other's teaching.

Mentors - TLC Mentors will be the main connection between the district and new teachers. Their responsibilities will include partnering with new teachers, helping them acclimate and bond with the district, students, and stakeholders. Mentors will evaluate the current mentor program and work with other TLC staff and administration to determine the program's effectiveness and changes, if warranted.

District Leadership Team - The DLT will work with the TLC personnel to analyze the efficacy of the system at Treynor. They will serve as a voice for the staff and will work with administration to understand and support the work of the TLC program.

The school board, administrators, and the TLC committee are responsible for ensuring the success of the TLC plan. The administrators and the TLC committee will work closely with the coordinator, instructional coaches, model teachers, district leadership team, and mentors to communicate needs and plan professional development, while continuously examining data to make informed decisions. The district will also work closely with the Department of Education, Green Hills AEA, and other TLC districts to ensure that Treynor teacher leaders have the training they need to serve as leaders who will collaborate with staff to impact student achievement.

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.	\$18,300.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$54,794.00
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).	\$170,250.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$248,344.00

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 **578.0**

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

District Enrollment-Based Allocation **\$180,729.04**

Total Allocation **\$180,729.04**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$248,344.00**

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 **(\$67,614.96)**

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)

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract & Compensation	Percent out of Classroom
TLC Coordinator	\$10,000	1	*15 days	100%
Instructional Coach	\$5,000	1 (K-5) 1 (6-12)	*5 Days	100%
Mentor	\$2,000	2 at Elementary 2 at Secondary	*2 Days	0%
Model Educator	\$3,000	2 at Elementary 2 at Secondary	*4 Days	0%
Building Leadership Team	\$1,000	3 (K-5) 2 (6-8) 2 (9-12)	0 Days	0%

*Days may be taken incrementally.

The implementation of the Teacher Leadership and Compensation plan at Treynor Schools will provide funding and support for teacher leadership and the promotion of instructional changes that will impact student achievement. The system will give teachers the opportunity to enhance initiatives already in place, while aligning the work to the Iowa Core.

Our estimated budget for the TLC funding is based off a Certified Enrollment of 578 students and net Open Enrollment of 225 students (we currently have 275 OE “in” and 50 OE “out”). Budget details are outlined in the chart and narrative below:

Budget Details	TLC funds
Amount used to raise the minimum salary to \$33,500	\$18,300
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$54,794
Amount used 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	\$170,250
Amount used to provide professional development related to the leadership pathways	\$5,000
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	\$0

Narrative

Minimum Salary - The district is allocating \$18,300 to raise the minimum salary of teachers to \$33,500. There are currently 5 teachers earning below \$33,500. All of these are first, second, and third year teachers new to the profession. Treynor is looking forward to incrementally raising the base salary on its own and considering an adjustment to the TSS distribution. As this is accomplished, more TLC funds can be used for professional development and to support other TLC positions.

Salary Supplements - \$54,794 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.

Release Time - Treynor CSD will hire 3 new employees to fill positions vacated by current staff hired to serve as Teacher Leaders

(TLC Coordinator (1) and Instructional Coaches (2)). In addition, funds have been allocated to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher. Total funds needed to provide release time are estimated at \$170,250.

Professional Development - Treynor CSD budgeted \$5,000 to cover professional development expenses for Teacher Leaders. Anticipated PD costs include items such as registration fees, trainings, books, materials, and possible travel costs for Teacher Leaders to attend extended learning sessions.

Others Costs - The board is committed to the success of the TLC system. Therefore, the board will consider additional TLC needs during its budgeting process beginning in January, should we receive the grant. The administration is prepared to use current professional development funds, as needed, to provide additional support for our Teacher Leaders.

Distributing compensation in this manner will allow Treynor CSD to develop leadership opportunities for exemplary educators, improving instructional practices and ultimately increasing student achievement. The TLC Committee carefully calculated a budget linked to accomplishing its TLC goals. All of the goals focus on increasing student achievement through improved instruction; therefore, the budget is 100% aligned to that mission. Treynor CSD is proud of the teacher-led collaboration that took place to shape the district TLC plan and budget and look forward to the opportunities for staff and students afforded by the state Teacher Leader and Compensation System.

Roles and Costs - Treynor CSD's TLC plan includes 18 Teacher Leaders, allowing for over 33% of our 54 teachers to hold leadership roles, including:

Role	Costs
TLC Coordinator 1 position (1/district), 100% out of classroom, Additional days: 15, Supplement: \$10,000	\$11,658
Instructional Coaches 2 positions (1/building), 100% out of classroom, Additional days: 5, Supplement: \$5,000	\$11,658
Mentor Teachers 4 positions (2/building), 100% in classroom, Additional days: 2, Supplement: \$2,000	\$9,327
Model Teachers 4 positions (2/building), 100% in classroom, Additional days: 4, Supplement: \$3,000	\$13,990
District Leadership Team Leaders 7 positions (1/building), 100% in the classroom, Additional Days: 1, Supplement: \$1,000	\$8,161