



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

117078 - West Sioux CSD Teacher Leader and Compensation Grant Application

Teacher Leadership and Compensation System

Status: Under Review  
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## Primary Contact

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**Program Area of Interest** Teacher Leadership and Compensation System

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**Agency**

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## Organization Information

**Organization Name:** West Sioux CSD

**Organization Type:** K-12 Education

**Tax ID:**

**DUNS:**

**Organization Website:** www.westsiouxschools.org  
**Address:** 1300 Falcon Dr  
Hawarden Iowa 51023  
City State/Province Postal Code/Zip  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** West Sioux Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 84-6990  
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**  
**Name of Superintendent** Randy Collins  
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**Street Address** 1300 Falcon Dr. Hawarden  
**City** Hawarden  
**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 51023

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## TLC Application Contact

**Honorific**  
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**State**

Iowa

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**Zip Code**

51023

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## **Narrative**

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

## **Executive Summary**

The members of West Sioux Community School District's TLC planning committee appreciate this opportunity to introduce our district and vision for a teacher leadership and compensation plan. West Sioux CSD is made up of the communities of Ireton, Hawarden, and Chatsworth with two elementary buildings and a shared 6-12 facility. West Sioux CSD is demographically unique to Sioux County and neighboring school districts. District enrollment for 2013-2014 PreK-12 is 755 students: 32% Hispanic, 21% ELL, 56% free or reduced-price lunch, and 12% special education services. West Sioux CSD is a small yet extremely diverse district with a growing student population. The district experienced the highest percentage increase in enrollment in the state during the 2012-2013 school year, and the trend is projected to continue.

Considering the district's diversity, challenges, and potential for growth, we are in a unique position to utilize teacher leaders in creating and sustaining a dynamic learning community that will benefit students and serve as a model of excellence for schools with challenging demographics in Northwest Iowa. District initiatives such as Iowa Core alignment, Authentic Intellectual Work, APL, 1:1 technology, and PBIS reflect our commitment to excellence and continued improvement.

Our TLC plan centers on the belief that a collaborative culture of professional growth increases achievement. Currently, all teachers at West Sioux participate in AIW collaborative teams. The proposed TLC plan will promote professional growth for our teachers and increase student achievement by building on the collaboration infrastructures already in place.

Our plan will create three teacher leadership roles in the district: Instructional Coach, Mentor Teacher, and TLC Lead.

### Instructional Coaches (7)

The role of instructional coach resulted from a recognized need in the district for teacher leaders who can share their instructional expertise through model teaching and facilitating collaboration teams. They will also support implementation of district instructional initiatives. Other specifics:

- Two per elementary building and three 6-12 grade levels.
- 50% out of the classroom — observe other teachers and provide feedback on best practices, assist in the implementation of instructional strategies, and devise classroom interventions. They will also serve as facilitators of collaborative teams.
- 50% in the classroom — modeling best practices with an open-door policy for other teachers to observe and learn.

### Mentor Teachers (7)

We want to provide opportunities for great teachers to mentor their colleagues and share the benefits of their expertise and experience without removing them from the classroom where they excel. We also recognize that excellent instruction alone is not enough; instruction must be supported by a focused curricular foundation. Other specifics:

- 100% of mentor teacher time will be in the classroom
- Mentor teachers will also be model teachers with an open door policy and mentors to new staff
- The mentor teacher will focus on the Iowa Core Curriculum and district-wide alignment including data analysis.

### TLC Lead (1)

In the process of planning this grant, a survey of staff members revealed that nearly 80% of our teachers would like help using instructional technology effectively in their instruction. In addition, for any new initiative to be successfully implemented and sustained over time, it is imperative that ample planning, support, and oversight exist. To meet both the technology and TLC program support needs the role of TLC Lead was created to oversee and support the TLC initiative including implementation, training, and ongoing support of the program and its staff and provide the technology integration and training desired by staff. Other specifics:

- 100% out of the classroom supporting the TLC teacher leader positions.
- Support growth and facilitation of AIW T1, T2, T3, and T4 district-level teams

These fifteen teacher leader positions represent approximately 25% of the West Sioux staff. A rigorous and balanced selection and evaluation process is included in this plan, along with clear job requirements, qualifications, expectations, and

responsibilities for each position. The plan is budget neutral and financially sustainable. The members of the planning committee, administration, and school board feel strongly about this plan and are committed to ensure its success. The greatest benefit to the West Sioux district will be the impact the plan will have on our students and their achievement in the classroom and beyond.

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

TLC Model Number

Model 3 Comparable Plan

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## **Narrative**

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).

## TEACHER LEADERSHIP AND COMPENSATION (TLC) PLAN

### Part 1

#### History of the TLC grant process

##### 2013-2014 Submission

At the beginning of the 2013-14 school year, the West Sioux School District began the process of exploring the TLC options for pursuing the grant. During October, 2013, stakeholders were asked to volunteer to be part of the TLC Planning Committee. An informal application asked individuals to provide rationale for wanting to be part of the West Sioux TLC committee. The TLC grant coordinator reviewed each application and appointed 9 stakeholders to the original committee which included administration, teaching staff, and community members. The primary purpose of the committee was to study the TAP and Q-Comp models, discuss and collaborate with a neighboring district MOC-Floyd on their TAP model interest.

All TLC planning committee decisions were made through an open, collaborative process. The committee met 11 times between November 2013 and January 2014, attending the events and gathering information about the TLC process:

November, 2013

- Attended the NWAEEA TLC Grant workshop at the NWAEEA.
  - Developed a vision for the TLC program aligned to the district's goals.
  - Met with Jon Wibbels to ensure understanding of the grant parameters.
  - Conducted interviews with all stakeholders to identify areas of highest perceived need: 1) Iowa Core alignment, 2) technology integration, and 3) instructional best practices (AIW and APL). The information gathered in these interviews guided the committee's initial work on the plan.
  - Created district website page to communicate with all stakeholders.
- December, 2013
- Defined the roles and responsibilities of the teacher leader positions identified in the plan.
  - Created processes for selecting the best candidates for leadership roles.
  - Administered an online survey to stakeholders to attain feedback on the proposed TLC design. Feedback was positive on all positions with high interest in utilizing Instructional Coach positions at all levels. Results of this survey were considered in revising for final grant submission.
- January, 2014
- Finalized the TLC plan and began work on the grant writing process. The TLC coordinator and three teachers on the TLC committee wrote grant drafts. The committee gave feedback and helped edit the drafts or gave final approval for the grant document.

##### Survey of Support for District Applying for TLC

	Number of hours spent in the TLC grant-planning process	Survey results of commitment to the TLC program
Teachers	286	100%
Administration	58	100%
School Board	30	100%
Parents/Community	24	100%

##### Grant not Accepted

Although West Sioux submitted a grant proposal for Round One of the TLC funding, the district did not receive the grant.

##### 2014-2015 Resubmission

In August of 2014, the TLC Planning Committee met and discussed moving forward with the TLC Grant second-year submission. The committee unanimously supported re-submission for the October 31, 2015 deadline. Based on scores and comparing applications of first-year grantees, steps were taken to improve the committee planning process and facilitate

increased stakeholder feedback and involvement. Four more stakeholders were added to the Planning Committee. The TLC committee met with the West Sioux Board Goal-Setting Committee to align the TLC plan with district goals.

The committee

- 1) attended Northwest AEA TLC workshops,
- 2) revised the plan and aligned it more specifically to the West Sioux district goals, and
- 3) presented the revised plan to staff and SIAC and garnered feedback from both.

TLC Grant Funding money was used to pay for committee members' traveling expenses to TLC workshops and to hire a grant consultant.

The West Sioux TLC Committee took a hard look at their district initiatives and process for creating a cohesive TLC plan. After collaboration with other districts who were involved in like-initiatives and after continually learning about the TLC intent, the Committee rewrote several Parts and strengthened the district's commitment to developing teacher-leaders to improve instruction and impact student learning.

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## Narrative

Using Part 2 application narrative from previous submission?      Yes

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

**State Goals:**

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



2012	24	19.4	17.7	20.8	20.8	19.9	8%
2013	29	20.6	20.9	22.1	22.7	21.7	24%
2014	18	19.9	20.4	21.8	23.7	21.7	33%
2016 Targeted %		21.5	21.4	22.5	24.0	22.0	40%

With the district and task force goals and demographic diversity of the district in mind, the planning committee has focused on creating teacher leadership positions that will serve as a resource for improving instruction to meet these needs, provide feedback to teachers for improving instruction, and create opportunities for teachers to work collaboratively to design and implement the best instructional practices.

The chart below demonstrates the West Sioux TLC programs responsiveness to vision statement, TLC Task Force and West Sioux district goals, and the TLC goals.

TLC Role	Role in PD	Goal alignment/responsivness	Planning Responsibility	Delivery Responsibility
TLC Lead	<ul style="list-style-type: none"> <li>-Support teachers in development and implementation of the Individual Career Development Plan</li> <li>-Develop and facilitate building and district level teacher leadership teams</li> <li>-Attend, observe, and provide feedback to other teacher leaders</li> <li>-Assist in making data-driven instructional and planning decisions related to curriculum, professional development aligned with IPDM and program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-Promote and celebrate a positive school culture</li> <li>-Provide data to the public</li> <li>-Improve academic achievement at WS</li> <li>-Enhance school to community engagement</li> <li>-Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities</li> <li>-Retain effective teachers by providing enhanced career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Collect and analyze data related to district climate and standardized achievement</li> <li>-Collaborate with Mentor Teachers and Instructional Coaches to set PD agenda/goals and facilitate delivery of PD</li> </ul>	<ul style="list-style-type: none"> <li>-New hire trainings at the start of the school year</li> <li>-Once a month in service PD</li> <li>-Board reports</li> <li>-AIW trainings for new hires, AIW local coach trainings, AIW NWAEA mid-year PD</li> <li>-Data reports to all stakeholders</li> </ul>
Instructional Coaches	<ul style="list-style-type: none"> <li>-Provide PD on research-based instructional strategies that align with Common Core</li> </ul>	<ul style="list-style-type: none"> <li>-Provide data to the public</li> <li>-Improve academic achievement at WS</li> <li>-Promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Collect and analyze data related to literacy and math achievement</li> <li>-Assist in delivery of PD to PLCs and AIW teams</li> </ul>	<ul style="list-style-type: none"> <li>-Once a month in-services assist TLC team in PD</li> <li>-Back to school two full day in-services</li> <li>-AIW: new hire trainings, present at AIW NWAEA mid-years, board reports</li> </ul>

Mentor Teacher	-Assist TLC team in new hire PD trainings -Facilitate mentor/mentee quarterly meetings	-Promote and celebrate a positive school culture -Provide data to the public -Improve academic achievement at WS -Enhance school to community engagement -Promote collaboration	-Collect and analyze data related to classroom level interventions -Provide feedback and assistance to mentee teachers	-Assist new hire trainings at the start of the school year. -Quarterly meetings with mentee prepare agenda and facilitate meeting -Assist TLC team in in-service PD if appropriate to mentor responsibilities
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Using Part 3 application narrative from previous submission? Yes

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

### Part 3

The West Sioux School District strives for constant improvement in instruction to maximize student achievement outcome. In this effort for continuous improvement, AIW, APL, PBIS, and Iowa Core alignment are key initiatives that have been implemented district-wide, and the TLC planning committee believes that these initiatives can be expanded and supported under the proposed TLC design to ensure fidelity of use and maximize positive outcomes for all students in the district.

AIW is an initiative adopted by the West Sioux School District in an effort to improve collaboration among staff members, improve instruction, and ensure rigor and high expectations across the curriculum. While training all West Sioux staff members in this instructional philosophy has occurred, at present, time constraints limit the number of opportunities staff members have to present and receive feedback on their work, and scheduling conflicts interfere with teacher's ability to observe the instruction of their colleagues and have their own instruction observed on a regular basis. Under the proposed TLC design, teacher leaders with AIW coach training will lead teams in AIW scoring, conduct CIP instructional data collection, map building AIW growth, observe instruction upon request, provide AIW-focused PD for new and current staff, attend AIW trainings and conferences, and implement district AIW goals. It is the belief of the TLC Planning Committee that the addition of instructional coaches will alleviate many of the time and scheduling constraints that have interfered with achieving the level of AIW implementation in classrooms district-wide that has been envisioned for this initiative. With the addition of instructional coaches, teacher leaders will be able to provide training and instruction in AIW to new staff members, facilitate AIW teams, and ensure frequent opportunities for collaboration through their own observations and feedback as well as by providing other staff members with the freedom to leave the classroom to observe and collaborate with their colleagues. Additionally, placing leadership of this initiative in the hands of teacher leaders will help to integrate the initiative more fully into the day-to-day instructional culture of the district, ensuring its longevity, fidelity of implementation, and effectiveness in reaching district improvement goals.

The APL (district-wide) and PBIS (elementary/middle school) initiatives at West Sioux were adopted as classroom management tools designed to promote effective time management through instructional routines and supports for student learning that are common to all school settings while providing a district-wide approach for dealing with minor behavior issues, which can distract from learning and cut into instructional time. Through the proposed TLC design, this initiative would be supported through the addition of instructional coaches at all levels who would be responsible for training new staff in APL and/or PBIS, supporting existing staff in their implementation of APL and/or PBIS techniques in the classroom, and modeling APL and/or PBIS strategies for new and current staff members. APL/PBIS-focused instructional coaches will also help with the RTI process as it relates to classroom management.

As a note of clarification, the TLC Planning Committee envisions instructional coaches at each level – early elementary, upper elementary, middle school, and high school – working in cooperative pairs of two teacher leaders. Each teacher leader will be knowledgeable in AIW and APL/PBIS, but one teacher leader will specialize in AIW the other in APL/PBIS. This is somewhat analogous to the idea of a co-teaching classroom environment in which two instructors share responsibility for planning and presentation of instruction, but with one specializing in content area knowledge and the other in student support strategies as a special education professional. In this way, instructional coaches will be best able to meet the needs of the district in a way that ensures adequate and ample attention is paid to each of the two initiatives that fall under the purview of the instructional coach position.

To ensure successful implementation and maintenance of the Iowa Core Curriculum throughout the district, the proposed TLC design includes the addition of curriculum specialists who will be tasked with continuing the process of alignment that has begun at West Sioux. Curriculum specialists will ensure that the curriculum district-wide is based on the Iowa Core and instructional best-practices. Curriculum Specialists will also conduct data analysis on district academic performance and consult or train teachers on improving academic performance in their content areas.

Finally, to ensure the goals of the teacher leader initiative are met and fulfilled with fidelity, the TLC Planning Committee felt it was essential to provide guidance and facilitation to the teacher leaders in the instructional coaching and curriculum specialist

coordinating and providing guidance to teacher leaders. This position would also oversee curriculum implementation by taking a leadership role in working with curriculum specialists and assisting them in performing their duties.

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)**

**Part 4**

**Improving Entry Into the Profession:**

West Sioux CSD works in partnership the NWEA to provide research-based mentoring and induction for new teachers. The learning and collaborate during training days is beneficial to new teachers. However, onsite support is challenging due to time constraints. Through the TLC, time would be allotted for mentors and mentees to collaborate regularly. While the mentors will remain in the classroom full-time, collaboration will be provided through the use of substitute teachers and additional contract days. The focus of onsite follow-up will be around classroom management and instruction. The mentoring strand will also provide training to new teachers the district and building level professional development initiatives. Specifically, Authentic Intellectual Work, APL Instructional Skills, Iowa Core and 1:1.

The district will use TLC funds to create 15 Teacher Leadership (TL) positions. These 15 TL positions include a **TLC Lead, Instructional Coaches, and Mentor Teachers**. Teacher Leaders will be required to support new teachers in the following areas:

Newly Created TLC Position	Level	How Role Will Support New Teachers and Address Identified Mentor Gaps
<p><b>Instructional Coaches</b></p>	<p>7 positions (each .5 FTE) 3 MS/HS 4 Elementary</p>	<ul style="list-style-type: none"> <li>• Complete non-evaluative observations and walkthroughs in new teacher classrooms</li> <li>• Provide feedback and coaching to increase effective instructional practices and strategies</li> <li>• Create opportunities to co-teach and model teaching for new teachers</li> <li>• Coach new teachers on the AIW standards, criteria and teaming. On-going coaching in alignment of tasks, student work and instruction</li> <li>• Support the integration of transformational technology in the classroom</li> <li>• Provide curriculum support in alignment with the Iowa Core</li> </ul>
<p><b>Mentor Teachers</b></p>	<p>7 positions</p>	<ul style="list-style-type: none"> <li>• Provide in-class support (release time will be provided for this collaboration)</li> <li>• Provide feedback and coaching to increase effective classroom management practices and strategies</li> <li>• Facilitate reflective practices</li> </ul>

Teachers New to the District Since 2010	Teachers leaving the profession	Percentage of Retention
<b>18</b>	<b>2</b>	<b>89%</b>

The new TLC mentor roles will address the gaps found in the mentoring program. With the addition of TLC positions, our new teachers will have opportunities to observe the mentors classroom(s) to observe the implementation of best-practices aligned to district initiatives.

Survey data indicated the Mentor and Induction program areas of need as:

1. Needed release time, PD focused on instructional strategies, and 1:1 technology.

2. Coaching on classroom expectations, procedures, and behavioral management.
3. Coaching interventions for students struggling learners.

The teacher leader positions will provide new teachers with a level of support that is not available under the current system. By providing new teachers with effective and results-oriented collaboration. The pressure and time constraints that have hindered teachers in the past will be alleviated and provide readily available support from knowledgeable colleagues.

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## **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.

## Part 5

West Sioux (WSCSD) strives to create a systemic approach to education focused on the mission of “*Working together to provide a quality education.*” Through the Teacher Leadership System, WSCSD has the opportunity to effectively connect teacher leadership, professional development, and district initiatives.

To ensure a cohesive and efficient educational system focused on student achievement, the TLC committee developed three meaningful teacher leadership roles that include a TLC Lead, Instructional Coaches, and Mentor Teachers. These positions will be filled by 15 teacher leaders (25% of teachers) at WSCSD.

- One FTE TLC Lead
- Seven Instructional Coaches
- Seven Mentor Teachers

The new teacher leader roles identified are designed to meet the need for assistance in improving instruction and classroom management, integrating technology into instruction, and aligning curriculum with the Iowa Core. (All three were cited as high priorities based on input from staff members and other district stakeholders.)

District educators are engaged in Professional Learning around three initiatives aligned to Iowa Core: 1) Authentic Intellectual Work, 2) APL Instructional Strategies Integration/PBIS, and 3) 1:1 Transformational Technology.

### **Teacher Leadership Roles Defined**

The **TLC Lead** is a full-time position and will have the following responsibilities.

#### **TLC Lead:**

- Positions:** 1
- Time engaged in leadership:** 100%
- Extended Days:** 10 - \$2760
- Stipend:** \$9000
- Support teachers in the development and implementation of the Individual Career Development Plan.
- Develop and facilitate building and district level teacher leadership teams.
- Attend, observe, and provide feedback to other teacher leaders to promote quality professional development.
- Assist teachers using summative and formative assessment results to refine professional development and assist teachers in making data-driven instructional decisions.
- Assist in long-range planning of curriculum, professional development, and coordination of professional development procedures and program evaluation.
- Improve instruction through the use of targeted professional development aligned with the Iowa Professional Development Model.
- Provide instruction to Teacher Leaders.
- Lead program evaluation of TLC grant, including the collection of all documentation and data related to TLC program.
- Support the district’s instructional and student achievement long-term and short-term goals.
- Work with the administrative team and teacher leaders to support the TLC vision and goals.

#### **Instructional Coach:**

- Positions:** 7
- Time engaged in leadership:** 50%
- Time engaged in student instruction:** 50%
- Extended Days:** 5 - \$1380
- Stipend:** \$4500

The TLC plan creates positions for **seven Instructional Coaches** divided among the three district facilities. Instructional

coaches will divide their time equally — performing teacher leader duties 50 percent of the day and engaging in student instruction for the other 50 percent of the day. Each instructional coach will be responsible for:

- Providing professional development and assisting teachers with integration of research-based instructional strategies and classroom management tools.
- Identifying and implementing action plans toward district achievement goals based on data analysis results.
- Observing, modeling, and assisting teachers with instructional and/or classroom interventions.
- Research and support teachers in the implementation of innovating technology integration.
- Lead district professional development teams in the process of fulfilling the district vision and goals.

**Mentor Teachers:**

- **Positions: 7**
- **Time engaged in leadership: 0% of class time**
- **Time engaged in student instruction: 100%**
- **Extended Days: 2 - \$552**
- **Stipend: \$3500**

The TLC plan creates **seven Mentor Teacher** positions representing a cross section of content areas. Mentor Teachers will spend 100 percent of the school day engaged in student instruction. Mentor Teachers will be responsible for:

- Partnering with the Lead Mentor Teacher in researching, developing, and aligning district curriculum to the Iowa Core.
- Serving in a mentor capacity to other teachers in the district.
- Opening their classrooms to all other teachers to observe their teaching practices and facilitate informal conferences with those teachers to promote professional development.

The teacher leader positions defined above will work collaboratively with one another, district's curriculum director, and with other staff to promote a unified approach to curriculum and instruction district wide. Informed by data and reflective professional practice, these teacher leaders will be involved in providing the instructional guidance and professional development support necessary to nurture the improvement of professional practice among all staff members in the district.

The TLC plan creates a complete and cohesive instructional improvement strategy aimed at developing the instruction and preparation of teachers. Evaluation and development of the TLC program ensures that the needs of the district are continually being met even as changes in the educational system and the student culture occur. This flexibility is essential to the success of the program in our diverse and growing district.

Teacher leaders will be essential to the formative and summative evaluation of our program by providing feedback from both direct observation and through collaboration with other stakeholders.

Using Part 6 application narrative from previous submission?      Yes

**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.**

## Part 6

Currently our district utilizes the state evaluation template for teacher evaluation based on the Iowa Teaching Standards and Criteria. Teachers are also observed by administration and/or must produce artifacts for each criterion. This current evaluation process does not differentiate the assessment of teachers at different points in their career paths. It also does not provide our district with the information needed to make informed decisions about differentiated roles, professional development and compensation. With the TLC plan in place, a modified evaluation tool will be created to address all criteria relevant to the Teacher Leader roles.

Basic selection criteria would include:

- Hold a valid Iowa teaching license,
- Minimum of three years teaching experience,
- Minimum of one year in the district.

A rubric will be used during the selection process to alleviate subjectivism. The selection rubric will address the following criteria:

- Demonstrates an understanding of the Iowa Core, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences;
- Plans using state and local school district curricula and standards; effective strategies, resources, and data to address the differentiated needs of all students;
- Promotes student learning by using research-based instructional strategies, resources, and data to address the differentiated needs of all students;
- Challenges students by providing appropriate content and developing skills which address individual learning differences;
- Systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
- Systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents;
- Provides a well-managed, safe, and orderly environment conducive to learning and encourages respect for all;
- Creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners;
- Demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession; and,
- Communicates effectively with students, parents or guardians, school and district personnel, and other stakeholders in ways that enhance student learning.

Other criteria preferred for consideration in the selection of Teacher Leaders include:

- Demonstrating proficiency in contributing to the learning of colleagues through leading collaborative learning communities;
- Exhibiting or communicating the capability to design and lead professional development;

- Providing evidence of a commitment to personal professional growth;
- Illustrating methods of promoting growth in others to impact student learning;
- Providing evidence of their skill to coach peers; and,
- Displaying evidence of being skilled at data analysis and the ability to use results of data analysis as a basis for instructional strategies to meet student needs.

The selection committee will review applications and make a recommendation to the superintendent. The TLC Lead will be selected first and become part of the review committee.

The District's Steps to Selecting and Hiring of Teacher Leaders:

1. Establish an Interview Selection Committee. (Administration will ask for volunteers to assist in the Teacher Leader selection process and may need to recruit possible committee members to include a good balance of both teachers and administration.)
2. Review applications
3. Determine the format of interviews
4. Develop interview questions and scoring rubric
5. Establish an interview schedule
6. Conduct interviews in late spring/early summer to ensure candidates have an opportunity to participate in summer trainings
7. Identify and select candidates - the Selection Committee should evaluate all interviewed candidates based upon the scoring rubric.
8. The Selection Committee will make a recommendation to the superintendent
9. Notify candidates and announce selections
10. Teacher leaders will be responsible to know and understand the teacher leader standards as outlined by the district.

Once hired, the effectiveness of the TLC Lead will be determined by the following criteria:

- The district will create standards for the teacher leaders (based on Teacher Leader Model Standards: Teacher Leader Exploratory Consortium, [www.ets.org](http://www.ets.org)). These standards will determine the ongoing effectiveness of teacher leaders.
- Each Teacher Leader will write and measure personal learning targets and at the beginning, mid year, and end of the year, the selection committee will meet with each candidate to go over the targets and SMART goals
- West-Sioux staff will be given a survey to determine effectiveness.
- Student achievement data will be monitored

Teacher leaders in the district will be evaluated annually through a process that asks them to show evidence of professional growth and development. These criteria will be added to the hiring rubric described above for evaluation purposes.

- Official transcripts from accredited colleges/universities showing training received in the past two years.
- Individual Career Development Plan required by the district at the beginning of the year, mid year, and end of the year.
- Effective facilitation and modeling of professional development within the classroom.
- Training others in this knowledge of content.
- Improved student achievement based on surveys, tests, observations, video recordings, and interviews.

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## 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.*

**Part 7**

**Teacher Leaders Creating and Delivering Professional Development**

West Sioux teachers have long assisted in the planning and determination of PD goals through their feedback on surveys, participation in discussions, and work on building leadership committees. The district embraces the opportunity to extend teachers' involvement in shaping their own professional growth through the implementation of the TLC plan.

<b>TLC Role</b>	<b>Role in PD</b>	<b>Planning Responsibility</b>	<b>Delivery Responsibility</b>
<b>TLC Lead</b>	<ul style="list-style-type: none"> <li>-Support teachers in development/ implementation of the ICDP</li> <li>-Facilitate teacher leadership teams</li> <li>-Attend, observe, and provide feedback to teacher leaders</li> <li>-Assist in making data-driven instructional and planning decisions related to curriculum, PD aligned to IPDM and program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Collect and analyze data related to district climate and standardized achievement</li> <li>-Collaborate with Mentor Teachers and Instructional Coaches to set PD agenda/goals and facilitate delivery of PD</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development</li> <li>- Leadership support to all TLC positions</li> <li>- data collection, analysis and program evaluation of TLC</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>-Provide PD on research-based instructional strategies that align with Common Core</li> </ul>	<ul style="list-style-type: none"> <li>- Collect and analyze achievement data</li> <li>-Assist in delivery of PD to PLCs and</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitate collaborative teams</li> <li>-Support teachers in implementing ICDP's</li> <li>-Model and support teachers in instructional strategies</li> </ul>
<b>Mentor Teacher</b>	<ul style="list-style-type: none"> <li>-Assist TLC team in new hire PD trainings</li> <li>-Facilitate mentor/mentee quarterly meetings</li> </ul>	<ul style="list-style-type: none"> <li>-Collect and analyze student achievement data</li> <li>-Provide feedback and assistance to mentee teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Provide guidance and support to mentee teachers</li> </ul>

**West Sioux TLC Roles Aligned to IPDM Elements**

**Element 1: Data Analysis**

With the appointment of TLC personnel, we will analyze student achievement data such as Iowa Assessments, FAST, and AIW walk-through data to determine effectiveness of programming and areas of student need. All TLC positions will collect and analyze data at the building level in collaboration with staff to focus on professional development.

**Element 2: Goal Setting**

TLC Lead, Instructional Coaches, and Mentor Teachers will work with individual teachers to develop ICPDs based on district professional development goals. Mentor Teachers will work with new teachers to implement the Iowa Teaching Standards and work toward the district professional development goals.

**Element 3: Selecting Content**

All TLC roles will work with teachers to select appropriate, research-based instructional strategies tied to district initiatives. Teacher Leaders, staff, and administration will select the pd content based on analysis of data and building goals.

**Element 4: Design Professional Development**

Each TLC role helps facilitate the process of professional development during monthly half-day professional development, and team meetings (such as grade-level or department meetings, AIW team meetings). Planning for professional development may include working with area AEA staff to align topics; research, plan and deliver professional development sessions for staff, and

documenting progress. TLC personnel will plan and implement alignment and implementation of the CORE curriculum into direct instructional practices in the classrooms for students. Teacher leaders drive the process for professional development and pd needs for all new teachers.

**Element 5: Training/Learning Opportunities**

All teacher leaders will be asked to provide a variety of training and learning opportunities that are aligned to district initiatives. They will engage classroom teachers in collaborative, ongoing, job-embedded PD which could encompass modeling, co-teaching, PLC facilitation, observation feedback, small group PD and larger full-staff PD delivery. Teacher leaders will provide resources, training, strategies and guidance through PD. In addition, TLC personnel will attend extended learning opportunities to build their knowledge base and to add to PD offered to staff.

**Element 6: Collaboration/Implementation**

**All teacher leaders** will engage in collegial PD centered around collaborative teaming which provides opportunities for teachers to implement new strategies, develop lessons, and solve problems related to what they are studying in PD. Through collaborative practice, teachers are able to reflect on their PD implementation and work together to improve their application of learning.

**Element 7: Ongoing Data Collection**

Collection, analysis, and discussion of formative data and artifacts occurs throughout the year so adjustments can be made to professional development at the building/district level.

**Element 8: Summative Evaluation**

All teacher leaders are involved in each of the steps of ongoing school improvement. They will be involved in the collection and assessment of student achievement data, sharing/analyzing student data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the re-evaluation and ongoing assessment of student data using the cycle of continuous improvement. This will also include sharing out to the community, stakeholders, and SIAC Committee, in addition to educators. Program evaluation of PD will occur at the end of the year using all available data, TLC feedback, and collection of artifacts to determine PD effectiveness and next steps.

Using Part 8 application narrative from previous submission?      Yes

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

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

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

## Part 8

The West Sioux School District currently utilizes a professional portfolio and administrator observations based on the State of Iowa's Teaching Standards and Criteria to evaluate the effectiveness of teachers' instruction and professional performance.

Under the proposed TLC plan, these two components would continue to be part of the evaluation of all staff members including teacher leaders. It is expected that successful implementation of the TLC design will be reflected by improved performance of all staff in relation to the Teaching Standards. Standard 7 will be used as a benchmark of improvement, as this standard relates to professional growth and collaboration and is likely to result in the greatest amount of growth if the TLC design is effective.

In addition to the professional portfolio and administrator observations, surveys would be incorporated into the evaluative process of teacher leaders in the district. These surveys would function as a 360o-evaluative tool that would provide district leaders with an assessment of how teacher leaders (instructional coaches, curriculum specialists, and the technology integration specialist) are performing their duties. A survey will be administered to staff members being mentored by teacher leaders twice yearly. Within the context of this survey, the availability of the teacher leader, the usefulness of his/her assistance, and the perceived impact of the teacher leader's input on the mentee teacher's instruction would be evaluated. In this way, district leaders will not only be able to assess the effectiveness of the teacher leaders, but will also be able to examine the data collected to determine if needs exist that could be met more effectively through a revision of the TLC goals or a change to the TLC design.

Additionally, surveys will be administered to teacher leaders to monitor their needs and ensure that teacher leaders are adequately supported through the work of the TLC Coordinator. This will ensure that the TLC plan remains viable and responsive to the needs of teacher leaders and the needs of the district. In this way, district leaders will be able to assess the effectiveness of the TLC Coordinator. Additionally this tool will be utilized by district leaders to determine if the needs revealed in the surveys could be met more effectively through a revision of the TLC goals or a change to the TLC design.

The district will also continue to monitor data from the Iowa Assessments to determine the effectiveness of the TLC plan and its impact on student learning. The district expects to see increases in the percentage of students scoring at or above proficiency levels in math and reading comprehension at all grade levels within two years of full TLC plan implementation. To further support the goal of increased achievement, it will be essential that student engagement increase as a result of the TLC design. In recognition of this fact, teacher leaders acting as instructional coaches will be trained in performing CIP evaluations of student engagement as part of the district's AIW initiative. The use of CIP will assist the district in determining if classroom instruction has grown in quality, authenticity, and active student participation as a result of TLC efforts.

A committee of stakeholders similar in composition to that of the TLC planning committee will be maintained over time and will meet twice yearly with district leaders to reflect on the effectiveness of the TLC design and the appropriateness of its goals in light of survey data. Based on the outcomes of this analysis, the committee will make recommendations regarding changes in the goals and/or structure of the TLC design to district leaders.

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)**

**Part 9**

The West Sioux School District is dedicated to implementing the proposed TLC plan and providing for its continuance over time. West Sioux has the capacity and experience to successfully implement the TLC grant. West Sioux has been successful at implementing leadership action plans with other state grants. Currently West Sioux demonstrates this capacity with two grants:

2011-Present- Iowa Safe and Supportive Schools Grant-continued funding due to data proven success in implementaton of leadership action plans.

2014-2016- Federal Youth Mental Health Grant-\$100,000 to build capacity for Youth Mental Health training with community stakeholders

Additional evidence of capacity to successfully implement the TLC plan is listed:

- NWAEA to support teacher leaders who are interested in becoming instructional coaches or mentor teachers.
- Eight post-secondary institutions within a 50 mile radius
- Access and use of data from the Iowa Youth Survey, the Iowa Safe and Supportive Schools Survey, the PLAN/ACT test, and the Iowa Assessments.
- Professional development/Inservices once a month for 3 hours
- AIW district wide, five local coaches inhouse
- Professional development flexibility and funding for TLC positions to collaborate, meet, mentor, and coach

The following positions will be essential to the successful implementation, operation, and evaluation of the TLC program.

Detailed responsibilities relating to role in professional development, knowledge base expectations, and future responsibilities have been provided.

TLC Role	Role in PD	Goal alignment	Knowledge Base/ Planning Responsibility	Future Responsibility
WS School Board	- Levy and Assign Resources - Formulate PD Goals	- Retain effective teachers by providing enhanced career opportunities	- District Finances - Building Finances - Iowa/District PD Models	- Sustainability of TLC Program Financially - Improvement of TLC Program/Adaptability
Superintendent	- Formulate PD Goals - Allocate Resources - Evaluation of Program - Evaluation of TLC Leadership - Facilitate communication amongst stakeholders	- Provide data to the public - Improve academic achievement at WS - Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities - Retain effective teachers by providing enhanced career opportunities	- Building Finances - Iowa/District PD Models - TLC Program Goals - Iowa Teaching Standards	- Improvement of Program/Adaptability - Transparency of Program - Communication - Evaluation of TLC Staff - Evaluation of TLC Program - Sustainability of TLC Program Logistically

Administration	<ul style="list-style-type: none"> <li>- Evaluation of Program</li> <li>- Communication with Staff</li> <li>- TLC Staff Evaluations</li> <li>- TLC Survey</li> <li>- Administration</li> <li>- Resolving TLC and Staff Scheduling Conflicts</li> </ul>	<ul style="list-style-type: none"> <li>- Promote and celebrate a positive school culture</li> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- TLC Program Goals</li> <li>- Iowa Teaching Standards</li> <li>- District Testing Data</li> <li>- Staff and District Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Evaluation of TLC Program</li> <li>- Sustainability of TLC Program Logistically</li> <li>- Evaluation of TLC Staff</li> <li>- District Data Collection</li> <li>- TLC Data Collection</li> </ul>
TLC Lead	<ul style="list-style-type: none"> <li>- Support teachers in development and implementation of the Individual Career Development Plan</li> <li>- Develop and facilitate building and district level teacher leadership teams</li> <li>- Attend, observe, and provide feedback to other teacher leaders</li> <li>- Assist in making data-driven instructional and planning decisions related to curriculum, professional development aligned with IPDM and program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Promote and celebrate a positive school culture</li> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Enhance school to community engagement</li> <li>- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities</li> <li>- Retain effective teachers by providing enhanced career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- TLC Program Goals</li> <li>- District Testing Data</li> <li>- Iowa Teaching Standards</li> <li>- Iowa PD Model</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Collaboration</li> <li>- Program Goal Setting</li> <li>- Program Evaluation</li> <li>- TLC Staff Evaluation</li> <li>- District Data Collection</li> <li>- TLC Data Collection</li> </ul>
Instructional Coaches	<ul style="list-style-type: none"> <li>- Provide PD on research-based instructional strategies that align with Common Core</li> </ul>	<ul style="list-style-type: none"> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- District Testing Data</li> <li>- District Survey Data</li> <li>- Iowa PD Model</li> <li>- Iowa Teaching Standards</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- PD Goal Setting</li> <li>- TLC Staff Training</li> <li>- District Staff Training</li> <li>- TLC Data Collection</li> <li>- District Data Collection</li> </ul>
Mentor Teacher	<ul style="list-style-type: none"> <li>- Assist TLC team in new hire PD trainings</li> <li>- Facilitate mentor/mentee quarterly meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Promote and celebrate a positive school culture</li> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Enhance school to community engagement</li> <li>- Promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- District Testing Data</li> <li>- District Survey Data</li> <li>- Iowa PD Model</li> <li>- Iowa Teaching Standards</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- District Staff Training</li> <li>- District Staff Mentoring</li> <li>- TLC Data Collection</li> <li>- District Data Collection</li> </ul>

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**Part 10 - Budget Items**

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$81,284.00
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).	\$148,938.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$240,222.00</b>

## 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.*

<b>Certified Enrollment Number</b>	779.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$240,570.78
<b>Total Allocation</b>	\$240,570.78

## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	\$240,222.00
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*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

<b>Remaining Allocation to be Budgeted</b>	<b>\$348.78</b>
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## 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)

**Part 10**

**The WS TLC plan will improve academic achievement by hiring teacher leaders to share their training and expertise with all teachers — new and experienced, use data to guide professional development, and improve instruction through collaboration amongst teachers.**

The proposed TLC plan creates fifteen teacher leader positions accounting for approximately 25 percent of the district's staff. Starting salary for new teachers in West Sioux School District is currently \$35,555, which exceeds the minimum salary requirement for the TLC initiative. All TLS funds will be allocated to compensate teacher leader positions; to fund staff release time for classroom observation and collaboration; and provide leadership training. Based on the 2014-2015 certified enrollment of 779 students, TLS funding is estimated as \$240,570.78.

The following expenses are anticipated for the successful implementation of the TLC plan. Each of the TLC positions will be offered an extended contract that will compensate them for the additional time commitment and responsibility associated with their position. Stipends for each of the TLC positions are approximated due to the fact that Master Contract language affords a per diem rate of compensation for any extended contract days. Each teacher's stipend will vary according to their placement on the salary schedule, but every effort has been made to make stipends comparable for comparable positions and commitments.

The TLC Lead will be offered a 10-day extended contract at an approximate amount of \$2,760 and a stipend of \$9,000. This position will coordinate the implementation of the program and lead the training of teacher leaders throughout the school year and summer. Staff to replace this one FTE position will cost \$49,646. The total cost of this position will be \$61,406.

The Instructional Coaches will each be offered a 5-day extended contract at an approximate rate of \$1,380 each and a stipend of \$4,500. These positions would be assigned to support the professional development and instructional needs of a defined number of staff at one of the three buildings in the district. Staff to replace two FTE positions will cost \$99,292. There will be seven instructional coaches in the district, resulting in a total cost of \$140,452

The final set of contracts will establish Mentor Teachers. Each Mentor Teacher will be offered a 2-day extended contract at an approximate rate of \$552 and a stipend of \$3,500. These positions require the teacher leader to have specific knowledge of a particular content area, but will require the least amount of time out of the classroom. There will be seven of these positions in the district resulting in a total cost of \$28,364.

The West Sioux School District's TLC plan will have a total cost of **\$240,222.00**, which differs only slightly from the estimated allocated amount of **\$240,570.78**.

TLC Position	Goal alignment	Classroom Time	Contract Days	Total Cost
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TLC Lead 1 FTE 1.0	<ul style="list-style-type: none"> <li>- Promote and celebrate a positive school culture</li> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Enhance school to community engagement</li> <li>- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities</li> <li>- Retain effective teachers by providing enhanced career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- 0% in the classroom</li> <li>- 100% Supporting TLC positions, teams, and staff</li> <li>- Facilitates staff PD with TLC team</li> <li>- Attend AEA, NWAEEA, and DE trainings</li> </ul>	10 contract days (\$2760) Stipend=\$9000 (1 FTE Replacement = (\$49,646)	\$61,406
Instructional Coach 7 FTE 2.0	<ul style="list-style-type: none"> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- 50% in the classroom instructing and modeling as effective teachers</li> <li>- 50% supporting, collaborating, co-teaching, data collecting, PD planning, and teaming with teachers and TLC positions.</li> </ul>	5 contract days (\$1380) Stipend \$4500 (2 FTE Replacements = \$99,292)	\$140,452
Mentor Leaders/Teachers 7 FTE 0.0	<ul style="list-style-type: none"> <li>- Promote and celebrate a positive school culture</li> <li>- Provide data to the public</li> <li>- Improve academic achievement at WS</li> <li>- Enhance school to community engagement</li> <li>- Promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- 100% in the classroom</li> <li>- Open door policy to model best instructional practices</li> <li>- Observe and support mentees</li> <li>- Plan district PD</li> <li>- Lead district PD teams</li> </ul>	2 contract days (\$552) Stipend \$3500	\$28,364
Training/ Release Time				\$10,000
			<b>Total Cost</b>	<b>\$240,222.00</b>
			<b>Allocation Amount</b>	<b>\$240,570.78</b>

Check the Boxes  
 Assurances:  
 X Minimum Salary

- X Selection Committee
- X Teacher Leader Percentage
- X Teacher Compensation
- X Applicability

School District Demographic Data

- a) Total Enrollment: 779
- b) AEA: Northwest AEA
- c) Percentage of Students Qualifying for Free/Reduced Lunch: 56%

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## 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