



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

91759 - Central City Community School District Teacher Leadership & Compensation Planning Grant Application  
Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/30/2014 8:54 PM

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### Primary Contact

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City State/Province Postal Code/Zip

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Phone Ext.

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

**Fax:** 319-438-6110

**Agency** Administrative Services, Iowa Department of

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### Organization Information

**Organization Name:** Central City Community Schools

**Organization Type:** K-12 Education

**Tax ID:** 42-6022591

**DUNS:**

**Organization Website:** www.central-city.k12.ia.us  
**Address:** 400 Barber St.  
Central City Iowa 52214  
City State/Province Postal Code/Zip  
**Phone:** 319-438-6181  
Ext.  
**Fax:**  
**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Central City Community School District  
*Use the drop-down menu to select the district name.*  
**County-District Number** 57-1089  
*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.*  
**Honorific** Dr.  
**Name of Superintendent** Timothy Cronin  
**Telephone Number** 319-438-6181  
**E-mail Address** tcronin@central-city.k12.ia.us  
**Street Address** 400 Barber Street  
**City** Central City  
**State** Iowa  
*Use the drop-down menu to select the state.*  
**Zip Code** 52214

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## TLC Application Contact

**Honorific** Dr.  
**Name of TLC Contact** Timothy Cronin  
**Telephone Number** 319-438-6181  
**E-mail Address** tcronin@central-city.k12.ia.us  
**Street Address** 400 Barber Street  
**City** Central City

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

52214

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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)**

In the summer of 2014, the Central City Community School District developed a one-page consistency of purpose in this document, the district wanted to recognize that there is a philosophy of continuous improvement, that belief that no matter how good we are today our goal is always to get better tomorrow. This philosophy is apparent throughout the preparation of the TLC grant. As the grant was written it was often stated that it would help to “accelerate”, “expand”, or “further” current efforts. Certainly the district has some good things in place but the TLC grant will help the district continually improve.

#### The planning process

In preparing to design this proposal, the administrative team met in-house and with other administrators to discuss options, ramifications of each, cost factors and staffing. After careful consideration, the local administrative team developed a sound rationale for a hybrid design that takes into consideration the size of the district, staff, the instructional needs and supports that teaching staff needs and wants and the realities of scheduling.

#### Goals to achieve

To achieve the district’s goals, the district must have high quality staff and provide excellent professional development training. Central City School District is able to attract quality-teaching candidates and to retain effective teachers. The district has begun working with professional learning communities, which promotes collaboration among teachers as well as providing professional growth opportunities for effective teaching. All of these areas lead to improved student achievement.

#### Support and strengthen the district’s key initiatives

The TLC proposal will take the current efforts in the district regarding professional development and student achievement and accelerate our progress toward those goals. The proposal details the district’s capacity for change, how the TLC grant would connect current work with teacher leadership roles, and examine how the time is right for the TLC grant in Central City.

#### Help for new teachers

The teacher leadership positions will provide extra support for beginning teachers. This support will come from instructional coaches who can guide them in the craft, model teachers who can provide demonstrations of effective teaching, professional development leadership team that will support district professional development, at a district leadership team that will oversee all efforts of the district.

#### Description of the teacher leadership roles

Instructional coaches will work with staff members to assist with instruction. The Professional Development Leaders will work specifically to help guide professional development in the district. The Model Teachers will have an expectation of assisting teachers with peer observations and feedback related to the observations.

The District Leadership Team will focus on district goals and achievement to set direction for the district.

#### Selection of teacher leaders

A teacher leader selection committee will be formed from the District Leadership Team to review applications, interview staff and select candidates for recommendation to the superintendent for teacher leadership positions. The interview process for the teacher leadership positions will include an examination of the demonstrated effectiveness of the candidate’s teaching ability as well as their commitment to professional growth.

#### Improvement of district’s current professional development program

The district’s current professional development program is in a transformation process this year. The district has a good start with the teacher roles in the creation and delivery of professional development and lining and incorporating elements of the Iowa Professional Development Model (IPDM).

#### Support for state and district goals

The TLC will support the state and district goals by providing support to the staff development through professional development, modeling of best practice, and coaching from the instructional coaches. All aspects of the decision making

process will reflect the phases of the Iowa Professional Development Model, incorporating the Professional Development committee, a cycle of implementation and review, and collaborative decision making between all stakeholders.

The district's capacity to receive the grant

The Central City Community School District is committed to investing in both the human capital and financial resources required to sustain the momentum begun by the Teacher Leadership initiative. We recognize that by supporting and retaining veteran teachers with deep skills, channeling their knowledge and experience into shared learning for new teachers, our students will realize a greater depth of academic growth and will achieve at significantly higher levels.

Proposed grant budget.

The budget calculations are based on the following information. The district had a certified enrollment of 479.3 students on line seven of the 2013 certified annual report. By multiplying 479.3 X \$308.82 equals an allocation of \$148,017.43. The plan, as proposed, would create 16 teacher leadership roles out of 39.65 FTE of teachers resulting in an opportunity for 40% of the teaching staff to have a leadership role in the 2015-2016 school year.

**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 Year 1?

Yes

**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).

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## Narrative

Using Part 2 application narrative from Year 1?

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 Central City School District is able to attract quality-teaching candidates and to retain effective teachers. The district has begun working with professional learning communities, which promotes collaboration among teachers as well as providing professional growth opportunities for effective teaching. All of these areas lead to improved student achievement. Receiving a teacher leadership compensation grant would allow the district to strengthen existing structures and further efforts to help retain teachers, promote greater collaboration, and reward professional growth among staff.

#### Attracting quality teaching staff

When the district looks to attract new staff, the selling points include a working environment in which 1) innovation is supported and encouraged and 2) students appreciate adults who are willing to go above and beyond for their education. The district has had great success in recent years attracting new teachers.

Part the success recruiting teachers has been the enticement of a robust working environment. Teachers who come to Central City report that they like the idea of teaching in a small school, getting to know all their students and families, as well as many opportunities to be involved in the extracurricular lives of the children, and are eager to be part of a 1:1 laptop school district.

#### Retaining effective teachers

Because Central City is a small school district, operating with a small budget, there are limits to the compensation that the district can offer teachers. Keeping effective teachers in the district is a challenge especially because the district is located 15 miles from the Cedar Rapids metropolitan area.

Quite frankly teachers stay in the district for other reasons than compensation. Teachers stay in the district because they enjoy the students, they have opportunities to be innovative in the classroom, and they enjoy opportunities with extracurricular activities. Teachers enjoy being part of a district that leads in STEM. Examples and areas of great pride are the district that the district was the first in the state to offer a 1:1 laptop initiative and (in the fall of 2014) offered the first Java programming class in the state.

The 16 leadership positions outlined in this grant will allow teachers to continue to grow professionally and at the same time compensate them for their time. Both of these factors will increase the district's ability to retain effective teachers. The district has added part to the grant that allocates funds for four (three instructional coaches and curriculum director) staff members to be trained in Cognitive Coaching. The Cognitive Coaching training will help teacher leaders guide teachers and assist them to get better at their craft, which will lead to higher teacher morale and ultimately will lead to stronger teacher retention.

#### Promoting collaboration among teachers

The district has aggressively pursued the Professional Learning Community (PLC) framework in 2014. There were two major commitments to this effort. First, the district sent 20 staff members (over half of the entire teaching staff) to Solution Tree's PLC conference in the summer of 2014. These significant figures cannot be understated: 1) the district had never done this before, 2) the district committed \$25,000 to have staff attend and 3) over half the staff was willing to attend. The second major commitment by the district was to hire a half-time curriculum director. The major focus of this work has been to facilitate weekly PLC meetings with staff. The district has a great start promoting collaboration among teachers and receiving the grant and creating the leadership positions would only enhance these efforts.

#### Reward professional growth of effective teaching

Teachers are encouraged to grow professionally in the district. However there is not a strong piece to reward their efforts outside of advancement on the salary schedule. The district does have unpaid positions on a building leadership team and district leadership team and staff are recognized for their efforts to participation on these committees. If the district were to receive the TLC grant, they would not only be able to recognize staff for their efforts but be able to compensate teachers for their efforts, especially as model teachers and instructional coaches.

#### Improve student achievement

To improve student achievement, the district needs to continue to attract quality teachers, reinforce efforts to retain effective teachers, continue to support collaboration among teachers, and increase methods for awarding professional growth and effective teaching.

The district needs to be clear with their expectations. Listed below are the content area specific Central City Community School District reading, math, and science goals for 2014-2015:

1. To increase the percentage of proficient juniors from 84% as evidenced by data from the 2014-2015 Iowa Assessment Data.
2. To increase the percentage of proficient seventh-grade students from 77% as evidenced by data from the 2014-2015 Iowa Assessment Data.
3. To increase the percentage of proficient sixth-grade students from 60% as evidenced by data from the 2014-2015 Iowa Assessment Data.

The district needs to continue to support instruction of staff on the Iowa Core Curriculum as well as specific content areas. In 2014 the district adopted a new reading series at the elementary level and will be examining math curriculum in the next year. The efforts to increase student achievement can be attributed to the addition of the new curriculum director and would be enhanced with the additional teacher leadership positions.

**Using Part 3 application narrative from Year 1?**

No

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

The TLC proposal will take the current efforts in the district regarding professional development and student achievement and accelerate our progress toward those goals. This section of the proposal will examine the capacity for change, how the TLC grant would connect current work with teacher leadership roles, and examine how the time is right for the TLC grant in Central City.

#### Building capacity for change

The district has done a lot to build capacity for change in the past year. The district has built capacity by sending 20 staff members to the Professional Learning Communities conference offered by Solution Tree in the summer of 2014. In addition the district has hired a half-time curriculum director who has supported weekly PLC meetings at the elementary level and bimonthly PLC meetings at the secondary level.

The opportunity for weekly or bimonthly discussions has served as embedded staff development and spiraling of staff development. Staff are presented with ideas of professional development and then constantly supported and reinforced throughout the school year. Teachers are engaged in weekly conversations about instruction and assessment with their peers, the curriculum director, and their building principal. These discussions have created opportunities for teachers to better understand the MTSS, tiered service model, ELI, Iowa Core, differentiated instruction, and Common Assessments.

It cannot be understated how significant these opportunities for collaboration among teachers are in a district of the size. Often times in small districts, teachers and administrators alike fill many roles and are pulled in many different directions. The district's current commitment to improving instruction through focused professional development and teacher collaboration has made great progress and will be enhanced by the TLC grant.

One example of teacher growth is a more accurate understanding of student support as it relates to the MTSS process. Previously, teachers viewed student support in the old model of student support through a pullout by the title I teacher with the rest of students expected to participate in "sit and get". Through professional development followed up with frequent PLC meetings, staff understand better the MTSS model of student support and the differentiated instruction in which the classroom teachers delivers the core instruction as well as specific grade level instruction in small groups.

#### Connecting current work with teacher leadership roles

All of the teacher leadership positions in the TLC grant will connect to and support the current work of the districts professional development. The teacher leadership roles in the grant proposal will, in fact, accelerate the progress being made in the district. The teacher leadership roles in this grant include 1) instructional coaches, 2) professional development leaders, 3) model teachers and 4) district leadership team members.

The role of the instructional coach will provide daily support for teachers and their work and these areas. Coaches will be expected to model instructional strategies, work with teachers on student assessment, and plan for future instruction as part of their expected roles.

The professional development leaders will work with the director of curriculum to plan for, deliver, and assess the delivery of professional development in the district. Professional development leaders will be expected to bring information to the planning committee and then disseminate information back to staff.

The model teachers role will be to model best practice in the classroom including but not limited to delivery of instruction, student goal setting and learning, assessment of learning, and re-teaching or acceleration.

The district leadership team will operate as an oversight committee. The purpose of this committee will be to keep teachers involved and informed. Provide accurate information to and from staff in the district team. The team will also serve as an opportunity to distribute leadership among the staff. Responsibilities of this committee will include collection analysis and organization of district level data, annual goal setting for the district and buildings, help provide direction to the professional development committee, an assistant monitoring progress of annual goals.

Each of these positions will serve to directly support the current efforts for professional development in the district.

The time is right for the TLC grant in Central City

Roman philosopher, Seneca, was quoted as saying, "luck is what happens when preparation meets opportunity". Central City has prepared for this opportunity by building capacity in the past year. The district has been able to build capacity in the past year by building staff knowledge (of MTSS, ELI, Iowa Core) and putting support structures (part-time curriculum director and PLC meetings) in place. The opportunity presented by the additional teacher leadership positions of the TLC grant will accelerate the current opportunities. Therefore it can be stated because of the preparation of the district and the great opportunity provided by the state, the students at Central City will be lucky when the district receives the TLC grant

Using Part 4 application narrative from Year 1? Yes

**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)**

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## **Narrative**

Using Part 5 application narrative from Year 1? Yes

**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.

Using Part 6 application narrative from Year 1? 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.

A teacher leader selection committee will be formed from the District's current Leadership Team to review applications, interview staff and select candidates for recommendation to the superintendent for teacher leadership positions. The selection committee will begin with the selection of the Instructional Coaches. The selection committee makeup will include members of the teachers association as well as from administration. Candidates who are seeking positions as instructional coaches will not be on the first interview team. The three instructional coaches will be selected during a first round of interviews. After the instructional coaches have been selected, the committee will be reformed, allowing members of the initial selection committee to apply for any of the other three leadership positions 1) professional development leaders, 2) model teachers and 3) district leadership team.

The teacher leader selection committee will interview, select and recommend candidates for instructional coach and supplemental contracts (known in the district as Schedule B Contracts) to the superintendent, and the superintendent will recommend candidates to the Board of Education.

The selection process for all positions will begin with a review of prior staff evaluations. This will be done by the administrative staff. Staff who have met or exceeded criteria on their most recent teacher evaluation will have their candidacy advanced to the selection team.

The interview process for the teacher leadership positions will include an examination of the demonstrated effectiveness of the candidate's teaching ability as well as their commitment to professional growth. The interview process will ask applicants for the following information:

1. Examples as a leader in technology instruction.
2. Understanding of, and belief in, standards-based grading.
3. Knowledge of the Iowa Common Core Standards.
4. Evidence of graduate work, including graduate level degree in the field of education as well as participation and statewide educational organizations.
5. Previous experience as a teacher leader including, but not limited to professional development committee, technology committee, building leadership team, district leadership team, and safety planning committee.

Applicants will be judged on a three-point scale in each of the five areas. 1= exceeds expectations, 2= meets expectations, 3= not meeting expectations. Candidates who do not score a one or two will not be considered for recommendation to the Board of Education for a Schedule B Contract. Candidates with the lowest average score in all five areas will be given first preference for the positions.

#### Leader in technology instruction

Central City was one of the first 1:1 schools in the state and it is therefore important that candidates be viewed as a leader in technology instruction. Competition will be fierce to be considered in the "meet expectations" category as staff are very fluent with many areas of technology and with that thought, it will be important to have a knowledge of technology. Simply put, teacher leaders in Central City must have a firm grasp of technology use.

#### Belief in standards-based grading

The second criteria for teacher leaders is that they have an understanding of standards-based grading. It is also important that a core belief for the teacher leaders, is that student demonstration of competencies in the Iowa Core Curriculum, is how students should be judged versus simply giving an average of attendance, homework, and test scores.

#### Knowledge of the Iowa Common Core Standards

In conjunction with the second criteria it is important that the candidates understand the Iowa Common Core Standards.

Candidates need to understand how the standards fit together within a greater curricular area and across grades and across curriculums. Certainly candidates will not be expected to memorize all the Iowa Core Curriculum but in order to model and lead other teachers, they themselves need to understand what needs to be taught.

#### Evidence of graduate work

The fourth criteria for the candidates is a demonstration as a lifelong learner, specifically focused on graduate level coursework and graduate level degrees. There will be a special focus given to degrees that emphasize instructional strategies, curriculum and instruction, and educational assessment and measurement.

#### Previous experience as a teacher leader

The last criteria will be to demonstrate a history of participation in local and state organizations. Candidates will be asked to share their experiences with district level committees as well as regional and state associations. Preference will be given to staff who have demonstrated a keen ability as an instructor to adult learners.

Candidates who meet these criteria will be selected as teacher leaders for Central City.

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## Narrative

Using Part 7 application narrative from Year 1?

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.*

The district's current professional development program is in a transformation process this year. With the addition of a half-time curriculum director, the district has developed a framework that makes it more feasible for teachers to play a role in the creation and delivery of professional development as well as aligning instruction with an incorporation of the Iowa Professional Development Model (IPDM). This section of the grant will describe the current frameworks for teacher leaders in the district's current professional development. If the district were to receive a teacher leadership compensation grant for the 2015-2016 school year, these efforts will be accelerated.

**Role of teacher leaders in the creation and delivery of professional development**

For the 2014-2015 school year, the Central City Community School District established a district leadership team whose purpose was to keep teachers involved and informed. The responsibilities of the teacher leader on the district leadership team include assisting with the collection, analysis, organization and sharing of district level data using data to recommend annual goals for the district and each specific building, using data to help identify professional development needs to support the implementation of professional learning, to assist in the progress monitoring of the goals, and to assist in the implementation of the Iowa Core Standards and effective instruction

**Description of how the district's TLC grant aligns and incorporates key elements of the Iowa Professional Development Model (IPDM).**

As part of the transformation process, the district subscribed to the Cycle Professional Development from the Iowa professional development model. Key parts to understand are the four planning components that begin with: 1) collecting and analyzing student data, 2) goal setting and student learning, 3) selecting content and 4) designing processes for professional development. The district leadership team has started implementing this professional development model and are currently working on the areas of collecting and analyzing student data, as well as goal setting and student learning. Once these areas have been identified the team will also participate in selecting content and design processes for professional development.

Understood as part of the process are the ongoing components for training opportunities, collaboration and ongoing data collection. The district has made a start on these efforts as the professional development training opportunities this year have focused on reading and math instruction of the elementary level as well as the Iowa core standards at the secondary level. The district has a strong collaboration piece as they have implemented weekly PLC meetings at the elementary level and bimonthly PLC meetings at the secondary level. The district, as a work in progress, continues to work on the data collection and refinement of the formative assessments.

**Teacher leadership positions in the TLC grant will enhance current efforts**

The teacher leadership grant supports the following positions: 1) 1.0 FTE instructional coach at the elementary level, 2) 0.5 FTE instructional coaches at the JH/HS level, 3) five positions (six supplemental days each ) for teacher leaders the district leadership team, 4) four positions (four supplemental days each) for model teachers and 5) four positions (eight supplemental days each) for professional development teacher leaders. It should be noted that parts of the grant were "locked in" from the 2013-2014 application and therefore not all the additional hours and salary supplements will not match in all sections. This section of the grant reflects the exact intent of the application.

The most significant support that the TLC grant will provide will be the 2.0 FTE of instructional coaches for the district. The instructional coaches will support the professional development at the district as well as being available to provide the day-to-day coaching of all teachers. This coaching may include modeling, team teaching, observations and critical thinking feedback. With the critical thinking feedback in mind, the grant establishes funds to be used for cognitive coaching training for the instructional coaches.

The district has a good start with the teacher roles in the creation and delivery of professional development and lining and incorporating elements of the Iowa Professional Development Model (IPDM). These efforts will be greatly enhanced if the district receives a teacher leadership compensation grant.

**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.

Using Part 9 application narrative from Year 1?

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)**

The Central City School District has the capacity to implement the TLC plan, has implemented initiatives in previous years, and has measures in place to sustain the elements of the TLC plan as part of the school improvement process.

#### Capacity for the TLC plan

The district focus has changed with professional development starting in 2013-2014. The focus of professional development include more discussions about specific student learning standards and I-CAN statements related directly to the Iowa Common Core.

While the district has made positive progress in these areas, it was evident that the district did not have enough capacity to implement professional learning communities with fidelity and integrity without support. Support for PLCs came in two forms, first in the summer of 2014 as the school districts sent 20 teachers to the PLC conference in St. Louis offered by Solution Tree. Secondly, the district hired a half-time curriculum director for the 2014-2015 school year. The number one job of the curriculum director has been to facilitate weekly PLC meetings with elementary teachers and bimonthly PLC meetings with JH/HS staff.

The Board of Education supported these additional costs, estimated at \$50,000, because they understand the importance of quality teachers in the classroom. The school board is willing to spend money on professional development because they firmly believe in "investing in our people".

#### Successful implementation of previous initiatives

The largest initiative that the district has undertaken is the implementation of the one-to-one computer laptop program. The district was one of the first in the state to purchase a laptop for every student in grades six through 12. The district also buys an iPad for every student to use from kindergarten through fifth grade.

The district devotes a great deal of time and resources to this initiative. The computers are on a three-year replacement cycle which is estimated to cost the district approximately \$300,000. In addition the district has to purchase IT support so that students are not without a working laptop for more than two consecutive days. The district is also committed to infrastructure to bring wireless network to all areas of the building that can support over 400 machines accessing the Wi-Fi at one time.

It cannot be stressed enough, in fact board members take great pride in the fact, that the district likes innovative thinkers and will support ideas (even crazy ones) if they come from staff, are well thought out, and are good for children. It is an environment that is a fertile ground for innovation.

#### Ability to sustain TLC initiative

The district has formed a district leadership team. The purpose of the district leadership team is to keep teachers involved and informed in student achievement and related professional development as well as to provide accurate communication to and from staff and the district team while providing distributive leadership.

For a district of this size, with moderate staff turnover from teacher and administrative ranks, these efforts have served as a grounding mechanism, which has created a baseline of knowledge for all staff. At the same time these efforts have helped build the capacity for implementing the TLC plan in an effective manner by establishing a better knowledge of the Iowa Core curriculum, providing opportunities for focus staff collaboration (PLC), and including staff as teacher leaders in the professional development process.

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## Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 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>	479.3
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$148,017.43
<b>Total Allocation</b>	\$148,017.43

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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.	\$2,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$48,800.00
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).	\$84,423.28
Amount used to provide professional development related to the leadership pathways.	\$12,480.00
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>\$147,703.28</b>

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## Other Budgeted Uses - Description

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

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## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	<b>\$147,703.28</b>
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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>\$314.15</b>
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## Budget Alignment

Using Part 10 application narrative from Year 1?

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 Teacher Leadership Compensation grant proposal from Central City will raise student achievement by creating teacher leadership roles in the district. These roles will serve multiple purposes: The first purpose is to provide mentoring for teachers through the use of instructional coaches and model teachers. The mentoring will be enhanced by the cognitive coaching training that the teacher leaders will receive which is also part of the grant proposal. The second purpose of the teacher leadership grant will be to provide high-quality focused professional development training which will be facilitated by the professional development leader positions, and the final purpose served by the grant proposal will be teacher retention. By offering teachers the ability to grow professionally and to compensate them for extra time and roles Central City will be more likely to retain quality teachers. The plan, as proposed, would create 16 teacher leadership roles out of 39.65 FTE of teachers resulting in an opportunity for 40% of the teaching staff to have a leadership role in the 2015-2016 school year. It should be noted that parts of the grant were "locked in" from the 2013-2014 application and therefore not all the additional hours and salary supplements will not all match. This section of the grant reflects the exact intent of the application.

The budget calculations are based on the following information. The district had a certified enrollment of 479.3 students on line seven of the 2013 certified annual report. By multiplying 479.3 X \$308.82 equals an allocation of \$148,017.43. Currently the district has two staff that do not make a minimum salary of \$33,500. This proposal includes a budget of \$2,000 (a conservative estimate) as the actual amount to raise their current salary would be \$1,076.66.

There are four salary supplements for teachers included as part of this grant. The first salary supplement will be for teachers who are selected for the instructional coach role. The elementary instructional coach, which is a full-time position, will have 20 extra days compensated for a total of \$8,000 and the two JH/HS instructional coaches, which are half-time positions, will be compensated at \$4,800 apiece with 12 extra days assigned. The teachers who are selected as professional development leader will have 8 extra days and will be compensated at \$3,200. The proposal allocates four model teacher positions, which require four extra days at a compensation rate of \$1,600 per staff member. The proposal allocates \$48,800 for salary supplements to teachers in leadership roles.

The portion of the grant to provide release time for teachers not providing direct instruction would go to the 2.0 FTE set aside for instructional coaches. 1.0 FTE instructional coach would serve K-6 teachers and would have 20 additional contract days. For the junior high and high school, the grant calls for two 0.5 FTE instructional coaches who are also 0.5 FTE classroom teachers. The JH/HS instructional coaches would have an additional 10 contract days each. In planning for the grant, staff felt that it would be more productive having two instructional coaches to cover the various curricular areas. To calculate the costs it was determined that the average salary for eligible teachers currently in the district was \$42,211.64. This amount was doubled for the estimated total of \$84,423.28.

The last portion of the grant funding is the professional development piece. The grant specifically sets aside \$8000 for cognitive coaching training for four staff members: those being the three instructional coaches along with one additional staff member. The grant also allocates 40 substitute teacher days for peer observation at the cost of \$4,480. The total amount budgeted for professional development training is \$12,400.

The total amount in the proposed budget equals \$147,703.28. As a projected allocation would be \$148,017.43, this would leave \$314.15 as unaccounted for in the budget.

Central City Community School District TLC Grant Proposal Budget

Role or purpose	Additional Contract Day(s)	Estimated Additional Compensation or Cost/Person	Number of Positions
Total			
Amount used to raise the minimum salary to \$33,500.			
	\$2,000		
		For 2014-2015, this cost would have been \$1076.66	

Salary Supplement for Teachers in leadership roles- Elementary Instructional Coach	20	\$8,000.00	1
\$8,000.00			
Salary Supplement for Teachers in leadership roles- JH/HS Instructional Coaches	12	\$4,800.00	2
\$9,600.00			
Salary Supplement for Teachers in leadership roles-Professional Development Leaders	8	\$3,200.00	4
\$12,800.00			
Salary Supplement for Teachers in leadership roles-Model Teachers	4	\$1,600.00	4
\$6,400.00			
Salary Supplement for Teachers in leadership roles-District Leadership Team	6	\$2,400.00	5
\$12,000.00			
Release time for teachers not providing direct instruction (Instructional Coaches- One Elem @ 1.0 FTE + Two JH/HS @ 0.5 FTE= 2.0 FTE)		\$42,211.64	2
\$84,423.28			
Professional Development- Cognitive coaching training		\$2,000.00	4
\$8,000.00			
Professional Development- Substitute costs 40 days		\$4,480.00	
\$4,480.00			
		\$147,703	Budget total
Total number of TLC Roles	39.65		16
Staffing in 2014 Fall BEDS			

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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