



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.

Wayside Schools serves typically underserved populations with the mission of ensuring that all scholars are college-ready when they graduate. We understand that we cannot achieve our mission without highly effective teachers serving our student population which is 73.8%* economically disadvantaged. Currently, the obstacles that inhibit us from reaching our goal are:

- *We experience a high teacher turnover rate.
- *We do not have a system for developing teacher leaders.

The primary reason for Wayside's high teacher attrition rate is that we are unable to match the teacher pay scales of the districts that surround us and the opportunities for advancement are few. Therefore, Wayside has developed a strong process for developing new teachers. A new teacher academy that addresses the needs of a new teacher is provided to inexperienced teachers for a week during the summer. The week in the summer is followed up with monthly three-hour training sessions. All assistant principals and instructional coaches attend training that complements the new teacher training each month so that they can continuously support our new teachers. Because the network invested in Relay training for principals and assistant principals in 2018, we use Relay processes to train and support our teachers.

Wayside Schools believes that the next logical step in our efforts to retain and recruit highly effective teachers is to develop a system for training teacher leaders. The program will allow us to meet our teachers' desire for higher pay and provide opportunities for advancement. The network is also participating in Cohort D of the Teacher Incentive Allotment, and we intend to include teacher leadership in the qualifications for a designation. The combination of the two programs will allow Wayside to provide rich training opportunities to develop a pipeline of highly qualified leaders.

*This percentage is greater than the percentage of economically disadvantaged scholars reported on the 2018-2019 TAPR. During the 2018-2019 school year, the network experienced difficulties in a transfer to a new SIS and the snapshot numbers did not represent the actual economically disadvantaged percentage.

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
Chief Academic Officer - oversee implementation at the network level; consult with and coach principal	Superintendent Certification, experience coaching principals, proven ability to improve student outcomes
Principal - Attend TIL Training, Oversee implementation of Teacher Leader Program on Campus, coach school leaders	Masters of Education, experience, coaching school leadership team, proven ability to improve student outcomes
Assistant Principal - Coach teacher leaders as they coach teachers, attend TIL Training	Masters of Education, experience coaching teachers, proven ability to improve instruction and student outcomes
Instructional Coach-coach teacher leaders as they coach teachers, attend TIL training	Masters of Education (in process or complete), proven ability to improve instruction and student outcomes
Teacher Leader-attend TIL Training, confer with school leaders, observe teachers in conjunction with school leaders, provide feedback to teachers	3 years experience teachers, documented proof of the ability to improve student outcomes, strong interpersonal skills, leadership potential

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 network will focus the resources from the grant on developing teacher leaders at Altamira Academy. Specific goals are:

1. Campus leaders will successfully coach teacher leaders as they lead classroom teachers to achieve a full year's growth in reading or math for 90% of their scholars by 5/31/22.
2. Teacher leaders will successfully lead 5 Altamira teachers to achieve a full year's growth in reading or math for 90% of their scholars by 5/31/22. The decision as to whether to set a math or reading goal will be determined by the content taught by the classroom teacher.

Wayside Schools will partner with Region 13 Education Service Center to provide school leaders and teachers leaders with Texas Instructional Leadership training. The process will begin in the summer of 2021 when approximately 5 days of training with Region 13 on the Action Coaching/Observation & Feedback component of TIL. The training will follow a cycle of intensive training in the summer of 2021, onsite implementation of the training, a practice clinic with Region 13 in Fall 2021 and the spring of 2022, and realigned implementation. The cycle will start over again with the Data Driven Instruction component of TIL training in the summer of 2022, provided that funds are available.

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.

Scholar outcomes in reading will be measured with Developmental Reading Assessment (DRA). All scholars will be tested 3 times with BOY, MOY, and EOY assessment. Scholars at risk will be progress monitored two times each quarter of the school year. Teachers will be trained how to effectively administer DRA. Quarterly progress goals for each grade level will be established. Teachers and leaders will also have Istation data and common assessment data to judge scholar progress and make adjustments to instruction throughout the year. Math outcomes will be measured using ST Math along with math fact fluency checks and common assessments.

During the coaching cycle for school leaders, teacher leaders, and teachers (Please see the answer to the above question.), individual scholar data will be compared to quarterly progress goals. Instruction will be adjusted as the need is indicated during weekly coaching sessions. Also, school leaders and teacher leaders will compare teacher observation data and scholar progress data to ensure that the observation data aligns with scholar outcomes.

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 strategies and budget will meet the needs and goals of the program in the following ways:

TIL Training(\$11,100): Provide Texas Instructional Leadership Training to the school leadership team and the teacher leaders. The training will be provided by Region 13 and will include the Data-Driven Instruction and the Action Coaching/Observation and Feedback components of TIL. The training will align with the Relay coaching that has been used across the Network since the 2018 school year. The network also commits to having one network leader attend the training so that the network is able to effectively support the school leadership team.

Following each cycle of the Region 13 training and cycle of planning coaching goals and student progress goals, practice of coaching moves, observation, and review of progress data for teachers and scholars will begin in the following cycle:

The campus principal will schedule weekly coaching sessions with each school leader. The session will include:

- Review of data trackers created by the network to track coaching for school and teacher leaders and student progress
- Goal setting for both school and teacher leaders
- Practice of coaching moves so that school leaders are ready to effectively coach teacher leaders.

Using a gradual release model, the principal will observe school leaders as they coach teacher leaders and provide feedback and coaching to the school leaders.

School leaders will meet with each teacher leader weekly. This session will include:

- Review of a data trackers created by the network to track coaching for teacher leaders and student progress data
- Goal setting for teacher leaders
- Practice of coaching moves so that teacher leaders are ready to effectively coach teachers.

Using a gradual release model, school leaders will observe teachers in conjunction with teacher leaders so that school leaders can provide feedback and coaching.

Teacher leaders will meet with each teacher that they are coaching weekly. This session will include:

- Review of a data trackers created by the network to track coaching for teacher leaders and student progress data
- Goal setting for teacher leaders
- Practice of coaching moves so that teacher leaders are ready to effectively coach teachers.

Teacher leaders will require substitute teachers during the hours that they observe and coach other teachers and meet with the principal and the school leadership team. We estimate that teacher leaders will require 2 hours each week for these activities. Wayside is asking for \$800 dollars per teacher to cover the cost of the substitute teachers at a total of \$4,000.00. Additionally, Wayside is requesting that each teacher leader receive an additional \$3,000.00 for the work that they do in relation to the grant for a total cost of \$15,000.00. The total amount asked for to implement the program is \$30,100.00.

Wayside does not currently have funds allocated to a similar program. After the end of the grant years, Wayside will look to allocate Title II or local funds to continue and expand the program to other campuses.

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.

Currently, 82% of the student population of Wayside Schools is a member of a demographic minority group. Thirty percent of network and school leaders are members of a minority group. Wayside values diversity and we realize that our ratio of ethnically diverse scholars to ethnically diverse teachers must improve.

Care will be taken to ensure that the process used to select the teacher leaders for the program are multi-culturally valid and are oriented toward participant-ownership. A diverse team of teachers, campus leaders, and network leaders will be created to develop an application to participate in the teacher leadership program. The team will create the questions on the application and define what a successful application will look like through an application-grading rubric. Additionally, the teacher leadership opportunity will be made widely-known through staff meetings and reminders in staff newsletters. All teachers who have taught for at least three years and have a record of improving student outcomes for all subpopulations, exhibit strong interpersonal skills, and leadership potential will be personally encouraged to apply for the program. Before selection, teacher leaders must receive a recommendation from their current instructional coach that confirms the teacher leader has demonstrated strong interpersonal skills and leadership potential. Scholar reading and/or math data from the STAAR, DRA, SLOs, and locally-created common assessments will be used to verify each teacher ' s record of improving scholar outcomes. To ensure that teachers are interested in the model that Wayside is implementing, the application will clearly specify the commitments required of the teacher leaders and an interview process that includes a discussion of the commitments will be held before the teacher leaders are chosen. Teacher leaders will sign an agreement to participate in the program by May 14, 2021.

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.

June/July 2021 7 days
Teacher Leader Roles and Responsibilities: *Attend Initial TLI Training at Region 13-Action Coaching/Observation &Feedback*Attend Follow-Up Training on Campus with the purpose of defining and outlining specific action steps for the school year
Measures of Success: *Attendance at all Sessions *Complete a Journal of learning experiences/personal goals for the program
August 2021 5 hours
Teacher Leader Roles and Responsibilities: *Begin induction with teachers to be coached
Measures of Success: *Completion of induction journal with coachee aligned with rubric for the journals

Program Requirements (Cont.)

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

September/October 6 hours each month
 Teacher Leader Roles and Responsibilities: *The cycle of planning coaching goals and student progress goals, practice of coaching moves, observation, and review of progress data for teachers and scholars begins.
 Measures of Success: *Scholars hit progress goals that lead to an ultimate SLO goal.*Teacher leaders meet criteria for implementation of coaching moves *Coached teachers hit criteria for implementing coached moves from the Relay Waterfall.

November & December 2021 6 hours each month
 Teacher Leader Roles and Responsibilities: *Practice Clinic with Region 13 to recalibrate and identify solutions for problem areas in implementation of teacher leader coaching. *The cycle of planning coaching goals and student progress goals, practice of coaching moves, observation, and review of progress data for teachers and scholars continues.
 Measures of Success: *Teacher leaders are able to define next action steps in their program journals with school leader support.*Scholars hit progress goals that lead to an ultimate SLO goal.*Teacher leaders meet criteria for implementation of coaching moves.**Coached teachers hit criteria for implementing coached moves from the Relay Waterfall.

January & February 2022: 6 hours each month
 Teacher Leader Roles and Responsibilities and Measures of Success: Repeat of September/October 2021
 Measures of Success: Repeat of September/October 2021

March 2022 6 hours
 Repeat of Practice Clinic with Region 13 (see November 2021) to recalibrate and identify solutions as needed

April/May 2022 6 hours each month
 Repeat of January/February 2022

May/June 2022 7 Days
 Teacher Leader Roles and Responsibilities: Engage in a review of the data collected throughout the 22-23 school year. *TIL Training *Measures of Success: *EOY SLO data, teacher leader and teacher data from network-created data trackers

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.

Wayside Schools will partner with Region 13 Education Service Center to provide school leaders and teachers leaders with Texas Instructional Leadership training. The process will begin in the summer of 2021 when approximately 5 days of training with Region 13 on the Action Coaching/Observation & Feedback component of TIL training will be provided by a Region 13 TIL trainer. The training will follow a cycle of Intensive training in the summer of 2021, onsite implementation of the training, a practice clinic with Region 13 in Fall 2021 to address observed weak areas of implementation, realigned implementation, a practice clinic in the spring of 2022, and realigned implementation. The cycle will start over again with the Data Driven Instruction component of TIL training in the summer of 2022. The total hours dedicated to the TIL training with Region 13 are approximately 68 hours over the course of two years. Following the TIL training in the summers 2021 and 2022, the school leadership team will provide a two-day induction/follow up training on the campus. During that time, the TIL training will be revisited with an outline and calibration on how the TIL training will be implemented on the campus. The campus principal will maintain close communication with the Region 13 TIL trainer as a support throughout the implementation of the program. Success will be measured by the attainment of coaching goals by teacher leaders and coaches along with SLO data for scholars.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

The teacher leaders will be supported by the school leadership team through a cycle of planning coaching goals and student progress goals, practice of coaching moves, observation, and review of progress data for teachers and scholars begins. (Cycle is described in the answer to question #). Teacher leaders will be provided substitute teacher coverage each week in order to give them time to engage in coaching activities during the school day. Teacher leaders will serve as a teacher of record for more than 50% of each school day. The Region 13 trainer is a certified TIL trainer. The school leadership has been successfully implementing Relay coaching systems and processes as evidenced by the fact that the campus has advanced from an accountability rating of F to a C in 2019. During the 2019-2020 and 2020-2021 school years, the campus has consistently met goals for coaching and teacher progress through Relay implementation goals set by the network. Additionally, the school leadership team will attend the TIL training provided by Region 13 along with a representative from the network. The principal and assistant principals on the campus hold a master ' s degree in education.

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.

LEA Goals Related to the Retention of Highly Effective Teachers that are Representative of Wayside's Student Population:
 LEA Goals: Improve recruitment of high-potential, high-performing diverse educators, leaders, and staff.
 Retention Strategy: Launch a recruitment process to increase high-quality staff applicants for vacant position.
 Action Steps: *Recruitment team recruits at least 5 vetted candidates for every open position ensuring vetted candidates are of diverse ethnic and social backgrounds. *Focus on advertisements and job fairs that yield a high % return of candidates that are diverse and high quality.
 Base Metric Year 0 (20-21): 50% of vacancies filled by May; 90% of vacancies filled by mid-June Year 1 (21-22): 65% of vacancies are filled by May; 90% of vacancies are filled by mid-June Year 2 (22-23): 80% of vacancies are filled by May; 90% of vacancies are filled by mid-June; 100% Year (23-24): 90% of vacancies are filled by mid-June; 100% of vacancies are filled prior to the start of school
 Retention Strategy: Provide high-quality support and professional development plans to develop great 0-5 year teachers.
 Action Steps: Develop a tiered professional development plan for teachers depending on tenure to ensure alignment with needs & skills. *Continue New Teacher Academy. *Expand quality coaching and peer-to-peer support to meet or exceed professional development goals established by schools, staff, and network.
 Base Metric Year 0 (20-21): create metrics Year 1 45% implementation Year 2 53% implementation Year 3 61% implementation
 Retention Strategy: Develop a process to identify & retain high-performing educators, staff and leaders
 Action Steps: *Invest in clear incentives and compensation for high-performing educators. *Develop a clear UVP for educators, staff and leaders to stay at Wayside. *Create professional pathways & process for staff to grow professionally at Wayside.
 Base Metric Year 0 (20-21): 72% Teacher Retention Year 1 (21-22) 75% Year 2 (22-23) 80% Year 3 (23-24) 85%

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