



Application

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

131833 - Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 09/22/2015 2:28 PM

Primary Contact

AnA User Id

AMANDAJ.SCHMIDT@IOWAID

First Name*

Amanda Jo Schmidt
First Name Middle Name Last Name

Title:

Email:

schmidt@west-bend.k12.ia.us

Address:

300 3rd Ave SW
PO Box 247

City*

West Bend Iowa 50597
City State/Province Postal Code/Zip

Phone:*

515-887-7821
Phone Ext.

Program Area of Interest

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

Fax:

Agency

Organization Information

Organization Name:

West Bend-Mallard CSD

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address:

City State/Province Postal Code/Zip
515-887-7821 Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Amanda Schmidt
Title Superintendent
Organization West Bend-Mallard CSD

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

Address **300 3rd Ave SW**
PO Box 247
West Bend Iowa 50597
City State Zip

Telephone Number 515-887-7821

E-Mail schmidt@west-bend.k12.ia.us

Fiscal Officer/Agent

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

Name Carla Montag
Title Business Manager/School Board Secretary
Organization West Bend-Mallard CSD
Address 300 3rd Ave SW

City/State/Zip **West Bend Iowa 50597**
City State Zip

Telephone Number 515-887-7821

E-Mail	montag@west-bend.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Palo Alto 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	1
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. **No**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

The Teacher Leadership Compensation Grant will have an impact on all students in the school system, not just minority students.

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. **Amanda Schmidt**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District	West Bend-Mallard Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	74-6921
<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	Mrs.
Name of Superintendent	Amanda Schmidt
Telephone Number	515-887-7821
E-mail Address	schmidt@west-bend.k12.ia.us
Street Address	300 3rd Ave SW
City	West Bend
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50597

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Amanda Schmidt
Telephone Number	515-887-7821
E-mail Address	schmidt@west-bend.k12.ia.us
Street Address	300 3rd Ave SW
City	West Bend
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50597

Demographic Profile

October 2014 Certified Enrollment	348
October 2014 Free/ Reduced Lunch %	27
AEA Number	8
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The West Bend Mallard Community School District is applying for the Teacher Leadership and Compensation (TLC) grant to further enhance teaching and learning to continue to provide a quality educational experience for all of our students. This grant would allow for the creation of two Lead Teachers, a Technology Leader, an Instructional Leader, and Mentor Teachers to work with students, teachers, staff, and administration to collaborate and strengthen learning for all.

The district plan would create two Lead Teacher positions with one being an elementary teacher and one being a middle/high school teacher (.25 FTE each), one K-12 Technology Leader (.50 FTE), one K-12 Instructional Leader (.50 FTE) and four Mentor Teachers. These positions would best meet the needs of the district while maintaining financial responsibility. The vision of the district is to recognize effective teachers already on staff and allow those teachers leadership opportunities. These leaders would be current teachers who have shown a desire to work with teachers and administration to meet the goals of the TLC plan. They would receive an annual maximum stipend and have an increased workload of 3-10 equivalent contract days with the possibility of more if needed. The Instructional Leader would be assigned a variety of tasks including; analyzing data, leading professional development, assisting with the implementation of the Iowa Core curriculum, and creating more communication and collaboration among all teachers, grade levels, and departments in the district. This leader would have an increased workload equivalent of ten extended days. Along with the Instructional Leader would be the appointment of two current teachers on staff to be recognized as Lead Teachers. These teachers would also receive an annual maximum stipend and have an increased workload to the equivalent of eight contract days. They would ensure the integrity of the curriculum and guide implementation of district initiatives. They would also coach teachers with guided reflection. They would work closely with the Instructional Leader and the Technology Leader. The two Lead Teachers, Technology Leader, Instructional Leader, and four Mentor Teachers combine to represent 27% of the current teaching staff in the district. They will be chosen through a rigorous selection process which would include input from teachers, staff, and administration. The plan will allow additional contract days to all new teachers to the district to work with Mentors and Instructional Leaders.

The district wants to create an atmosphere of collaboration among all grades and content areas to emphasize and encourage learning from one another. The Lead Teachers, Instructional Leader, Technology Leader and Mentor Teachers would play a large role in this goal. Teachers who are looking to explore new instructional strategies and best practices could feel safe to seek out assistance from a Lead Teacher who works with the Instructional Leader.

Professional Development (PD) within the district can become much more effective with the implementation of the TLC plan. Professional Development can be organized by the Lead Teachers, Technology Leader, Instructional Leader and Mentor Teachers, to address what the staff has identified as areas of development. The Lead Teachers, Technology Leader, Instructional Leader and Mentor Teachers will work together to address the areas needing additional support. All leaders will provide PD opportunities for the district's staff based on need shown in current data. An improved structure of culture and climate will be achieved from Professional Development opportunities provided from the TLC plan.

Students and student achievement are the district's primary focus. Through the outlined TLC plan, the Iowa Core essential skills and concepts can be used to strengthen instruction to improve student achievement. The district has invested significant time into the Iowa Core Curriculum and wants to utilize the TLC plan to enhance further implementation. The Lead Teachers, Technology Leader, Instructional Leader, and Mentor Teachers would be great assets at this time as they can help all teachers fully align their curriculum and discuss ways to assess student achievement. The Lead Teachers and Instructional Leader will review student data and present it to the staff to determine the level of learning of the essential skills. After data is reviewed the Lead Teachers and Instructional Leader will work with teachers to coordinate multi-tiered support systems (MTSS) to make certain all students are successful within the Universal Tier.

The West Bend Mallard Community School District is confident that the implementation of this plan will further

enhance the experience of their professionals and the learning opportunities for all of their students.

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).

The West Bend-Mallard Community School District began the process of developing our Teacher Leadership and Compensation (TLC) plan on November 12, 2013. At this meeting the Superintendent, presented the grant to the TLC team as well as the expectation for writing our plan.

Our TLC team members are –
Superintendent/Elem Principal/Parent
MS/HS Principal
HS Science Teacher
Elem. Teacher
Elem. Special Education Teacher
Parent

Planning of the Grant

- In November 2013, members of the TLC team attended a meeting in Storm Lake presented by Peter Ansingh. At this meeting Peter went through each part of the grant in detail. This allowed our team to get a full understanding of what was expected of us and the ability to ask questions.
- On December 8, 2013, our district had an AEA TLC mentor come to our meeting to help us get started in our planning process. She was a great resource that helped us plan the upcoming months and how we needed to prioritize our time.
- January 2014 through May 2014, we held monthly meetings to start diving into the different parts of the application. By using half days it allowed us deeper conversations to discuss what we needed as a district. We looked at community goals, district goals and initiatives as the driving forces to determine our Leadership positions.
- In June 2014, we took a full day to begin writing our plan. We continued writing the plan throughout the school year and finished in September 2015.

Community Involvement-

Parental involvement on the team was sought to provide feedback on the plan. After reviewing the plan, the parents urged us to move forward with the application process for the TLC grant money. The parents thought moving towards our TLC model using the listed leadership roles below was a step in the right direction for the West Bend Mallard CSD.

West Bend Mallard Leadership roles-

- Mentor Teachers- Currently West Bend Mallard CSD utilizes the AEA mentor program Journey to Excellence. With the TLC grant, we hope to expand our mentoring program to allow for more release days. These release days will help create more of a meaningful relationship with our Initial Teachers. Our goal is to create more meaningful relationships to reduce our turnover rate.
- Lead Teachers- In 2013-2014 school year the West Bend Mallard CSD began focusing on peer review. After a year of peer review, we started having discussions with staff and our District Leadership Team (DLT), we decided that Lead Teachers will be beneficial to our district. These Lead Teachers will allow administration and Mentor Teachers a chance to send teachers into classrooms to get specialized assistance. Lead Teachers will be able to coach and help teachers with best practices.
- Technology Leader- A district goal is to provide students the opportunity to learn through technology. This is evident by our 1-1 laptop initiative in grades 5-12. Students were given laptops in the fall of 2012. Grades 5-8 received Chromebooks during the fall of 2013. As a team we see a need for a Technology Leader who could assist our teachers build better lessons and enhance student learning through technology.
- Instructional Leader -When we received the notice that our district was on the SINA watch list, the team decided that we needed an Instructional Leader. This person will help examine assessment data to help make educational decisions. They will also use the data to develop Professional Development. This is a need for our district and will help us reach the needs of all of our students.

The West Bend Mallard Community School District knows that this leadership structure can achieve our vision of a system that supports a culture of learning and collaboration, one that builds upon teacher strengths and improving student performance. To accomplish this vision, we must attain the following measurable goals:

1. Hire, develop, and retain effective teachers and allow for leadership opportunities.
2. Create collaboration among all grade and content area teachers within the District.
3. Enhance the professional development in the District to include research based and effective teaching styles.
4. Strengthen the instruction within the universal tier to improve student achievement, including and enforcing the importance of the Iowa Core essential skills and concepts.

There is support for this grant from the teachers, administration and the school board. Teachers are excited about the vision for our district created by the TLC plan and the opportunities it provides the staff and students. Teachers, administration and the school board are committed to the value of the leadership opportunities and the positive impact this program will have on student achievement.

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 West Bend-Mallard Community School District has a vision for a system that strengthens student performance through teachers collaborating to improve practice. This is an opportunity to adopt a new system of how our district can operate to maximize student opportunities. Our vision for the system is as follows:

Vision Statement:

Promote professional growth through collaboration and teamwork by utilizing our veteran teachers and promising new teachers then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

To accomplish this vision, we must reach the following goals:

Goal Statements:

1. Hire, develop, and retain effective teachers and allow for leadership opportunities.
2. Creating collaboration among all grade and content area teachers within the District.
3. Enhancing the professional development in the District to include research based and effective teaching styles.
4. Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

These goals align with the state goals in a context of how our system will operate. Our system will accomplish state goals for this program in the following ways:

West Bend Mallard Goal 1: Hire, develop, and retain effective teachers and allow for leadership opportunities.

The West Bend Mallard CSD will use funds to increase the base salary to the state minimum of \$33,500. This will allow us to recruit and hire effective teachers. We will be able to use the remaining resources to develop leadership opportunities. New teachers coming to West Bend Mallard School District will feel they are a part of a team that has the students' best interest in mind. They will be compensated well for the work they do and they will not feel like they are working alone; there is a system in place to allow for collaboration along with the opportunity to have leadership roles. Our system will allow 27% of our staff the opportunity to participate in coaching, mentoring, leading, and offering feedback to each other in a variety of ways:

1. Initial Teachers
2. Mentor Teachers
3. Lead Teachers
4. Technology Leader
5. Instructional Leader

These positions will allow teachers to advance the skills of their colleagues as well as their own. This will also allow us to recruit, hire, develop, and retain effective teachers.

West Bend Mallard Goal 2: Creating collaboration among all grade and content area teachers within the District.

Our system has a team orientated structure to impact student achievement. Lead Teachers will work with all members of the staff to analyze formative and summative data to determine the needs under the guidance of the Instructional Leader and Technology Leader. These plans will be done during bi-monthly professional development and then monitored and adjusted accordingly to the common formative assessment data. The data for these adjustments will be communicated through Mentors and Lead Teachers. All of these positions will work together to adjust the plan in accordance to maximize student achievement.

West Bend Mallard Goal 3: Enhancing the professional development in the District to include research based and effective teaching styles.

Our professional development process is aligned with the IPDM and begins with the Instructional Leader guiding teachers in collecting and analyzing screening data. This individual will look for data trends and discuss them with the Lead Teachers to develop student learning goals. The Lead Teachers will use the data and additional formative assessments during bi-monthly professional development to make instructional decisions with their data teams. The Technology Leader will guide teachers in selecting and implementing appropriate instructional strategies based on student data. Teachers will be trained and then implement under the guidance of Instructional Leader, the Technology Leader, and Lead Teachers. A leadership team of all of the positions will review the student achievement and implementation data semi-annually to make adjustments and to continue the improvement cycle.

West Bend Mallard Goal 4: Strengthening the instruction within the universal tier to improve student achievement;

including and enforcing the importance of the Iowa Core essential skills and concepts. The leadership team will work with teachers to help us answer the four constant conversation questions:

1. What do we want all students to know?
2. How will we know if they know it?
3. What will we do for those who don't yet get it?
4. How will we extend those who need it?

Thinking at highly rigorous levels requires basic proficiency. Using data trends, we can see that we need to focus on the needs of certain classes throughout the district in the areas of math and reading comprehension. We will be able to change these trends using research based instructional strategies and intervention planning. The impact of these changes will be monitored through scheduled assessments throughout the year and through common formative assessments. Intervention plans will be established in collaborative data teams with the help and guidance of the Instructional Leader and Mentors. Success of these interventions will be monitored through progress monitoring assessments that align with the universal tier.

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 West Bend Mallard Community School District Teacher Leadership Compensation (TLC) plan will connect to, support, and strengthen the district's key school improvement structures, processes, and initiatives in a variety of ways.

--Iowa Core: The two Lead Teachers and one Instructional Leader will work with teachers in developing and implementing conceptual based units focused on the Iowa Core concepts. The Lead Teachers will observe and coach other teachers to incorporate best practices into the classrooms. The Lead Teachers will also serve as models for teachers to go and observe in the Iowa Core area. The Instructional Leader will work with teachers in planning, monitoring, and reviewing best instructional practices in the Iowa Core content. He/she will work with teachers in vertical and horizontal planning and cross curricular planning.

--MTSS (RTI)/PBIS: The Instructional Leader will work with and train classroom teachers to provide interventions aligned by subject areas. He/she will actively participate in collaborative problem solving and reflective practices which could include professional study groups and weekly team meetings. The Instructional Leader will also routinely work with teachers in planning, monitoring, reviewing and implementing best instructional practices for each student.

--K-3 Literacy: The K-6 Lead Teachers will work closely with the elementary teachers in modeling appropriate literacy teaching strategies in the classroom. The Lead Teachers will work with the Instructional Leader to model best practices, help review data for students who need interventions, and help with those interventions. The Technology Leader will work with the elementary teachers in finding appropriate software to increase reading achievement. The Technology Leader will also work with the teachers in infusing technology into the classroom lessons so the students have opportunities to work hands-on with the equipment. The Instructional Leader will plan and deliver professional development activities designed to improve instructional strategies in the area of literacy.

--1:1 Technology Initiative: The Technology Leader will work with the middle and high school teachers on improving student performance by integrating technology into teaching and learning using the students' 1:1 laptops. The Technology Leader will conduct professional development sessions on infusing technology into the core areas of academic curriculum.

--Mentoring & Induction: Our three Mentor Teachers will meet with our Initial Teachers to develop deep, meaningful relationships in order to provide support and guidance. The Mentor Teachers and the residency teachers will have learning experiences that are created through a blend of observation, co-teaching, and modeling. Together, they will research and collaborate on a variety of topics that are outlined in the mentoring and induction program.

--Collaboration: All of West Bend-Mallard's teacher leadership roles lend themselves to collaboration. We are supporting collaboration as a way of learning more teaching strategies, analyzing data, and designing and implementing lessons that increase student achievement.

This process will allow us to help support our district's four goal areas:

1. Hire, develop, and retain effective teachers and allow for leadership opportunities.
2. Creating collaboration among all grade and content area teachers within the District.
3. Enhancing the professional development in the District to include research based and effective teaching styles.
4. Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

All these leaders will work together to create a district wide support system.

Using Part 4 application narrative from previous submission? No

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

Current Mentoring and Induction Program

The West Bend-Mallard Community School District will utilize Teacher Leaders and the additional funding to improve entry into the teaching profession for new teachers. The West Bend-Mallard Community School District currently has a mentoring program where Initial Teachers are paired one to one with veteran teachers who share the same discipline and have a talent or innate gift for working with new teachers. Mentors receive a stipend to work with an Initial Teacher for two years. Mentors are also assigned to informally support teachers who have experience but are new to the district.

Our current program utilizes the Journey to Excellence Program developed by Prairie Lakes AEA. Initial Teachers are given an orientation to the school district and time to work with their Mentors on logistical procedures.

Program Changes

The mentoring program at West Bend-Mallard Community Schools needs some changes to prepare Initial Teachers for the initiatives of our district. Education in our district and across Iowa requires an immense knowledge base that we cannot take for granted. We feel that it is important to have a systematic method to prepare our staff members to be successful professionals within our school district. Mentors of first and second year teachers will be provided a minimum of three release days during the course of the school year. The purpose of these days will be to collaborate and learn from their Mentor Teacher through a blend of observation, co-teaching, and modeling. In addition, the Initial Teacher will have access to Lead Teachers and other teachers during their release time.

Mentors will maintain full teaching schedules; however, in the first year they will have 2 extra days to develop deep, meaningful relationships with the Initial Teachers and 3 release days for research, collaboration, and Initial Teacher support. During the second year of mentoring, the Mentors will have 3 release days for research, collaboration, and Initial Teacher support. Mentors and Initial Teachers are required to do an observation of each other's classrooms where the existence of the conditions for complex thinking can be observed and enhanced.

Those meeting days will address:

- Assistance in classroom management stresses, lesson plans, and reflection on instruction.
- Planning and reflection with mentors about their school day.
- A need to increase the opportunities for observation and feedback.
- A need for more focus on the universal tier and Iowa Teaching Standards.

Enhancements

The mentoring program at West Bend-Mallard Community School District needs some enhancements to better prepare new teachers for the initiatives of our district.

Mentoring program enhancements will have a focus on four areas:

- Assistance in classroom management – We have observed that new teachers to the district often struggle with classroom management. Our Mentors will be trained in effective classroom management systems. (PBIS will be implemented in the district in 2015-2016.) Initial mentoring sessions will focus on these areas to help the transition into their career and the district. The development of positive classroom culture will improve the odds of success in other classroom endeavors.
- Planning and reflecting on practice – Everyday issues come up that need to be addressed by a veteran teacher. These designated days will allow those questions to be answered and reflected upon. It will also allow the Initial Teacher to become aware of school and district wide procedures.
- Opportunities for observation and feedback – There will be eight observations by the Mentor Teacher. The positions of Instructional Leader and Lead Teacher will offer additional feedback in targeted areas of practice. These targeted areas can include district initiatives that are new as well as ones that occurred prior to the staff member's hiring. Guidance can be offered in these areas through integrity checklists that define elements of high quality implementation.
- More focus on the universal tier and Iowa Teaching Standards – We have realized that much of the training for our current staff is not repeated or coached for new staff. We will use our Instructional Leader and Lead Teachers to build these skills with new staff members. We will also rely on our Instructional Leader to put together the overall training plans for these needs.

To ensure that these improvements and changes are taking place, administration will collect and analyze meeting notes to guarantee that staff members are receiving the mentoring that they need to be successful in the West Bend-

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.

We, at West Bend Mallard, have been thoughtful in our approach to choosing our roles. Our district is unique in its culture, size, and geographic position and we have taken great care to develop a plan that works with our specific needs. The plan for WBM is to have 2 Lead Teachers (1-(K-6) and 1-(7-12)), 3 Mentor Teachers (depending on number of Initial Teachers), Initial Teachers, 1 Technology Leader, and 1 Instructional Leader.

These positions will work together to facilitate awareness of and to create a structure of support. Team members will work as collaborators with classroom teachers to support student learning. They will focus on individual professional growth plans and group professional development that will expand and refine the understanding of effective instruction. They will provide personalized support that is based on the goals and identified needs of individual teachers and our students.

The two Lead Teachers will work closely with the Instructional Leader and Technology Leader. Their responsibilities will be to meet with, observe, and coach other teachers in the district to help them incorporate best practices into their classroom. They will also serve as a model of best practices for other teachers to observe. The positions will be 75% classroom time and 25% lead time. Compensation will be \$2500 which includes 8 extra contract days.

The three Mentor Teachers will maintain full teaching schedules; however, in the first year they will have 2 extra contract days to develop meaningful relationships with the initial teachers and 3 release days for research, collaboration, and mentee support. During the second year of mentoring, the mentors will have 3 release days for research, collaboration, and mentee support. Compensation will be \$500 for each year.

The contract of the Initial Teacher will be extended two days. During these two days, Initial Teachers will have the opportunity to develop relationships with their assigned mentor. The first two years will be designed to not only immerse the new teacher in practice, but afford them the opportunity to observe best practice. The Initial Teacher will be provided a minimum of three release days during the course of the school year. The purpose of these days will be to collaborate and learn from their mentor teacher through a blend of observation, co-teaching, and modeling. In addition, the Initial Teacher will have access to other teachers, the Technology Leader, and the Instructional Leader during their release time.

The Technology Leader position is established for the purpose of improving student performance by interfacing with teachers to facilitate the integration of technology into teaching and learning by developing and conducting professional development sessions on infusing technology into the core areas of academic curriculum. They will maintain training facility resources and equipment, provide input and recommendations regarding software purchases and district technology plans. The Technology Leader will provide input and insights on ways to increase teachers' use of technology as it positively impacts student performance in the classroom. This position will be 50% classroom time and 50% Technology Leader. Compensation will be \$5000 with 10 additional contract days and 2.5 release days.

The Instructional Leader will work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practices. They will assist and train teachers to provide classroom interventions and actively participate in collaborative problem solving and reflective practices which may include, but are not limited to, professional study groups, vertical and horizontal planning, cross curricular planning, and weekly team meetings. The Instructional Leader will plan, develop, and deliver professional development activities designed to improve instructional strategies. They will engage in the development, adoption, and implementation of curriculum and curricular materials. This position will be 50% classroom time and 50% Instructional Leader. Compensation will be \$5000 with 10 additional contract days and 2.5 release days.

Position	Duty	Percentage of Time and Stipend
----------	------	--------------------------------

<p>Lead Teacher - Elementary</p>	<ul style="list-style-type: none"> •Ensure integrity of curriculum •Research/share instructional resources •Work on universal tier (MTSS) •Guide implementation of district initiatives •Assist in coordinating the work of committees in the district/building •Work in classrooms to help teachers implement research-based strategies, demonstrate lessons, engage in co-teaching, observe, and give feedback •Provide ideas to differentiate instruction •Coach teachers with guided reflection •Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership 	<ul style="list-style-type: none"> •75% Class Time •8 day extended contract •\$2,500 stipend
<p>Lead Teacher- MS/HS</p>	<ul style="list-style-type: none"> •Coach teachers with guided reflection •Work in classrooms to implement research-based strategies, demonstrate lessons, engage in co-teaching, observing and giving feedback •Work on universal tier •Facilitate/lead collaborative professional development teams •Facilitate/coordinate cross-curricular opportunities •Facilitate collaboration between General Ed and At-Risk/Special Ed and Extended Learning •Builds congruence among professional development, district/building goals, school system initiatives, and teacher leadership •Coach teachers on reading strategies 	<ul style="list-style-type: none"> •75% Class Time •8 day extended contract •\$2,500 stipend

Technology Leader	<ul style="list-style-type: none"> •Research effective technology strategies and resources for student learning •Guide implementation of technology strategies and resources for teachers and students •Guide/facilitate professional development •Provide training and guidance/support on district technology resources •Plan, develop, and implement district electronic device initiatives •Work and collaborate with district technology coordinator •Use PD and class time for instruction 	<ul style="list-style-type: none"> •50% Class Time •10 day extended contract •2.5 release days •\$5,000 stipend
Instructional Leader	<ul style="list-style-type: none"> •Ensure integrity of curriculum and enactment •Work on universal tier (MTSS) •Guide implementation of district/building initiatives •Align curriculum, Iowa Professional Development Model and Iowa Core •Evaluate data and provide insight to the District Leadership Team and administration •Build and understand content standards •Assist in coordinating the work of committees in the district/buildings •Facilitate vertical articulation collaborations between K-6 and 7-12 •Help teachers select and implement effective strategies through peer reviews •Support ongoing collective learning •Organize and facilitate non-evaluative teacher peer observations 	<ul style="list-style-type: none"> •50% Class Time •10 day extended contract •2.5 release days •\$5,000 stipend
Mentor Teacher	<ul style="list-style-type: none"> •Serve as a role model for mentees •Acclimate new teachers to school environment •Advise new teachers on instruction, curriculum, procedures, practices, and school culture •Contribute time and expertise to make significant contributions to the development of the new professionals 	<ul style="list-style-type: none"> •100% Class Time •1st year-2 day extended contract •3 release days •\$500 stipend

With the proposed plan for increased leadership roles within our district, we will be able to develop a cohesive, collaborative, and improved learning community. While each role has a set of individual responsibilities, they work as a unified team to target district vision, goals, and needs. TLC funds will help us implement our plan to improve the

retention of teachers, create opportunities for collaboration, and strengthen instruction through reflective teaching ultimately leading to increased student achievement.

For the plan to be effective, the roles listed must work together to improve instruction and student learning. It is also imperative that the roles communicate effectively to break isolation, cultivate trust, and create a collaborative culture within a coherent system. The district's administration will help support and guide our Instructional Leader, Lead Teachers, and Technology Leader. The Instructional Leaders will then play a vital role in ensuring a seamless delivery to other levels of the system. Since Instructional Leaders are not full-time teachers, they will have the time to meet with the other leadership components as well as collaborate and teach alongside classroom teachers. Instructional Leaders will work with Lead Teachers and Mentor Teachers to collect and analyze student data to determine if student success is improving. Lead Teachers will utilize their previous training to support beginning and career teachers. The administration will also work with the Lead Teachers and Mentor Teachers to support beginning and career teachers. Data will be collected to evaluate student outcomes and teacher effectiveness to determine whether the plan is sufficient in meeting the goals chosen by the district.

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 selection process will consist of an application process that will allow teacher candidates to highlight how they meet the selection criteria and measures of effectiveness established by the school district. Candidates will need to demonstrate how their effectiveness in the classroom aligns with district goals.

West Bend-Mallard District Goals

- Hire, develop, and retain effective teachers and allow for leadership opportunities.
- Creating collaboration among all grade and content area teachers within the District to learn from each other.
- Enhancing the professional development in the District to include research based and effective teaching styles.
- Strengthening the instruction within the universal tier to improve student achievement; including enforcing the importance of the Iowa Core essential skills and concepts.

The district is looking for teachers who are effectively demonstrating continuous improvement toward these district goals. Evidence such as documentation of success in the candidates' individual professional development plan will be reviewed as part of this application. Candidates for the Teacher Leader positions will need to demonstrate effectiveness in their current roles. Each committee member will score the individual criteria separately on the rubric after reviewing the written application and a personal interview when appropriate. If interviews are deemed necessary, a standard question set that is aligned with the selection criteria will be used.

The above selection process will look like the following in the experience, selection process, and annual review categories for each position:

Experience:

- Impacted student growth in their current role
- Impacted collaborative teams
- Supported the district's vision of student success as defined by increasing proficiency and improving complex thinking skills
- Articulated his/her vision, goals, and specific ideas for the position
- Understood the Iowa Core and the Iowa Professional Development Model
- Resolved conflict and reached productive solutions
- Used constructive criticism
- Demonstrated strong communication skills

Selection Process:

A selection committee made up of an equal number of teachers and administrators will review all applicants. This process will include the use of a standard scoring rubric consisting of the following criteria:

- Knowledge of research-supported instructional practices
- Proven ability to collaborate with diverse groups
- Expertise in data driven decision making
- Ability to provide teacher professional development in instructional skills and strategies
- Desire to continue to grow and develop professionally, especially in content area(s)
- Ability in position selection criteria

Annual Review:

Professional growth will be represented through successful completion of the Evaluation process. The Evaluation Process reflects on the Iowa Teacher Standards and how they can develop individualized goals that result in a professional growth plan. At the conclusion of each year, the teacher reflects on the effectiveness of his/her plan with the building principal.

The selection criteria will differ for each position as listed below:

Instructional Leader

Selection Criteria— This will be based on:

- Specific training or certification in instructional strategies and/or professional development
- Ability to use results and data to measure the effectiveness of instruction on student learning
- Capacity to use student data in collaborations
- Ability to be objective, fair, and completely honest about teaching and learning based on data and observations
- Knowledge of how to best implement the curriculum
- Interest in staying current in trends and strategies

- Comfort in working with data and using it to support student learning
- Ability to facilitate and coordinate peer review opportunities for teachers
- Ability and willingness to coach and collaborate with teachers on the peer review process

Technology Leader

Selection Criteria—This will be based on:

- Specific training and knowledge on effective uses of technology strategies and professional development
- Capacity to collaborate on effective uses of technology
- Ability to be objective, fair, and completely honest about technology integration with teachers

Lead Teachers

Selection Criteria – This will be based on:

- Interest/passion that aligns with current district or building focus
- Willingness to share instructional strategies and be observed while instructing.
- Specific training or certification in instructional strategies and/or professional development
- Ability to use results and data to measure the effectiveness of instruction on student learning
- Capacity to use student data in collaborations
- Ability to be objective, fair, and completely honest about teaching and learning based on data and observations

The committee will then tabulate the scores and enter into a consensus building process using the following definition: “A decision collectively reached after all have had the opportunity to influence the decision and are ready to support it without sabotage.” This will lead to a collaborative decision of who to hire for each respective position.

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.

Our teacher leadership plan will be integral in design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through bimonthly 2 hour early outs in a building level format focused on the following areas:

- PK-12 -- Positive Behavior Instructional Support (PBIS)
- K-12 – Technology
- K-6 – MTSS and Math Iowa Core Essential Skills
- 5-12 – Curriculum Alignment

In alignment with the IPDM, the Instructional Leader will guide teachers in collecting and analyzing screening data and discuss the data with the Lead Teachers to develop student learning goals. The Lead Teachers will use this data and additional assessments during bimonthly professional development to make instructional decisions with their Instructional Leader, Technology Leader, administration, and District Leadership Team. The Instructional Leader will collaborate with these individuals to select content and design PD that will impact the goal areas and align with the current focus of the departments and district. The Technology Leader will guide teachers in selecting and implementing appropriate instructional strategies based on student data. Teachers will be trained and then implement the instructional strategies under the guidance of the Instructional Leader, Technology Leader, and Lead Teachers. This will occur in a collaborative environment led by Lead Teachers and Mentor Teachers. A leadership team of all positions will review the student achievement and implementation data to make adjustments and to continue the improvement cycle.

IPDM Component	District Utilization of Teacher Leaders
Collecting/Analyzing Student Data (Formative Assessment)	<p>Instructional Leaders will gather data from assessments to identify student need, analyze, and share this data with Lead Teachers.</p> <p>Lead Teachers and Mentor Teachers will use assessment data to make instructional decisions. All data will be used to drive the district's professional development plan.</p>
Goal Setting and Student Learning	<p>The Instructional Leader will lead the goal setting process based on system data.</p> <p>The Instructional Leader will work to assure the goals support the attainment of the Iowa Core.</p> <p>Lead Teachers will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen the instructional work.</p>
Selecting Content	<p>The Instructional Leader, Technology Leader and the District Leadership Team will study potential professional development content to offer feedback on the best way to achieve all of the elements of the Iowa Core. Lead Teachers and the Technology Leader will help identify and select learning strategies that will be helpful for teachers. They will provide learning opportunities for staff members and be involved in demonstrating requested strategies.</p>

<p>Designing Process for PD</p>	<p>The Instructional Leader, Lead Teachers, and the Technology Leader along with the District Leadership Team all play integral roles in the process of Professional Development Design. These leaders will work together as a team to design the delivery system for PD.</p> <p>The Instructional Leader will work to assure the vertical articulation of instructional strategies in K-6 and 7-12 and provide input on district initiatives and how PD aligns with Iowa Core. The Instructional Leader and Technology Leader fit into this process through their oversight of the best instructional practices and integration with Lead Teachers.</p>
<p>Training/Learning Opportunities</p>	<p>The Instructional Leader and Lead Teachers will co-teach and model learning strategies being studied in PD. Lead Teachers will work with all teachers to field questions on implementation.</p>
<p>Collaboration/Implementation</p>	<p>The Instructional Leader will work with Lead Teachers to determine next steps for each group.</p> <p>Lead Teachers and the Instructional Leader will work with district teams and curriculum groups to make changes to implementation based on feedback from observations and PD discussions. Lead Teachers will demonstrate and discuss implementation of strategies and techniques with teachers. All leadership positions will serve on the District Leadership Team to analyze impact of PD.</p>
<p>Ongoing Data Collection (Formative Evaluation)</p>	<p>The Instructional Leader and Lead Teachers will collect progress data on PD implementation. These leaders will present an assessment data set based on this information at our District Leadership Team meetings.</p>
<p>Program Evaluation (Summative)</p>	<p>Our team of all Leadership Positions will use the ongoing data collected about PD and align the data elements with the program goals. Summative evaluation will be an annual process to help inform needs, adjustments, and new goals for the upcoming year.</p>

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 clear descriptions and measures to determine the effectiveness of the TLC plan and make adjustments over time. The following chart highlights these descriptions:

District Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
Goal 1: Hire, develop, and retain effective teachers and allow for leadership opportunities	<ul style="list-style-type: none"> • Job descriptions compiled • Selection criteria established • Training plan for positions in place • Application process in place • Leader positions posted • Interviews scheduled • Hiring process completed 	<ul style="list-style-type: none"> • Maintain the number of teachers serving in a leader role each year • Leader training provided based on identified professional growth needs • Job descriptions and selection criteria revised based on feedback • Salaries paid at intended levels
Goal 2: Create a collaborative environment among all grade and content area teachers within the District to learn from each other	<ul style="list-style-type: none"> • Instructional Leader will administer Professional Development surveys at the end of each semester that analyzes the impact of our PD on classroom practice. 	<ul style="list-style-type: none"> • Educators' evaluations will have a continuous feedback loop from their Lead Teachers and the Instructional Leader to evaluate the group's effectiveness at helping professionals grow in their skill base.
Goal 3: Enhance the professional development in the District to include research based and effective teaching styles.	<ul style="list-style-type: none"> • The Instructional Leader and Lead Teacher will provide PD opportunities for the district's staff based on need shown from current data. 	<ul style="list-style-type: none"> • Instructional strategies supplied by the Instructional Leader will have an effect on student learning. • An increased percentage of teachers and administrators reported an improved structure of culture and climate.
Goal 4: Strengthen the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.	<ul style="list-style-type: none"> • Classroom level data will indicate the percentage of our students achieving a score that indicates the students are secure in the Iowa Core skills at each level. 	<ul style="list-style-type: none"> • The Iowa Assessments and their replacement will be used to look for growth in proficiency. We will also analyze additional screening data from FAST Literacy, QRI, CBM, classroom running records, class observation, ACT scores, and graduation rates.

Annual performance evaluations will measure Instructional Leader, Lead Teachers, and Technology Leader effectiveness and growth. Monthly meetings and ongoing data collection will ensure TLC goals are aligned with changing needs.

TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, building walk-throughs, recruitment, and retention information, surveys, and minutes from meetings with stakeholders.

Annually the District Leadership Team (DLT) which is composed of teachers from the elementary, middle school, and high school, including administration, will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the lead positions and Teacher Leaders feedback will inform DLT on needed changes as the system grows and develops.

Monitoring will take place through ongoing communication between the Instructional Leader and administration. District administrators will monitor the needs of the Instructional Leader and Technology Leader and provide support to ensure their success. Documentation of the frequency and type of collaboration with teachers and mentees will drive these data-based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan.

Feedback received from informal conversations, surveys, and scheduled meetings with teachers and stakeholders will help to measure the impact and effectiveness of the TLC program.

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)

Systems are sustainable only when the correct supports are in place. We have a comprehensive plan to assure that these are fully developed on day one of this implementation and will be sustained over an extended period. These supports include the following:

- AEA partnership to provide training on coaching skills, research-based strategies, and literacy routines.
- Feedback data on an individual and group basis.
- Metrics on each of the four goals to add accountability to the work being done.
- Policies, including standard hiring and evaluation, to assure fair access to the positions and treatment of the staff who step into these roles.
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will cause it to succeed.

Process and Sustainability Management

The Superintendent and Building Principals will have the following roles to create a sustainable plan:

- Monitoring the timeline for internal leadership hires & external replacement teachers.
- Training for new leadership positions supported through AEA or additional outside sources.
- Mobilize new leadership team with regular collaborative meetings to support implementation.
- Create and implement surveys for needed data elements.
- Plan and facilitate leadership meetings.
- Facilitate the system of evaluation for each leadership position.
- Allocate and adjust funding with changes in leadership roles.

Hiring

In year one, our process for hiring the teacher leadership positions will begin by clearly defining the roles and job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an Instructional Leader, Technology Leader, Lead Teacher, or Mentor Teacher. A building level selection committee, including an equal number of administrators and staff members, will be assembled to interview applicants when necessary.

Annual applications for all roles will allow all staff members an equal opportunity to participate. The selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions will have their teaching position filled by an interim teacher, to allow return to a previous position in subsequent years. New teachers will be informed of this prior to accepting the positions. Our timeline for year-to-year hiring of instructional leaders will begin in March with appropriate staff and administration evaluations. The hiring of a new Instructional Leader, Technology Leader & Lead Teachers will take place in April. Staff members currently serving as Mentor Teachers are all evaluated by appropriate staff members and building administration in May. The hiring of those roles will be done in June so staff members have the time to receive appropriate training prior to the start of the new school year.

After these positions are filled, we will utilize our current process to successfully hire interim teachers. An interview committee, consisting of our District Leadership Team, will discuss characteristics needed for the open position, review applications, and conduct the interviews. This committee will then discuss the applicants and characteristics to recommend their top choices as fits for our district. This process has led to successful hires in the past and new teachers who commit to our school district.

Responsibility for the Success of the Plan

A Curriculum Instruction & Assessment Team will consist of the Instructional Leader, Lead Teachers, and Technology Leader. Once a semester, staff members will meet in a focus group with the Principal and Superintendent to discuss the effectiveness of the teacher leaders and to offer suggestions to increase their success. Mentor Teachers will meet with Initial Teachers to discuss needs with them.

Each of our four goals will have metrics that are reported twice per year to the Staff, School Improvement Advisory Committee, and the School Board.

West Bend-Mallard District Goals:

- Hire, develop, and retain effective teachers and allow for leadership opportunities.
- Creating collaboration among all grade and content area teachers within the District to learn from each other.

- Enhancing the professional development in the District to include research based and effective teaching styles.
- Strengthening the instruction within the universal tier to improve student achievement; including enforcing the importance of the Iowa Core essential skills and concepts.

These metrics provide the feedback needed to see if quantitative evidence of our impact exists. It will allow for adjustments to be made in programming and role execution.

Staff members will answer survey questions regarding their teacher leaders in order to collect data on their needs, effectiveness, and general comments about the teacher leadership process. The teacher leaders will look over the data to determine steps needed to modify their current practices in order to be more impactful. Positions will also be evaluated by Building Principals & and the Superintendent as an extension of the teacher evaluation system that is currently in place.

Communication

Building and district leadership committees will continually communicate with staff. This communication & collaboration will be important due to the changing roles of colleagues. Administration will update and inform staff members during our professional development time on Wednesday afternoons. These groups have existing communication tools and protocols to be certain that everyone is up-to-date on what is taking place in the district. Progress toward district goal attainment will be communicated with parents and community members through board meetings, school newsletter, and the School Improvement Advisory Committee. This will allow us to determine the public perception of how our resources are being allocated and to explain the difference that we are making.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$15,000.00

Amount designated to fund the salary supplements for teachers in leadership roles.	\$25,000.00
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).	\$50,000.00
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>	\$10,000.00
Totals	\$105,000.00

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	348.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$108,812.64
Total Allocation	\$108,812.64

Other Budgeted Uses - Description

Item description	Amount budgeted
Technology	\$5,000.00
Unforeseen costs-substitutes, lodging, travel, etc	\$5,000.00
	\$10,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$105,000.00
---------------------------------------	--------------

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 **\$3,812.64**

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)

West Bend Mallard CSD has established the following goal areas for the TLC plan:

1. Hire, develop, and retain effective teachers and allow for leadership opportunities.
2. Create collaboration among all grade and content areas within the district.
3. Enhance the professional development in the district to include research based and effective teaching styles.
4. Strengthen the instruction within the universal tier to improve student achievement, including and enforcing the importance of the Iowa Core essential skills and concepts.

The many parts of our district's Teacher Leadership and Compensation plan are accomplished by having the new TLC funding source. The goal of the district's TLC plan is to make sure each part is fully funded. Current new teacher salary is \$31,639. The TLC grant will have to be used to increase teacher salary to meet the expectation of the state's \$33,500 teacher salary goal.

To make our TLC goals a reality, new teacher leadership roles will be created. They are listed below:

1. Initial Teachers
2. Mentor Teachers
3. Lead Teachers
4. Technology Leader
5. Instructional Leader

The following is a brief description of the new roles and how each of them will be supported through the TLC funding.

Position	Duty	Percentage of Time and Stipend
Lead Teacher - Elementary	<ul style="list-style-type: none"> •Ensure integrity of curriculum •Research/share instructional resources •Work on universal tier (MTSS) •Guide implementation of district initiatives •Assist in coordinating the work of committees in the district/building •Work in classrooms to help teachers implement research-based strategies, demonstrate lessons, engage in co-teaching, observe, and give feedback •Provide ideas to differentiate instruction •Coach teachers with guided reflection •Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership 	<ul style="list-style-type: none"> •75% Class Time •8 day extended contract •\$2,500 stipend

<p>Lead Teacher- MS/HS</p>	<ul style="list-style-type: none"> •Coach teachers with guided reflection •Work in classrooms to implement research-based strategies, demonstrate lessons, engage in co-teaching, observing and giving feedback •Work on universal tier •Facilitate/lead collaborative professional development teams •Facilitate/coordinate cross-curricular opportunities •Facilitate collaboration between General Ed and At-Risk/Special Ed and Extended Learning •Builds congruence among professional development, district/building goals, school system initiatives, and teacher leadership •Coach teachers on reading strategies 	<ul style="list-style-type: none"> •75% Class Time •8 day extended contract •\$2,500 stipend
<p>Technology Leader</p>	<ul style="list-style-type: none"> •Research effective technology strategies and resources for student learning •Guide implementation of technology strategies and resources for teachers and students •Guide/facilitate professional development •Provide training and guidance/support on district technology resources •Plan, develop, and implement district electronic device initiatives •Work and collaborate with district technology coordinator •Use PD and class time for instruction 	<ul style="list-style-type: none"> •50% Class Time •10 day extended contract •2.5 release days •\$5,000 stipend

Instructional Leader	<ul style="list-style-type: none"> •Ensure integrity of curriculum and enactment •Work on universal tier (MTSS) •Guide implementation of district/building initiatives •Align curriculum, Iowa Professional Development Model and Iowa Core •Evaluate data and provide insight to the District Leadership Team and administration •Build and understand content standards •Assist in coordinating the work of committees in the district/buildings •Facilitate vertical articulation collaborations between K-6 and 7-12 •Help teachers select and implement effective strategies through peer reviews •Support ongoing collective learning •Organize and facilitate non-evaluative teacher peer observations 	<ul style="list-style-type: none"> •50% Class Time •10 day extended contract •2.5 release days •\$5,000 stipend
Mentor Teacher	<ul style="list-style-type: none"> •Serve as a role model for mentees •Acclimate new teachers to school environment •Advise new teachers on instruction, curriculum, procedures, practices, and school culture •Contribute time and expertise to make significant contributions to the development of the new professionals 	<ul style="list-style-type: none"> •100% Class Time •1st year-2 day extended contract •3 release days •\$500 stipend

Miscellaneous Costs:

We have estimated \$5,000 for any unforeseen costs including substitutes, lodging, and travel for release days. We have estimated \$5,000 to be spent on technology to enhance the work of the people hired under the TLC agreement. Estimated Total Cost: \$105,000. We do have an estimated decrease in certified enrollment for 2015. I would like to reserve funds in order to compensate for the anticipated enrollment decrease.