



Application

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

138465 - Woodward-Granger CSD TLC Application Fy16

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/16/2015 10:58 AM

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## Primary Contact

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First Name Middle Name Last Name

**Title:** Superintendent

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

**Fax:**

**Agency** Administrative Services, Iowa Department of

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## Organization Information

**Organization Name:** Woodward-Granger CSD

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:**

**Address:** 306 West Third Street  
Woodward Iowa 50276  
City State/Province Postal Code/Zip  
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Ext.  
**Fax:**  
**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Brad Anderson  
**Title** Superintendent of Schools  
**Organization** Woodward-Granger Community School District

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

**Address** 1904 State Street

**City/State/Zip\*** Granger Iowa 50109  
City State Zip

**Telephone Number** 515-999-8022

**E-Mail** bradanderson@wghawks.school

### Fiscal Officer/Agent

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

**Name** Bob Torrence  
**Title** Business Manager/Board Secretary  
**Organization** Woodward-Granger CSD

**Address** 1904 State Street

**City/State/Zip** Granger Iowa 50109  
City State Zip

**Telephone Number** 515-999-8022

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County(ies) Participating, Involved, or Affected by this Proposal	<b>Boone County, Dallas County, Polk County</b>
Congressional District(s) Involved or Affected by this Proposal	<b>Statewide</b>
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	<b>Statewide</b>
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	<b>Statewide</b>
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

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

**Yes**

If YES, describe the positive impact expected from this project

**The addition of Teacher Leadership positions in schools allows for additional school personnel to help meet the needs of all students.**

Indicate the group(s) positively impacted.

**Person/s with a Disability, Blacks, Latinos, Asians, Pacific Islanders, American Indians, Alaskan Native Americans**

### 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.

**Brad Anderson**

Title of Person Submitting Certification

**Superintendent of Schools**

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## Recipient Information

District	Woodward-Granger Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	25-7110
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Brad Anderson
Telephone Number	515-999-8022
E-mail Address	bradanderson@wghawks.school
Street Address	1904 State Street
City	Granger
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50109

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## TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Brad Anderson
Telephone Number	515-999-8022
E-mail Address	bradanderson@wghawks.school
Street Address	1904 State Street
City	Granger
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50109

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## Demographic Profile

October 2014 Certified Enrollment	929
October 2014 Free/ Reduced Lunch %	21
AEA Number	11
<b>Please select the TLC model number that most closely resembles your district plan.</b>	
TLC Model Number	Model 3 Comparable Plan

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## Narrative

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

We will “Build futures one student at a time through a supportive culture of high expectations”

The mission of the Woodward-Granger Community Schools is to build futures through a high quality learning process utilizing high expectations and a one student at a time mindset in working with students. Though our mission speaks specifically to students, we believe in the capacity building and learning for all learners in our organization—adults and students alike. To this end, we have grounded ourselves in the practices that align most closely to our vision:

- Professional Learning Communities (PLCs)
- Multi-tiered System of Supports (MTSS)
- Technology Infusion into Instruction (6-12 1:1 learning environment)
- Iowa Core

Taken individually, these practices may seem overwhelming, but our efforts to integrate have served to create a more cohesive vision of what education is and can be. This integration speaks to our need for additional teacher leadership. Our teachers are each in different places along their learning continuum regarding each approach, and our vision for teacher leadership would provide opportunities to meet them where they are. We have a sense of urgency and commitment to providing a more effective educational system for our students; and to do this, our teachers must have models, supports and resources. Our Teacher Leadership and Compensation Plan developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of supports for learners in our district.

We have seen the impact teacher leaders can have on teaching and learning. When our district embarked upon increasing technology access in 2011-12, we saw how the work of teacher leaders influenced the community and the board and informed the change in other teachers' practices.

In 2013-2014, we added a district technology position to increase the level of support and awareness of technology as a tool. Student engagement improved as evidenced by results on the Clarity data. Teacher feedback was positive and indicated support for additional teacher leadership opportunities in the area of technology infusion.

Our history speaks to our capacity to implement an expanded Teacher Leadership and Compensation System, under Option 3, a Comparable Plan. This plan builds on current structures and is grounded in our vision and mission. For us to accomplish our goals, we believe we need to empower teachers to be the leaders of our mission to reach individual learning “one student at a time.”

### Vision of the Woodward-Granger Teacher Leadership and Compensation Plan

Our vision is to improve and perfect classroom instruction while learning through collaborative leadership. We believe: that collaborative leadership will strengthen the quality of instruction by focusing on individual teaching practices, improve individual student achievement, and guarantee each child be C3 (Citizenship, College, and Career) ready .

### Goals of the Woodward-Granger Teacher Leadership and Compensation Plan

1. Promote collaborative leadership through the PLC process to improve and perfect individual classroom instruction to reach all learners in an overall effort to improve student achievement.
1. Enhance the use of data teams throughout the district by identifying student needs more efficiently and by providing both remediation and enrichment through a MTSS (Multi-Tiered System of Supports) structure at all building levels.
1. Provide additional pathways for career opportunities and leadership advancement for certified teachers.

### Leadership Roles

After meeting with our stakeholder groups, we determined the following positions would best build upon the current teacher leadership structure and support student and adult learning:

Instructional Coaches(2): (1 (PK-5) position and 1 (6-12) position). (100% FTE), a 205 day (15 day extended contract) \$6,000 supplement beyond regular salary. To support the implementation of effective instructional strategies.

Technology Infusionist(1): (1 (PK-12), (100% FTE), a 200 day (10-day extended contract) \$5,000 supplement beyond regular salary  
Data Coach/Specialist: 1 position district wide (100% FTE), a 200 day (10-day extended contract) \$5,000 supplement beyond regular salary.

Mentor Teachers (4): 1 at (PK-1), 1 at (2-5), 1 at (6-8) and 1 at (9-12),(5% FTE), \$1,000 supplement beyond regular salary.

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

Woodward-Granger Community Schools has viewed the TLC grant application process as an opportunity to bring key stakeholders together for the review of the overall systemic school improvement process with a high emphasis on teacher leadership.

A. The district involved a variety of stakeholders in the planning process. Certified teaching staff, comprised of the PK-12 levels made up a large part of the planning process and were represented in four different buildings. These staff members were given the opportunity to participate in and be a part of the TLC committee. Additionally, the School Improvement Advisory Committee, comprised of (6) community members, (3) teachers, ((5) administrators, and (3) students, were also involved in the review of and feedback processes associated with this application. An internal district committee was formed to solidify the direction of the TLC process. This committee was comprised of (5) teachers,(3) administrators and (1) high school student from all grade levels and disciplines. This committee held 6 meetings throughout the 2014-15 school year.

Students, teachers, administrators and community members had an equal voice throughout all TLC meetings. The process for the district began by applying for the TLC planning grant in which the district was awarded approximately \$8154.17. This grant was used in a variety of ways which included but were not limited to: paying the internal district committee for their time in planning and writing the grant, providing substitute teachers during the school day and providing extra staff during the school day. The funding was allocated to the internal TLC committee in the form of a stipend. Staff volunteering to participate in TLC planning were awarded \$500 and those that were willing to help write the grant were paid an additional \$250. Paying staff in the form of a stipend afforded the district more time from these individuals to accomplish the process in greater depth.

The planning process focused around developing a plan that would meet our current and future needs. Having previously established several components of a system of teacher leadership [District Leadership Team (DLT), Building Leadership Team (BLT), Technology in the Iowa Core for Learning (TICL) in Iowa Core and engaging in Curriculum mapping, our goal was to develop a plan that could build upon our current structures, yet offer us additional opportunities to meet best practices in leadership .

B. The process began with the collection and analysis of information related to other teacher leadership structures that had been previously used by other schools. In addition, a review of data that included assigning a rating to potential teacher leadership roles was used in conjunction with specific feedback from other schools regarding similar TLC roles was used to help clearly define our TLC roles and positions. The grant also allowed some time to discuss the specific job requirements and responsibilities for these positions. Similarly, interview questions and supporting rubrics were established for selecting individuals to fill leadership positions. Students, teachers and administrators completed the following at the series of TLC planning meetings:

1. Reviewed all TLC Guidance Documents distributed by the Iowa Department of Ed.
2. Drafted a vision for the TLC program
3. Set SMART goals that supported district/board goals for the committee to follow throughout the process
4. Gathered and investigated various leadership models
5. Reviewed all TLC documents and rubrics
6. Came to consensus on a leadership model for the district
7. Collaborated across various groups (i.e. student, teacher, administrative) to develop a consistent direction for the plan

Additionally, teachers and administrators divided into sub-groups to further develop each section of the application. The sub-committees worked outside the large group setting to pull together resources provided by the DE and Heartland AEA to complete the writing task.

Two additional meetings were held by the TLC committee which included: reviewing the goals and accomplishments and/or identifying additional work still to be done along with reporting the progress for each individual subgroup section of the application. Finally the group updated all timelines for completing the application and set specific calendar dates to review the final drafts prior to submitting the grant.

Altogether the district TLC group met 6 times for an hour and a half each session. In addition, there were approximately 10 subcommittee meetings held outside the regular sessions at 2 hours each for a total collaboration time of 25+ hours. Setting up the structure and collaboration efforts in this manner has assured that all stakeholders understand and are committed to the plan.

C. The following demonstrates the commitment to the TLC plan. Attendance for the TLC planning meeting was 95% of all participants at the meetings. Administrators actively supported this by participating in the development of the plan and encouraging staff members to be active and present at the meetings. Administrators hired substitutes and gave teachers the flexibility to work on the plans during the school day. The teaching staff had 90% attendance at all TLC planning meetings. In addition, this group acted as the liaison between the WGEA teacher's union and the district in helping to break down fundamental barriers and specific language related to the TLC plan becoming a reality. In addition, 100% of the planning committee vowed to supporting the proposed roles the TLC committee established. Although our student committee was fairly small with only one representative, this young lady was highly vocal and had a vast perspective on what would and would not work when supporting students. She offered great insight to the various student perspectives.

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## 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 Woodward-Granger Community School District has developed a Teacher Leadership and Compensation plan that compliments our district's vision of meeting the needs of "one student at a time." With a pinpoint focus on the characteristics of effective instruction we continue to work hard at making sure we have a rigorous and viable curriculum that aligns to the Iowa Core and is functional in meeting the needs of our students. In order to effectively and efficiently achieve this mission, our belief is to create and empower teacher-leaders to be the champions of our goals and beliefs.

Vision of the Woodward-Granger Teacher Leadership and Compensation Plan

Our vision is to improve and perfect classroom instruction while learning through collaborative leadership. We believe: that collaborative leadership will strengthen the quality of instruction by focusing on individual teaching practices, improve individual student achievement, and guarantee each child be C3 (Citizenship, College, and Career) ready .

Goals of the Woodward-Granger Teacher Leadership and Compensation Plan

1. Promote collaborative leadership through the PLC process to improve and perfect individual classroom instruction to reach all learners in an overall effort to improve student achievement.
1. Enhance the use of data teams throughout the district by identifying student needs more efficiently and by providing both remediation and enrichment through a MTSS (Multi-Tiered System of Supports) structure at all building levels.
1. Provide additional pathways for career opportunities and leadership advancement for certified teachers.

Goal #1

Over the last three years various buildings within the Woodward Granger school district have either not met Adequate Yearly Progress or have been designated Safe Harbor in math and/or reading for all students and/or subgroups. Our first goal is a direct reflection of this reality and places additional resources around the professional learning community (PLC) model that currently exists in our district with an end goal of enhancing the individual teaching practice.

As a TLC team, we explored the various models and cross-referenced these with that our district currently had in place. We asked ourselves if any of the existing models could support some of the work that we were currently doing before settling on the comparable model that we committed to making our own.

Goal #2

Woodward- Granger has identified data teams at both the district (DLT) and building levels (PLC/BLT) that focus on reading, writing, and math. Each group studies data to determine what interventions or enrichment opportunities students should receive. The students are placed in small groups and served during a dedicated 25 minute intervention time called HAWK time at each building. This mandatory implementation of a 25-minute block of time was a result of our District Leadership Team making a decision to carve a block of time out of the school day to meet both remedial and enrichment needs. These groups are data driven and targeted on specific skills derived from the Iowa Core. Our current structure is such where we have different buildings working at a variety of paces with respect to establishing the MTSS/RTI processes throughout the district. Currently, our elementary is finishing the process of developing common formative assessments while our MS/HS is just beginning this process. Our end goal is to have a working system of common pre-tests and post-tests for all grades and all courses.

In addition to developing common assessments, the administrative team has put great effort on collecting data via the informal E-walk process. Once this data has been collected it is presented to the Superintendent ( who also serves as the the facilitator of the District Leadership Team (DLT). The data is compiled and reviewed from a systems perspective where patterns and inconsistencies are identified and planned for accordingly.

Using data from the Measures of Academic Progress (MAP) Assessment, Iowa Assessments and locally developed common assessments teachers in all buildings throughout our system are identifying and targeting student gaps in achievement as presented through the Iowa Core. These critical student/data discussions are taking place during our PLC process every Wed. from 2:15-4. From these discussions all students are placed into the 25-minute block of Hawk-Time based on their individual remedial or enrichment needs.

The TLC grant will come into play for this goal by having content area experts and coaches helping to guide this essential work.

Goal # 3

Being a suburb of the Des Moines Metro area there is a strong competition for highly qualified teachers. With our district being smaller in size we have been able to invest in training for our staff but have not been able to offer as competitive of a salary as compared to the larger metro schools. As a result, the district has had much teacher turnover in the past several years. These losses have most certainly negatively impacted our district in the area of systematic instructional consistency. The ability to compensate teacher leaders and to offer professional advancement with the acquisition of the Teacher Leadership Compensation grant will allow Woodward-Granger to be more competitive with neighboring districts.

Lastly, we wanted to reward the professional growth of our staff by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. The implementation of the TLC grant should continue to help retain great teachers at Woodward-Granger and in the profession as a whole.

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)**

Woodward-Granger Community school district teacher leaders will be expected to be specialists in content and instructional practices. The TLC leaders will have the charge of promoting and enhancing the priorities identified by the Woodward-Granger CSD Board, SIAC, Administration, District Leadership Team and the Teacher Leadership Committee.

TLC leaders with the guidance of the TLC plan will work collaboratively to meet the following combined district priorities:

1. College, Career and Citizenship Ready (C3 Ready)- The teacher leaders within the TLC plan will have the opportunity to gain a better understanding of what it looks like, sounds like and feels like for students to be C3 ready. This knowledge will then be inserted through strategic discussion using the PLC framework throughout the district. These discussions will prompt action that will carry through at the individual teaching levels.
1. Multi-Tiered System of Supports (MTSS)- The vision of the TLC plan is to provide opportunities for teacher leaders to support the current structure of MTSS in the district while implementing new targeted strategies that enhance the intervention phases of the overall system.
1. Implementation of the Iowa Core- Using the PLC venue, the TLC plan will allow for the opportunity for teacher leaders to coach and integrate specific teaching strategies, at a small group and/or individual level. These conversations will focus on the various components and shifts that need to occur at grade/content levels within the Iowa Core. In addition, data discussions regarding the Iowa Core will be an expectation of all teacher leaders.
1. Early Literacy Initiative (ELI)- Using FAST data as a baseline, the TLC plan will support teachers in providing rich discussions in data teams and/or the PLC environment regarding ways to improve reading instruction. In addition, the plan will support both remediation and enrichment strategies to help improve the instruction and learning of all students. For example: how to synthesize data from FAST to drill down to what a true skill deficit may be and then matching the deficit with the support piece defined in the system.
1. Technology Advancement- As a district we are standing by the notion that technology is a tool for education and learning. A goal of our district moving forward is to integrate technology into instruction, giving kids another medium of opportunity to create and learn. Our TLC plan would allow for technology integration discussions to take place in a the PLC setting with the goal of carrying over to the individual classroom. This movement will allow students opportunities beyond the classroom walls and in theory will promote creativity and innovation.

We believe that the combination of these five priorities combined with the expectations immersed in the TLC plan will guide our district down the path of higher overall academic achievement.

Using Part 4 application narrative from previous submission?      **No**

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

Woodward-Granger CSD is growing in the number of students served. As population growth continues there will be a continuous need to add additional staff. Our proximity to larger metro schools entices teachers from our district to look at the neighboring competition to make a higher salary and to do this teaching less preps. Our TLC plan includes details on how to add additional support for mentees and includes a commitment to raise the base salary to the minimum \$33,500. Adding this support will ultimately lead to better quality feedback and coaching for new teachers to the district while remaining competitive with the basic base salary. The ultimate goal is to transform and maintain a school culture that is supportive and collaborative to a point where teachers want to stay.

#### **Our Current Mentor/Mentee System**

The district's current mentoring and induction program is not up to par with where we would like it to be. Currently there are two parts that make up our comprehensive mentoring program. The first part consists of off site training as part of a consortium model. This training is offered to multiple teachers and districts in a single setting and is a requirement of the state for first and second year teachers new to the profession. Although the collaborative effort has worked well for the various district's involved the feedback from both the mentors and mentees has been such that the classes tend to be busy work and participants have a hard time relating the general content that is taught to what actually takes place in their own buildings. This disconnect makes it hard to continue to motivate staff to attend these sessions.

In addition to the mentor/mentee classes offered through the consortium the second part of our mentor/mentee structure is a district assigned in-house mentor. This is done for all new staff members to the district regardless of experience. For teachers not new to the profession but new to the district, this mentor/mentee relationship is considered informal and only available for a single year. For first or second year teachers this relationship is established for two years and carried over into the mandatory SIT and BEST classes. For first and second year teachers the mentor/mentee relationship is a formalized process as the participants retain logs demonstrating a specific number of meetings and topics that are to be discussed throughout this two-year span. The downside to this structure is the self-paced meet when it is convenient mentality that makes it both hard to support the mentor/mentee and to track progress. Administrators take an active role in this process by visiting each new teacher's classrooms as often as possible and providing quality feedback using both face to face and e-walk communication tools. Mentor teachers currently receive no release time in our current system and are expected to be there for their mentee during the day and after hours. Mentors do receive a \$500 stipend per semester (as per state availability of funding), per person mentored, however, this is minimal compensation for their time and efforts beyond the contract day. As a district we realize the need to create more time for our mentor/mentee relationships and for building principals to continue to provide quality feedback. Using the TLC comparable model, teachers assigned to the various roles within the plan will be able to assist their colleagues by providing them not only with valuable feedback but doing so within the context of a real-time environment.

#### **Addressing Our GAPS Using TLC**

Supporting new teachers at Woodward-Granger continues to be an imperative piece to our district's success. Our TLC plan addresses multiple roles that continue to aid in this progression. For example, not only will mentor teachers be available to support our mentees, instructional coaches and a data coach/specialist will also be strategically utilized to provide these individuals support throughout the PLC process. In specific, instructional and data coaches may help guide critical conversations pertaining to student data, model best practices in teaching/learning and connect the mentee with valuable resources both inside and outside of the the building.

The technology infusionist will also play a vital role in providing guidance and support for mentees. In particular mentees will gain the following support from the individual/s in this TLC role: Observation and support of technology infusion in the classroom, introduction to tools regarding 21st century skills development through technology, support for the 1:1 technology tool and continuing to model best instructional practices in the IA Core through technology.

Throughout our district we have found that even the most experienced of teachers struggle with understanding the nuts and bolts of the Iowa Core, making sense of MTSS structures and navigating a 1:1 technology environment. Through the mentor teacher TLC role, teachers new to the district and those that are considered career will utilize the expertise of this individual to learn collaboratively about the instructional practices that make up the Woodward-Granger way.

In addition, new teachers (regardless if they are new to the profession) will be officially assigned a mentor teacher for a minimum of (1- year) or additional time if needed to support their growth and understanding of the District's instructional practices. This TLC opportunity will take a current haphazard mentoring program and allow us to formalize it for all new staff to the district. This layer of teacher support along with the addition of instructional coaches, a data coach/specialist and technology infusionists will ultimately help teachers (both young and old) collaboratively support individual students while enticing quality teachers to remain in the district.

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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.

Woodward-Granger CSD teachers, students and administration toiled with trying to determine what positions would give us the most benefit for our buck. In the end the positions decided on had to provide the most overall support in meeting goals and had to be realistic enough to fit with our current culture. The following are the leadership roles that we believe will most positively impact increased student achievement: Initial Teacher (\$25,000 devoted to bring salary up to min.\$33,500), Career Teacher, (2) Instructional Coaches (\$84,000 to replace and \$6,000 supplemental contracts), (1) Technology Infusionists (\$42,000 to replace and \$5,000 supplemental contract), (1) Data Coach/Specialist (\$42,000 to replace and \$5,000 supplemental), (4) Mentor Teachers (4 stipends at \$1000.00 each)

The Initial Teacher:

- In his/her first two years in profession
- Uses Iowa Teaching Standards
- Knowledge of Iowa Core and Components
- Actively participates in collaborative problem solving and reflective practices (PLC)
- Required to observe a mentor teacher a minimum of two times a year
- Collaborates and is supported by grade/content alike peers, Mentor teachers, Instructional Coaches, Technology Infusionist and building Principal.

Career Classroom Teacher:

- No longer on an initial license or experienced teachers no longer in their first or second (probationary) district year.
- Actively participates in collaborative problem solving and reflective practices (PLC)
- Engages in building and/or district level professional development
- Expected to demonstrate continuous improvement in teaching
- Implement instructional practices and data analysis (MTSS) to create an educational environment conducive to learning and growth
- Evaluated on a 3-year cycle guided with the building principal, expected to observe a peer of choice during other two years.

Instructional Coaches (2): (1 (PK-5) position and 1 (6-12) position). (100% FTE), \$6,000 supplement beyond regular salary. To support the implementation of effective instructional strategies. Duties include but are not limited to:

- Demonstrates knowledge of best practices in instructional practices
- Conduct coaching across the grades or content areas using Iowa Core
- Lead instructional meetings including PLC meeting
- Meet regularly with building principal to determine instructional path
- Assist with carrying out building initiatives and professional development using the IPDM
- Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
- Meet with mentor teachers once every two weeks to discuss progress of improved teaching practices for initial and career teachers. From this determine what additional instructional strategies to bring into the classrooms
- Provide resources for classroom teachers
- Meet with every classroom teacher at a minimum of once a quarter to discuss instructional strategies
- Increase the instructional capacity of teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Meet with technology infusionist to support instruction and learning

Technology Infusionist (1): 1- position: (PK-12), (100% FTE), \$5,000 supplement beyond regular salary.

- Demonstrates knowledge of best practices in using technology for learning
- Conduct coaching across the grades or content areas using technology strategies
- Lead instructional meetings including PLC meeting
- Meet regularly with building principal to determine technology use
- Assist with carrying out building initiatives and professional development using technology
- Study research-based classroom strategies based off of district wide student data and explore which technological methodologies are appropriate for our school
- Meet with mentor teachers, and instructional coaches weekly to discuss progress of improved teaching practices for initial and career teachers. From this determine what additional technology support to bring into the classrooms
- Provide technology resources for classroom teachers in 21st Century Skills
- Meet with every classroom teachers at a minimum of once a quarter to discuss technology strategies for the classroom
- Increase the instructional capacity of teachers through technology
- Help to technologically manage the school-wide assessments and data for monitoring instructional practices

Data Coach/Specialist (1): 1 position district wide (100% FTE), \$5,000 supplement beyond regular salary.

- Responsible for interpreting data and collaborating with staff (NWEA MAP, FAST, Iowa Assessments, Star Reading/Math and other assessments)
- Help all staff create goals regarding classroom data and monitor and communicate progress on goals throughout the year.
- Providing support of and following through with Multi tiered Support Systems (MTSS)

- Communicate with building administration regarding the progress of classroom interventions and provide data that supports this endeavor.
  - Implement and provide professional development for interpreting data and following through with district MTSS goals
  - Employee will have 10 extra contract days to collaborate with the administration and DLT to create an effective plan for data interpretation.
- Mentor Teachers (4): 1 at (PK-1), 1 at (2-5), 1 at (6-8) and 1 at (9-12),(5% FTE), \$1,000 supplement beyond regular salary.
- Coordinate with Instruction Coaches and other leaders to provide supports for initial and career teachers.
  - Collaborate, discuss, and reflect on Iowa Teaching Standards aligned with instructor's role, including district expectations and Iowa Core
  - Provide information and guidance to new teachers to the district to help them take care of daily/administrative/organizational/academic needs
  - Matching teacher needs with available resources
  - Provide expertise essential to the daily function of a district teacher
  - Communicate teacher needs to administration and additional teacher leaders
  - Maintain a log of mentor interactions
  - Offer peer review to provide feedback on effectiveness
  - \$1,000 of additional compensation in exchange for two (2) supplemental contract days set aside for training, collaboration with other leaders and planning

#### School Improvement Committees

Woodward-Granger CSD uses six main groups to implement the processes of school improvement change in the district.

1. The Woodward-Granger School Board, this group of volunteers is essential in setting goals and policy that helps to support the school improvement movement. Without the board's backing and support true systematic school improvement cannot take place.
2. The School Improvement Advisory Council (SIAC), facilitated by the district superintendent, includes community members, students and staff. This collaborative team reviews data on student achievement, disaggregates information collected from the district's needs assessment and Iowa Youth Surveys and makes informed recommendations to the WG school board. One instructional coach, one data coach/specialist and one technology infusionist will become a member of SIAC and will serve to bridge the gap between community needs/wants and the school's ability to interpret data points from the Iowa Youth Survey and the district's needs assessment.
3. The District Leadership Team (DLT) is comprised of teacher representatives at each building level along with district administration. The DLT compiles and reviews district data and state mandates and sets local goals for district professional development. Since we are small district and have dual roled positions, the Superintendent/Curriculum Director will facilitate the DLT meeting but will have the two instructional coaches, one data coach/specialist, one mentor teacher and one technology infusionist be part of this team. These roles will assist the Superintendent in the following: agenda development, data collections/organization, research of best practices and general coordination with the building principals. Each TLC role will take the information discussed at DLT and work to infuse these ideas through the Building Leadership Teams (BLT) which will help disseminate best practices throughout the teaching core in the district.
4. Building Level Teams (BLT) use district data and building data to decide building goals and professional development at the building level. This information is comprised in an annual building plan that is used to reference goals at the building level. The BLT consists of the principal, teacher leaders representative of each level and a representative instructional coach and data coach/specialist from the DLT. The building principal will meet every two weeks with the instruction coaches, data coach/specialist and technology infusionist to monitor the school's progress as it relates to meeting the building goals. In addition he/she will touch base with each TLC role to gauge the progress and effectiveness of the TLC program. The entire BLT team will meet monthly, to review and plan building professional development that meets the changing needs of the staff as they work towards meeting the building goals. The instructional and data coaches will work with the building principal and Area Education Association (AEA) specialists to plan for professional development that meets shifting needs in helping students meet achievement targets.
5. The Administrative Team is headed by the principals and the district superintendent. This team is responsible for carrying out district board/district goals at the building level. This team will establish criteria for meeting with TLC roles on a regular basis using a collaborative model similar to PLC.
6. The Teacher Quality Committee is comprised of a groups of teacher leaders and administrators and is responsible for the fiscal approval and disbursement of Teacher Quality Funds. This committee is essential in supporting district school improvement and

change because they are responsible for guiding teachers towards PD that will aid in meeting the goals of both the building and District. One TLC instructional coach will be asked to sit on this committee to guide them in practices that align with and are in the best interest of teachers professional growth as it relates to the overall goals of the district.

Using Part 6 application narrative from previous submission?      **No**

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Woodward-Granger Community School is seeking teacher leaders who are reflective regarding their instructional practices, demonstrate strong teaching practices, contain a desire to serve as leaders, are committed to ongoing professional growth and are willing to learn best practices of teacher leaders. In order to secure quality candidates to fill these roles the District has identified a process of selection that will require the evaluation of candidates through a designated selection committee. This committee is comprised of four teacher representatives from each level (PK-1, 2-5, 6-8, and 9-12) and three administrators.

There are four leadership roles that will be recommended to the selection committee: Instructional Coaches, Mentor Teachers, Data Coaches/Specialists and Technology Infusionists. Each of these roles will have a year-to-year contract based on the continuation of TLC funding by the State of Iowa and/or continued favorable evaluations.

The instructional coaches, mentor teachers, data coach/specialists and technology infusionist will be selected through a comprehensive selection process. The application process will begin similar to all other postings in the district (as per current master contract) which includes advertising each certified teaching positions in-house for a period of no less than 10-days. Each position will be posted based on a minimum 3-years experience required and at least one year in the district. Information in the posting will also include duties/responsibilities, salary supplements and workdays associated with the position including any evaluation requirements.

During selection of initial applications the TLC interview committee will review resumes looking for evidences and characteristics of potential teacher leaders (i.e. engagement in leadership activities, continued education, involvement with professional groups and/or aea or national conferences attended or presented at.) Once selected for the interview the candidate will be expected to do the following:

1. Be prepared to answer a series of questions regarding the specific TLC position
2. Teach a lesson for the committee
3. Complete a writing prompt
4. Submit a critique of a pre-recorded teaching lesson (provided by the district)

The main purpose of the interview process is to identify the candidates skills sets in the areas of quality teaching which will be used to predict effectiveness of a TLC leader. In addition the interview process will give the committee insight on how the teacher has learned and grown professionally and how they see themselves fitting into a leadership role.

During the teaching component of the process the interview committee will be looking for the following from each candidate:

1. Quality Lesson Planning
2. Student Engagement
3. Differentiated Instruction
4. Multi-teaching strategies
5. Monitoring and Assessment Strategies

The idea is that if a candidate understands these critical components of teaching and learning the likelihood of being able to coach these components would be high.

Completion of the writing prompt will inform the interview committee of the candidate's written communication and allow for a better understanding of the educator as a leader. The overall goal of this portion of the interview is to ensure that the candidate is reflective, thinks systemically, understands voice and takes a stand for what they believe to be true and just in the profession.

The candidate will also be asked to review a pre-recorded video of a teaching lesson and write a critique of the lesson, identifying what was successful and what could be improved on. This will help determine the leader's ability to identify instructional teaching deficiencies and provide critical coaching feedback. In addition the experience will help the committee review the candidate's thinking processes and justifications for their responses.

As no interview will gain a full understanding of the candidate's capabilities as a teacher leader, the District feels that they have created a comprehensive selection process that will provide the most complete predictor of this success. Members of the TLC committee agree that this process will likely evolve over time as the needs of the district will change and the roles of teacher leaders will take on new and improved meaning.

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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.](#)*

We believe that if professional development is aligned, differentiated and of appropriate intensity, then instruction provided to each student will be engaging, meaningful, personalized, rigorous, and cognitively demanding.

Recently the district has made a shift in the way that professional development is being delivered. This shift consists of providing an overall district umbrella of common PD goals and then carrying out these plans at the building level by utilizing the PLC process through teacher leaders. In an effort to support this shift and to carry out the District's overall intentions, our TLC plan was designed to enhance this process by utilizing the expertise of the various TLC roles.

For our plan, the two instructional coaches, the technology infusionist and the data coach will serve on our District Leadership Team. Working with district leaders this team of TLC leaders will analyze data from sources (to include but not limited to: IA Assessments, MAP, FAST, Behavior, IYS and teacher PD feedback) to evaluate and identify the current district-wide PD needs. Once this team has identified common needs they will support these with ideas on how to best improve implementation and accountability measures at the building and classroom levels. Acting as a liaison for the DLT (i.e District), the TLC roles will implement instructional change based on the whole group and/or PLC structure defined at each building.

Part A.

Given the continued projection for increased enrollment, our teacher leadership plan addresses a significant need in supporting teachers new to our district (whether they are new to the profession or not). Woodward-Granger's work with MTSS, 1:1 technology and integration of the IA Core are moving more quickly than teacher preparation programs can prepare graduates. The roles of all TLC positions will be to support these coined ideas of day-to-day business at Woodward-Granger.

The expectations are for each TLC leadership roles to deliver and support PD at various levels. This may look quite different at the various buildings as the needs may substantially vary however, the common expectations shared by all TLC roles will be as follows:

1. Collaboration with the building principals and teachers to identify and align PD needs
2. Establish and create (in conjunction with the building Principal and BLT) an annual Building PD Plan that is aligned with the IPDM.
3. Establish a means to track accountability and fidelity of Best Instructional/Learning Practices at each building level
4. Identify resources outside the school setting to support overall building needs.

In addition to tasks assigned, TLC leaders will have individual opportunities to learn about their roles. The District will continue to utilize training such as the Solution Tree PLC Institute which came to W-G in June 2015, and the AEA's "Facilitating Adult Learners" classes to expand opportunities and learning for our TLC leaders. In addition, each TLC role will be asked to take advantage of the current Teacher Quality funding opportunities afforded by the state to improve their skills sets as leaders.

Part B

Our district has invested in the Iowa Professional Development Model for many years and in a variety of capacities. The inclusion of the TLC roles has afforded us the opportunity to re-evaluate how this plan is utilized in our district. In the past the District has been focused on the cycle of ongoing professional learning that is a key component in the IPDM. Due to the addition of the TLC plan, additional leadership will be assigned to assist in this collaborative process.

Current District PD data has shown that staff are at varying levels with respect to their comfort in providing instructional feedback to peers, knowledge of MTSS and IA Core concepts and the implementation of PD concepts with integrity and fidelity. With this idea in mind TLC leaders will be integral players in connecting the collaborative district's work to that of the building efforts while all the while focusing on improved instructional practice.

A second IPDM key component is the idea that the work should be done in collaboration. The addition of the TLC roles will help enhance the current collaborative efforts by providing additional peer alike leadership to guide pointed fundamental changes/improvements regarding instructional practices and accountability throughout the district.

A final critical element of the IPDM that our plan will address is the evaluation of PD. In addition to their roles with individual teachers, each of the leadership positions outlined in the plan will have responsibilities to evaluate PD. Using the IPDM rubric, a locally developed PD survey and the various formative data pieces the TLC leaders will review professional development progress quarterly with stakeholders such as the School Board and School Improvement Advisory Committee. The DLT will use stakeholder feedback and district student achievement data such as Iowa Assessments, FAST, MAP and walk-through data to evaluate effectiveness and determine future direction of professional development.

The addition of the TLC roles will play a vital part in our district's success moving forward. Together with the current leadership's guidance and support, the district will be destined for future success.

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

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

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

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

The Woodward-Granger TLC committee has developed TLC roles that are clearly defined with specific roles and responsibilities and are geared towards improving instruction and overall student learning. The TLC plan in its entirety will be monitored and evaluated by the District Leadership Team on an annual basis using multiple feedback measures including both short and long-term evaluation that corresponds with meeting the overall TLC goals.

A charge of the TLC committee was to develop a set of goals that were aligned with the Iowa Department of Education TLC goals as well as the current short-range and long-range district goals. With a high focus on teacher collaboration, data analysis through a Multi-tiered System of Supports and providing new and improved career pathways for teacher leaders, the TLC committee accomplished this alignment task.

In an effort to determine the positive and/or negative impact of the TLC plan, the district will focus on three questions that will guide this work: 1) Does student achievement in the areas of reading, math and science increase as a result of the TLC plan? 2) Does the district have a process to inventory and examine collaboration efforts and instructional practices with the ability to make fundamental change if needed? 3) Can the district promote the overall concept of a TLC program as a positive addition and not one of additional administrative oversight?

#### Question #1: Short Term Data Collection (Student Achievement in Reading/Math/Science)

The first focus question addresses the effect that the TLC plan has on student achievement in reading, math and science. The district's annual goals in these content areas includes the overall improvement of achievement growth by an average of 2%. Data from the IA Assessments, MAP and FAST will be examined annually to review student growth and progress. This data will be used for placing students in interventions and to set goals for the year. Staff defined by the TLC plan will play a vital part in the data collections, analysis and monitoring instructional strategies as related to these goals.

#### Long-term Monitoring in Achievement (completed every 3-years)

WG CSD is engaged and invested in the MTSS/RTI model to determine if students are benefitting appropriately from the typical (e.g., grade level, locally determined, etc.) instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction (Fuchs & Stecker, 2007). Long-term monitoring of student achievement in the areas of reading, math and science will be measured by comparing his or her expected rate of learning (e.g., local or national norms) and actual rate of learning (Fuchs, Fuchs, & Zumeta, 2009). A teacher can use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual student. The role of the teacher leadership positions will be to guide classroom teachers in the long-term monitoring and decision-making adjustments regarding instructional techniques to meet the needs of individual students.

#### Question #2: Short-Term Data Collection (Research-Based Instructional Strategies)

Woodward-Granger CSD utilizes the Professional Learning Community (PLC) model to collaborate and log conversations and reflections about what works and what does not work with respect to researched-based instructional strategies. PLC agendas, notes and staff meeting reflections are formative data collections that will be regularly reviewed by the DLT (which includes TLC representatives) to assess the quality of instructional strategies. This data collection will be cross-referenced with e-walk data that is collected by the administrative team. The two data points will help provide administrators and TLC leaders with ideas towards the next steps in professional learning.

#### Long-Term Monitoring of Research Based Strategies (completed every 3-years)

With engagement in the MTSS/RTI model teachers are expected to use research-based instructional strategies and to reflect on what works and what does not work based on individual needs. As an added component to this WG will be utilizing team logs that will not only help identify the what a child needs but will also spell out the how (i.e. what research-based intervention). These comprehensive logs in conjunction with the actual numbers of students engaged in research based strategies will help the DLT to monitor the numbers, kinds and effectiveness of strategies used for students over the period of MTSS/RTI involvement.

#### Question #3: Short-Term Data Collection TLC Image

Early staff surveys in the district have revealed that teachers have a reluctance to provide feedback to peers and to accept feedback from someone perceived as an evaluator. This stigma will need to be changed in order for coaching to be effective. By integrating TLC members into the weekly PLC process, the goal would be that classroom teachers would eventually perceive these individuals as a support mechanism and not a threat. This will be monitored using a locally developed survey to gather feedback on various teacher perceptions about the responsibilities and overall staff interactions. The DLT will review this information and adjust the integration of the TLC roles as needed.

#### Long-Term Monitoring of TLC Image

Teachers' perceptions regarding the teacher leadership roles will be examined in their entirety over time. This will be accomplished by using data from the locally developed survey described above to review and discuss results and establish changes to this goal as needed. In addition school administration will immerse themselves in any discussions that specifically deal with reality or perceived reality regarding TLC roles.

Using Part 9 application narrative from previous submission?

No

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

Woodward-Granger Community Schools is committed to providing teacher leadership opportunities through collaborative experiences and will work hard to maintain the integrity of the concepts proposed in the plan.

The District currently employs four building Principals, a Director of Technology, a Preschool Director and a Superintendent/Curriculum Director. All of these positions have district-wide oversight and are expected to be highly involved. Currently, the administrators filling these roles work with teachers to help build capacity and model, collaboration through best practices. They also work directly with students to assist in meeting individual needs. We see the TLC plan as a way to enhance our current system by incorporating more teacher leadership and expertise at the building and classroom levels.

Teacher leadership roles created in this plan are designed to increase learning opportunities for students, improve the quality and responsiveness of professional learning opportunities for staff and improve instruction through the implementation of various district strategies and initiatives. The use of surveys, implementation rubrics, achievement results and observations will help us monitor, evaluate and adjust the TLC plan.

Woodward-Granger CSD understands and places a high value on the role of teacher leaders. This is best evidenced by the continued investment in successful leadership capacity building entities that currently exist within the district such as our Building Leadership Teams, District Leadership Team and PLC models. These structures have a high focus on the implementation of the Iowa Core while pushing teachers out of their comfort zones to be leaders in the District.

Each role in the TLC plan supports our district goals and initiatives in slightly different ways. The Instructional strategists position will be available to work with teachers around identifying and addressing individual student needs while also working directly with students. These roles are anticipated to support existing district initiatives around MTSS and Iowa Core implementation and also serve as a resource for individualized learning approaches that are critical to student success. The Technology Infusionist role will be a critical component as our district continues to see growth in the technology arena. Although this role is somewhat in place through our District level supported position, the vision of this position is to support teachers at the building level with making a highly conscious, high quality effort to infuse technology into daily lesson planning.

Our data coaches and mentor teachers may very well carry the heaviest of loads as they are going to be immersed on the ground floor in helping our new staff attain a greater knowledge of the teaching profession and providing our career teachers with valuable instructional strategies.

This plan allows the District to create pointed and more specific teacher leadership positions as related to specific individual student and staff needs. The added leadership positions enable us to impact the quality of overall support for staff, which enhances instruction, improves student learning, and increases opportunities for teachers and students alike. Because much of the foundational work of this plan is already in place, Woodward-Granger Schools is well positioned to sustain the implementation of this TLC plan and the additional roles and responsibilities it outlines.

District Administration has worked with the District Leadership and TLC teams to devise a system that can be sustained over time. Buy-in is apparent as the system is fully supported by the Woodward-Granger Community District School staff, Board of Education and community as evidenced of the formal approval from SIAC and the board.

Ultimately, the WG CSD Board of Directors, District Administration, the District Leadership Team, and the people hired for the leadership positions will be responsible for the success of the plan. We have created and developed a collaborative work environment that our TLC plan will effectively support. As with all plans, it is only as effective as the people implementing it, and we believe we have a staff of high quality individuals willing to work together to continue to improve learning opportunities for students. The following is a list of detailed duties that each of the above leadership positions will be responsible for as it pertains to the TLC plan:

**WG Board-**

- Understand and support the TLC Leadership Process
- Allocate and maintain fiscal resources as available
- Hold District Administration and staff accountable for the integrity and fidelity of the plan

**District Administration-**

- Fiscally manage the TLC Grant Funds
- Facilitate the TLC hiring process
- Set of training and support for TLC positions
- Carry out e-walk and evaluative processes
- Establish Mentors for all new teachers to the district
- Evaluate the TLC Plan's Effectiveness
- Communicate needs/changes of the program to SIAC, Board and Community

**DLT-**

- Continually evaluate all elements of the TLC plan
- Review data regularly and make changes as needed to the implementation of the plan
- Ensure Fidelity and Integrity of the implementation of the plan

**TLC Leaders-**

- Fulfill job duties as designated by the plan

- Be involved in all aspects of the TLC implementation process
- Practice life-long learning
- Participate in evaluative processes related to TLC

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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**

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$25,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$193,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$28,860.86
Amount used to provide professional development related to the leadership pathways.	\$43,525.06

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

\$290,385.92

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## 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 928.7

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

District Enrollment-Based Allocation \$290,385.92

Total Allocation \$290,385.92

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$290,385.92

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

Remaining Allocation to be Budgeted \$0.00

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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)

The budget for the Woodward-Granger Community School District Teacher Leadership and Compensation Plan will be used to supplement pay of teacher leaders, hire new staff to cover instructional class time for teacher leaders removed from full-time classroom loads, and to provide professional development for teacher leaders.

Our current salary for starting teachers is \$33,159 with a state Teacher Quality (TQ) Supplement and \$29,366 without TQ. With the money received from the state in the Teacher Salary Supplement (TSS) we are able to meet the minimum salary outlined by the TLC guidelines by raising our base w/o teacher quality to a minimum of \$33,500.

Woodward-Granger CSD understands and places a high value on the role of teacher leaders. This is best evidenced by the continued investment in capacity building projects within the district such as our Building Leadership Teams, District Leadership Teams and PLC models. This structure has a high focus on the implementation of the Iowa Core while pushing teachers to be leaders. Student learning data from a variety of different sources, community and staff needs surveys, and school improvement advisory counsel feedback provide evidence in support of the effectiveness of our current structure. Our belief is that an even more distributed leadership system focusing on the teacher as leader will positively affect daily practices and routines while ultimately improve student learning. The teacher leadership support in the area of best practice and instruction will be the foundation for the district moving forward. The framework we have developed in our plan with the teacher leadership roles including (2) instructional strategists serving the various age levels in the district along with (1) technology integrationist, (1) data coach/strategist and (4) Mentor Teachers will not only help our district build the leadership capacity needed to improve learning opportunities for students but will provide a support mechanism beyond the building administrator for staff.

We will have a combined eight (8) TLC leadership opportunities identified to meet the following District's TLC goals including but not limited to: 1.) Promoting collaborative leadership through the PLC process to improve student achievement, 2) Enhancing the use of data teams throughout the district by identifying student needs more efficiently and by providing both remediation and enrichment through a MTSS (Multi-Tiered System of Supports) structure at all building levels. 3.) Providing additional pathways for career opportunities and leadership advancement for certified teachers.

Instructional Coaches: 1 (PK-5) position and 1 (6-12) position). (100% FTE), \$6,000 supplement beyond regular salary and a (210 day...20 additional day contract). This position will have a direct impact on meeting the district and TLC goals of collaboration, increasing instructional practices and overall student achievement.

Technology Infusionist: (1)- positions: (PK-12), (100% FTE), \$5,000 supplement beyond regular salary.(200 day...10 additional day contract). This position will have a direct impact on the way that technology is infused in everyday lesson planning and will carry over to meeting the needs of the Iowa Core and 21st Century learning.

Data Coach/Specialist: 1 position district wide (100% FTE), \$5,000 supplement beyond regular salary. (200 day...10 additional day contract). This position will allow for systematic data collection and analysis for planning purposed of the TLC plan and District.

Mentor Teachers: 4 positions: 1 at (PK-1), 1 at (2-5), 1 at (6-8) and 1 at (9-12),(5% FTE), \$1,000 supplement beyond regular salary. These individuals will focus efforts on new teachers and retaining highly qualified teacher leaders in the district.

We are estimating a total cost for stipends at around \$4,000.00. We will budget (\$43,525.06) of total TLC (\$290,385.92) dollars for professional development, which includes training for teacher leaders in classes supported and presented through AEA. In addition, the TLC PD dollars will fund the attendance at a national PLC or RTI Institute for those staff that have not formally been through training of the like. Other local opportunities include classroom observations, Peer observations and instructional walk-throughs where subs and/or release time will be provided. Each of these opportunities, coupled with time for collaboration among the teacher leaders will help identify the strengths and roles of each new leadership position for our school district.

Finally, four leadership roles and for mentor teachers with stipends will be added at the combined cost of \$197,000.

We are estimating our district to receive \$290,395.92

$\$312.68/\text{student} \times 928.7 \text{ (certified enrollment)} = \$290,395.92$

Allotment to raise salary=(\$25,000)

Cost of Added Teaching Positions= (\$193,000)

Cost of stipends =(\$4,000)

Professional Development =(\$43,525.06),

Remaining Rainy Day Funds =(\$28,860.86)

By allocating compensation in this manner it will afford the district an opportunity to focus on the leadership that will improve instructional practices and increase student achievement. We believe that if we recruit, retain, develop, and promote high quality teachers by raising the minimum salary, supporting new teachers through mentoring and coaching and offering professional advancement opportunities that overall job satisfaction and teacher retention in the district will vastly improve.