



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation

ESSA, Title II, Part A

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, December 7, 2020**.

Application stamp-in date and time

Grant period from

March 1, 2021 - July 31, 2022

Pre-award costs permitted from

Pre-Award costs are not permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Refer to the Program Guidelines for required attachments by Pathway.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT PERMITTED for this grant.

Pathway Selection: Please select ONE pathway.

- Pathway 1: Teachers as Instructional Leaders
- Pathway 2: National Board Candidacy Cohorts
- Pathway 3: Teacher Policy Fellowships

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
6. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of the International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character. The specific needs of Lancaster Elementary are to 1) increase student academic performance, 2) improve the instructional capacity of the teachers, and 3) develop and retain our high performing teachers. Having the opportunity to receive grant funding to participate in the Teachers as Instructional Leaders Pathway will allow for our campus to provide training to our teachers in the areas of classroom observation, feedback/coaching, data analysis and decision making. Teacher Leaders will have scheduled time to work with 3-8 assigned teachers in order to improve their instructional craft, increase student achievement and ideally assist the campus in retaining those high-performing educators. In order to meet the goals of the program, Teacher Leaders will engage in a series of Texas Instructional Leadership (TIL) Trainings via Region 10.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Campus Instructional Coaches Planning, Observation and Coaching Position (Existing)	Minimum of 3 years of experience Standard Teacher Certificate
Region 10 Texas Instructional leadership (TIL) Training Position (Existing)	Education Service Center Provided TIL Training to campus in the past

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The Three major goals/objectives of the Teachers as Instructional Leaders program are to:

- 1) Increase Student Academic Performance
- 2) Improve Teacher Instructional Capacity
- 3) Develop and Retain High Performing Teachers

Activities/Strategies (facilitated by Teacher Leaders)

Increase Student Academic Performance: 1) facilitating Professional Learning Communities (PLCs) weekly, 2) Progress Monitoring Training (reviewing, analyzing and making informed decisions based off student data, 3) provide training in planning and preparing to review, scaffold, re-teach, remediate and enrich the learning for students based off their performance.

Improve Teacher Instructional Capacity: 1) lesson plan with assigned teachers, 2) observe classroom instruction with accompanying feedback, 3) conduct calibration walks, 4) provide support in the areas of purposeful instruction and student engagement techniques, and 5) facilitate professional development sessions based off equitable needs of teachers.

Develop and Retain High Performing Teachers: Teacher Leaders will participate in trainings that will improve their instructional and leadership skillsets with the goal of having Teacher Leaders return the following year to continue their support of teachers while improving learning outcomes for students.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The performance measures related to student outcomes that are consistent with the purpose of the program are 1) an increase in reading performance (English and Spanish) for grades Kindergarten-5th and 2) an increase in math performance for grades Kindergarten-5th. The tools that will be used to measure performance to ensure the effectiveness of project objectives and strategies are: MAP Testing (2nd-5th Grades), District Assessments (Kindergarten-5th Grades), Imagine Math (2nd-5th Grades), I-Station in English and Spanish (Kindergarten-5th Grade), and STAAR Results (3rd-5th Grades). These tools will be used to progress monitor student performance in reading and math across grade levels and the data will be reviewed and analyze on a weekly basis via professional learning communities (PLCs). During these meetings, teachers and Teacher Leaders will be able to make informed instructional decisions based off student data.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget for Lancaster Elementary’s Teacher as Instructional Leader Program is based off an allocation of \$100,000. A detailed breakdown of the budget is attached to the application. A short breakdown of the budget is below:

Total # of Teacher Leaders = 8 Teacher Leader Stipend: \$2,250 per teacher (8 teachers x \$2,250 = \$18,000) *total payroll cost (benefits) = \$27,000* Substitutes (8 days @ \$100 per day) – (8 teachers x \$800 = \$6,400) Texas Instructional Leadership (TIL) = \$73,000 Budget Total: Payroll Cost (stipend, benefits, substitutes) = \$27,000 Texas Instructional Leadership (TIL) Training = \$73,000 \$73,000 + \$23,000 = \$100,000

Based off the final decision from TEA regarding the grant allocation, amendments to the budgets will be made accordingly. If granted less than \$100,000 the first amendment will come from the number of Teacher Leaders selected to participate (while keeping in mind the representation of the LEA and students served). After amending the number of Teacher Leaders, the number of substitutes and those having to attend TIL training will adjust.

Program Requirements

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

The teachers that will be recruited and selected to serve as Teacher Leaders will reflect the overall diversity of the district as it pertains to our student population. Lancaster Elementary is a predominately African-American campus with Hispanics being the second largest group. Among our faculty candidates, we will ensure that the Teacher Leaders have at least three years of teaching experience, served at least 50% of the instructional day during the 2021-2022 school year as teacher of record, reflects the diversity of the students that we serve, and has a proven track record of raising student achievement via campus, district and state assessments (when applicable). In addition, our selected Teacher Leaders will exhibit traits of a servant leader and interpersonal skills that are respected among staff and community members. When recruiting Teacher Leader candidates, we will strategically identify teachers that meet the abovementioned criteria. Once identified, we will meet with them to go over the Teacher Leader Pathway Program in order to determine their level of interest and commitment to the program's mission and goals.

2. Teacher Leader Role & Responsibilities: Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

Teacher leaders will still serve as a teachers of record and will have at least 2 hours per week during the school day to support 3-8 assigned teachers on campus. Their major responsibilities will include, but are not limited to: 1) lesson planning with teachers, 2) classroom observations and feedback, 3) data analysis, and 4) support in the areas of routines/procedures. The following identifies the main topics and time commitment that Teacher Leaders will engage in each month with their assigned teachers:

Program Requirements (Cont.)

2. Teacher Leader Role & Responsibilities (Cont.):

Month Topics Time

August Lesson Planning, Routines/Procedures, Purposeful Instruction, Student Engagement, Curriculum Alignment 8-10 hours

September Lesson Planning, Routines/Procedures, Purposeful Instruction, Student Engagement, Curriculum Alignment 8-10 hours

October Progress Monitoring and Data-Driven Decision Making 8-10 hours

November Progress Monitoring and Data-Driven Decision Making 8-10 hours

December Assessment Creation and Data-Driven Decision Making 8-10 hours

January Reiterate Routines/Procedures 8-10 hours

February Purposeful Instruction, Progress Monitoring and Data Driven-Decision Making 8-10 hours

March Purposeful Instruction, Progress Monitoring and Data Driven-Decision Making 8-10 hours

April Assessment Creation and Data-Driven Decision Making 8-10 hours

May Closing out the school year 8-10 hours

The success of Teacher Leaders will be measured based off the instructional advancements of their assigned teachers and the academic growth of their students. The number of professional development trainings attended and facilitated will be taken into consideration when measuring their success in their respective roles.

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

Teacher Leaders will receive ongoing training and support from the district and Region 10. Region 10 will specifically support the campus with TIL Training in the following areas: 1) observation and feedback, 2) data-driven instruction, 3) student culture routines, and 4) lesson planning and formative assessments. Summer: observation & feedback, coaching & mentoring, relationship building, dual language model, and curriculum alignment. (Monthly 8-10 hours). Teacher Leaders will be equipped with strategies and techniques to build relationships with their assigned teachers while also training them on the items mentioned in the content section. Fall: school culture and climate, lesson planning, routines & procedures, purposeful instruction, student engagement, data-driven decision making, assessment creation, and curriculum alignment. (Monthly 8-10 hours). Teacher Leaders will be able to provide training and support to their teachers on the items mentioned. Spring: purposeful instruction, lesson planning, student engagement, data-driven decision making, assessment creation, curriculum alignment. (Monthly 8-10 hours). Teacher Leaders will be able to provide training and support to their teachers on the items mentioned. The campus/district-level training support for Teacher Leaders will come in the form of Instructional Coaches, Content Directors and Campus Administrators. This support will be given daily through professional learning communities (PLCs) and monthly during Data/Professional Development Days. In addition, Teacher Leaders will receive training and support from our external partner Region 10 when it comes to components of the Texas Instructional Leadership (TIL) Framework.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

The campus/district-level training support for Teacher Leaders will come in the form of Instructional Coaches, Content Directors and Campus Administrators. This support will be given daily through professional learning communities (PLCs) and monthly during Data/Professional Development Days. In addition, Teacher Leaders will receive training and support from our external partner Region 10 when it comes to components of the Texas Instructional Leadership (TIL) Framework.

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

ILTexas' mission is rooted in providing students with instruction via a dual language model. The district is committed to recruiting and retaining highly effective teachers that are representative of the students we serve. By participating in the Teacher Instructional Leaders Pathway, our effective teachers will continue to improve their leadership and instructional capacity while supporting teachers who are in need of further assistance.

Our LEA goal as it relates to the retention of highly effective teachers that are representative of our student population is to retain at least 76% of our teachers by June 2021. Teacher Leaders will receive a stipend for their participation in addition to growing their capacity as an instructor and servant leader. A compensation study is currently being conducted for our district in which we are preparing to receive feedback on how we can compete financially with surrounding ISDs. Having a program in place such as the Teacher Instructional Leaders Pathway will help recruit high performing teachers who are interested in growing in their careers as well as retaining those who are having a huge impact on teacher capacity building and student achievement.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment