



Application

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

138445 - West Burlington Teacher Leadership and Compensation Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 9:58 AM

Primary Contact

AnA User Id

SCHMITT.DAVID@IOWAID

First Name*

David

J

Schmitt

First Name

Middle Name

Last Name

Title:

Email:

david.schmitt@wbschools.us

Address:

607 Ramsey Street

City*

West Burlington

Iowa

52655

City

State/Province

Postal Code/Zip

Phone:*

319-752-8747

Phone

Ext.

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

319-754-9382

Agency

Administrative Services, Iowa Department of

Organization Information

Organization Name:

West Burlington Independent School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address:

West Burlington Iowa 52655
City State/Province Postal Code/Zip

Phone:

319-754-6567
Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

Michael Jones

Title

Assistant Principal

Organization

West Burlington Independent School District

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

Address

408 West Van Weiss

City/State/Zip*

West Burlington Iowa 52655
City State Zip

Telephone Number

319-754-6567

E-Mail

mike.jones@wbschools.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

David Schmitt

Title

Superintendent

Organization

West Burlington Independent School District

Address

408 West Van Weiss

City/State/Zip

West Burlington Iowa 52655
City State Zip

Telephone Number

E-Mail

david.schmitt@wbschools.us

County(ies) Participating, Involved, or Affected by this Proposal	Des Moines County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	44
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	87, 88
<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. **No**

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. **Michael Jones**

Title of Person Submitting Certification **Assistant Principal**

Recipient Information

District **West Burlington Independent School District**

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

County-District Number 29-6937

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

Honorific Mr.
Name of Superintendent David Schmitt
Telephone Number 319-754-6567
E-mail Address david.schmitt@wbschools.us
Street Address 408 West Van Weiss
City West Burlington
State Iowa
Use the drop-down menu to select the state.
Zip Code 52655

TLC Application Contact

Honorific Mr.
Name of TLC Contact Michael Jones
Telephone Number 319-754-6567
E-mail Address mike.jones@wbschools.us
Street Address 408 West Van Weiss
City New London
State Iowa
Use the drop-down menu to select the state.
Zip Code 52655

Demographic Profile

October 2014 Certified Enrollment 465
October 2014 Free/ Reduced Lunch % 52
AEA Number 15

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 mission of the West Burlington Independent School District is to accept students where they are academically, socially, physically, and emotionally and to guide them to develop to their fullest potential. The TLC planning committee developed a vision that aligns with the district mission. This vision states that through compensation, recruitment, support and promotion of excellent teachers, student achievement will increase thereby producing students who are prepared to compete in a global workforce. West Burlington's TLC goals are to attract and retain effective teachers, promote collaboration, reward professionalism with career and leadership opportunities with increased compensation, and increase student achievement while strengthening instruction. The options for education that the teacher leadership compensation plan provides would allow us to truly live our district's mission and our teacher leadership vision.

West Burlington Independent School district's long term goals include:

- All students will achieve at high levels in reading comprehension.
- All students will achieve at high levels in mathematics.
- All students will achieve at high levels in science.
- All students will achieve at high levels in other academic/vocational programs.
- All students will use technology in developing proficiency in all academic and vocational programs.

West Burlington Schools recognize that increasing student performance and reaching our goals, requires diligent focus. We further recognize that the single most critical factor with the greatest impact on student achievement is classroom instruction. Receipt of teacher leadership and compensation grant monies will complement the West Burlington Independent School District's efforts to increase student achievement through the continued development and sustainment of a structured support system for improved instruction through differentiated leadership roles, professional development and teacher collaboration. Collaborating around research-based professional development will lead to increased student achievement and support attaining the district goals. Local data shows that we have been making strides toward improved student achievement; however, these efforts are ongoing. During the 2014-2015 school year, the following percentages of students were proficient or met the expected growth rate in each grade:

Reading:	Math
Grade 3: 92%	Grade 3: 89%
Grade 4: 81%	Grade 4: 81%
Grade 5: 79%	Grade 5: 69%
Grade 6: 95%	Grade 6: 85%
Grade 7: 83%	Grade 7: 93%
Grade 8: 75%	Grade 8: 78%
Grade 9: 94%	Grade 9: 89%
Grade 10: 96%	Grade 10: 92%
Grade 11: 90%	Grade 11: 88%

Our district's goal is to have all students in grades 3-11 at 100% proficiency or having met the expected growth rate as measured by Iowa Assessments.

The district included a wide variety of stakeholders in the grant development process including teachers, administrators, parents and the school improvement advisory committee. Stakeholder groups drafted the district vision for the TLC system, examined potential leadership models, and developed a teacher survey to identify potential positions and the impact those positions would have on our school district. Stakeholder groups were able to collaborate with each other and asked questions until consensus was reached. All stakeholder groups have a vested interest in the grant and lend their support to the grant's purposes.

Although not funded by the TLC grant, the building principals serve as Curriculum Directors and will plan and help provide instructional strategies that will increase student growth. With the TLC, new positions will be created as follows: Instructional Coaches in each building will be the leaders of professional development and collaborate with model teachers to ensure that the model teachers are following the professional development frameworks with fidelity. Model Teachers will model best instructional teaching practices based on professional development and provide opportunities for colleagues to observe their instructional practice. Mentor Teachers will provide new teacher orientation and guidance, collaboration, consultation and coaching. Mentor teachers will also mentor veteran staff. The PLC leaders will collaborate with staff to analyze data to implement strategies to increase student

achievement. We believe this structure will provide the opportunity for collaboration and make our district more effective instructionally and in turn improve student achievement.

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).

Beginning in 2013, West Burlington Independent School District Administrators attended teacher leadership workshops and webinars hosted by the Iowa Department of Education, School Administrators of Iowa and the Center for Teacher Quality. A steering committee consisting of two administrators and staff representatives from each attendance center in the district was convened. This committee met to discuss an overview of the Teacher Leadership and Compensation Legislation and reviewed Department of Education Guidance. An overview was also shared with all staff in both attendance centers. The planning committee and subcommittees met regularly during the course of the 2013-2014 school year for the purposes of planning, examining data, casting vision, gaining input, collaborating on the vision and goals of our TLC plan, and grant writing. These meetings took place on December 10th and 17th, 2013; January 8th, 2014; January 14th, 2014; October 21st, 27th, 29th, and 30th, 2014. Meetings were held at various sites including the school board room, the elementary, high school and the Great Prairie AEA board room. The committee re-assembled on September 23rd, 2015 for the purpose of reviewing the grant scores and determining a plan for future action. Sub-committees were formed to re-write portions of the plan that did not receive a high score. Planning grant dollars were used primarily for release time for staff members to meet for these collaborative purposes. Seventy percent of funds (\$4,340) were used for release time for committee members, ten percent of funds (\$620) were used for travel expenses and meals, and the additional twenty percent of funds (\$1,240) were used for future planning.

The district included a wide variety of stakeholders in the grant development process including teachers, administrators, parents and the school improvement advisory committee. Stakeholders drafted the district vision for the TLC system, examined potential leadership models, developed a teacher survey to identify potential positions and the impact those positions would have on our school district. Teachers and administrators participated in a survey concerning the current state of teacher leadership in the district and the need for differentiated multiple meaningful teacher leadership roles. One hundred percent of district certified staff were surveyed and responded to the survey. This input drove the committee's discussion and recommendations regarding the current teacher leadership structure and how to improve it.

Administrator commitment: All district administrators support the TLC plan and were involved in its development.

Administrative team and staff were involved in creating a shared vision for the teacher leadership and compensation grant work. The administrative cabinet led a group of teacher leaders who articulated professional development of the teacher leadership plan to the rest of the staff utilizing professional learning communities in anticipation of receipt of grant monies.

Teacher commitment: All teaching staff participated in the vision process through the use of a staff survey regarding needs and teacher leadership roles. Seven staff members (3 elementary, 2 middle school, 2 high school) gave their time to serve on the planning committee. Teaching staff, including members of the West Burlington Education Association, was provided the opportunity to funnel input and opinions to members of the planning committee.

Parent commitment: West Burlington Independent School District's Parent Teacher Organization reviewed the plan and were given opportunities to provide guidance and opinions about the plan. The school improvement advisory committee was presented the plan for review and to provide input on the plan. Parents have given support to the plan believing it will increase student achievement, instructional practices and community involvement.

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 mission of the West Burlington Independent School District is to accept students where they are academically, socially, physically, and emotionally and to guide them to develop to their fullest potential. The TLC planning committee developed a vision that aligns with the district mission. This vision states that through compensation, recruitment, support and promotion of excellent teachers, student achievement will increase thereby producing students who are prepared to compete in a global workforce. As a district, West Burlington intends to attract and retain effective teachers, promote collaboration, reward professionalism with career and leadership opportunities with increased compensation, and increase student achievement by strengthening instruction. The options for education that the teacher leadership compensation plan provides would allow us to truly live our mission statement and vision for teacher leadership.

West Burlington Independent School district's long term goals include:

- All students will achieve at high levels in reading comprehension.
- All students will achieve at high levels in mathematics.
- All students will achieve at high levels in science.
- All students will achieve at high levels in other academic/vocational programs.
- All students will use technology in developing proficiency in all academic and vocational programs.

The district's APR goals are that all students will score proficient or meet or exceed the expected growth rate as measured by the Iowa Assessment Test in reading, math and science. West Burlington Independent School District is doing well in implementation of the Iowa Core Standards. We believe the implementation of the TLC program will help us make great strides in achieving our APR goals of ALL students meeting grade level or growth expectations.

To attract and retain effective teachers

West Burlington currently has a starting salary of \$34,529. Having a starting salary above the minimum required salary gives the district flexibility by providing career and leadership opportunities with increased compensation for teachers currently teaching in district. These career and leadership opportunities include positions as Instructional Coach, Mentors, Model Teachers, and PLC Leaders.

Promote collaboration

The varied leadership roles, which provide opportunities for approximately 22 new positions, represents 25% of our current certified staff of 68. These positions will increase district and community collaboration in a number of ways. Building Principals, serving in the role of Curriculum Directors will work with new full time Instructional Coaches, Model teachers and PLC leaders in each building to collaborate on improved vertical alignment of professional development and curriculum. PLC leaders will guide PLCs through the collaborative process in examining data to determine student and instructional needs. Mentor teachers will collaborate with beginning teachers and, if needed, veteran teachers to analyze student achievement data, create formative assessments, and discuss effective instructional practices and strategies.

Strengthen instruction for increased student achievement

With the focus on carefully aligned professional development and teacher instruction, the district's new leadership roles will enhance many district initiatives including the Gradual Release of Responsibility Framework, 1 to 1 technology implementation, the Comprehensive Literacy Model, Multi-Tiered System of Supports (MTSS) interventions, the Positive Behavior Interventions and Supports (PBIS) model, Iowa Core implementation, Data Teams, Partnerships in Comprehensive Literacy (PCL), Comprehensive Literacy Model (CLM), Comprehensive Intervention Model (CIM) Many AEA-assisted professional development initiatives have provided opportunities for better instruction. Through receipt of the TLC monies with the new positions, teachers will receive more thorough and ongoing training. The instructional coaches, model teachers, PLC leaders and mentors will provide support to the classroom teachers in a coaching model. Collaborating around research-based professional development will lead to increased student achievement and support attaining the district goals. Local data shows that we have been making strides toward improved student achievement; however, these efforts are ongoing. During the 2014-2015 school year, the following percentages of students were proficient or met the expected growth rate in each grade:

Reading:	Math
Grade 3: 92%	Grade 3: 89%
Grade 4: 81%	Grade 4: 81%
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Grade 10: 96%
Grade 11: 90%

Grade 6: 85%
Grade 7: 93%
Grade 8: 78%
Grade 9: 89%
Grade 10: 92%
Grade 11: 88%

Our district's goal is to have all students in grades 3-11 at 100% proficiency or having met the expected growth rate as measured by Iowa Assessments.

Reward Professionalism

Through a rigorous selection process, qualified teachers will compete for the positions outlined above. Because these positions will require increased responsibility, those selected will be provided appropriate compensation. The TLC grant will encourage and reward new leadership roles. The plan will also allow the district to formally acknowledge and compensate leaders serving as Instructional Coaches, Mentors, PLC Leaders and Model teachers.

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)

West Burlington Independent School district's current professional development initiatives include:

Iowa Core

Multi-Tiered System of Supports (MTSS)

1 to 1

Professional Learning Communities (PLC)

Data Teams

Gradual Release of Responsibility Framework (GRR)

Positive Behavior Intervention and Supports (PBIS)

Partnerships in Comprehensive Literacy (PCL)

Comprehensive Literacy Model (CLM)

Comprehensive Intervention Model (CIM)

Comprehensive Math Program (CMP)

West Burlington Schools recognizes that increasing student performance and reaching our goals, requires diligent focus. We further recognize that the single most critical factor with the greatest impact on student achievement is classroom instruction. Our school district has made great strides to streamline initiatives in the past three years. Our teachers understand Iowa Core Implementation, Characteristics of Effective Instruction, PCL, Daily 5, MTSS, Comprehensive Math Program (CMP), the Gradual Release Framework, and our 1:1 initiative all fit together into providing the very best education that we can for our students. This grant will provide us with the opportunity to improve student achievement by supporting improved classroom instruction and providing leadership opportunities to support teachers. The following table illustrates the leadership roles, responsibilities and the current professional development initiatives which each role will directly impact:

Teacher Leader Role	How teacher leader roles connect to, support and/or strengthen district initiatives	Initiatives Impacted
Elementary		
Instructional Coach	<ul style="list-style-type: none"> •Implement and coordinate comprehensive literacy improvement •Demonstrate the literacy framework; •Conduct coaching cycles across the grades that focus on teaching struggling readers and writers •Collaborate with model classroom teachers at each grade level •Participate in the PCL network of literacy coaches. •Collaborate with all teachers to implement research-based strategies and create effective formative and summative assessments. •Construct interventions that meet the need of our students, including both remediation and enrichment. •Collect and monitor student data 	<ul style="list-style-type: none"> PCL CLM CIM PBIS GRR 1 to 1 CMP

Model Teachers

- Implement the PCL Model. Iowa Core
- Model effective teaching and debrief PCL
- Organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. CLM
CIM
GRR
PBIS
- Utilize a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops.
- Provide small group reading, writing and math instruction to meet the needs of diverse learners
- Tailor explicit mini-lessons to meet the needs of the majority of students across the curriculum.
- Schedule daily one-to-one conferences with students during the workshop framework.

Mentors

- attend mentor training Iowa Core
- have daily formal conversations with mentee during the first two weeks of school GRR
MTSS
PBIS
- observe mentee at least once every two weeks and formally debrief Data Teams
- will work with mentees collaboratively to analyze student achievement data, create formative assessments, and discuss effective instructional practices and strategies
- support veteran teachers as needed
- collaborate with instructional coaches and PLC leaders

Middle School/High School

PLC Leaders

- Work in collaboration with administration, curriculum director, and instructional coach to design and present building-level professional development PLC
Iowa Core
GRR
MTSS
PBIS
- Research, model and share best practices in instruction and supervision
- Facilitate collective inquiry, action research and staff collaboration
- Facilitate and monitor annual peer reviews

Model Teachers

- **Model best instructional teaching practices for all teachers based on district wide professional development** PLC
Iowa Core
GRR
MTSS
- **Provide opportunities for staff to observe their teaching** PBIS
- **work collaboratively with all instructional staff on implementation of instructional strategies**
- **Conduct peer observations**

Mentors

- **attend mentor training** PLC
- **have daily formal conversations with mentee during the first two weeks of school** Iowa Core
GRR
MTSS
- **observe mentee at least once every two weeks and formally debrief** PBIS
Data Teams
- **will work with mentees collaboratively to analyze student achievement data, compile student exemplars, create formative assessments, and discuss effective instructional practices and strategies**
- **support veteran teachers as needed**
- **collaborate with instructional coaches and PLC leaders**

Instructional Coach

- Work with new and career teachers to PLC improve core instruction through implementation of Iowa Core, Characteristics of Effective Instruction, Gradual Release of Responsibility, Behavior Intervention and Supports and Multi-tiered system of supports
- Work collaboratively with Administration, curriculum director, and PLC Leaders to design and present professional development
- facilitate staff collaboration
- Record and analyze building-wide student achievement data with PLC teams
- Lead action research for school improvement
- Provide model instruction and co-teaching
- Work with teachers to analyze data and align instruction with needs
- Maintain knowledge of best practices in instruction and supervision to coach and mentor both probationary and career teachers

Iowa Core
MTSS
PBIS
GRR

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 goal of our Mentoring & Induction program is to retain teachers in our district and help them be successful with the students they serve. Surveys of beginning teachers and their mentors have shown that there is great appreciation for the support they receive, there is evidence of a need for more collaboration time and a deeper more meaningful collegial relationship between mentors and their mentees.

Implementation of the TLC plan and grant will provide an opportunity to increase support, collaboration time and collegial conversations between mentors and their mentees. Beginning teachers will be assigned a well-trained mentor to work directly with them for two years. In August, before regular contracts start, new teachers will have two additional paid days to meet together with support personnel, other new teachers, and their mentor to plan their first days of school, develop classroom management plans and experience other professional development. Mentors will meet with their mentees weekly to examine their practice and plan for growth. Beginning teachers will meet with peers monthly to strengthen their teaching skills and Mentors will also meet with their peers to strengthen their coaching skills. Our aligned TLC plan will not only provide mentors, but will also provide support through the additional roles of instructional coaches, PLC leaders and model classroom teachers to increase their knowledge around district initiatives, provide instructional support, and model best instructional practices.

Current Practices: Based on teacher feedback regarding our mentoring and induction program, our current model lacks full implementation of our formalized plan which has led to the following gaps or weaknesses:

- Mentor teachers, although highly skilled, are selected based on the fact that they have received training through the AEA.
- Mentees report a lack of time for building relationships between colleagues, both professionally and personally.
- We typically start the school year off with a strong mentor/mentee program, but as we get busy during the school year, this program suffers.

The WBISD Mentoring Plan: We will provide support for teachers new to the West Burlington Independent School District as well as experienced staff. This is critical not only for individual teacher development, but also to our work with innovative practices involving 1:1 technology, Iowa Core, Gradual Release of Responsibility, PCL, PLCs, and MTSS.

The district will choose teachers to become mentors from each building based on the following criteria:

- teach in the same building or department as the mentee whenever possible
- have taught for a minimum of three years in our district as a model classroom teacher
- have the ability to work with other teachers to improve student achievement
- have a balanced professional and personal life to model for their mentee
- have effective coaching and feedback skills
- support WBISD's mission of Kids First.

Year 1 duties and responsibilities:

Summer:

- Mentors must attend mentor training
- Mentees must spend time with mentor teachers and instructional coaches having discussions centered on the Iowa Core, PLCs, data collection and monitoring, MTSS, and how our district uses the Gradual Release of Responsibility framework to help us meet the Iowa Characteristics of Effective Instruction.
- Mentors and mentees spend time co-planning, planning assessments, planning lessons, implementing 1:1 technology, and improving classroom management.

School Year:

- Mentor will have daily formal contact with the mentee during the first two weeks of school.
- Mentor will observe mentee at least once a every two weeks and discuss the observations in a formal manner.
- Mentee will observe the mentor at least once a quarter and discuss the observation in a formal manner. Mentee teachers will also visit model teacher classrooms.
- Mentee teachers will make arrangements to meet with instructional coaches in a bi-weekly basis.
- Every week, mentors and mentees will spend at least an hour working on analyzing student achievement data, creating formative assessments, and discussing effective instructional practices and strategies.
- Mentor teachers will work with mentees if the need for additional professional development should arise.
- The Mentor teacher will use the same process to support veteran teachers if it is determined that there is a need. The

instructional coach will serve the same role as she/he would in the case of mentoring a beginning teacher.

- The Instructional coach will provide technical support of the mentee teacher. The mentor teacher will provide moral support and advice in the implementation process of the practices outlined by the instructional coach. The mentor teacher will communicate freely with the instructional coach.

- Mentor teachers will be required to keep a log of activities and provide this to the PLC team and building administrator at the end of each quarter.

Year 2 duties and responsibilities:

- Repeat requirements from year one.

Year 3 duties and responsibilities (if needed):

- District will continue the mentoring requirement to ensure the proper support.

This improved mentor teacher role will benefit new teachers by providing them with very specific and defined guidance during their initial teaching experience. Because of our varied teacher leadership roles, our new teachers will have multiple levels of personalized support designed to address their individual needs. This will improve entry into the teaching profession for new teachers. Mentors in this plan will be paid a stipend of \$5,500 for the additional time they will spend in this program and will have 10 additional contract days.

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 Burlington, have been thoughtful in our approach to choosing our roles. We already have the roles of the PLC leaders, mentors, and model teachers in our district; some of which are not being compensated for their work.

With this grant we will expand teacher leadership opportunities to fully utilize and pay for these positions to have a direct and substantial impact on improved instruction to increase student achievement. New or expanded roles will include: a full time instructional coach at both the elementary and junior/senior high, five model teachers at each building, six mentors, and five 5 PLC leaders at the secondary level.

At the Elementary level, planning and designing professional learning based on the IPDM occurs primarily within the Building Leadership Team. The instructional coach and model teachers are active members on the BLT. The instructional coach will train model teachers and support their efforts in implementing professional learning based around research-based instructional strategies. The instructional coach and model teachers will then serve in the capacity to train other teachers and support their implementation of research-based instructional strategies. Model teachers will demonstrate best instructional teaching practices based on professional development and provide opportunities for colleagues to observe their instructional practice. Our primary goal of the TLC plan is to focus on meeting our goals to increase student achievement and meet the Iowa Core through the collaborative model outlined above. Mentor teachers will provide new teacher orientation and guidance, collaboration, consultation and coaching to all certified staff as needed.

At the secondary level, the primary professional development initiatives include the Gradual Release of Responsibility model, Multi-Tiered System of Supports, and Positive Behavior Interventions and Supports. The Instructional Coach will train PLC Leaders, train new teachers in a formal mentoring role, help design and align curriculum, and oversee implementation of professional development. PLC Leaders help design and present professional development, lead small group curriculum alignment with Iowa Core, facilitate PLC team meeting, and collaborate with other staff members on peer reviews. Model teachers will demonstrate best instructional teaching practices based on professional development and provide opportunities for colleagues to observe their instructional practice. Mentor teachers will provide new teacher orientation and guidance, collaboration, consultation and coaching. Mentor teachers will also be available to provide support to career teachers if it is determined that there is a need.

Role	Roles and Responsibilities	Time
Elementary		
Instructional Coach (1)	<ul style="list-style-type: none"> •Implement and coordinate comprehensive literacy improvement •Demonstrate the literacy framework; •Conduct coaching cycles across the grades that focus on teaching struggling readers and writers •Collaborate with model classroom teachers at each grade level •Participate in the PCL network of literacy coaches. •Collaborate with all teachers to implement research-based strategies and create effective formative and summative assessments. •Construct interventions that meet the need of our students, including both remediation and enrichment. •Collect and monitor student data 	1.0 FTE Leadership Salary

Model Teachers (5)

- Implement the model as outlined by the PCL Model. 5 additional contract days
- Allow other teachers to observe classroom lessons and debrief after observations. Instruction
- Organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. Stipend
- Use a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops.
- Provide small group reading and writing instruction to meet the needs of diverse learners
- Tailor explicit mini-lessons to meet the needs of the majority of students across the curriculum.
- Schedule daily one-to-one conferences with students during the workshop framework.

Mentors (3)

- Attend mentor training 10 additional contract days
- Converse daily in a formal setting with mentee during the first two weeks of school. Instruction
- Observe mentee at least once every two weeks and formally debrief. Stipend
- Work with mentees collaboratively to analyze student achievement data, create formative assessments, and discuss effective instructional practices and strategies
- Support veteran teachers as needed
- Collaborate with instructional coaches and PLC leaders

Middle School/High School

Instructional Coach (1)

- Work with new and career teachers to improve core instruction through implementation of Iowa Core, Characteristics of Effective Instruction, Gradual Release of Responsibility, Behavior Intervention and Supports and Multi-tiered system of supports
- Work collaboratively with Administration, curriculum director, and PLC Leaders to design and present professional development
- Facilitate staff collaboration
- Record and analyze building-wide student achievement data with PLC teams
- Lead action research for school improvement
- Provide model instruction and co-teaching
- Work with teachers to analyze data and align instruction with needs
- Maintain knowledge of best practices in instruction and supervision to coach and mentor both probationary and career teachers

**Leadership
Salary**

PLC Leaders (5)

- Work in collaboration with administration and instructional coach to design and present building-level professional development
- Research, model and share best practices in instruction and supervision
- Facilitate collective inquiry, action research and staff collaboration
- Facilitate and monitor annual peer reviews

**Instruction
Stipend**

Model Teachers (5)

- Model best instructional teaching practices for all teachers based on district wide professional development
- Provide opportunities for staff to observe their teaching
- work collaboratively with all instructional staff on implementation of instructional strategies
- Conduct peer observations

**5 additional contract days
Instruction
Stipend**

Mentors (3)

- Attend mentor training 10 additional contract days
- Converse daily in a formal setting with Instruction mentee during the first two weeks of Stipend school
- Observe mentee at least once every two weeks and formally debrief
- Work with mentees collaboratively to analyze student achievement data, compile student exemplars, create formative assessments, and discuss effective instructional practices and strategies
- Support veteran teachers as needed
- Collaborate with instructional coaches and PLC leaders

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.

Teacher leadership program success at West Burlington Independent School District will be contingent upon the selection of professionals who demonstrate a desire to serve in leadership positions, strong instructional practices, reflection-based decision making, and a commitment to ongoing professional growth. The selection process will include evaluating candidates on these characteristics.

The positions will be posted with the following information:

- Minimum of three years of teaching experience
- Minimum of one year of experience in the district
- Duties of Job
- Extra hour requirements
- Salary
- Information about annual review process including peer feedback

A selection committee formed from a request of volunteers will compose of an equal number of non-applicant teachers and administrators, will:

- Be trained regarding selection criteria and maintaining confidentiality in all aspects of the selection process
- Accept and screen applications
- Interview candidates
- Provide recommendations to the superintendent of schools for final selection

Candidates must:

- Submit an application and resume
- Be a teacher with a minimum of 3 years of experience with 1 year of experience in the district who demonstrates teaching prowess
- Demonstrate past effectiveness and professional growth by submitting application materials that address past PD experiences; memberships, presentations, attendance at conferences; future PD goals; recently implemented classroom initiatives or research-based strategies and their effect on student achievement; describe personal characteristics and work habits that would make them effective in the role for which they are applying; a copy of the most recent Career Development Plan; a letter of recommendation from a colleague that addresses their effectiveness and fitness for teacher leadership.

All application materials will be screened by the selection committee and Interviews will be conducted to:

- Evaluate candidate teaching practices
- Evaluate candidate leadership potential and capacity
- Learn about past leadership roles
- Describe their interest in leadership roles
- Explain their leadership philosophy

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.

West Burlington's TLC plan uses the Iowa Professional Development Model as the guiding framework. The plan is aligned with the following criteria of IPDM:

Collecting and analyzing student data WBISD currently works with data at the individual teacher level, grade level, building and district level. The Instructional Coach and PLC Leaders will take existing data, streamline the process, assess needs, and help teachers plan and adjust instruction. Goal setting SMART goal setting will be accomplished through the collaborative efforts of Building Principals, Instructional Coaches, and Professional Learning Communities. Selecting content The PLC's and Building Leadership team will collect and sort studies, review characteristics of each study, judge each study based on its merits, prioritize the studies, and selects content based on research and findings of the leadership team. Designing the process for improving instruction The teacher leaders will design professional development by creating ongoing learning opportunities, collaboration between peers as they plan and develop lessons and systematic opportunities to collect and analyze teacher implementation data and its impact on student achievement. Ongoing cycle continues An ongoing cycle of diagnosis, intervention, and reflection is already a significant part of West Burlington's professional development. New leadership roles will help maintain this cycle and make necessary adjustments. Ongoing data collection will take place. Data will be analyzed and synthesized to determine if professional development is making a difference in student learning or if more professional development is needed. Evaluation - The PLC's, BLT and Instructional Coaches will collect, analyze and summarize data for purposes of evaluation of district-wide Professional Development. Decisions will be made to determine if instructional strategies have been effective in increasing student achievement and what next steps are needed. Currently school staff collect and analyze student data in order to set goals for student learning. As a result of this work, both instructional approaches and content are collaboratively agreed upon for consistent and researched based instruction. Teacher leaders will enhance the work by maintaining the focus of the Professional Learning Communities (PLCs) by asking:

1. What do we want students to know? (IPDM #4, #7)
2. How will we know if they have mastered the standards? (IPDM #2, #3, #7, #9)
3. What do we do if they don't comprehend the standard? (IPDM #2, #7, #9)
4. What do we do if they already have mastered the standard? (IPDM #2, #9)

At the Elementary level, the instructional coach, model teachers and building principals are active members on the BLT. The instructional coach will train model teachers and support their efforts in implementing professional learning based around research-based instructional strategies. The instructional coach and model teachers will serve to train teachers and support their implementation of research-based instructional strategies. The Instructional Coach is the leader of the Comprehensive Literacy Model (PCL) and the Comprehensive Math Program (CMP) These research-based frameworks provide a structure that increases differentiated instruction, formative assessment, teacher modeling, and collaboration. The MTSS and GRR models will be utilized in both literacy and math to ensure students are meeting Common Core expectations and receiving necessary interventions in deficient/enrichment areas. Mentor teachers will provide new teacher orientation and guidance, collaboration, consultation and coaching.

At the secondary level, the PLC leadership team, instructional coach, curriculum director, and administration will work collaboratively to plan and design professional learning. The PLC leadership in collaboration with the building administration will support professional learning targeting the primary professional development initiatives of Gradual Release of Responsibility, Multi-Tiered System of Supports, Iowa Core, Professional Learning Communities, and Positive Behavior Interventions and Supports. The Instructional Coach will train PLC leaders, train new teachers in a formal mentoring role, help design and align curriculum, and oversee implementation of professional development.

The instructional coach will support all teachers in collaboration toward implementation of research based instructional strategies. The instructional coach will also provide modeling and demonstration to all PLC's, department teams, or other groups of teachers. They will help facilitate building level learning related to GRR, MTSS, PLC, literacy learning strategies, and implementation of characteristics of effective instructions. The instructional coach will collaborate and coordinate with the building curriculum director to help navigate mentor teachers and PLC Leaders through implementation of the Iowa Core. The PLC leaders will collaborate directly with the building administration and Instructional Coach to help design professional development and lead small group curriculum development. Model teachers will model best instructional teaching practices based on professional development and provide opportunities for colleagues visitors to observe their instructional practice. Mentor teachers will provide

new teacher orientation and guidance, collaboration, consultation and coaching.

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 West Burlington Independent School District, to ensure the success of the TLC plan, will regularly utilize both short and long term measurements to monitor the effectiveness and adjust the delivery of both individual components and the overall teacher leadership plan. Short and long term measurements aligning with each goal are as follows:

To attract and retain effective teachers

To measure the impact and effectiveness of our plan, we will collect and record the following data:

- Total number of qualified applicants for new positions
- Annual satisfaction survey of mentor/mentee program
- certified staff attrition/turnover

West Burlington will use data to inform and modify its TLC structure and operation.

Increase collaboration

West Burlington's TLC structure has incorporated significant additional collaborative relationships. Adding PLC leaders and instructional coaches will increase the opportunities for teacher to teacher collaboration. Routine observations of model teachers and peer evaluations will encourage examination of best practices, professional discussion and individual growth in a collegial, non-evaluative setting.

To measure the impact and effectiveness of the TLC plan, West Burlington will record collaborative hours provided by the district. The district will also closely monitor student achievement data, dropout rates and discipline referrals to correlate that data with TLC-supported initiatives (Instruction/Math/Literacy initiatives, MTSS and PBIS).

Finally, the district will annually collect feedback concerning the professional development program through the use of the IPDM District/Building Profile Tool.

Strengthen instruction for increased student achievement

The ultimate goal for any school initiative is to improve student achievement. West Burlington believes that our TLC plan will improve student academic achievement by improving instruction, classroom behavior, and intervention protocols. The district currently uses and will continue to use the following measures to assess the impact of our TLC plan. We have baseline, pre-TLC data for all of the following measures and will conduct quarterly and yearly analyses to measure the effect of our initiatives.

- F.A.S.T., aReading
- STAR Reading and Math
- Iowa Assessment Proficiency/Growth Rates
- AYP Results
- D/F Lists
- Student Perception Surveys

Reward Professionalism

In order to encourage staff development and leadership roles, the TLC plan provides funding for leadership training and leadership positions. The goal is to reward and incentivize those behaviors and attitudes that so many teachers do without pay or acknowledgement. To measure the effect of rewarding professionalism the district will record application numbers for leadership positions, number of staff participating in leadership training, stipend and salary data. We expect to see that as teachers become aware that their time, experience and leadership is valued, more teachers will take on leadership roles and that most career teachers will serve in some leadership capacity.

Working with our AEA representative and DE consultant, the administration will monitor and adjust the TLC plan based on the results of these measures. Instructional coaches and PLC Leaders will help create/administer measurement tools.

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

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

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

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$243,759.00
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).	\$13,500.00
Amount used to provide professional development related to the leadership pathways.	\$17,281.00

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

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

\$0.00

Totals

\$274,540.00

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 465.0

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

District Enrollment-Based Allocation \$145,396.20

Total Allocation \$145,396.20

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$274,540.00

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 (\$129,143.80)

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 Burlington Independent School District will receive an additional \$129,143.80 due to open enrollment. Due to the fact that no TLC funds will be used to raise our salary to the state mandated minimum, all teacher leadership funds will be used to supplement leadership positions as follows:**

	Stipend	Backfill Positions
Amount used to raise the minimum salary to \$33,500		\$0.00
Elementary		
Instructional Coach (includes 10 additional days + salary)	\$7,000	\$47,841
Implement and coordinate comprehensive literacy improvement		
• Demonstrate the literacy framework;		
• Conduct coaching cycles across the grades that focus on teaching struggling readers and writers		
• Collaborate with model classroom teachers at each grade level		
• Participate in the PCL network of literacy coaches.		
• Collaborate with all teachers to implement research-based strategies and create effective formative and summative assessments.		
• Construct interventions that meet the need of our students, including both remediation and enrichment.		
• Collect and monitor student data		
Model Teachers (5) (includes 5 additional days)	\$22,500	
• Implement the PCL Model.		
• Model effective teaching and debrief		
• Organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners.		
• Utilize a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops.		
• Provide small group reading, writing and math instruction to meet the needs of diverse learners		
• Tailor explicit mini-lessons to meet the needs of the majority of students across the curriculum.		
• Schedule daily one-to-one conferences with students during the workshop framework.		
Mentors (3) (includes 10 additional days)	\$16,500	
• attend mentor training		
• have daily formal conversations with mentee during the first two weeks of school		
• observe mentee at least once every two weeks and formally debrief		
• will work with mentees collaboratively to analyze student achievement data, create formative assessments, and discuss effective instructional practices and strategies		
• support veteran teachers as needed		
• collaborate with instructional coaches and PLC leaders		
Secondary		
Instructional Coach (includes 10 additional days + salary)	\$7,000	\$47,841
• Work with new and career teachers to improve core instruction through implementation of Iowa Core, Characteristics of Effective Instruction, Gradual Release of Responsibility, Behavior Intervention and Supports and Multi-tiered system of supports		
• Work collaboratively with Administration, curriculum director, and PLC Leaders to design and present professional development		
• facilitate staff collaboration		
• Record and analyze building-wide student achievement data with PLC teams		
• Lead action research for school improvement		
• Provide model instruction and co-teaching		
• Work with teachers to analyze data and align instruction with needs		
• Maintain knowledge of best practices in instruction and supervision to coach and mentor both probationary and		

career teachers		
Model Teachers (5) (includes 5 additional days)	\$22,500	
•Model best instructional teaching practices for all teachers based on district wide professional development		
•Provide opportunities for staff to observe their teaching		
•work collaboratively with all instructional staff on implementation of instructional strategies		
•Conduct peer observations		
Mentors (3) (includes 10 additional days)	\$16,500	
•attend mentor training		
•have daily formal conversations with mentee during the first two weeks of school		
•observe mentee at least once every two weeks and formally debrief		
•will work with mentees collaboratively to analyze student achievement data, compile student exemplars, create formative assessments, and discuss effective instructional practices and strategies		
•support veteran teachers as needed		
•collaborate with instructional coaches and PLC leaders		
PLC Leaders (5)	\$20,000	
•Work in collaboration with administration, curriculum director, and instructional coach to design and present building-level professional development		
•Research, model and share best practices in instruction and supervision		
•Facilitate collective inquiry, action research and staff collaboration		
•Facilitate and monitor annual peer reviews		
District		
Substitute teachers k-12	\$13,500	
Professional Development for Leadership Positions	\$17,281	
Subtotal	\$125,500	\$95,682
Combined	\$221,182.00	
District Cost of FICA and IPERS	<u>\$274,540</u>	